

### COURSE INFORMATION

**Credits:** 2

**Classroom Location:** HA 132

**Course Duration:** March 12 – April 20, 2024

**Class Meeting Times:** Tu-Th 2:00pm-3:50pm

**Final:** Within April 15-20, time/place determined by Graduate Programs office

### INSTRUCTOR INFORMATION

**Instructor:** Ann Stone

**Email:** [ann.stone@sauder.ubc.ca](mailto:ann.stone@sauder.ubc.ca)

**Phone:** 604-644-5127 (mobile)

**Office hours specific to this class:** Tu/Th 3:50-4:30 in-person, out in CPA Hall (right after class)

**Wednesdays 12:15-1:15pm**, online, appointment signup: <https://calendly.com/ubcmktgprof/open-office-hours>

No drop in's during this time; I just log in as needed. If these times don't work, email me to set up another time

**Office location:** I am nomadic. Use email/Canvas/text or see me in CPA Hall

**Social Media:** LinkedIn <https://www.linkedin.com/in/annmariestone/>

### COURSE GOALS AND DESCRIPTION

**Integrated:** coordinated communication efforts work better than diverse, non-connected efforts. This includes areas that are sometimes thought of as disciplines of their own, such as PR, Digital Marketing or Social Media Marketing. All of these are tools and others may be deployed in pursuit of the communication goals.

**Marketing:** is our craft

**Communication:** based on a core principle that "everything communicates". Every communication, whether intentional or not, communicates to your intended and unintended **target audiences**.

**Who benefits from this course:** Marketers, entrepreneurs, current & future business leaders. There is significant benefit to job seekers as the work of this class sets up a communication "campaign" for a new role well.

### COURSE FORMAT

This course employs a sequence of educational experiences:

- Students complete prep materials for each class.
- During class together we cover some of the prep materials; often additional concepts are introduced. We then explore activities to bring the concepts to life. You are a vital part of the learning process, both in your participation in the exercises and insights as we discuss all aspects of the content.
- After-class a Post Class page in Canvas closes out each learning cycle. Here you will find slides shared in class, follow-up, and additional resources about the day's topics.
- A media-focused simulation completed in teams of 3 will take your media learning to a deeper level as you navigate 5 years of a brand's media plans.
- A final case-based exam will allow each of you to explore the course concepts proving to your instructor - but more importantly to you - that you have a solid understanding of course content.




### LEARNING OBJECTIVES

What you will be able to do after taking this course:

- **Write Briefs**, for media and creative. This is the core of the course.
- **Place marketing communications for impact** through a simulation selecting media strategically.
- Gain insight into **how to Brief creative teams, evaluate creative, and provide feedback**.
- Prepare for the **role of leader of marketing communications**.

**SUSTAINABLE DEVELOPMENT GOALS (SDGS)**

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
	As we explore the cases and examples within class, by nature of the unique lived experiences of your instructor discussion of Gender Equality will be an ongoing topic. This aspect will be explored through your target audience work, the development of the Brief, and the case studies we will explore together.
	Thru target audience work, and one of our cases, we'll explore more about what people need, think they need, and encouraged through our work to buy. IMC is often a driver of consumption; we need to be thoughtful on what we're asking people to "do".
	Similarly to Gender Equality, Reducing Inequalities is a critical component we will consider as we think about target audiences. This will come to light through our work with case studies and the development of Briefs.

**ASSESSMENT SUMMARY**

Evaluation	Specifics	Points	Graded as:
Class Participation	Sharing of ideas and thoughts for shared learning for all	10	Individual
Positioning Statement Exercise	Quick, vital assessment to insure you are writing these statements correctly	5	Individual
Media Simulation	DMP Quiz	1	Individual
	DMP Starting Point Brief	12	Team
	DMP Performance	6	Team
	DMP Personal Reflection	6	Individual
Active Learning	Various activities either prior to or during class sessions	20	Mixed team & individual
Final Exam	Taken during exam week, covering all course elements	40	Individual
		<b>100</b>	<b>Total</b>

**ASSESSMENT DETAILS**

**Media Simulation**

The media simulation begins with a media-focused Brief using data from the simulation, reinforcing a key skill in the course. You then run the 5 years of the simulation using your Brief as your starting point but adjusting your

performance given the results that you receive from each of your decisions. You complete your work with a guided one-pager to solidify your learning from this activity.

The DMP quiz confirms that each person independently has a good grasp on the simulation.

The DMP Starting Point Brief upfront “forces” you to engage with the many sources of information within the simulation and to have a strong starting point for your first-year decisions. You will receive feedback on your work prior to running the first year of the simulation, allowing you to adjust as required.

DMP Performance is a quantitative ranking of your performance on OPI, a standard measure of performance allowing for comparison across teams. You run the simulation against computer simulated competitors; the simulation is not run “against” your classmates.

To conclude this activity a guided “one pager”, the DMP Personal Reflection, will be completed by each student to develop the concepts learned through the simulation activity.

**Active Learning: Day by day quizzes, in-class activities**

Quizzes are accessed in Canvas and are linked in each prep module. Some in class activities will generate a worksheet which will be handed in. These will cumulatively add to up to your Active Learning Mark. If point value is less or more than 20, the math is ((your score)/possible points for you) \* 20.

**Positioning Exercise**

You will practice writing positioning statements in an individual assignment so that each of you receive personal coaching on your skills in this area.

**Final Exam**

A case will be made available to you prior to the exam so that everyone has an opportunity to review and digest the contents. On the exam day you will receive a set of questions to respond to that connect to the concepts learned in the course plus the information from the case. It’s fun! 😊

**Attendance**

Pursuant with RHL guidelines, your attendance is tracked *only to ensure that you have attended 80% of the available class time*. There is no mark or score associated with attendance.

**Participation**

Active engagement in the class conversation is an expectation. To assist in this process, students are asked to sit in the same seat each class so that a visual schematic for notetaking during the class period may be developed.

Participation is an active vocal contribution to the class; and awarded daily out of 10 possible points:

Points	Explanation of mark awarded
0	No participation
3	Contributions which are substantively derivative, questions to reiterate or confirm information, general comments. This is also the expected points for answering a question directed to you (although higher marks may be awarded)
6	Volunteered contributions which build the conversation and show significant preparation and/or reflection upon the topic at hand.
8-10	Comments of significant originality or insight.

Points are totaled for the 9 classes (one does not have participation); they are used to rank the class and award point values to your work relative to the contributions of others in the class.

To encourage a wide range of voices in our highly participative class, the following techniques will be utilized:

- Random acknowledgement of those wanting to share. Generally, the first hands in the air are those that are called on. That technique, however, is not fair for those who need a little time to collect their

thoughts and prepare them to share. The instructor will call on hands in a more random order to be fairer to the various learning styles in the room.

- Cold calling folks throughout the room on certain questions.
- Not everyone will be called on in every situation.
- *Emails after class count as participation.* Sometimes the “right idea” comes after class, or you don’t get called on, or you’re just not comfortable speaking in class that day. Emails to the course instructor within 48 hours of the class time will be considered for participation. The amount of the point value will not be as high as if it was shared in class because *if you share it in class, we all learn from you, if you share it with the instructor only one person learns.* A 6 point in-class comment may be a 4 if emailed; that said, it is far better to send it in than leave the thought unshared and not receive credit for having had it.

### LEARNING MATERIALS

**Out of pocket material cost:** \$15.76 CAD 3 cases, \$35 USD (~\$47.26 CAD) simulation purchase, Total CAD: \$63

**Required Coursepack Purchase** <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF00000BKkz2AG>

**Required DMP Simulation Purchase:** through StraxSimulations. *Do not purchase this simulation until you’re certain you will continue in the course;* all sales are final and there are no returns or refunds.

1. Go to <https://shop.stratxsimulations.com/>
2. Enter the file number: **P65CA343**
3. Say you’re not a robot, verify the order and register to complete the order
4. You will now have access to the simulation A44837 - BAMA504-001 Pd 4 2023W2

**Required Reading:** All other material beyond the cases and simulation are available through Canvas in the module prepared for each class day at no incremental cost.

**Optional materials,** in priority order for this class

- **Different**, by Youngme Moon. ISBN: 978-0307460868. For marketers, this is a must buy, it’s that good.
- **Hey Whipple, Squeeze This**, Fifth or Sixth (2022, best) edition, by Luke Sullivan. ISBN 978-11118101339. Particularly useful for those wishing to enter, or work with, advertising agencies.
- A complete listing of other books I have found useful in my business career (not IMC specifically) may be found at [blogs.ubc.ca/annmariestone](https://blogs.ubc.ca/annmariestone) (no CWL required)

### COURSE SPECIFIC POLICIES AND RESOURCES

#### *Missed or late assignments, and regrading of assessments*

Late submissions will not be accepted and will receive a grade of zero.

#### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC’s policy on Academic Concession](#).

#### *Grading scale and average*

This course will be marked to the Sauder School of Business grading policies for Master’s level courses, as documented through the Dean’s office. The expected class mean is a B+/A-. It is important to note that the letter grading scale anticipates that all letters are utilized in order to fully recognize academic accomplishment.

#### *Weighting of Assignments:*

The instructor reserves the right to reweight the course assignments if required impacting all students equally. Re-weighting of course elements does not occur for individual students except for academic concessions.

#### *Grading questions*

Students are responsible for monitoring their own progress of points/assignments on Canvas. Questions on any points awarded should be raised within 7 days of the posting of the grade. Please handle these via email, subject line should be "Question concerning x mark". After 7 days, the grade is considered final for that assignment/activity (items under review are not included in this constraint).

### *Feedback*

I will make every effort to return assignments as quickly as possible; I grade several items personally to provide the very best coaching. This process requires significant time; your patience is appreciated. Recognize that feedback comes in many ways and comments on your work are but one source. In each class we will share two hours of conversation about the topics of the day. You should be comparing your thinking from the pre-reading and your work experiences to your classmates' and the instructor's. This second type of feedback is the skill you will need in the workplace as written comments and specific coaching are a rare occurrence.

### *Ear buds*

Ear buds are not permitted at any time in the classroom. It is the student's responsibility to remove them prior to the start of class. Ear buds left in result in a participation mark of zero for the day.

### *Written Language Requirements Individual & Team Submissions*

Everything students deliver in this class is to be written in clear, grammatically correct English. Great ideas written poorly receive poor grades as do poor ideas written well. In a fast-paced business world, the ability to convey ideas with clarity and conviction is imperative.

## **POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL**

### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

## **UNIVERSITY POLICIES AND RESOURCES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and

students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### *Use of Artificial Intelligence*

#### **Generative AI (Including ChatGPT) Not Permitted**

Any work submitted must be your own original work, written without outside assistance or collaboration. Any use of generative artificial intelligence (AI), including ChatGPT, is not permitted and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the [UBC Academic Calendar](#).

### *Copyright*

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

### *Acknowledgement*

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

## **COURSE SCHEDULE**



#	Date	Day	Key Topic Focus	Class Prep; Read page within Canvas module for more texture & insight	Individual Work	Media Simulation Activities	Pts	
1	12-Mar	Tue	Hello & welcome Positioning as starting point of all communication	1) Review syllabus, Canvas 2) Read the Positioning Guide 3) Read "How to use segmentation Effectively"	<b>Positioning Assignment opens</b>			
2	14-Mar	Thur	Discuss Briefly What is a Brief and Briefing? Unintended target audiences	1) Two videos posted on module page in Canvas 2) Read the Brief posted on Canvas				
3	19-Mar	Tue	Media, one output of the brief The funnel Teams and Digital Media Pro	Media pre-read		Teams finalized, learn about the funnel		
	20-Mar	Wed			<b>8am Positioning assignment</b>	5		
4	21-Mar	Thur	Liquid Death case IMC metrics	1) Metrics pre-read 2) Liquid Death Case review		work on your starting point Brief		
	22-Mar	Fri				<b>complete Digital Media Pro Quiz</b>	1	
5	26-Mar	Tue	Pillsbury Cookie Challenge (using consumer data for IMC)	1) Pillsbury Cookie Challenge 2) Prep Case "Chirp"		work on your starting point Brief		
	27-Mar	Wed				<b>11:59pm Starting Point Brief due</b>	12	
6	28-Mar	Thur	The creative side of briefing Brief ->Creative, the "sensory inventory"	1)Landor: The Big Book of Marketing Library Reserves p1-3 & 5-23 2) Sauder Style Guide		Ann commenting and marking your papers		
	29-Mar	Fri	Good Friday, UBC is closed. Feedback on Starting Point Brief received	Review feedback, revise year 1 thoughts, then schedule 2-2.5 hours to run years 1-3 of the simulation before		Receive Feedback by 4pm on Starting Point		
	30-Mar	Sat-Sun		Run years 1, 2, 3 Friday Saturday, Sunday 11:59pm due		Running years 1-3		
	01-Apr	Mon	Easter Monday, UBC closed.	Video(s) will post of feedback for teams from years 1-3, review prior to attending class, consider brief conversation with team as well				
7	02-Apr	Tue	Day in the classroom running years 4 & 5 of DMP	Consider comments from the first part of the session prior to running 2 years.		Running years 4 & 5		
	02-Apr	Tue		DO not overthink this. Complete today!		<b>8pm all runs complete</b>		
8	04-Apr	Thur	Creative, creativity, and how provide feedback to creative people	Will be an article on LOCR				
	06-Apr	Fri	Feedback from simulation	WATCH: Ann's DMP debrief video; incorporate ideas into your After Simulation Paper		<b>Mark for simulation performance</b>	6	
9	09-Apr	Tue	Messaging Strategy, Social Media and its implication on IMC	Read Earl's Case, prepare thoughts Review guest background, consider ?'s		writing After simulation Paper		
10	11-Apr	Thur	Moon's advanced positioning, its impact on unintended & intended TAs Pedigree case, prepare questions that might appear if this way the final exam	1) Hostility from <u>Different</u> 2) Break Free from the Product Life Cycle, HBR 3) Review Pedigree (A) and (B)		writing After simulation Paper		
	12-Apr	Fri	Examination case will be posted as a pre-read	Read case; you will NOT be allowed to bring in this copy to the exam; one will be provided	<b>Participation</b>	10	<b>11:59 pm After Simulation Paper due</b>	6
	?	?	Final Exam; answer a few questions about IMC and the case	Read the exam case; review your notes	<b>Final Exam</b>	40		
<b>Totals - Active Learning</b>					<b>20</b>	<b>55</b>		<b>25</b>
<b>Course Total</b>							<b>100</b>	