



**CMGT 599 Special Topics:
Fundamentals of Qualitative Research for Marketing Communication**

"I notice increasing reluctance on the part of marketing executives to use judgment; they are coming to rely too much on research, and they use it as a drunkard uses a lamp post for support, rather than for illumination."

- David Ogilvy, Legendary Advertising Professional

Summer 2021 – Tuesday 6:00-10:10PM

Section: 21843

Location: ONLINE

Instructor: Jeffrey Hirsch

Office Hours: Tuesday, 3:00-5:30PM or by appointment, location TBD

Contact Info: hirschj@usc.edu, 818-400-7922

I. Course Description

We live in ironic times.

Everything – or nearly everything – can now be measured. “Big Data” abounds. Online metrics allow businesses to measure the effectiveness of their digital efforts with great precision. Biometrics can precisely track the consumer’s gaze as he or she looks at an ad or a website and can identify how the brain is stimulated.

Yet marketing remains more an art than a science. Developing products, services and communications that will strike a responsive chord in a crowded, cluttered, hyper-competitive marketplace is an increasingly difficult proposition.

From packaged goods to enterprise software, customers seldom, if ever, make decisions based on facts. The most successful brands understand this intuitively. They understand that consumers are not just buying their product or service, but buying into an ideal or a much bigger idea. Starbucks makes coffee but what they really make is community. Disney makes movies and theme parks but what they really sell is magic. Nike makes athletic shoes but what they really sell is aspiration.

Therefore, it is essential to leverage qualitative marketing research not simply to understand facts, or the “what” of marketing, but the ***underlying emotions*** – often subjective and irrational – that comprise the “***why***” of consumer choice.

This course will provide students with a comprehensive set of qualitative tools that will enable them to unpeel the layers of hidden emotion that drive the dynamics of

consumer decision making. Each methodology will be explored with the support of academic literature and real case histories that will demonstrate how to best reveal and understand consumer values, fears, pain points and aspirations.

The course will also offer a robust rationale for qualitative's rightful place in the research mix in the age of Big Data.

Students will be engaged in hands-on projects that will provide direct experience in the following methodologies:

- Traditional and Digital Methods
- In-Depth Interviews
- Ethnographic Studies, including in-home interviews and shop-alongs
- Focus groups
- Creative Consumer Workshops

The course will also cover ideation techniques and how to create effective stimulus (concepts, exercises, etc.) for effective qualitative research.

II. Student Learning Outcomes

This course will allow students to:

1. Identify the most efficient and effective qualitative research methods for specific marketing challenges.
2. Develop the proficiency to set up, execute and analyze qualitative market research, including how to:
 - Define project parameters and choose the best qualitative methodology based on project objectives;
 - Write effective screeners;
 - Write discussion guides that transcend ordinary questions to stimulate conversation to reveal the values, emotions, pain points and aspirations of respondents;
 - As part of the discussion guide, develop exercises, concepts and other stimulus to engage respondents;
 - Effectively moderate qualitative research, including time management, dealing with problem respondents and discovering how to balance the need for structure and discipline with spontaneity; and,
 - Analyze and present insights and recommendations in a way that tells a persuasive story.
3. Transform insights into action: Beyond the report, write actionable recommendations and creative briefs that will have a significant, positive impact

on the business

III. Course Notes

The course may be in-person, hybrid or remote depending on progress fighting the pandemic.

IV. Description and Assessment of Assignments

(Overview)

Working in teams of 3-4 over the course of the semester, students will choose a product or service to explore through a prescribed range of qualitative research methodologies.

The project will culminate at the end of the semester with a detailed report and presentation of findings and recommendations, including a creative brief for an advertising agency.

(Ongoing) “This Week in Branding”

Each week, students must read at least one article about marketing or marketing insights and be prepared to lead a class discussion on the topic. Sources may include major newspapers (New York Times, Los Angeles Times, Wall Street Journal, e.g.), business magazines/websites (Forbes, Fortune, Bloomberg News, e.g.), trade publications (Adweek, Brandweek, Ad Age, e.g.) or any other publication.

Major Project

Choose a consumer-oriented product or service that is of interest to you from the following categories:

- Consumer packaged goods
- Beer/wine/spirits
- Luxury goods
- Casual dining/fast food
- Retail (brick & mortar or online)
- Services (Banking, Insurance, e.g.)
- Initiative (How to get Millennials to play golf, e.g.)

Part I: Background Research/“Immersion

- At least 10 articles
- At least two books
 - List sources

- Key findings and conclusions (3-5 pages)
 - Brand health:
 - SWOT analysis (Strengths, Weaknesses, Opportunities and Threats)
 - Incorporate competitive analysis in above

Part II: In-Depth One-on-One Interviews (IDI's)

- Incorporate digital “homework,” e.g., diaries, video, etc.
- Complete at least six interviews with target consumers
- Top line report with “Brand Pyramid,” key findings and recommendations

Par III: Ethnographic Research

- Complete at least four4 shop-along interviews with target consumers
 - NOTE: Ethnographic fieldwork will only proceed if the pandemic is controlled. If not, assignment will be adjusted for shop-alongs to be conducted virtually.

Part IV: Stimulus Development for Focus Groups

- Conduct Ideation Session to explore positioning alternatives based on previous research
- Develop a range of 5-7 (or more) positioning concepts for next phase

Part V: Focus Group Research

- Conduct one or two focus groups (6-8 respondents for one group, 3-4 respondents for two groups) to explore hypotheses, test and hone positioning alternatives
- Develop screener & discussion guide
- Present topline report

Part VI: Final Presentation

- 30-minute presentation to include findings, proactive recommendations and creative brief

V. Grading

a. Breakdown of Grade

Assignment	% of Grade
<ul style="list-style-type: none"> Part I: Background Research 	10%
<ul style="list-style-type: none"> Part II: In-Depth One-on-One Interviews 	15%
<ul style="list-style-type: none"> Part III: Ethnographic Research 	15%
<ul style="list-style-type: none"> Part IV: Stimulus for Focus Group Research 	10%
<ul style="list-style-type: none"> Part V: Focus Group Research 	15%
<ul style="list-style-type: none"> Part VI: Final Presentation 	25%
<ul style="list-style-type: none"> Class Participation <ul style="list-style-type: none"> General discussion/readings Questions & responses to classmate presentations and final team presentations 	10%
Total:	100%

b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

The quality of thinking reflected in your assignments is the most important factor in grading. The following list of Key Performance Measures offers basic guidelines.

- Most important:** Your work should aspire to be original, creative and on strategy. Papers and presentations must transcend the obvious and demonstrate depth. Recommendations must always be appropriate for the brand, i.e., fit seamlessly with brand values, positioning and personality.

- Presentations must tell a story, with a reader/audience friendly, engaging and logical flow. This includes both the precise language you leverage to express your ideas as well as the visuals.
- Work must be supported by facts with appropriate citations.
- Recommendations must be realistic and not blue-sky fantasies. One must reasonably assume that your ideas for campaigns can be implemented in real life, i.e., you must leverage existing technology and support your plans with reasonable budgets using guidelines from brand history.
- Sound grammar and cleanly constructed sentences and paragraphs are essential.
 - **NOTE:** *If English is your second language, or you feel that your writing needs improvement for any reason, please be sure to review all assignments with a USC writing coach.*
- Presentations and papers must be free of typos. Typos that have been flagged for autocorrect are especially egregious. Any more than 3 typos will result in lost credit for this segment: You will lose 5% of your grade off the top.

What grades mean:

- A's will be the exception and must be earned. Only high-quality, near professional or professional work will receive an A.
- B's will be given for work that demonstrates thought, initiative and creativity.
- C's are for those who "phone in the work" or "just get by."
- D's are barely passing grades for undergrads and essentially F's for graduate students. For those who put a minimum of thought and effort into your work.
- F's are for turning in work more than 3 days late, work that does not with address project guidelines, or thoughtless work that reflects virtually no effort.

d. Grading Timeline

You will receive detailed feedback on all assignments. Most often, you will receive your grade within one week of handing in your work.

VI. Assignment Rubrics

- See Project Specifications for details on all assignments.
- See “Course Schedule: Weekly Breakdown” below for due dates.

VII. Assignment Submission Policy

Assignments will be emailed to the Professor ***no later than 11:59PM on the designated due date.***

Even one minute late will incur a penalty. Grades will be reduced by 10% for each day the assignment is late for 3 days, after which an F will be automatically issued. For team projects, each member of the team will be penalized equally.

Please use Word or PowerPoint documents whenever possible. Files should be name in the following format:

- Individual Assignment: Last Name, First Name, Assignment
- Team Assignment: Team Name, Assignment

Important Note: If you are submitting anything in Google Doc or Google Slides format, please send to jhirsch@therightbrainstudio.com.

VIII. Required Readings and Supplementary Materials

The following books are required:

Steel, J. (1998). *Truth, Lies & Advertising*. John Wiley & Sons.
https://www.amazon.com/Truth-Lies-Advertising-Account-Planning/dp/0471189626/ref=sr_1_2?crd=3M2D0C958DOJK&dchild=1&keywords=truth+lies+and+advertising&qid=1604965948&srefix=truth+lies+and%2Caps%2C213&sr=8-2

Weichselbaum, H. (2017) *Readings in Account Planning (2nd Edition)*. The Copy Workshop. https://www.amazon.com/Readings-Account-Planning-Copy-Workshop/dp/1887229221/ref=sr_1_1?crd=3T5IQBOOMTUVU&dchild=1&keywords=readings+in+account+planning&qid=1604964330&srefix=readings+in+account%2Caps%2C231&sr=8-1

Guest, G. & Namey, E. & Mitchell, M. (2013) In-Depth Research. In Sage Research Methods, *Collecting Qualitative Data: A Field Manual for Applied Research* (pp. 113-171). Sage Publishing. <https://dx-doi-org.libproxy1.usc.edu/10.4135/9781506374680.n4>
(Chapter Only, use link to access in USC Library)

The following articles are required:

Carson, D., Gilmore, A., Perry, C. & Gronhaug, K. (2001). Ethnography and grounded theory. In Carson, D., Gilmore, A., Perry, C., & Gronhaug, K. *Qualitative Marketing Research* (pp. 146-157). London: SAGE Publications. <https://dx-doi-org.libproxy1.usc.edu/10.4135/9781849209625.n10>

Colucci E. "Focus Groups Can Be Fun": The Use of Activity-Oriented Questions in Focus Group Discussions. *Qualitative Health Research*. 2016;17(10):1422-1433. doi:10.1177/1049732307308129

Cuomo, M.T. & Tortora, D. & Festa, G. & Giordano, A. & Metallo, G. Exploring Consumer Insights in Wine Marketing: An Ethnographic Research on #WineLovers. *Psychology of Marketing*. 33(12). <https://doiorg.libproxy2.usc.edu/10.1002/mar.20942>

Reynolds, T.J. & Gutman, J. (1998). Laddering Theory Method, Analysis, And Interpretation. *Journal of Advertising Research*, 28(1), 11-31. <http://web.b.ebscohost.com.libproxy2.usc.edu/ehost/pdfviewer/pdfviewer?vid=0&sid=e2bb0473-f076-4fec-806d-399da6537427%40pdc-v-sessmgr04>

Rosenthal, M. Qualitative research methods: Why, when, and how to conduct interviews and focus groups in pharmacy research. *Currents in Pharmacy Teaching and Learning* (4), 509-516. <https://doi.org/10.1016/j.cptl.2016.03.021>

What is Online Qualitative Research? Insightsplatforms.com.
<https://www.insightplatforms.com/what-is-online-qualitative-research/>

Other readings, including articles from academic journals, will be specified in the week by week agenda below (most are now TBD but will be added). Many will be provided on Blackboard, the course management system.

For your major course project, you should be prepared to spend some funds (about \$50) to acquire additional materials.

Other Reading:

Successful marketers must be in sync with the popular culture and the world around them. Most possess an insatiable curiosity, fueled, in part, by a wide range of reading.

Readings in addition to the required books will be assigned before each class. Students are also strongly encouraged to *read on a daily basis*, including:

- Newspapers on a daily basis, particularly the New York Times and the Wall Street Journal.

- Non-business-related magazines and blogs: The New Yorker, The Atlantic, Salon, Slate, Vanity Fair, Rolling Stone.
- Business related magazines and blogs: Ad Age, Adweek, Forbes, Harvard Business Review, LinkedIn, (The everyday feed and “Pulse” sections offer a wide range of blogs by “Influencers” and other marketing professionals).
- Non-business books: Novels, history, bios and other non-fiction
- Most importantly, whatever interests you

IX. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC’s Secure Wireless network, please visit USC’s **Information Technology Services** website.

XI. Course Schedule: A Weekly Breakdown

Note: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1	<ul style="list-style-type: none"> Course Introduction Assignments & expectations of performance Laddering up to bigger ideas: “What do you make?” How to think like a market researcher The Art of the Creative Brief Reading discussion Choosing partners and brands for Major Project Review Part I Assignment 	<ul style="list-style-type: none"> Course Syllabus & Project Specifications <i>Readings in Account Planning</i>, pp. 79-90 <i>Truth, Lies</i>, pp. 139-188 	Reading due before first class
Week 2	<ul style="list-style-type: none"> This Week in Marketing Reading discussion Introduction to Qualitative Research Methods <ul style="list-style-type: none"> Logistics Review of methodologies How to write a screener: Lecture and workshop Case history King’s Hawaiian 	<ul style="list-style-type: none"> Jeffrey Hirsch Blogs: <ul style="list-style-type: none"> Empathy in Life, Politics, Dating & Marketing Namaste: Honoring the Light Within Our Consumers November 8, 2016: The Day the Data Died When the Voice of the Consumer Needs to Be Ignored Journal Article: Qualitative research methods: Why, when, and how to conduct interviews and focus groups in pharmacy research <i>Readings in Account Planning</i>, pp. 93-118 <i>Truth, Lies</i>, pp. 1-57 	<ul style="list-style-type: none"> Part I Background Research Due
	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 3	<ul style="list-style-type: none"> This Week in Marketing 	Journal Article on In-Depth	<ul style="list-style-type: none"> Part II In-Depth

	<ul style="list-style-type: none"> • Reading discussion • Discussion of In-Depth Interview (IDI) research plans <ul style="list-style-type: none"> • Revise in class based on feedback/discussion • Case History: Theme Park Segmentation 	<p><u>Interviews, from <i>Collecting Qualitative Data: A Field Manual for Applied Research</i></u></p> <p>Journal Article: <u>Laddering Theory, Method, Analysis, and Interpretation</u></p> <ul style="list-style-type: none"> • Project Objectives and Scope • Screener • Discussion guide • <i>Readings in Account Planning</i>, pp. 3-58 • <i>Truth, Lies</i>, pp. 59-102 	<p>Research Plans</p>
Week 4	<ul style="list-style-type: none"> • This Week in Marketing • Reading discussion • In-Depth Interview presentations & discussion • Lecture & Case: Conducting Ethnographic Research History (Steam Master Iron) 	<ul style="list-style-type: none"> • Journal Articles: <ul style="list-style-type: none"> • Exploring Consumer Insights in Wine Marketing: An Ethnographic Research on #WineLovers • Ethnography and Grounded Theory • <i>Readings in Account Planning</i>, pp. 3-78 • <i>Truth, Lies</i>, pp. 103-138 	<ul style="list-style-type: none"> • Part II IDI Research Due
Week 5	<ul style="list-style-type: none"> • This Week in Marketing • Reading discussion • Digital Research Tools • Comparison of digital vs. in-person fieldwork • Guest Speaker TBD 	<ul style="list-style-type: none"> • Selected J. Hirsch Blogs: <ul style="list-style-type: none"> • Searching for Our Digital Soul • Power to the People: Restoring the Human Touch to Marketing Efforts • Road Trip! Why You Can't Afford to "Save Money" on Focus Group Travel • Article: <ul style="list-style-type: none"> • What Is Online Qualitative Research? 	<ul style="list-style-type: none"> • Part III Ethnographic Research Plans Due
	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 6	<ul style="list-style-type: none"> • This Week in Marketing • Reading discussion 	<ul style="list-style-type: none"> • <i>Readings in Account Planning</i>, pp. 119-163 	<ul style="list-style-type: none"> • Part III Ethnographic

	<ul style="list-style-type: none"> Ethnographic presentations Developing Stimulus for Focus Groups <ul style="list-style-type: none"> Concept development & other focus group stimulus development (include "Building Blocks," "IconoCepts," etc.) In-class exercises to cover all teams' brands 	<ul style="list-style-type: none"> <i>Truth, Lies</i>, pp. 189-229 	Research Due
Week 7	<ul style="list-style-type: none"> This Week in Marketing Reading discussion Students present stimulus for Focus Groups Focus Group moderating techniques & in-class exercises 	<ul style="list-style-type: none"> Article: <ul style="list-style-type: none"> "Focus Groups Can Be Fun": The Use of Activity-Oriented Questions in Focus Group Discussions <i>Readings in Account Planning</i>, pp. 164-220 <i>Truth, Lies</i>, pp. 231-269 	<ul style="list-style-type: none"> Part IV Stimulus for Focus Groups Due
Week 8	<ul style="list-style-type: none"> This Week in Marketing Bud Light Case History Team meetings with Professor: <ul style="list-style-type: none"> Review Focus Group Plan Review Progress on Final Presentations 	<ul style="list-style-type: none"> <i>Readings in Account Planning</i>, pp. 221-263 	<ul style="list-style-type: none"> Part V Focus Group Research Plans Due
Week 9	<ul style="list-style-type: none"> This Week in Marketing Students present Focus Group results 		<ul style="list-style-type: none"> Part V Focus Group Research Due

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 10	<ul style="list-style-type: none"> • Case History: Kings Hawaiian (Marketing plan recommendations based on positioning insights) • Team Meetings with Professor 		<ul style="list-style-type: none"> • <i>Part VI Final Presentation Draft Due</i>
Week 11	<ul style="list-style-type: none"> • Final Presentations 		<ul style="list-style-type: none"> • <i>Part VI Final Presentation Due</i>
Week 12	<ul style="list-style-type: none"> • Final Presentations 		

XII. Policies and Procedures

Additional Policies

More on Class Participation

Each student must contribute to the learning in this class. In most class sessions, you must speak, ask questions, argue respectfully. To do so, you must prepare well: read the assigned materials before class; read, view or listen to other relevant and interesting content; think. Staying silent is poor behavior. Silence is especially unacceptable when we have guest speakers. It sets a poor impression of being disengaged. Judgment of participation is based on the instructors' aggregate impressions gained throughout the semester. If you participate frequently and enthusiastically, you will earn the full score. You will not earn the full score by merely attending classes. Simply attending classes and only occasionally participating will result in a mediocre score (e.g., half of the possible score). If you are absent, disengaged or disrespectful, you will earn zero.

The Importance of Great Writing

A graduate program in a globally renown graduate program demands great writing, as does the greater world at large beyond school. Marketers must be adept communicators. Clear, focused expression, both in oral presentations and in writing is critical. Branding and the development of Creative Briefs, in particular, require the very precise selection of appropriate language and nuance.

Error free, grammatically correct papers and presentations are the cost of entry. All assignments must be spell and grammar checked. More important are ideas that are presented clearly and logically. There must be no confusion regarding facts presented or your perspective on those facts.

Attendance and Punctuality

A foundational behavior in business and the world at large is showing up on time, prepared and engaged. Please show up to class on time. (You can't blame traffic in the Covid world where classes are on Zoom!)

Equally important, please be present, that is, "in the moment," focused on what is going on in class.

Not being here (i.e., being absent or being late) will accumulate penalties. No unexcused absences are permitted. Students must notify the professor in advance of an absence, even if it is just before class starts. Most reasonable excuses (illness, family issues, emergencies, etc.) will be accepted.

Two excused absences will be permitted, though the professor will be less forgiving on the second absence.

Any unexcused absence will lower your final grade by one full grade. (For example, and “A” turns into a “B” and a “B” turns into a “C.”)

Two unexcused absences will result in a failing grade.

Attention and Mobile Screens in Class

Students must be 100% focused on lectures, discussions or other in-class activities when in class.

Notes should be taken by hand, written in a notebook.

Laptops, phones, tablets or other devices may not be used in class without explicit direction from the professor. Texting, checking emails, visiting websites, using apps, etc. are strictly forbidden in the classroom.

Obviously, we’ll all be on Zoom for some or all the semester, but please do not multitask or look at other screens when class is in session.

Violation of this policy may result in being asked to leave the classroom and will result in penalties on the final grade.

Communication

Students should feel free to contact me with questions and concerns. Email for a phone, Zoom or (post-pandemic) face-to-face meeting.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

XIII. About Your Instructor

Jeffrey B. Hirsch is the Founder & President of [The Right Brain Studio](#) and Adjunct Professor in the graduate communications program at the University of Southern California's Annenberg School. Recently, he started another business, [JBH Personal Branding](#).

His business development strategies and new product ideas are responsible for hundreds of millions of dollars in revenues for some of the world's top brands such as Pepsi, Colgate-Palmolive, General Mills, Johnson & Johnson, Brown-Forman, Pizza Hut, Taco Bell, Anheuser-Busch, Walt Disney and many others.

A former executive with DKG Advertising, Brown-Forman, Campbell-Mithun and Chiat/Day, Jeff knows how to find the emotional core of a brand's identity.

An avid reader, golfer, filmgoer and music lover, Jeff enjoys performing solo – or joining his band – at local clubs and events. He also maintains his availability, should the team need his talents, to play center field for the Los Angeles Dodgers.

Professor Hirsch earned an M.S. in Advertising and a B.S. in Communications from Northwestern University.