

CM406 –Brand Advertising & Promotion Spring Syllabus

Instructor Name: Dr Peter McDonald

Contact Information: email: teamjest@bu.edu; mobile: 0414 452 231; FaceTime (via mobile)

Contact Hours: 40 hours (plus Consultation prior/following class or via scheduled appointment)

Course Dates: Mondays - March/April (7 weeks)

Course Time & Location: Lecture/workshop sessions run on Mondays (3.00pm-7.00pm) and Thursdays (6.30pm to 8.30pm) in a BUSAC Classroom.

Course Credits: 4 BU credits; 1 BU Hub Unit

Course Description (lecturers)

This intensive course adopts a 'theory-into-practice' and 'shared learning' stance to the strategic planning of brand advertising & promotional (hereafter 'marcomms') campaigns. Being cognizant of the diverse aspirations and experience of Study Abroad students the course features an array of universally applicable brand marcomms campaign planning approaches and methodologies.

Peter started teaching at BU in 2007 having previously taught at University of Sydney, UTS, and CSU. His extensive brand marketing and advertising campaign experience encompasses Australia, NZ & Asia Pacific, and North America. As well as a health services Board role he mentors the founders of a marcomms agency, and a training and fitness business (refer Bio in Blackboard Learn). Two leading guest presenters also interact and share their current marcomms' industry experience and key learnings with the students.

Course Objectives

After successfully completing this Course students should be able to:

1. Apply brand planning approaches and methodologies to develop campaign strategies.
2. Consider how new technologies, channels, media and platforms are creating more communications exchange opportunities (and challenges) for advertisers and their agency partners.
3. Examine and informally present the 'strategic essentials' of a brand campaign.
4. Research, critique and document their well-reasoned and research grounded point-of-view on a significant brand campaign investment.
5. Investigate, critically evaluate, professionally ppt document and formally deliver a rigorous strategic analysis of a major brand campaign in one culture compared with an 'equivalent' brand campaign in another culture (in this case Australia versus the USA).

Question-driven Course Description

This course enables students to address fundamental ongoing questions brand marketers face:

1. What do you need to know about a company and its brands before you can effectively plan a brand marcomms' campaign?
2. How do you decide which mix of internal and external capabilities are the most agile and efficient delivery approach?

3. What impact do the various components of company's brand offering (tangible or intangible) have on the performance of its brand marcomms' campaign?
4. How do customer decision journeys and purchase behaviour influence the channels/media/platforms, timing and messaging that are used?
5. What are some of the key marketing investment choices that you will need to evaluate?
6. How do you determine the success of a brand marcomms' campaign, in both the short-term and the long-term?
7. Will a brand campaign that has proven successful in one culture be readily transferable and equally successful in another culture?

Hub Learning Outcomes

Learning Outcome 1: students will be able to craft and deliver responsible, considered and well-structured oral arguments using media and modes of expression appropriate to the situation.

Learning Outcome 2: students will demonstrate an understanding that oral communication is generally interactive, and they should be able to attend and respond thoughtfully to others.

Learning Outcome 3: students will be able to speak effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

Sydney Program Learning Outcomes

The student will 'demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, science and technology, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising and mass media.'

Instructional Format, Course Pedagogy, and Approach to Learning

The course uses a blend of interactive lecture/workshop sessions, individual student informal and formal presentations, discussion board questions, benchmark brand campaign cases and past student assessments/work, and multi-country campaign examples. Class-wide discussions and exercises, as well as the interchange with guest speakers, are not only designed to enrich student understanding of key theoretical concepts but also validate their application in practice.

Students are encouraged to progressively download, review, and reflect upon the relevant course materials in Blackboard Learn before attending each class.

Books and Other Course Materials

There are **NO required texts for this subject**, instead the **7 x Modules** of 'elaborated' ppt lecture slides, **4 x Articles**, **4 x Australian Effie Case Reports**, current student cohort examples/work, and Guest Lecturer presentations comprise the essential course content.

Refer to attached Course/Flow Activities schedule (follows Page 4) and Appendix for full details of: **a) Essential Course Content**; and **b) Suggested References/Readings/Websites/Sources**.

Courseware

www.bu.edu/learn this is an active onlink link to all course materials including the Syllabus, lecture modules, relevant articles/readings, Australian Effie/Effectiveness reports and key extracts' summaries, as well as a Discussion Board question.

Assessments and Grading

Final Grades/BU Grading Scale

A	94-100	C+	77-79
A-	90-93	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	Below 60

Assessment Weighting and Due/End Date

Assessment Item	Weighting/Value	Start Date	Due/End Date
1. Contribution/Participation (incl. DB x Q.)	10%	Week 1	Week 7
2. Mini-Ad Analysis Pres'n	10%	Week 2	Week 4
3. Brand Topic Paper	25%	Week 1	Week 4
4. SBCA Presentation	10%	Week 3	Week 7
5. SBCA Document	25%	Week 3	Week 7
6. Final Examination (incl. Pre-Exam Review)	20%	Week 7	Week 8
Total:	100%		

Assessment Descriptions (directions given, marking criteria, scorecards)

1. Contribution/Participation will be judged on whether or not they facilitate 'shared learning'; quality participants respect each others' opinions and take care not to dominate the conversation.
2. Mini-Ad Analysis/Informal Presentation – this assessment is specifically designed to initially 'test-drive' some of the key concepts more fully developed in the Strategic Brand Campaign Analysis assessment (hereafter SBCA). Refer to Appendix for Directions Given.
3. Brand Topic Paper – refer to attached Appendix for Directions Given and Scorecard with marking criteria, rating scale and weightings for each.
4. SBCA Document – refer to attached Appendix for Directions Given and scorecard with marking criteria and rating scale applied.
5. SBCA Presentation – refer to attached Appendix for Directions Given and scorecard with marking criteria, rating scale, and weightings for each.
6. 'Open Notes' Final Examination – provides an opportunity for students to demonstrate their ability to perform authentic tasks. Refer to attached Appendix for further details.

Resources/Support/How to Succeed in This Course:

There is ample time for students to meet the Professor face-to-face either ahead of, or following class times; students can also make contact for longer meeting times via email or submit questions via email.

The way for students to succeed in this course is to keep pace with the directions given in the final two columns of the aforementioned 'Course Flow/Activities' schedule.

Being prepared for each scheduled class will mean students reap more benefit from lectures, workshops, interactive class discussions, discussion board engagement, and guest lecturer presentations. Time management is crucial to such success, as is an open and inquisitive mind.

When writing or presenting, it is crucial that students are guided by the Directions Given and the Grading Criteria scorecards as a means to successfully navigate a specific assessment's requirements.

There is ample material on the BU Blackboard Learn site for students to expand their contextual knowledge. Also, the BU Sydney library team provides invaluable research assistance and can arrange a semester loan of reference books highlighted by the Professor.

Professors are 'discreetly' notified of students with documented disabilities or special needs ahead of first classes and offer assistance to these students in line with BU policy.

Community of Learning: Class and University Policies

Course Matters

It is the responsibility of the Professor, guest lecturers and all student members of the class to ensure a positive, inclusive, and respectful learning environment. It is thus understood that any member of the class who demonstrates behaviour which undermines this positive learning environment will: firstly, be questioned and counseled regarding this behaviour endeavouring to find a satisfactory outcome; secondly, upon further recurrence, be brought into the delivery of class material in an effort to involve them more; lastly, should the behaviour continue, the student will be expelled from the learning space for the rest of the class, and receive a grade penalty according to BU Sydney protocols regarding absenteeism.

Attendance at all classes is mandatory.

Any absence for medical reasons or other misadventure 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. Missing one class without reason would attract as much as a 10% penalty.

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".

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 together with supporting documentation (e.g. medical certificate/s) must be provided or a strict penalty of 5% per day will apply.

Outline of Class Meetings: Date, Topic, Readings Due, Assignments Due

Refer overleaf for a 2-page, Week-by-Week, Session-by-Session Course Flow/Activities schedule.

It provides an important snapshot of the Lecture/Workshop sessions, in terms of what to expect from the Professor linked to the 'course materials' preparation students need to have undertaken, before attending each class.

CM 406 - Brand Advertising + Promotion - Sydney - Course Flow/Activities - Spring Semester

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CM 406 - Brand Advertising + Promotion - Sydney - Course Flow/Activities - Spring Semester

<u>Wk</u>	<u>Date</u>	<u>Lecture/Workshop - Topic/s</u>	<u>Articles/Readings/Sources</u>	<u>Student Activities/Other</u>
			(All to be pre-read for in-class discussion) (Progressively download from Blackboard Learn)	<u>Presentation/s</u>
5	<u>Monday</u>	Module 5 (cont'd)	<u>Module 5 Slides/Notes + 3rd Effie Campaign</u>	
	(3.00pm to 7.00pm)	Marcomms Planning Process - Step 4 (Developing a Communication Strategy)	"MLA - How Bringing People Together Delivered Record Profits" - Long-term Effects Guest Speaker Presentation (There will be a Question on the Guest presentation/s in the Final Exam)	Students take key-point notes
5	<u>Thursday</u>	Module 6	<u>Modules 6 Slides/Notes + Article</u>	
	(6.30pm to 8.30pm)	Marcomms Planning Process - Step 5 (Setting a Media Strategy)	Powers et al. (2012). Digital and Social Media in the Purchase Decision Process Reflections on Guest Speaker Presentation	<u>Active Participation/Questions!</u>
6	<u>Monday</u>	Modules 6 (cont'd) 7	<u>Module 6, 7 Slides/Notes + 4th Effie Campaign</u>	
	(3.00pm to 7.00pm)	Marcomms Planning Process - Step 5 Marcomms Planning Overview Setting KPIs, Social Issues Marketing	"Mitsubishi Motors, How Mitsubishi is Having the Time of Its Life" - ROI.	
	<u>Thursday</u>	Module 7 (cont'd)	<u>Module 7 Slides/Notes + Videos</u>	"SIM Campaigns" Exercise
	(6.30pm to 8.30pm)	Marcomms Planning Overview		
7	<u>Monday</u>	Student SBCA Presentations	Nil	Students Rehearse Pres'n
	(3.00pm to 7.00pm)	SBCA In-Class Presentations (All)	(Note: Softcopy of SBCA ppt Presentation emailed to Professor Monday) (Hardcopy of SBCA ppt Document submitted via Library on Monday)	(Prepare Pres'n Version/Support)
	<u>Thursday</u>	Pre-Exam Review, Discussion & Final Q's	Nil	Students' Personal Review
	(6.30pm to 8.30pm)		(Final "Open Notes" Exam - Monday - 10.00am to 12.00pm, Week 8)	(Prepare Q's, Exam Technique/s)
			Important Notes:	
			1. Any unused time in a lecture/workshop session will be used for ad-hoc individual consultation/s and/or question/s.	
			2. All of the Module Slides/Notes, Effie Campaign Case Reports & Summaries, and the four above featured Articles will be provided by the Professor via Blackboard Learn.	
			3. Students are expected to regularly download and review the Course Materials (as per Note 2) items before class, then bring them on her/his laptop to each class.	
			4. Copies of Neumier's The Brand Gap (to be fast-read!) and, if required, Rossiter et al.'s Marketing Communications are available (on loan) from the SUBAC Library.	

Appendix

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1. Essential Course Content, References/Readings/Websites/Sources
2. Directions Given for Assessment Items 1-6
3. Scorecards for Assessment Items 2, 3
4. Scorecards for Assessment Items 4, 5 and ‘one pager’ for SBCA
Questions/Issues to be Answered

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A. Essential Course Content

There are **NO** required texts for this subject, instead the **7** x Modules of 'elaborated' ppt lecture slides, **4** x Articles, **4** x Australian Effie Case Reports, current student cohort examples/work, and Guest Lecturer presentations comprise the essential course content.

a) Articles used (in order)

Court, D., Elzinga, D., Mulder, S., and Vetvik, O., J. (2009). *The Consumer Decision Journey*, McKinsey Quarterly, No. 3, pp 1-11.

Geyer, F. (2010). *Paths-to-Purchase*, Marketing Management, Spring 2010, pp 25-29.

Cvetanovski, B., Haas, S., Magni, M., and Wu, C. (2018). *Marketing's hidden treasure: Better CPE can unlock millions to fuel growth*, McKinsey, May, pp 1-7.

Powers, T., Advincla, D., Austin, M., A., Graiko, S., and Synder, J. (2012). *Digital and Social Media in the Purchase Decision Process* (Special Report), Journal of Advertising Research, December, pp 479-489.

b) Australian Effie Campaign Case Reports Used (by category)

Held annually in more than 42 countries the Effie Awards, split across various categories, 'recognise effective brand marcomms campaigns that can convincingly demonstrate measurable and outstanding business results.'

The following **4** x evidence-based, professionally written Case Reports (including charts, tables, visuals) range from 7-18 pages in length:

Coca-Cola, *Share-a-Coke* (2012) – 'Most Original Thinking'

Metro Trains, *Dumb Ways to Die* (2013) – 'Short-term Effects'

MLA – *How Bringing People Together Delivered Record Profits* (2018) – 'Long-term Effects'

Mitsubishi Motors, *How Mitsubishi is Having the Time of its Life* (2018) – 'Return on Investment'

All of the above 'essential course content' is downloadable from Blackboard Learn at least 48hrs before the relevant lecture/session – giving students time to review and reflect upon the various topics, before attending class.

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B. Suggested References/Readings/Websites/Sources

a) Primary References -

The following texts are primary references for this course –

Percy, L., and Rosenbaum-Elliott, R., *Strategic Advertising Management*, 6th Edition, Oxford University Press, 2021.

Neumier, M., *The Brand Gap*, Revised Edition, New Riders (Pearson Education), 2006.

Rossiter, John R., and Bellman, S., *Marketing Communications*, 1st Edition, Pearson Education Australia, 2005.

Note: the Neumier and Rossiter and Bellman reference texts are available to students via the BUSAC Library for a 'semester' loan.

c) Other Useful Readings & References –

Scott Bedbury, *A New Brand World* (8 Principles for Achieving Brand Leadership in the 21st Century), Viking Penguin, 2002.

Neumier, Marty, *Zag* (the number-one strategy of high-performance brands), New Riders (Pearson Education), 2007.

c) Useful Websites –

Additionally, here are some useful local websites:

www.bandt.com.au; www.campaignbrief.com; www.mumbrella.com.au; www.adnews.com.au;
www.adma.com.au; www.bandt.com.au; www.adstandards.com.au; www.advertisingcouncil.org.au;
www.roymorgan.com.au; www.helixpersonas.com.au; www.iabaustralia.com.au

d) 'Credible' Sources –

Apart from *Brand Channel* (above) and academic journals such as the *Journal of Advertising*, *Journal of Advertising Research*, *Journal of Brand Management*, *Journal of Consumer Research*, *Journal of Marketing Research*, here are some examples of 'reputable' business sources – *Fast Company*, *Forbes*, *Fortune*, *The Economist*, and the *Wall Street Journal*.

If you have any doubt as to the 'credibility' of any sources you plan to use in your assessments, beyond those exemplified above, then you should first check with the Professor.

Note: Video content sourced from YouTube, agency/brand/company websites, the guest speakers, other industry colleagues, and the Professor's judging of Industry Awards' are purposefully used throughout the Course.

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Directions Given for Assessment Items 1-6

Assessment Item 1 – Contribution/Participation (10%)

To augment in-class contribution/participation, students will be invited to respond online to a Question about the Course per se, worth 3% of the 10% available.

Your response should be no more than 50 words in length, take approx. 10mins to prepare and post, with essentially the same ‘contribution’ and ‘respect’ criteria applied, as for in-class offline discussions.

The specific question will be provided in-class by the Professor before being posted in Blackboard Learn with a specific date for completion provided.

Students will be expected to follow the same standards of behaviour as they would in a classroom and obey the rules of online etiquette which will also be posted in Blackboard Learn.

Assessment Item 2 - Mini-Ad Analysis (10%)

Students select an example Ad from a brand campaign (from anywhere, anytime) that interests them for the mini-analysis and in-class presentation – either showing a video, providing some physical reference, or a brief description, so that we all know which specific Ad is being analysed.

In their brief ‘written’ mini-analysis of a selected **Ad** from a brand campaign, students answer three strategic questions –

1. Who have you assumed/perceived the likely Target Audience might be?
2. What does the Brand Stand For? (in essence how is the brand being positioned);
3. What Is In It For the Target Audience (what benefit/s are being promised);
4. Why Can the Target Audience Only Get It from the Brand? (what is the evidence/support that the Brand will keep its promise and actually deliver the promised benefit/s)

Students also need to answer the following (similarly scored) question:

5. Why did you select this example Ad from the brand’s specific campaign?

After informally presenting the mini-analysis in-class, each student **MUST** submit to the Professor a typewritten A4 page of **125-150** words (in total) of her/his answers to the five above Questions plus the completed and signed Assignment Cover sheet.

(Note: refer to attached Scorecard 1 for the marking criteria/requirements)

Assessment Item 3 - Brand Topic Paper (25%)

Each student prepares a paper that examines and critiques a significant ‘brand-related’ topic selected by the Professor. It is expected the student will present a reasoned argument with critical analysis as well as some of her/his own ideas, fresh/original thinking, unique ‘future’ perspective, and so forth.

The paper (excluding list of references/sources) ranges from a minimum of 1,700 to a maximum of 2,000 words in length (Electronic Word-count must be included), and is expected to be research grounded (academic), professionally written and produced.

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Note: Wikipedia is **not** an acceptable reference/source, likewise any industry/marketing blogs (if used) must not exceed **25%** of your quoted sources. While all of the complete referencing and bibliography details are contained in the BU Student Handbook.

(**Note:** refer to attached Scorecard **2** for the marking criteria/requirements)

Assessment Items 4 & 5 - Strategic Brand Campaign Analysis/SBCA (25% + 10%)

Each student is fully briefed, in the sessions, on how to prepare a complete strategic analysis of a recent (i.e., past 3yrs) **Australian** brand marcomms campaign of her/his choice (student 'benchmark' examples are shown, brand campaign sources are discussed, and so forth). To be acceptable as a brand campaign, it must be **Video-led** + use **4** or more 'media/touch-points'.

The SBCA is prepared in a 'stand-alone' **ppt** format (15 slides max.) and covers: **1.** Selected brand + key competitor/s campaign background; **2.** brand positioning; **3.** communication strategy; **4.** target audience/s; **5.** promised benefit/s; **6.** evidence/support; **7.** path-to-purchase; **8.** media strategy; **9.** tone of voice/executional tactics; **10.** top-line comparison of Australian v's USA 'equivalent' campaign; and **11.** key sources/references.

To place the SBCA in a wider cultural context (refer item **10** in the previous paragraph), students directly compare (in 3 of the 15 slides) the above **2-9** strategic elements used in their selected Australian brand campaign with those used by the agreed **USA** 'equivalent'.

Students deliver a 10mins in-class presentation of just four x key parts (viz., items **1, 2, 4,** and **10** – refer 2nd paragraph) of the SBCA ppt document, and play a video example of each of the brand campaigns.

Note: Each student must select, email full campaign details and have her/his choice of a recent Australian (+ USA equivalent) brand marcomms campaign/s approved/confirmed by the Professor, by no later than Week 3's Thursday class or risk a 2% (of 35%) penalty being applied. While to avoid two students analysing the same campaign/s, it will be allocated to the student who 'first' emails her/his choice/s.

(**Note:** refer to attached Scorecards **3 + 4** (document, presentation) for the marking criteria plus 'one pager' with more detail of the Questions/Issues to be addressed within each of the **11** x SBCA components)

Assessment Item 6 – FINAL Exam (20%)

The final written exam is based on what is presented, discussed and exemplified in class. It is a **2hr** 'Open Notes' exam comprising a mix of case-type and multiple choice **T/F** questions.

However, all students must answer the mandatory case-type question on the **4** x 'Australian Effie' campaigns featured and discussed in class - full Case Reports & Summary Extracts for which are progressively made available in Blackboard Learn, throughout the semester.

Students then either select **2** of the other **4** x 'case-type' questions and answer each (in no more than 3-4 pages) in the exam book provided. Alternatively, students could answer **1** of the other **4** x 'case type' questions plus all **12** of the **T/F** questions which are collectively equal to a 'case-type' question.

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Evaluation of Mini-Ad Analysis Presentation (10%) _____

Marking Criteria/Requirements	Poor (1-2)	Satisfactory (3-4)	Good (5-6)	Very Good (7-8)	Excellent (9-10)
1. Who have you assumed/perceived the likely Target Audience might be? (based on where the Ad appeared, content & style of the message, nature of the product, and so forth)					
2. What does the Brand Stand For? (in essence how is the brand positioned)					
3. What's In It For the Target Audience? (what benefit/s are being promised, pain-points are being addressed, problem/s are being solved)					
4. Why Can the Target Audience Only Get It from The Brand? (what is the evidence/support that the Brand will keep its promise and deliver the promised benefit/s, address the pain-points, solve the problem/s)					
5. Why did you select this example Ad from the brand's specific campaign? (why were you attracted to this example, how does it reflect the brand's overall campaign per se, how did you feel when you were first exposed to this specific Ad)					
Note: each of the 5 above assessment items are <u>equally</u> valued.					

Scorecard 1 Signed/Dated: _____

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Evaluation of 'Brand Topic' Paper (25%)

<u>Marking Criteria/Requirements</u>	<u>Poor</u> (1-2)	<u>Satisfactory</u> (3-4)	<u>Good</u> (5-6)	<u>Very Good</u> (7-8)	<u>Excellent</u> (9-10)
1. Relevance of content to the specific Brand Topic					
2. Effective use/relevance of evidence, examples					
3. Development of argument/point-of-view					
4. Distinctive argument/interpretation					
5. Clarity of expression					
6. Originality of expression (vs. paraphrase, summarising)					
7. Appropriate tone and register to assignment format					
8. Grammar, punctuation, spelling, syntax, word choice, proof-reading					
9. Quality of sources identified/used					
10. Accurate in-text linkage of sources used					
<u>Note:</u> marking criteria and scaling are <u>equally</u> weighted					

Scorecard 2 - Signed/Dated: _____

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Evaluation of 'SBCA' Document (25%) _____

Marking Criteria/ (refer 'Questions/Issues' one pager)	<u>Poor</u> (1-2)	<u>Satisfactory</u> (3-4)	<u>Good</u> (5-6)	<u>Very Good</u> (7-8)	<u>Excellent</u> (9-10)
1. Selected brand + key competitor/s campaign background					
2. Brand positioning					
3. Communication Strategy					
4. Target audience/s					
5. Promised benefit/s					
6. Evidence/Support (for promised benefit/s)					
7. Path-to-Purchase					
8. Media Strategy					
9. Tone of Voice/Executional tactics					
10.Top-line 'Strategic Comparison' - Australia v's USA Campaign/s					
11. Key sources/references					

Note: reminder that items **2** to **10** are assessed on degree/extent of application of the various marcomms' theories, principles, guidelines and so forth discussed within the semester; while items **1** and **11** are purely assessed in terms of the context provided and quality of sources used, respectively. Importantly, specific comments/feedback have also been provided throughout the document itself.

Scorecard 3 - Signed/Dated: _____

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Evaluation of 'SBCA' Presentation (10%) _____

Marking Criteria	Criteria Rating *	Criteria Weighting	Overall Grade
<u>Complete Coverage</u> – provided: 1. excellent overview of campaign background; 2. clear brand positioning/s; 3. holistic view of the target audience/s; 4. thorough top-line strategic comparison Australian v’s USA campaign/s, explaining differences. (each of these <u>4</u> x criteria equally rated and weighted)		50%	
<u>Sufficient Evidence</u> – presented relevant evidence/support for her/his coverage of the above brand campaign elements.		30%	
<u>Engaging Manner</u> – clear and engaging presentation style that maintained my attention/interest.		20%	
* Rating scale – Poor (1-2), Satisfactory (3-4), Good (5-6), Very Good (7-8), Excellent (9-10)			
<u>Total/Grade:</u>			

Scorecard 4 - Signed/Dated: _____

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Strategic Brand Campaign Analysis (SBCA)

(Questions/Issues that You Need to Answer)

1. Your Brand + Key Competitors' Campaign Background (Context)

Why is the company communicating? What is the company's purpose? What business opportunity or challenge are they addressing? What is the company purpose of each of their key (at least **3**) competitors? What brand campaigns are they each using? Why?

2. Brand Positioning including MAP (Step 3)

What do you believe your selected brand currently stands for in the minds of its target customer/s and importantly what 'distinguishes' (centrally, differentially, product or user oriented) this brand from its **3** key competitors?

3. Communication Strategy (Step 4)

What are the overall objectives of the marcomms campaign (need, awareness, attitude, purchase intention) being used by your selected brand?

4. Target Customer/TCs (Steps 1 + 2)

Whose behaviour is the brand campaign trying to affect? Vividly describe the target customer/s in 'holistic' not just demographic terms. How does the product category, your selected brand and alternatives 'fit' into her/his life?

5. Promised Benefit/s (Step 3)

Which benefit/s (functional, emotional, self-expressive, social) are being promised to encourage target customers to buy/choose/prefer your selected brand ahead of others?

6. Evidence/Support (Step 3)

What evidence/support (implicit or explicit) is provided to convince the target customer/s that your selected brand can actually deliver the benefit/s being promised?

7. Path-to-Purchase (influences Step 5)

Which of the four distinct paths-to-purchase (habitual, discovered, considered, delegated) has influenced the POE channels/media/touchpoints used in the media strategy (that follows).

8. Media Strategy (Step 5)

What is the emphasis – Reach or Frequency? Which POE channels/media/touchpoints best align with the communication strategy? What unique approaches (if any) have been used to place your selected brand's creative messaging in the target customers' lives?

9. Tone of Voice/Executional tactics Used (Step 4 + outcomes of Step 3)

What is the campaign's tone of voice & executional approach (involvement, motivation) – describe how it looks, feels, sounds, so TCs can best engage with the brand? What brand assets (e.g. unique strapline, logo, livery, signature music/sound, person) have been leveraged?

10. Topline Australia v's USA Head-to-Head Campaign Comparison

Brief background for USA 'equivalent' brand campaign to provide some context, then highlight the similarities and differences in strategic components **2** to **9** for your Australian v's USA campaigns and briefly explain the reason for any differences.

11. Key Sources/References

Where did you get your background (e.g. industry blogs, website trawling, store visits, host organisation) for the selected brand campaign/s? What small-scale 'indicative' research (target observations or online mini-survey/s), did you also conduct?