

## COURSE INFORMATION

Division: Marketing

Term/Period: 2018W/Period 4

Instructor: Ann Stone

Section Number: 001

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Office hours: Tuesday/Wednesday/Thursday 12:30-1:30. I always see students who book specific appointments first; do so through [www.calendly.com/ubcmktgprof](http://www.calendly.com/ubcmktgprof) or use the link on the left hand nav of Canvas. If needed, email to see if we can coordinate another time.

My professional credentials may be viewed: <http://www.linkedin.com/in/annmariestone>. I tweet at [ann\\_m\\_stone](#); my feed is on the home page of this course.

Course Duration: March 4 - April 12, 2019

Class Meeting Times: M/W 4-6PM

Course Website: Canvas

Classroom Location: HA 133

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## COURSE GOALS & LEARNING OBJECTIVES

To provide students skills in the area of integrated marketing communications. Without effective communications about a company's offering great products and services can be left

Integrated: means we look at all the reasonable ways to communicate, using as the touchstone the belief that coordinated communication efforts work better than diverse, non-connected efforts.

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, anyone who needs to learn how to target a communication in a multitude of situations and through a variety of ways.

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

- **Positioning** is the heart of all communication; you will learn to develop and write good statements.
- **Target audience identification** and evaluation is critical to successful communication; knowing if your **target audience size** is had large enough sales to sustain a business is a key part of this.
- **Target audience personification** brings the target to life for great connection.
- **Consumer Behaviour** provides frameworks that are essential to great communication.
- **Youngme Moon** provides us some provocative ideas on how to position better. We'll learn about **reverse, breakaway and hostile** positioning techniques to create sustainable differentiation.
- Tjaco Walvis teaches us that **Relevance, Coherence, and Participation** is a core element of IMC. Test all of your communication work against these three "rules".
- **Briefs** are the most important transition moment in any IMC process as the person who knows the assignment best hands the assignment over to the person who is going either create something to make that communication happen or find a communication channel to find that person to talk to with that piece of communication. Great briefs lead to great creative placed for impact.
- **"Being Creative"** is not the focus of this course. But you are asked to "be creative" to appreciate that developing impactful, compelling, and engaging communications of complex ideas is hard.

- **Media planning** is finding ways to “talk to” people. With the explosion of placement options, the challenge of connecting to people is that much harder. We learn principles of this craft and explore tools in a “real” way through a media simulation played throughout the course.
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## COURSE RESOURCES AND MATERIALS

**Required Coursepack Purchase:** is through Ivey Publishing, which is likely familiar to many of you

How to order your coursepack materials:

1. Go to the Ivey Publishing website at [www.iveycases.com](http://www.iveycases.com)
2. [Log in](#) to your existing account or click "[Register](#)" to create a new account. If registering, choose the "Student User" role.
3. Use this link: <https://www.iveycases.com/Coursepackview.aspx?id=21204>
4. Click "Add to Cart", choose digital delivery.
5. Go to the Shopping Cart (top of the page), click "Checkout", and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately. Click "Download your Digital Items" or go to "My Orders" to access the file.
7. Issues? Call Ivey Publishing 8am – 4pm ET 519-661-3208 or email [cases@ivey.ca](mailto:cases@ivey.ca).
8. Access to downloadable files will expire 30 days from the order date, so save a copy.  
This material is for your personal use only and is not to be shared or distributed in any form.

**Required Simulation Purchase:** is 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: P5C45DC2
3. Tick that box indicating you are not a robot and click ENTER
4. Verify the order and register on the ecommerce site
5. Complete the order process
6. You will now have access to the simulation A93911 - IMC BAMA504-002 Spring 2019

**Required Reading:** Available on Canvas or Canvas->Library Reserves

**Suggested Books** (not required, cover material that enhances or expands upon required readings):

Branding with Brains, Tjaco Walvis, Financial Times, ISBN: 978-0273719953. Available through iTunes, amazon as both printed and Kindle and various resellers.

Brand Media Strategy, by Antony Young. ISBN: 978-1137279569 2<sup>nd</sup> edition. Buy only the second edition. Available at amazon.ca as both printed and Kindle. No iBook version.

Different, by Youngme Moon. ISBN: 978-0307460868. This book Rocks! It provides clarity about the challenges of good positioning. If you're a marketer, buy this book and keep it next to you as a resource. Available at the UBC Bookstore, iTunes, amazon.ca as both printed and Kindle.

**Course Site:** Canvas. It is the responsibility of the instructor to have as complete as possible a site of information available at least 2 weeks in advance of any class; it is the accountability of the student to read those postings and act accordingly. If changes are required after that point they will be announced.

**Lecture “slides”:** If slides are used as part of the teaching process they will be posted after class. They are designed to be a learning aid after class, not as study notes prior to the lecture.

**Technology Requirements:** Word, Excel, PowerPoint (or equivalent); cloud file sharing.

**ASSESSMENT SUMMARY**

Work in this course is graded to add up to 100 possible course points.

Evaluation	Points	Graded as:
Class Participation	15	Individual
Positioning Exercise	5	Individual
Media Simulation	35	Team
A “creative” exercise	15	Individual
Final Exam	30	Individual
<b>Total Points</b>	<b>100</b>	

This course will be marked to the Sauder School of Business grading policies for Graduate level courses, as documented through the Dean’s office. The expected class mean is an A-. All letters appropriate to reflect student performance will be used. As a general guideline, assignments at or above 80% will be above average while those below will be below the class average. The mean of each assignment will be delivered along with general comments for teams and individuals to level set their work.

**ATTENDANCE (A PORTION OF CLASS PARTICIPATION)**

- Attendance to class is expected, you receive 1 point for being there and on time. Unexcused absences and late arrivals result in deductions from your score. Up to five-minutes late is .9, later is a greater deduction. For students arriving after ½ of the class is complete you receive a zero.
- Excused: concession notifications from the GPO, illness, interview during the class (provide detail of interview schedule showing no further availability), compassionate situations with immediate family, others by situation. Communication before class is appreciated.
- Unexcused: interview prep, exam prep, discretionary trips, vague illnesses, others by situation. I follow GPO direction treatment for trips and activities which are often unexcused.
- Attendance for the examination period is required; absences are handled by the Graduate Office. If you must miss the exam period immediately contact them for instructions, copying me on your email. Should your absence be excused a makeup opportunity will be provided.

**CLASS PARTICIPATION**

Points captured daily; the exact translation to course points is at instructor discretion, these are added to the daily attendance point:

Participation Observed	Points
Contribution which is substantively derivative, questions, general comments	1 - 2
Contribution which builds the conversation, correct answers to challenging questions, and other well-developed thinking	3 - 6
A comment or comments of significant originality or insight. This is an unusual score.	8-10
Silent	0
Called on – minimal response	0-1

After class participation: For a variety of reasons, speaking in class can be a challenge. For some its that the right idea “appears” later, for others its that you weren’t called on, and for others yet its just not “your thing”. For all of these instances and others, emails to the course instructor within 24 hours of the class time will be considered participation. The point value will not be as high as if it was shared in class. If you share an idea in class, we all learn from you, if you share it via email only one person learns. However, it is far better to send it in than leave the thought unshared and not receive credit for having had it.

## **ASSESSMENT POLICIES**

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 to create a virtual “paper trail” for both of us. After 7 days, the grade is considered final for that assignment/activity.

Feedback: The instructor will make every effort to return assignments as quickly as possible. Most assignments are graded personally include comments for coaching. This does require 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, you will be treated to almost two hours of conversation about the topics of the day. You should be comparing your thinking from the pre-reading and your work experiences on how your ideas compare to your classmates and the instructor. This second type of feedback is the skill you will need in the workplace as written comments and a grade is a rare occurrence.

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## **SCHEDULE**

Please use the detailed schedule available from our first day of class, on the course site, and included as the last pages of this syllabus.

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## **COURSE AND INSTITUTIONAL POLICIES**

**Attendance:** As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on a student’s transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

**Tardiness:** As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

**Electronic Devices:** As per RHL policy on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL “lids down” policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

**Ear buds/headphones:** Please remove these prior to the start of class, retaining them reduces your participation mark for the day.

**Written Language Requirements Individual 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.

**Written Language Requirements Team Submissions:** These are the same as individual submissions, with the addition of this instruction concerning the role of editor. The editor role is compiling the work created separately by each teammate and creating a cohesive document that reads as if it was written by one person. The editor role is not to correct grammar. If teammates are reworking contributions to fix grammar, this feedback is encouraged in peer reviews. An individual grade for any team submission may be reduced if others report they were required to correct basic grammar and structure issues to craft a final submission.

**Course lectures, in whole or in part, are not to be recorded or broadcast in any fashion.**

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## **ACADEMIC MISCONDUCT**

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student’s responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC’s procedures for Academic Misconduct. In addition to UBC’s Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL’s policy on Academic Integrity.

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## **STANDARD REFERENCE STYLE**

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard, please use that guideline in this course.

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## **INTELLECTUAL PROPERTY PROTECTION**

Students will protect the work of intellectual property owners in all situations. This includes photographs, gifs, videos, or other elements often neglected for protection. If unsure of the boundaries of this direction, it is a student’s responsibility to ask prior to assignment submission. Once submitted, assignments will receive appropriate marks for omission of this critical requirement.

It is the responsibility of the student to recognize that any copyrighted or trademarked material uploaded to a UBC site, including Canvas, constitutes not only a lack of IP protection for the owners but can in extreme circumstances include legal implications.

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### LATE ASSIGNMENTS

Late submissions without concession will not be accepted and will receive a zero.

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### PEER EVALUATIONS

There are several elements of this activity:

Why we do them: to ensure that teams are working productively, and that workload apportionment is fair.

Why they matter: all students are expected to contribute to equally to group work. Equal is a challenging term: a brilliant idea that makes the student project is one type of contribution. Spending a couple of hours getting a PowerPoint presentation to final is another. Each of you has a sense of what is right; we're simply checking in to make sure that those standards are met.

How we will complete them: (forms follow pages and are provided on Canvas)

- Students will complete a shared, open to the team review of their workload as noted on the schedule. Each student is required to sign the document acknowledging and supporting their own score as well as the score of every team member. This process is transparent and is intended to level set expectations amongst the team for the last portion of work.
- Students will individually complete a peer review, due after project completion. Much of the explanation will be found on the sample sheet although this "sheet" will be implemented via a peer review tool online for this course. You are expected to provide brief comments supporting your workload apportionment for students you evaluate at or above norm; more complete comments are expected for students receiving below norm allocations. Individuals are expected to contribute a thoughtful submission; at instructor discretion, up to a 5% deduction to a group project score may be assessed for overly short, unhelpful, or submissions with no comments.

What is the impact of feedback on your grade:

- Students receiving scores well above "norm" may be awarded a group project score marginally higher than what the team received.
- Students receiving "normal" scores will have no adjustments made. This is the "expected" result; great teaming skills are expected in this program.
- Students receiving scores well below "norm" will be contacted for further input; you will receive 48 hours to reply to concerns raised in your team feedback. The instructor will review the teammate scores and comments, the student in question's thoughts when provided this feedback, and adjust the individuals' group project score. The feedback of the team will drive this award, here is an example from the attached: Snoopy received an average of 18% when the "norm" would be 20%; 90% of the expected mark. After reading the comments made by the team members and Snoopy's response, Snoopy's mark was adjusted to 92% of the team score. The team received a 79% (19.75 of a 25pt project); Snoopy's personal mark for the project was 18.17 (92% of 19.75).

Consequences of no feedback being provided: are noted on each form.



## Briefing Assignment Mid-Point Peer Evaluation Form

Group Number/Name: \_\_\_\_\_ Course/Section Number: BAMA 504-001

**Instructions:**

Please fill in the table below indicating each of your group member’s contribution to the group project. The total sum of the contributions must equal 100%.

For example, if you have 5 people in your group and each student contributed equally, you should fill in 20% for the contribution for each student (5 x 20% = 100%).

Make sure that EACH group member SIGNS the form. Unsigned forms are considered not submitted.

NOTE: Groups who do NOT complete and submit this form will be **receive a deduction of 2 points on their group mark (a Group Grade of 20/25 will be reduced by 2 points, 18/25).**

Member	Student Name & ID	Signature	Contribution
1			
2			
3			
4			
5			
6			
<b>TOTAL</b>			<b>100%</b>

Notes: (required only to explain lower scores – use as much space as you need and insure it is initialed by all)

## Briefing Assignment Final Peer Evaluation Form - Individual

Group Number: \_\_\_\_\_ Course/Section Number: BAMA 504-001

Individual filling out this form: Peppermint Patty

**Instructions:**

Please fill in the table below indicating each of your group member's contribution to the group project. The total sum of the contributions must equal 100%.

For example, if you have 5 people in your group and each student contributed equally, you should fill in 20% for the contribution for each student (5 x 20% = 100%).

NOTE: Individuals who do NOT complete and submit this form will be **receive a deduction of 2 points on their group mark (a Group Grade of 20/25 will be reduced by 2 points, 18/25). This is for this individual only, not the entire team.**

Member	Student Name	Comments	Contribution
1	Snoopy	Snoopy is the goof off of our team. While I like him a great deal and he makes me laugh, he's got some shortcomings that really hamper group success. I know we're supposed to be understanding of disabilities but Snoopy hasn't gone to A&D and gotten a typist. You should see how long it takes his paws to type even a short memo! Siri is good, but she messes up which bark means which thing a lot and his "texts" are often gibberish. On the flip side, he's wonderfully creative – he is the one who suggested sending a book to our customer about the topic! I just wish he could "do" more.	15%
2	Linus	Smart, sassy, and stellar. The backbone of our team. I'd work with him again in a millisecond.	25%
3	Charlie	Nice guy. Does good work.	20%



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4	Lucy	This woman has attitude. If she worked to the level she talked like she was capable of doing she'd be 50% of the work. Instead, she does "good" work and carries the load the rest of us do.	20%
5	P. Patty	I do good work, not always the smartest but a hard worker. I did the plans and made sure they were part of the deck plus I focused on logistics which I'm really good at.	20%
6			
TOTAL			100%

Anything else?

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#	Date	Day	Key Topic Focus	Required Prep	Supplemental Reading	Individual activities	Pts	Media Simulation Connections & Activities	Pts
1	4-Mar	Mon	1) Positioning as the starting point of all communication 2) Calculating size of target audience	1) Review syllabus, Canvas 2) Review PositioningGuide2018, Canvas 3) "How to use segmentation Effectively" Library Reserves	Kelloggs Breakfast segmentation, Canvas	Positioning Assignment Posted after class		we apply the learning of targets to how the simulation "thinks"	
2	6-Mar	Wed	1) OnePlus 2) The Consumer Decision Journey, Consumer Behavior Concepts	1) See Canvas for OnePlus activity to prepare 2) The Consumer Decision Journey, Library Reserves, and CDU video: <a href="https://www.youtube.com/watch?v=EFrD3w60Hg">https://www.youtube.com/watch?v=EFrD3w60Hg</a>	British Airways please mum and discovering new points of differentiation			We use the idea of the funnel which is a core element of this simulation	
3	11-Mar	Mon	1) Real life example using communication to drive business results forward 2) The "marketing funnel" 3) Teams and task covered	1) Pre-read the Chirp Case 2) Read the Brief posted on Canvas	Just Do It Brief, Library Reserves Personas' reading, detail on Module for class day			Teams finalized, the funnel explored through a case study	
4	13-Mar	Wed	1) Discuss Impressions of Briefly 2) What is a Brief and Briefing? 3) Focused activity on TA Personification. 4) unintended target audiences 5) Cover creative exercise	1) Two videos posted on module page in Canvas 2) Read the Brief posted on Canvas	Just Do It Brief, Library Reserves Personas' reading, detail on Module for class day	Creative assignment posted		Do pre-reads, have a brief meeting on your recommended target	
	15-Mar	Fri				11:59pm hand in your positioning assignment	5		
	17-Mar	Sun						Hand in your starting point strategy for the simulation	5
5	18-Mar	Mon	1) Pillsbury Cookie Challenge (using consumer data for IMC) 2) Taco Walvis' work: why we care	1) Pillsbury Cookie Challenge (Ivey Case #W11020) 2) Taco Walvis' piece, Library Reserves use Canvas notes	<b>Branding with Brains</b> (supplemental book)	working on Creative exercise		Linkage of market research and selection ongoing analysis of media performance	
6	20-Mar	Wed	1) Your creative brief delivery 2) Brief ->Creative, the "sensory inventory"	1) Lander: The Big Book of Marketing Library Reserves p1-3 & 5-23 2) Sauder Style Guide	Three videos on module page to provide different perspectives on different elements of creative	Deliver Creative Exercise	15	Linkage of the brief to how you consider the simulation elements	

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	22-Mar	Fri									
	25-Mar	Mon	1) Media Planning Conceptualized 2) Media Simulation feedback	Antony Young's Brand Media Strategy 3rd chapter, Library Reserves Review Digital-MediaPRO-Handbook_Pre-Reading on Canvas					6	Try to have at least 1 year, if not 2, of sim run	
	27-Mar	Wed	Public Relations and Messaging Strategy as part of IMC Social Media and its implication on Media, PR, Messaging Strategy	1) Nestle article Fortune magazine 2) Earl's Case	Antony Young's optional book beyond the 3rd chapter medialincanada.com					Complete your last 2 runs by 11:59pm Sunday	
	1-Apr	Mon	1) Feedback on the simulation 2) Further thoughts on creative, creativity, and how provide feedback	TBD	TBD					In-class your results will be shared but also learnings and challenges	25
	3-Apr	Wed	1) BMW case About great creative & media 2) Youngme Moon, differences in positioning	All Library Reserves: 1) Case: BMW Films The Hire, WARC 2) Break Free from the Product Life Cycle Youngme Moon HBR 3) Hostility; pages from <u>Different</u>	<u>Different</u> is glorious - buy it and read it!					consider the brief "one-pager" due Friday	
	5-Apr	Fri	Examination pre-reads will be posted. Some questions on the exam will come from materials posted in advance.	By providing materials you will have the opportunity to individually read at your own pace, insure understanding of the materials, and consider possible questions that might appear and your answers to them.					9	Complete with your team a "one pager" of your learnings from the simulation, 11:59pm due	5
	TBD		Come into the assigned room and answer a few questions concerning topics covered in class				Completion of the final exam	30			
			<b>Totals</b>					<b>65</b>		<b>The Pitch</b>	<b>35</b>
									<b>Total</b>		<b>100</b>