1. Course Description

Consumers today are bombarded with thousands of messages on a daily basis. Advertising and promotion are all around you—as a fundamental aspect of the food you eat, the clothes you wear, the films you watch, the sports teams you cheer for, the stocks you invest in, and the companies or organizations you may choose to work for. As you go through this course, you will gain a broad appreciation of the “ubiquity” of advertising and promotion—it is certainly not everything, but it certainly is everywhere.

The world of marketing communication seems to be changing almost daily, as marketers keep searching for new ways to communicate with consumers, and the variety of communication channels, particularly digital, keeps growing. Some have asked: Should we throw out the old textbooks on marketing communications? The answer is both “yes!” and “no!” Although many of the fundamental marketing principles of communication have not changed—there are fundamental shifts occurring in how consumers get information and from whom, and how much trust they place in different sources. These changes are wreaking havoc with traditional advertising approaches and challenging advertisers and marketers to develop new strategies to address a rapidly changing media environment.

Not surprisingly, this makes for a highly dynamic and exciting learning opportunity. Advertising is a critical element of any business endeavor. As you will learn in this course, integrated marketing communications provide one of the fundamental building blocks for an organization’s strategy and success. Therefore, whether or not you are interested in a career in this field, it is important to understand the how and why of advertising. The knowledge and skills acquired in this course will help you be more effective in whatever career you choose, be a more educated consumer in today’s society, and help create the successful businesses of the future.
Advertising is both an interdisciplinary and applied area of study. Throughout the course, you may recognize concepts and techniques from core disciplines such as psychology, economics, and statistics. You may also recognize some key findings from other marketing or communication courses you have taken. It can be interesting to see how these discipline-based concepts are applied to the assessment and solution of real-world advertising problems.

Early in the semester we will examine the strategic issues in advertising. From there, we will venture into tactical territory to understand the various tools of the trade and keys to maximizing effectiveness. More specifically, this course will introduce you to the concepts, analyses, and activities that comprise advertising and provide practice in assessing and solving advertising challenges. Class sessions will be devoted to learning major advertising and promotion concepts and applying them to real world examples and experiences. There is much ground to cover, but luckily, the subject matter is interesting and lots of fun!

2. Course Objectives

The overall objective of this course is to build your knowledge base in advertising using an integrated marketing communications (IMC) perspective. Specially, this course will provide you with the skills and knowledge to:

- Understand what IMC is and why it is important to marketing programs today.
- Understand who the key players in the IMC industry are and what they do.
- Determine how insight and knowledge of consumers and particular target markets provides critical input to the design of advertising, sales promotions, Internet marketing, and direct marketing programs.
- Develop an effective positioning strategy to distinguish a product or service offering from the competition.
- Understand how to develop communications objectives, formulate a creative strategy and design a set of creative tactics for advertising that will best achieve your communication objectives.
- Select various forms of media to maximize the effectiveness of an integrated marketing communications (IMC) program.
- Understand the key role of other communication tools in the IMC mix—sales promotions, direct marketing, and the Internet in creating a synergistic IMC campaign.
- Practice the process of analyzing an opportunity, formulating strategy, and developing and implementing an IMC plan.

3. Course Road Map

The course is roughly divided into three blocks:

**Part I Strategy:** Before you begin an adventure into unknown territory, it is helpful to understand the landscape, i.e. where the opportunities (and the threats) may be hiding. In the first part of our course, we will look at advertising through a wide-angle lens to gain an appreciation for the elements of an IMC strategy.
Part II Tactics: Next, we will look at advertising through a tactical lens. We will learn about the tools and techniques used to design the components of effective IMC programs, including creative development, different communication modalities, and measurements of effectiveness.

Part III Putting It All Together: In the final segment of our course, you will be asked to integrate your understanding of IMC concepts with the tools and skills available to create an original IMC plan, which will be presented at the end of the semester. Using the concepts, tools, and analyses that you have learned, you and your team will use creative and analytical skills to develop an IMC plan and “pitch” your ideas and findings to the class at the end of the semester.

Required Course Materials

**MKTG 6290 Blackboard course site:** it is your responsibility to make sure Blackboard has your correct email address. Blackboard is the primary mechanism I will use to communicate with you.

**Lectures** are distributed in advance of each class.

**Readings** should be completed before the session for which they are assigned. Your course readings come from the following sources:


**MKTG 6290 Coursepack:** The required coursepack for this course is available from Harvard Business School Publishing. Click the course link below and follow the instructions for accessing the course material. In addition to digital access, you have the option of purchasing a print course pack that will be shipped to you via USPS Priority Mail. To order a print coursepack after you have obtained online access to your course materials, go to the coursepack page and click on the link to purchase a print coursepack.

  ➔ **Coursepack link:** https://cb.hbsp.harvard.edu/cbmp/access/32205871

**Additional materials:** short articles and other material will be available on Blackboard as assigned or delivered in class as appropriate.

Please let me know if there are any problems accessing the material. Class absences are not an excuse for not accessing the material.

4. Communication

The best way to reach me is by email. I access my email much more frequently than I am able to check my voicemail messages. Official office hours are on Mondays and Wednesdays from 3:30-4:30pm and by appointment. Please email me to set up a time that works with your schedule. I will use Blackboard’s email system to contact you individually or as a group about the class (e.g., changes in the syllabus, assignments, etc.). **It is your responsibility to make sure emails sent via Blackboard can reach you at an email address you check on a regular basis.**
5. **Electronics Policy**

You are encouraged to bring your laptops and related electronic devices to class and use them appropriately during class. Appropriate uses include looking up examples of topics we are covering. You cannot use your devices (laptops, cellphones, smart phones, tablets or other electronic devices) for email, games, chat, or any use not related to the discussion at hand. Your adherence to this policy is greatly appreciated and helps assure a productive classroom environment that enhances learning.

6. **Attendance**

My attendance policy is straightforward. I expect that you will attend each and every class. Repeated absenteeism will result in the reduction of your final grade. *If you are unable to attend class on any occasion, please notify me in advance by email* if at all possible. If you miss class due to a pressing emergency, please provide me with the necessary documentation to excuse your absence. Be sure to obtain copies of notes from at least two of your classmates to insure that you do not miss any important material. You will be responsible for everything covered or announced in class on that day even if you miss a class session.

7. **Grading**

Total grades will be curved to determine your letter grade in this course. I do not assign letter grades until the very end of the course, and letter grades are only assigned to your total weighted score. My grading policy is to generate a distribution of standardized z-scores and then let the data tell the story. Natural breaks in the distribution determine the cut-offs for the assignment of letter grades. In past years, the average grade in my MBA elective class is usually between an A- and B+.

Total grades are determined by the following:

- **Class Participation, In-Class Exercises and Activities** 20 points
- **Written Case Analyses (2@10 points each)** 20 points
- **IMC Team Project** 60 points
  - Interim Presentations (2@10 points each)
  - Final presentation (20 points)
  - PPT deck with notes (20 points)

Total 100 points

*I will use your within-group peer evaluation forms (see the last page of this syllabus) to adjust your team project grade based upon your individual level of participation.*

8. **Course Deliverables**

**Class Participation, In-Class Exercises and Activities (20% of your grade)**

Class participation is an important component of this course. Your ability to benefit from the course and contribute to the class is largely dependent upon your attendance during class meetings and your interaction during in-class exercises and related activities. Students in management education can
learn a great deal from each other, drawing on different experiences, viewpoints, and opinions unique to each individual student.

You should be consistently prepared for class and able to participate appropriately in the variety of activities in the course—lecture, case discussions, interactive questions and discussion exercises, small group exercises, team activities, and so on. Keep in mind that frequent participation in class is not as important as the quality of participation; you should strive to make effective use of discussion time in class, through thoughtful, timely, and constructive participation. Poor classroom etiquette (e.g., failing to attend lectures, coming to class late, making disruptive comments, engaging in any non-class related activity during class) will seriously affect your class participation grade.

In sum, in order to maximize on your class participation grade:
   a. Attend class and be punctual.
   b. Read the assigned chapters/articles/cases and be prepared for class.
   c. Actively participate in all assignments, cases, exercises and activities.
   d. Turn in your project peer evaluation form by the deadline.

Written Case Analyses (2 at 10% each for a total of 20% of your grade)

We will make use of five cases in this course to enhance the learning process. You should carefully prepare your analysis of the case for case discussion and expect to be “cold called” during case discussion.

The case method is one of the most effective means of sharpening your decision making abilities, requiring you to actively participate in the decision of a particular IMC strategy. The cases we will discuss in class give you practice in organizing and analyzing data to support a decision and give you the opportunity to apply the theories and concepts from class, along with any previous marketing experience you may have. You will also be able to argue your position and learn from your peers by listening to their analyses.

Please note that we are not interested in the “answer,” but rather the best courses of action that are supported by the data. Your job is to develop a framework that will help you recognize some options are better than others. Also keep in mind that what actually happened in a case, if known, is not necessarily what the company should have done.

It is the collective responsibility of the class to be prepared for case discussion. My role is not to provide recommendations for a particular course of action but to facilitate the discussion generated by individual students in the class.

Case preparation is a significant part of class participation. To prepare for case discussion, read the case at least 3 times. The first time, read the text quickly and get a feel for what the case is about and what data are available to make a decision. The second time, read the case more carefully, highlighting important points you will need to refer to later. The point of your second reading is to make sure you understand the business and its situation. This reading will involve careful analysis of the case data and exhibits you think are most relevant to developing a course of action that solves the business problem. The third time you read the case you should pull your understanding of the case together with the data you analyzed to develop a specific, actionable recommendation.
To aid in your preparation, I will provide study questions for each case. You are free to analyze each case in your teams, but you must prepare your own individual set of notes that address each study question. You may not share the notes of another student in this course or present any part of another student’s notes as your own. These analysis notes will help you during our in-class discussion of key issues. You should prepare a set of notes for all five cases. Each student will be asked to choose two cases for which they will submit their notes for grading. A sign-up sheet will be provided on Blackboard so you can select which you cases you would like to prepare for grading.

Note that if you miss class on a case day, you must submit a three-page analysis of that case to earn full class participation for that session. This summary will not count toward your two case analyses submitted for grading.

**IMC Team Project (60% of your grade)**

The IMC project consists of a team effort to develop an integrated marketing communications plan for a specific brand challenge. It includes several interim presentations as well as a final in-class presentation “pitch” and a final report. For your project, you will review the situation facing your chosen brand, identify the objectives target market and strategy for the brand and then indicate how all elements of the promotion mix (mainstream, alternative, direct and online advertising, sales promotions, direct marketing and PR) are to be coordinated to achieve communication objectives. From a pedagogical perspective, the plan incorporates all of the concepts we will learn in this class.

The number of project teams in this class will depend on final enrollment. Depending on enrollment, teams will consist of 4 - 5 students each. Students will work in their teams to develop an IMC Plan. Students must do supplementary secondary research to gather current information regarding the positioning, target marketing, and IMC tools in developing their IMC plan.

The IMC project will consist of in-class exercises and activities, interim in-class presentations, the final pitch and a PPT deck with notes to serve as the final report. This project should be challenging—and fun—as it allows you to integrate your advertising, promotion, and marketing knowledge with ideas from other courses with a heavy dose of creativity and insight. A detailed description of the IMC Team Project is available on Blackboard.

- **In-class Interim Presentations (20 points total).** Twice throughout the semester, teams will make very brief presentations of their progress on their projects. The purpose of these interim presentations is to keep teams on track and provide opportunities for early feedback.

- **Final in-class Pitch (20 points).** Each group will prepare a 25 minute PowerPoint presentation plus 5 minutes for Q&A that members of your group will present in class. This presentation represents the “pitch” of your ideas to the “client” (i.e. the professor and members of the class), simulating an actual pitch as might be conducted by agency. Every member of the team must present. All class members and the instructor will evaluate each presentation, using three scales: 1) quality and depth of analysis, 2) professionalism of presentation, and 3) time management. You will have about 15-17 slides for the final report so you will need to edit your in-class pitch very carefully to account for time constraints.

- **Final PPT Deck with Notes (20 points).** Each slide in your final slide deck should be accompanied by a set of notes at the bottom of each slide. You can prepare these notes in “Notes” view using Times Roman 10 point font. Your report will be evaluated on the quality of
your notes in addition to the quality of the slides. Be sure to carefully follow the guidelines in the detailed IMC Team Project Description. Decks will contain 15-17 slides. This limit is firm.

**Start early!** You should begin your IMC Team Project as soon as your brand has been approved. This way, you will have enough time to research your brand and develop your IMC plan. You will need every minute of this time to pitch a successful plan!

**Teams must be formed by Monday, January 26 at 9am.** At the end of the second week of class you will be able to self-select yourself into one of the IMC Project teams. Team membership signup forms will be available on Blackboard. I will enable group tools in Blackboard (discussion board, wiki, blog, etc.) that you may wish to use to facilitate your collaborative work. Students who have not signed up for a project team by 9:00am Monday, January 26, will be randomly assigned to a team.

**Brand choices are also due no later than Monday, January 26 at 9am and each team must select a different brand.** If multiple teams select the same brand, the team email with the earliest time stamp will get the brand they selected, and the other team(s) will be asked to select a different brand. Pick early for the best choice! You can submit your topic as soon as you have formed your group. Your team should pick a brand it is very interested in. With literally dozens and dozens of brands to choose from, this should not be a problem.

Email your brand choice to me at dlhoffman@gwu.edu no later than 9am, Monday, January 26. In the email, clearly identify the names of your group members, and your brand choice. **All brand choices must be approved by me.**

**Expectations for the IMC Plan are found in two separate document. Please adhere to these details carefully.**

9. **Academic Integrity Policy**

I believe that academic honesty and integrity are fundamental values that guide and inform us as individuals and as a community. The academic culture requires that each student take responsibility for learning and for producing work that reflect their intellectual potential, curiosity, and capability.

For that reason, I support the GW code of Academic Integrity. It defines academic dishonesty as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.”

To ensure the highest standard of academic integrity, all students should be familiar with the Code of Academic Integrity posted at: https://studentconduct.gwu.edu/sites/studentconduct.gwu.edu/files/downloads/130722%20Code%20of%20Academic%20Integrity%20-%20Final.pdf
### Course Outline

**Note: This schedule is subject to change. You are responsible for any changes announced in class or posted on Blackboard**

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Mon, Jan 12</th>
<th>TOPIC AND ASSIGNMENTS</th>
<th>READING AND DELIVERABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Introduction and IMC Overview</td>
<td>Welcome to the course!</td>
<td>Syllabus, IMC Project description</td>
</tr>
<tr>
<td></td>
<td>Course Introduction and IMC Overview</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-Class Exercise: Revitalizing a Tired Brand</td>
<td><strong>Deadline to form teams is Friday, January 23</strong></td>
<td><strong>Sign up for a self-selected team on Blackboard</strong></td>
</tr>
<tr>
<td>Class 2</td>
<td>Mon, Jan 19</td>
<td>Martin Luther King, Jr. Day</td>
<td>Holiday – no class tonight</td>
</tr>
<tr>
<td>Class 3</td>
<td>Mon, Jan 26</td>
<td>Opportunity Analysis, Market Segmentation, Target Marketing and Product Positioning</td>
<td>Key tools in the strategic marketing plan</td>
</tr>
<tr>
<td></td>
<td>Opportunity Analysis, Market Segmentation, Target Marketing and Product Positioning</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Students who do not sign up for a project team by 9:00am, Monday, January 25 will be randomly assigned to a team.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMC PROJECT</td>
<td>Team Activity: Brand Challenge and Big idea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMC PROJECT</td>
<td><strong>Deadline to choose a brand is today at 9am</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMC PROJECT</td>
<td><strong>Students who do not sign up for a project team by 9am, today will be randomly assigned to a team.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMC PROJECT</td>
<td>Email your brand choice to me at <a href="mailto:dlhoffman@gwu.edu">dlhoffman@gwu.edu</a> no later than today at 9am.</td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>Contemporary Marketing Communications Firms</td>
<td>Changing role of ad agencies and the rise of integrated marketing communications services</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Mon, Feb 2</td>
<td></td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Case Discussion: Mini USA: Finding a New Advertising Agency</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Importance of Branding</td>
<td>Brand Positioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Team Activity: Product Positioning Analysis and Project Brand Audit</strong></td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>Consumer Behavior and the Buying Process</td>
<td>Relevance of consumer behavior to advertising efforts</td>
<td></td>
</tr>
<tr>
<td>Mon, Feb 9</td>
<td></td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Team Activity: Situation Analysis</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consumer Response to Communications</td>
<td>How consumers process marketers’ messages</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>In-Class Exercise: Evaluating Ads with the Cognitive Response Model</strong></td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td>Presidents’ Day</td>
<td>Holiday – no class today</td>
<td></td>
</tr>
<tr>
<td>Mon, Feb 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td>Communications Theory</td>
<td>The role of source, message and channel factors</td>
<td></td>
</tr>
<tr>
<td>Mon, Feb 23</td>
<td></td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Case Discussion: Microsoft Windows: The Launch of Windows 7</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications Objectives</td>
<td>Objectives and the purchase funnel; setting budgets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 7</td>
<td></td>
</tr>
</tbody>
</table>
| Class 8  | Creative Strategy I | Developing the “Big Idea”  
Chapter 8 |
|----------|---------------------|----------------------------------|
| Creative Strategy II | Evaluating the “Big Idea”  
Chapter 9 |
| Team Activity: Brand Challenge, Big Idea, Situation Analysis prep for Interim Presentation #1 |

| Spring Break  
Mar 9-13 | Spring Break  
No classes this week |

<table>
<thead>
<tr>
<th>Class 9</th>
<th>Interim Presentation #1</th>
<th>Presentation: Articulating the Brand Challenge; What’s the “Big Idea”?; Situation Analysis</th>
</tr>
</thead>
</table>
| Media Planning | Developing and implementing media strategy  
Chapter 10 |

| Class 10  | Mainstream Media Advertising | TV and Radio  
Chapter 11 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Activity: Developing IMC Strategy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Class 11  | Nontraditional Support Media | Out of home, digital outdoor, in-store, branded entertainment, guerilla marketing  
Chapter 13 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Discussion: The New York Times Paywall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 12</td>
<td>Mon, Apr 6</td>
<td>Interim Presentation #2</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Media Viral Ads</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 13</th>
<th>Mon, Apr 13</th>
<th>The Need for Sales Promotion</th>
<th>Consumer-focused techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PR and Publicity</td>
<td>What’s the difference and why does it matter?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>In-Class Exercise: Successfully Integrating PR into the IMC Program</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 14</th>
<th>Mon, Apr 20</th>
<th>Advertising Effectiveness</th>
<th>Measuring and testing can help us learn whether ads are working</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Presentation Prep</td>
<td>Chapter 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Activity: Tactics and Team Feedback</td>
<td><strong>Case Discussion: The Pepsi Refresh Project: A Thirst for Change</strong></td>
</tr>
</tbody>
</table>
| Class 15  
| Mon, Apr 27 | Pitch Day! | Teams pitch their IMC plans today  
|            |            | **Due:** Group Presentation  
|            |            | One member from each team uploads their PowerPoint slides via Blackboard (link to be provided) no later than 9:30 am the day of class.  
|            |            | **DO NOT EMAIL** your files to me.  
|            |            | **Due:** Group project peer evaluation form (turn in during class)  
| Finals Week  
| May 4-12 | IMC Final Report Due | Tuesday, May 5, 6pm EST  
|          |          | One member from each team uploads their final PowerPoint report with notes to Blackboard (link to be provided) no later than 6pm EST today. **Clearly name your attachment.**
Case Study Questions

Mini USA: Finding a New Advertising Agency

1. Discuss the various reasons why companies change advertising agencies and how agencies gain and lose accounts. What are some of the reasons why Scheid, Roberts and Reicher might have decided to resign the Mini account after having such success with this client?

2. Evaluate the advertising and other elements of the IMC program that SRR developed for the Mini and the role they played in the successful launch of the brand in the U.S. market.

3. Discuss the process Mini USA should go through in selecting a new agency. What type of information do they need about the agencies they are considering and how might they gather it?

4. Construct a checklist of criteria that Mini USA can use to evaluate the various agencies they are considering and score their finalist presentations. What are the key factors they need to consider in selecting their new agency?

Microsoft Windows: The Launch of Windows 7

1. As Steve Ballmer, you are faced with managing consumer perceptions of Windows 7 in the wake of the public relations failure of Vista. What are the negative perceptions that Microsoft must overcome?

2. Evaluate consumer perceptions of Windows Vista and the challenges Microsoft faces in restoring credibility of its operating systems as well as the Microsoft brand in general.

3. In devising the advertising campaign, what should the ad message focus on during the launch of Windows 7? Should the campaign focus on a particular market segment or be more broadly focused? Why?

4. Besides media advertising, what other IMC elements could Microsoft use to launch Windows 7 and how should it use them?
**The New York Times Paywall**

1. Why are newspapers in trouble? Are paywalls a good strategy for newspapers in general? What are other alternatives they might consider?

2. What is the goal of the New York Times in creating the paywall? Is the paywall working? What is the basis of your assessment?

3. How would you evaluate the current Paywall compared to the two prior ones? Do you think it is appropriately designed compared with the *Financial Times* or *The Wall Street Journal* paywalls?

4. How should the New York Times manage its transition from print to digital distribution? What recommendations would you make to the company?

**Slanket Responds To Snuggies Market Entry**

1. Discuss the brand associations for the Snuggie and Slanket in terms of their product attributes and consumer perceptions. What are the positionings of each brand?

2. Evaluate the marketing strategy used for each brand and the way it was implemented, giving particular attention to the IMC programs.

3. Discuss the viral nature of the Snuggie phenomenon and how the brand became an integral part of popular culture.

4. What are your suggestions as to what Slanket should do next to increase sales and compete against the success of the Snuggie?
The Pepsi Refresh Project: A Thirst for Change

1. Evaluate the Pepsi Refresh Project and the role it plays in the IMC program for the Pepsi brand. Is Pepsi the right brand for a cause marketing program like the Pepsi Refresh Project? Why or why not?

2. Do you agree with Pepsi’s decision to not advertise on the 2010 Super Bowl? Why? What did they gain and what did they sacrifice by moving marketing dollars from traditional advertising to social media? Should they advertise the Pepsi Refresh Project on the 2011 Super Bowl? Why or why not?

3. Should the Pepsi brand team continue to fund the Pepsi Refresh Project in 2011? Why or why not? If the Pepsi team continues to fund Pepsi Refresh in 2011, what changes would you make to the program to better achieve the brand’s objectives?

4. Is the Pepsi brand team focused on the right metrics to measure success? What is the value of consumer engagement? How should they calculate the value of Facebook fans, Twitter followers, and the billions of impressions generated by the Pepsi Refresh Project?
IMC Team PROJECT PEER EVALUATION FORM – MKTG 6290

Due in class Monday, April 27, 2015

Your Name: _________________________________ Your Group Number ____________

Please read the instructions below VERY CAREFULLY.

In the spaces below, list the name of each of your team members, including yourself. Rate each of your teammates on a scale from 100% to 0%, according to their contribution to team work on your IMC team project. You are free to rate each team member at 100%, in which case each person gets 100% of the group grade. This standard means that each person in the group generally pulled his or her weight.

Be sure to include yourself. Percentages are independent, range from 0 to 100% for each person, and DO NOT add up to 100!!

Also, please select the ONE student from your group who you believe deserves the designation of “most valuable player” in your group.

<table>
<thead>
<tr>
<th>Name of Group Member</th>
<th>Effort Rating (100% to 0%)</th>
<th>Most Valuable Player (place an X for one member only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If I don’t receive a peer evaluation form from you, I will assume your effort rating is 0% and your team members’ effort is 100%*

***Please feel free to include written comments explaining your point allocation***