

Bus 257f
Marketing Communications

Tuesdays and Thursdays
2:00 pm – 3:20 pm

Fall Semester 2012

International Hall

Grace Zimmerman

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Office Hours: Mondays and Wednesdays
8:30 – 9:20 and 11:00 – 12:20 pm
or by appointment

Brandeis University
International Business School

Course Description:

Marketing communications are the activities a company undertakes to educate, engage and prompt to action its various target customer segments. Marketing communications can be used to introduce new products or services, prompt trial, purchase or repurchase of products, to build brand image and loyalty, and to reinforce positive customer relations with the company and its products.

This course will examine a wide sampling of marketing communications techniques, including the many uses of the Internet, and its role and significant importance in the marketing communications mix.

Marketing communications topics, which will be covered, include, in part:

- Advertising: Selecting target markets, messages, creative and performance measures
- Advertising: Corporate Image Advertising
- Promotions, coupons and other incentives
- Non-traditional marketing techniques
- Event sponsorships
- Internet Marketing: Optimizing sponsored searches
- Internet Marketing: Consumer movements & online marketing of political candidates
- Social Media Marketing: Integrating traditional and Internet interactive marketing
- Corporate Blogs and Word-of-Mouth marketing
- Marketing Communications for social initiatives

Learning Goals and Outcomes:

1. To expose and familiarize students with the large variety of different marketing communications techniques and when to use each.
2. For students to gain a clear understanding and ability to blend different marketing communications techniques to formulate an integrated, measurable marketing communications plan.
3. To refine each student's analytic and decision-making skills, his/her ability to express ideas and solutions persuasively in case discussions and to listen critically and respectfully to the ideas of classmates.
4. To enhance students' abilities to work collaboratively in team projects to achieve learning and positive net results.

Course Requirements:

BUS 252a Marketing Management is a prerequisite for this module.

Course Approach

Each class will focus on an individual case affording us the opportunity to analyze and solve a unique marketing communications challenge. We will use our time together in the classroom to sharpen our skills in diagnosing problems, to build a framework to understand marketing communication complexities, and to discover techniques and concepts useful in developing integrated marketing communications solutions.

To benefit from this approach, each student must come to class prepared with an analysis and a solution for the opportunity or challenge at hand, not just a regurgitation of case facts. Class time together will follow a discussion format, with a constant challenging of viewpoints from the instructor and fellow students alike.

Course Materials

Textbook: There is NO required textbook. Readings will be in the form of case studies, Harvard Business School notes and articles clipped from current news sources.

Course Pack: Case studies are the focal point of most class discussions. Course packs with the cases we will cover are REQUIRED and only available through Harvard Business Publishing at <http://hbsp.harvard.edu/>, with a specific link to our course pack at <http://cb.hbsp.harvard.edu/cb/access/14305016>. Course packs are comprised of copyrighted materials. Please respect intellectual property by purchasing your own copy of the materials.

Grading

For the purpose of grading, assignments will be weighted as follows:

Class Participation	40%
Homework assignments (10% each)	20%
Case write-up	40%
<hr/> TOTAL	<hr/> 100%

Disabilities:

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

Academic Integrity:

You are expected to be familiar with and to follow the University's policies on academic integrity (see <http://www.brandeis.edu/studentlife/sdje/ai/>). Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University.

Class Participation: Students are expected to attend every class and participate on a regular basis. Less value will be placed on the quantity of your contributions than on their quality. For many students, qualitative analysis comes more easily than quantitative analysis, therefore, I will on occasion cold call students to present their quantitative analysis to the class. Be prepared. If you are hesitant to participate in class, please come to see me. I will work with you.

As a module, we meet only 14 times, therefore absence from more than one class will result in a failing grade for participation in this course. If you have to miss class for any reason, please notify me in advance by email. Further and importantly, anyone interested in taking this course **MUST ATTEND THE FIRST DAY OF CLASS. NO EXCEPTIONS!**

Many of you will bring your laptops to class. This is fine if you are using your laptop to access the case we are discussing or your notes on the case. Using your laptop or other electronic device to access the Internet is distracting to others and is not acceptable. You will be marked as though you were absent if you are online during class.

Final Exam: There is no final exam for this course.

Homework Assignments. For cases # 5 and 8, Reliance Baking Soda and Air France, Thursday, September 13 and Tuesday October 2, respectively, you will turn in the homework assignment listed in the syllabus for that day. ***This is an individual assignment, one that you need to do entirely on your own.*** Homework should be handed in at the start of class. Submissions after the start of class will not be accepted for any reason.

Case Write-Up. For class # 10, instead of just preparing the case for class discussion, students should submit their answers in a case write-up of up to 4 pages. ***This is an individual assignment, one that you need to do entirely on your own.*** Cases should be handed in at the start of class on Thursday, October 11. Submissions after the start of class will not be accepted.

You have 4 pages in which to write your analysis. You can also include addenda, if you need or choose to. This case analysis is no different than any of the cases we will do in class. You will be practicing case analysis skills virtually every time you prepare for class. Organize the relevant facts. Don't give me case facts that aren't pertinent to your analysis; I've read the case, too. Do necessary analysis. Come to conclusions. Develop detailed recommendations. Be sure that your logic flows from analysis through conclusions to recommendations. Be persuasive. You don't have to follow the outline of the questions in the syllabus, but you need to include the answers to the questions at a bare minimum. I don't need beautiful prose; you can use bullets, etc., but if you use a chart for pros and cons, say, be sure that you come to a conclusion. Cases write-up grades will be based on completeness and quality of analysis (quantitative and qualitative) and recommendations, and the logic, strength and clarity of your arguments.

Office Hours

Office hours are Mondays and Wednesdays from 8:30 – 9:20am and 11:00 am - 12:20pm in **Lemberg 161**, and by appointment. I enjoy the opportunity to get to interact with you as much as possible. Email has proven very helpful in this regard. Please don't hesitate to contact me if you need assistance in any manner, or have comments, concerns or words of praise for some aspect of the course.

The best way to contact me and to schedule an office visit is by email. My email address is: gzimmerm@brandeis.edu. Or, you may deliver messages through Karen Muise, Lemberg 160, by email at kmuisse@brandeis.edu, or by phone at (781)-736-2240.

Assignments

Class #1: **Integrated Marketing Communications** (Th 8/30)

Module: **Event Sponsorship**

Readings: Social Media (HBS9-510-095)

Discussion: 1. Brief Course Introduction and Assignments

Case: MasterCard Int'l: World Championship Soccer Sponsorship (HBS 9-500-036)

Questions:

1. Evaluate the effectiveness of this sponsorship as a strategic marketing decision, given:
 - MasterCard's distinctive business model and organization
 - MasterCard's new strategy
2. How much is the sponsorship worth to MasterCard? Are there international economies of scale here?
3. Should it renew for the 1999-2002 package?

Class #2: **Corporate Image Advertising** (Th 9/4)

Module: **Advertising**

Readings: Integrated Marketing Communications (HBS 9-599-087)

Case: Chevron Corporation Corporate Image Advertising (HBS 9-591-005)

Questions:

1. Who should be the target of Chevron's corporate advertising? Are they aiming at the right target?
2. What is the value of corporate image advertising?
3. Do the measures used enable Chevron to differentiate between effective and ineffective advertising?

Class #3: Advertising (Wed 1/25)
Module: Selecting Creative

Readings: Getting the Most Out of Advertising and Promotion (HBR 90301)

Case: Mountain Dew: Selecting Creative (HBS N9-502-040) (**multi media case**)

- Questions:**
1. Carefully analyze the existing and proposed Mountain Dew ads.
 2. How well does each ad leverage:
 - a. The brand's historic equity
 - b. The consumers' cultural understandings of the brand
 - c. The communications goals for this campaign?
 3. Which ads would you invest in? Why?

NOTE: **This is a multi media case. You will find the creative storyboards loaded onto the PCs in the computer clusters in Sachar. You must view these to analyze the case.**

Class #4: Target Market, Message and Measurement (Mon 1/30)
Module: Advertising

Readings: Strategies for Tapping the Groundswell: A Practical Approach to Developing Your Company's Social Media Strategy by Charlene Li, Josh Bernoff (HBP)

Case: Charles Schwab & Co., Inc.: The "Talk to Chuck" Advertising Campaign (HBS 9-507-005)

- Questions:**
1. What circumstances motivated the TTC campaign?
 2. Evaluate the company strategy behind the TTC campaign.
 3. Was the TTC test market a success? Evaluate the results. Do you agree with the metrics, and why? If not, what other metrics should have been used, and why?
 4. Would you support Saeger's TTC budget request for 2006? If so, at what level and why?

Class #5: Consumer Promotions (Wed 2/1)
Module: Promotions

DUE: **HOMEWORK:** Prepare the quantitative analysis necessary to answer questions 2 and 4. **Turn in** these spreadsheets **at the start of class**. You will find the exhibits at the back of the case very helpful.

Readings: Deconstructing The Groupon Phenomenon (HBR F11072)
Mastering the Media: Make it Your Story
(Excerpted from *Crisis Management: Master the Skills to Prevent Disasters*)

Case: Reliance Baking Soda: Optimizing Promotional Spending (Brief Cases 4127)

Questions:

1. What are the strengths and weaknesses of the RBS brand?
2. Analyze the effectiveness of past RBS consumer and trade promotional events. How have the promotions strategies impacted sales volumes? What kind of return on investment is the company getting for consumer promotions and trade promotions?
3. Compare the relative merits of a push vs. pull strategy of the marketing of a low-involvement (low price) grocery item in a mature market setting.
4. What is your recommendation for how Regnante can achieve her 2008 profit target? What if any changes should be made to trade and consumer promotions to make them more effective? Develop a pro forma income statement (see template in **Case Exhibit 10**) and be prepared to address the long-term strategic implications of your decisions.

Class #6: Public Relations (Wed 3/9)
Module: PR in a social media reality

Readings: The Hitler Meme (<http://themedium.blogs.nytimes.com/2008/10/24/in-this-weeks-magazine-the-hitler-meme/>)
Lessons Learned, Viral Marketing, blog by David Skok
(<http://www.forentrepreneurs.com/lessons-learnt-viral-marketing/>)

Case: United Breaks Guitars (HBS 9-510-057)

Questions:

1. Evaluate United's response to Dave Carroll's video? Did the airline handle the incident well?
2. Why was this video seen by so many people so quickly?
3. Combine your insights from this case, the Hitler meme article, and David Skok's blog, to build a sense of what it takes for an idea to propagate through the social network.
4. In general, how should corporations prepare for the challenge posed by user-generated video and other material disseminated on social media?

Class #7: Non-Traditional Marketing (Mon 2/6)
Module: Non-Traditional Marketing

Readings: Buzz marketing for movies (Kelley School of Business BH 247)

Case: BMW Films (HBS 9-502-046)

- Questions:**
1. Was the BMWFilms idea a good one? How successful has the campaign been?
 2. What was the motivation behind the idea? Who was the target market for the BMWFilms campaign?
 3. Describe the typical North American BMW customer. How does BMW's U.S. customer base compare to that of its competitors?
 4. How healthy is the BMW brand in North America, relative to previous years? What (if any) are the current weaknesses in the BMW brand? What do you make of BMW's growth strategy?
 5. What should McDowell do? Which option should he pick?

Class #8: Sponsored Internet Searches (Wed 2/8)
Module: Internet Marketing

DUE: **HOMEWORK:** Prepare the quantitative analysis, for questions 1 and 2: pivot tables, for question 3 KPI impact. **Turn in** these spreadsheets **at the start of class**. **NOTE: Important Excel data necessary to analyze the case is in your course pack.**

Readings: How Media Choices are Changing Online Advertising (HBS 9-707-458)

Case: Air France Internet Marketing: Optimizing Google, Yahoo!, MSN, and Kayak Sponsored Search (KEL 319)

- Questions:**
1. Should Media Contacts recommend a uniform strategy for Air France across search engine publishers? Or would it be more effective to tailor each publisher strategy to maximize return on investment?
 2. How can campaigns be improved to increase overall value gained from investment with a search engine publisher? Should keywords be added or dropped from the campaign? Should campaign tactics or copy be adjusted to improve campaign performance?
 3. What are the most important KPIs, and what impact will campaign changes have on these KPIs?
 4. How should future SEM campaigns be structured? In the past, Media Contacts had concentrated on Google, Microsoft, and Yahoo!; was there now an opportunity to optimize search advertising with metasearch companies such as Kayak?

NOTE: Important Excel data necessary to analyze the case is posted online on LATTE.

Class #9: Corporate Blogs
Module: Internet Marketing

(Mon 2/13)

Readings: Using Social Media in a B2B Context (UV2973)
(This note is very good, but a little repetitive. Skim ahead past repetition.)

Case: Blogging at BzzAgent (HBS 9-508-102)

In today's session, we'll explore the firms' management of interactions among the various organizations and individuals in the marketplace. BzzAgent was one of the pioneers in the "word of mouth marketing" business, helping firms to foster conversations about their products. We'll discuss their business model in general and specifically look at the role of the corporate blog. If you're not familiar with blogs, be sure to take a few minutes to visit both BzzAgent's blog (blog.bzzagent.com) as well as a few of the other corporate blogs mentioned on p. 10 of the case.

- Questions:**
1. What do you think about BzzAgent's business model?
 2. How does BzzAgent's value proposition compare with that of the traditional media firms?
 3. BzzAgent essentially mobilizes a group of "Agents" – many of whom may have previously had little attachment to the brand – to create conversations about its clients' products. As a prospect, what would your concerns about this model be? How can BzzAgent overcome these concerns?
 4. What's in it for the Agents? Why do they work with BzzAgent?
 5. What should be the objective of the blog?
 6. Have you worked for a firm that had a corporate blog? What did it accomplish?

Class #10: Traditional versus New Social Media (Mon 2/27)
Module: Internet Marketing

DUE: Your hardcopy case write up is due BEFORE the start of class. Please remember, this is an *individual assignment*. Your case write-up is to be analyzed and written without consultation with anyone. *Be specific and detailed in you analysis and recommendations (quantitative and qualitative). Build a logical and persuasive argument.*

Case: Sephora Direct: Investing in Social Media, Video, and Mobile

- Questions:**
1. Assuming she receives the additional funding, how should Bornstein allocate her budget across the various digital categories? Given that the additional funding requested must be shifted from Sephora's other marketing spending, where would you propose to cut? Why?
 2. What do you make of Sephora's digital and social media efforts as of the fall of 2010? Was it wise in your opinion to create Beauty Talk as a separate social platform to Facebook?
 3. As Sephora increasingly dabbles with digital marketing and social media, which competitors should the company be most worried about?
 4. What metrics do you propose Sephora Direct use to measure the success of its digital efforts going forward? Why?
 5. What should be the strategic goal of Sephora's digital and social marketing programs? How can Bornstein satisfy the CEO's desire to "win" in the digital space?

Class #11: Internet Marketing – Online Agencies (Wed 2/15)
Module: Internet Marketing

Readings: Interactive Marketing: New Channel, New Challenge
(Excepted from: *Marketer's Toolkit: The 10 Strategies You Need to Succeed*)
(HBSP, Chapter 11)

Case: None

Speaker: TBD

Class #12: Marketing Politicians, Consumer Movements (Wed 2/29)
Module: Internet Marketing

Case: Obama versus Clinton: The YouTube Primary (HBS 9-509-032)

- Questions:**
1. How is marketing a political candidate different from marketing a brand? What are the main tasks to be accomplished?
 2. How has the advent of new media changed the way candidates are marketed compared to past decades? Would you consider this change evolutionary or revolutionary?
 3. Assess how Obama and Clinton used new media across the phases of the Primary.
 4. Should Obama have spent proportionately more on new media in the contest against McCain than he spent against Clinton? Or less?

Class #13: Cause Marketing (Mon 3/7)
Module: Social Marketing Initiatives

Case: The Pepsi Refresh Project: A Thirst for Change (HBS 9-512-018)

- Questions:**
1. What are the pros and cons if Pepsi continues to invest in the Pepsi Fresh Project? Should Pepsi continue the investment? Why or why not?
 2. If Pepsi were to decide to continue the Pepsi Fresh Project, how should the team tweak the marketing strategy and execution to use the project's success to drive Pepsi sales?
 3. Are there other metrics, which are reasonable measures of the Project's success? If so, what are they and what weighting would you ascribe for each metric, including sales, and why?

Class #14: Cause Marketing (Mon 3/5)
Module: Social Marketing – Co-Branding

Case: Product Red (A): Social Marketing Initiative (HBS 9-509-013)

- Questions:**
1. In what ways is the RED model different from the traditional charity model? What are the key criticisms of the model? Are these criticisms valid?
 2. How successful has the campaign been? How would you define "success" in this case?
 3. Who is the target market for the RED brand?
 4. What do you think about RED's selection of its initial partners? Are these brands – and their customers – a good fit for RED? What criteria should RED use to choose future partners?
 5. Is the RED campaign sustainable? What changes would you make to ensure sustainability? Stick with the initial partners? Replace them? Add new ones?