1. Overview
This intensive course adopts a ‘real-world’ strategic planning approach to developing multi-channel brand advertising & promotional campaigns. Although we deliberately draw upon a range of uniquely Australian brand campaigns, accepting that ‘the world is truly flat’, the various brand campaign planning methodologies & approaches used are universally applicable.

The notion of ‘brand’ offerings (tangible & intangible) and customer decision journey are fundamental to our strategic planning approach, likewise the multiple touch-points marketers employ to fully engage and interact with their various target customers.

Students have the chance to not only put theory into practice but also to exercise their ‘creative thinking’ muscles at both the intuitive and formal brand communications planning stages. Additionally, we consider how new technologies, media and channels are creating more advertising opportunities (and further challenges) for advertisers and their agencies.

2. Course Lecturer
Peter McDonald is a marketing practitioner with a genuine passion for teaching, and Adjunct Brand Management Lecturer at Sydney University. Also, Peter has co-authored a number of journal articles on sources of brand equity & brand portfolio management. In tandem, he is CEO of Australia’s leading specialist agency management consultancy, The Agency Register, (www.agencyreg.com.au).

Peter has previously taught branding/marketing/advertising subjects at UTS and CSU – earning ‘Teaching Excellence’ awards from both Australian universities. While his business experience encompasses North America, Australia & Asia Pacific where he performed brand, marketing communications and advertising agency management roles.

Early in his career, Peter lived, worked & studied (part-time) in North America, and ever since he has encouraged staff and students to do likewise. For him, the benefits of personal growth and developing a ‘global mind-set’ far outweigh any culture shock you might initially experience.

Peter has a B Com (Marketing), MBA (International Business) and is currently undertaking a PhD in branding at Sydney University with a specific focus on the retail sector.

3. Teaching/Learning Strategies
The teaching method for this course involves lecture/tutorial sessions wherein the key stages of brand campaign planning, related concepts, themes, tools are introduced.

These are then discussed, elaborated upon and further exampled (via DVD, web/online, guest lectures) in the sessions. Each session nominated students will provide a mini-analysis (as per the key strategic Q’s – refer item 5d) of an Ad from a brand campaign he/she has chosen.

It is also worth noting that Peter reflects upon the student feedback from each (previous) semester to regularly refresh and, as appropriate, re-design key elements of the Course.

4. Lecture/Tutorial Sessions
Lecture/tutorial sessions will be held twice per week with opportunities for questions either throughout the session or in one-on-one time set aside at the end. Guest practitioners are also invited to present contemporary thinking/practice in his/her specialist area.
In addition, to extend the topic areas covered in each of these sessions, each student selects a branding-related Industry Topic/Issue of their choice (in consultation with the Professor), and then prepares a professionally written and presented paper.

All lecture/tutorial sessions are held at Boston University Sydney Central (BUSC).

**5. Assessment Components & Weighting**

Marks will be allocated as follows –

- Strategic campaign ppt analysis & in-class presentation: 35% (presentation 15%)
- Industry topic paper (including submission of Proposal): 25%
- Final examination (open book): 20%
- Session contribution/participation: 20%

**Total: 100%**

**a) Strategic Brand Campaign Analysis (35%)**

Each student is fully briefed, in the early sessions, on how to prepare a strategic analysis of a recent (past 2 years) Australian brand communications campaign of their choice (student ‘benchmark’ examples are shown, brand campaign sources are discussed, etc).

The SBCA is prepared in a ‘stand-alone’ ppt format (15 slides max.) and covers: 1. brand campaign background & competitive context; 2. brand positioning; 3. communication objectives; 4. target audience/s; 5. value proposition; 6. key benefit claim/support; 7. channels/touch points used; 8. tone & manner/executional tactics; 9. key sources/references.

To place this SBCA assessment in wider context, students imagine that they have been requested by their manager to “explain in detail what you believe to be the strategic thinking that underpins your selected brand campaign” – to both learn from it and, if it was for a brand that competes with theirs, then help them decide whether (or not) to respond in any way.

In-class presentation of only four x key parts (1, 2, 4, and 8 above) of the SBCA are evaluated against these four assessment criteria: a) complete coverage – 40%; b) engaging manner – 20%; c) sufficient evidence – 20%; d) handling of questions – 20%.

**Note:** students must identify and have his/her selected Australian brand communications campaign approved/confirmed by the Professor, by no later than Tuesday 26th March.

(Note: refer to attached Exhibits 1, 2, 3 for the above requirements and marking criteria in more explicit detail)

**b) Industry Topic paper (25%)**

Each student prepares a paper that researches and analyses a current branding-related Industry Topic/Issue he/she has selected. It is expected that he/she will present a reasoned argument with critical analysis as well as some of his/her own ideas, fresh/original thinking, unique ‘future’ perspective, and so forth.

The topic paper (excluding references/sources) ranges from a minimum of 2,500 to a maximum of 3,000 words in length (electronic word-count is required), and is expected to be professionally written and presented.

**Note:** Attach the Proposal that I (will) have approved/signed to the back of your final Paper. Also note that Wikipedia is not an acceptable reference, likewise any industry/marketing blogs (if used) must not exceed 10% of your quoted sources. While all of the complete referencing and bibliography details are contained in the BU Student Handbook.

(Note: refer to attached Exhibits 4, 5, 6 for ‘sample’ industry topic proposal, peer review Q’s, and marking criteria)
c) **Final exam (20%)**
A 2 hour 'open-book' examination consisting of a mix of 'case type' questions and True/False questions is used.

Students select 3 of the 4 'case type' questions and answer each (in no more than 4 pages) in the exam book provided. Alternatively, students answer 2 of 3 'case type' questions plus all 12 of the T/F questions – which are collectively equal to a 'case type' question.

d) **Sessions' contribution/participation (20%)**
A student’s overall sessions’ contribution/participation mark of 10% is based on: 1. quality of contribution – critical analysis, contribution to understanding, relevance of example/s given; and 2. attitude to learning – attentiveness in class, prompting/stimulating further discussion.

While a student's brief 'written' mini-analysis of her/his selected Ad of a brand campaign (details below) accounts for the other 10% available for sessions’ contribution/participation. A 5 point (Excellent to Poor) scale is applied across these three questions (answered from the target customer's perspective) –

1. What Do You Stand For? (in essence how is the brand positioned);
2. What’s In It For Me? (what benefits’ bundle is being offered; what is the value proposition);
3. Why Can I Only Get It From You? (why should I believe you; where’s the evidence/support that you can deliver these benefits)

Students select an example Ad of a brand campaign (from anywhere, anytime) that interests them for the mini-analysis – either taking us to its online location, providing some physical reference, or a brief description, so that we all know which specific Ad he/she is talking about. She/he also needs to answer two (similarly assessed) extra questions: 4) Who have you assumed/perceived the likely target customer might be?; and 5) Why have you selected this particular campaign?

**Note:** after he/she informally presents the mini-analysis in-class, each student submits a typewritten A4 page of 125-150 words (in total) of their answers to the five above Questions/headings. The total word count (of 125-150) excludes the text in each heading, as well as the text which provides the web location and/or key details of the specific Ad analysed/presented.

(Note: refer to attached Exhibit 7 for the marking criteria in scorecard format)

### 6. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>A+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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### 7. Key dates

- Week One – Course begins;
- Week Two - Industry Topic Proposal due at 6.00pm for Professor review/approval;
- Week Three – Final Topic Paper [refer 5b) above] to be submitted through the library with BU Cover sheet - by 7.30pm;
- Week Seven – All SBCA Final ‘elaborated’ ppt format Assignments [refer 5a) above] to be submitted through the library with BU Cover sheet – by 7.30pm.
8. Attendance at all classes is mandatory
Any absence for medical or other reasons must be supported by a medical certificate or a letter offering a satisfactory explanation. Strict penalties apply, on a pro rata basis, for any unapproved absence.

9. Statement on Plagiarism
All students are responsible for having read the Boston University statement on plagiarism which is available in the Academic Conduct Code.

Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be “… expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean”.

10. Late Work
In general there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure with supporting documentation (eg. medical certificates) must be provided or a strict penalty of 5% per day will apply.

11. Session by Session Topic Area/s Guide
Set out below is the outline & sequence of topic areas to be covered in this course.

There are NO required texts for this subject, instead the ‘elaborated’ ppt lecture slides/notes, articles, and case studies provided comprise the essential course content. Hence, they will be downloadable from Blackboard a week prior to the relevant lecture/session, so that you can review and think about the topic/s (perhaps further research if you wish) before class.

<table>
<thead>
<tr>
<th>Module/s</th>
<th>Topic Area/s</th>
<th>References/other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction/Course Overview/Expectations – Marcomms &amp; the Brand offering (tangible, intangible)</td>
<td>Neumier; Rossiter et al, Ch 1, Campaign examples</td>
</tr>
<tr>
<td>2nd/3rd</td>
<td>Overview of Campaign Planning, Customer Decision Journey/Path to Purchase; Brand positioning – (T-C-B model); &quot;Understanding the Brand&quot; – capturing, expressing, living, and valuing the brand.</td>
<td>Rossiter et al, Chs 2, 3 Articles provided DVD discussion</td>
</tr>
<tr>
<td>4th/5th</td>
<td>Brand positioning (IDU analysis); Campaign target audience selection.</td>
<td>Rossiter et al Chs 4, 5 Campaign example/s</td>
</tr>
<tr>
<td>6th/7th</td>
<td>Campaign communication objectives; Creative idea generation and selection; “Focus on the Idea” – defining, having, nurturing, and killing an idea.</td>
<td>Rossiter et al, Chs 6, 7 DVD discussion</td>
</tr>
<tr>
<td>n/a</td>
<td>Guest Speaker/s (tbc)</td>
<td>-</td>
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<tr>
<td>8th/9th</td>
<td>Attention, Brand awareness, and Preference tactics</td>
<td>Rossiter et al, Chs 8, 9 Campaign example/s</td>
</tr>
<tr>
<td>10th</td>
<td>Social issues’ marketing campaign development.</td>
<td>Rossiter et al, Ch 18 Campaign example/s</td>
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<tr>
<td>11th</td>
<td>Media communication goals, influencers, touch point</td>
<td>Young, Chs 4, 6, 9</td>
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### BOSTON UNIVERSITY SYDNEY PROGRAM
COM 406: Brand Advertising & Promotion

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>12th</td>
<td>Corporate image/reputation advertising, Sponsorships, PR</td>
<td>Rossiter et al, Ch 16 Campaign examples</td>
</tr>
<tr>
<td>13th</td>
<td>Sales Promotions (brand activation activities) “Brand Activation” – defining, planning for, and championing ‘right people, right place’ campaigns.</td>
<td>Rossiter et al, Ch 15</td>
</tr>
<tr>
<td>14th</td>
<td>Establishing communications KPIs, Campaign tracking Pre-Exam Review, Discussion &amp; Final Questions</td>
<td>Young Ch 12; Rossiter et al Ch 14</td>
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<tr>
<td>n/a</td>
<td>SBCA In-class Presentation/s</td>
<td>(Student ppt presentations)</td>
</tr>
</tbody>
</table>

### 12. Reference List

**a) Primary reference texts**
- The following texts are primary references for this course –

**b) Other useful readings and references**
- Superbrands – *An Insight into Many of Australia’s Most Trusted Brands* - refer website details below for online access to the latest published volumes.

**c) Useful websites**
- Additionally, here are some (mostly local) useful websites:
  - www.communicationscouncil.org.au; www.digitalbuzzblog.com; www.newretailblog.com;

*And of course, let’s not forget YouTube - www.youtube.com/bandtmag* – where you are likely to find some of the Australian Ad examples you need for the more detailed ‘SBCA’ analysis assignment.*