Peer Review of Teaching

PORTFOLIO

MC 640 Advertising Campaigns
Strategic Communications Campaigns

Alec C. Tefertiller

A.Q. Miller School of Journalism and Mass Communications
Kansas State University

alect@k-state.edu
Kedzie Hall Rm. 203
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Portfolio Purpose

MC 640 Advertising Campaigns is the capstone course for the Advertising Sequence for Mass Communication majors at Kansas State University. My first experience with the course came in the fall of 2017, my first semester at K-State and my first semester as a full-time college professor. I was excited to teach this course, as I knew I would be working with senior students who were preparing to graduate and become advertising professionals; however, I was also nervous about taking on the responsibility of guiding these students through their capstone course.

The Advertising Campaigns course is the final class in the advertising sequence, where students are expected to put together all of their previous learning and experiences into one, final campaign project for an actual, real-world client. The students are expected to learn while doing, with less emphasis placed on classroom instruction and more emphasis placed on executing the steps of campaign planning using their learning and skills acquired in other classes. As I learned in the fall semester, my role as an instructor was to lead by example and serve as a mentor more than a lecturer.

My goals in participating in the Peer Review of Teaching program offered by the Teaching and Learning Center at K-State during the spring semester of 2018 were two-fold. First of all, I wanted to hone my pedagogical approach as well as my approach to assessment based on a need to better serve my students in the campaigns capstone as a mentor for their capstone projects. In addition, I wanted to refine my approach so that I could redesign the course to meet the needs of our new curriculum.
Approved in 2017 for execution in the fall of 2018, the A.Q. Miller School of Journalism and Mass Communications is rolling out a new curriculum designed to better meet the needs of our students utilizing our strengths as a faculty and as a program. One significant change is that the Advertising and Public Relations sequences have now been combined into the Strategic Communication sequence. This approach is more consistent with changes in the industry. While separate concentrations in advertising and public relations remain, multiple courses have been combined to encourage an integrated approach to strategic communication. Advertising Campaigns is one such course; beginning in the fall of 2018, there will no longer be an Advertising Campaigns nor a Public Relations Campaigns course. Both courses are being combined into one Strategic Communications Campaigns course.

As such, in addition to honing my skills as a mentor and guide, my goal in participating in this program was to refine my approach to the class as I consider the new course that I will be teaching beginning in the Fall of 2018: Strategic Communication Campaigns.

To reach these goals, I worked with my peer review mentor, Dr. Natalie Pennington from the Department of Communication Studies, as well as my peer review partner, Dr. Anuja Madan from the Department of English, to refine my approach in design, pedagogy, and assessment.
The Course

As stated earlier, the purpose of the MC 640 Advertising Campaigns is to serve as the capstone course for seniors in the Advertising Sequence in the A.Q. Miller School of Journalism and Mass Communications. Students are expected to form an agency with their peers, and working with their agency, they spend the entire semester researching, forming strategies, and creating a detailed campaign pitch for a real-world client. The class culminates in a pitch presentation for the client completed at the end of the semester.

Learning Objectives

Learning objectives in the course are derived from the relevant objectives designated by ACEJMC, the accrediting body for the A.Q. Miller School of Journalism and Mass Communications. During the course, students are expected to:

- Apply theories in the use and presentation of images and information in support of an advertising campaign.
- Demonstrate an understanding of professional ethical principles and work ethically in the execution of an advertising campaign.
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to the advertising and communications professions.
- Write correctly and clearly in forms and styles appropriate for the advertising profession, audiences, and purposes they serve.
- Critically evaluate your own work and that of your peers for clarity, appropriate style and grammatical correctness.
- Apply tools and technologies appropriate for the advertising profession.
Course Design

The class is designed with several all-class discussions in which key concepts and methods regarding the execution of the campaign are presented and discussed. Students are expected to bring their own experiences and learning to these discussions, as this course is expected to bring together previous skills rather than introduce a heavy amount of new concepts and skills. Beyond these limited, all-class meetings, students are expected to meet with each other to conduct the campaign, providing weekly reports to their professor describing their progress. In addition, most weeks, the professor meets with each agency individually to briefly discuss the campaign and answer questions.

Beyond weekly updates and meetings, there are several key assignments that make up the bulk of the campaign plan and which receive the most detailed feedback:

- **The Situation and SWOT Analysis**, which includes secondary research designed to assess the client’s current market position, potential challenges, and potential opportunities.

- **The Research Plan**, which is a detailed description of the method the agency will use to collect data in support of primary research. A research plan is expected for each method employed by the agency.

- **The Research and Creative Brief Report**, in which each agency presents the results of their primary research and the creative brief that will guide their campaign plan.

- **The Campaign Plans Book**, which is a 30-page document which brings together their research, creative brief, and strategic plan for the client. This is the complete plan for the client, which will be referenced during their pitch presentation.
• **The Pitch**, in which the agency pitches their idea outlined in the plans book to the client in a persuasive, oral presentation incorporating compelling visual aids.

In addition to the key assignments related to the campaign, students are also asked to participate in a campaign review exercise (which is also a part of departmental assessment) and complete a peer-review and self-review of their agency’s performance on the campaign.

**Syllabus**

The course design is presented to the students in the course syllabus. The purpose of the syllabus is to outline the learning objectives for the course, and to provide the specific strategies for how those objectives will be met. As such, the syllabus presents the course objectives with an overview, and then follows with the key concepts and assignments used to meet those objectives. In addition, guidelines for how the successful completion of learning objectives will be measured are included. The syllabus establishes guidelines for learning objectives as well as expectations for student interactions and performance.

The syllabus was reviewed by my peer review team prior to the outset of class in January. Based on recommendations from Dr. Madan along with recommendations from Dr. Pennington, the following changes were implemented in the syllabus prior to launch:

• A statement regarding past clients used in previous semesters of the class was included in the client element description. This was done to further clarify the types of clients with which students may interact.
In the Team/Agency element description, students are now encouraged to bring examples of their resume and portfolio during the first week of class to assist with team creation. This also provides an opportunity for me to give feedback on job searches.

In the SWOT Analysis section, the acronym SWOT was expanded to further clarify the term. This will provide context, and it will allow all students to have the same expectations regarding the assignment.

The self-assessment component of the Professor Evaluation assignment was edited to make that process part of the peer review process. This will be more efficient for both the students and professor.

Grading Guidelines were added below the grading scale to help establish expectations regarding graded assignments.

The 24/7 Rule was added to the syllabus to provide students with guidelines regarding how and when they can address issues with assignment grading and feedback.

The complete syllabus as presented to students is included in Appendix A.

Students

Students participating in the course in the spring of 2018 were all senior level students in the Advertising Sequence. There were four women and ten men, and the class was 65% Caucasian. The class was arranged into three agency groups; two agencies had five students and one agency had four students.
Pedagogical Methods

Appearing at the end of advertising students’ collegiate journey, this course is focused on the higher levels of Bloom’s taxonomy. We are focused on student’s ability to analyze, apply, evaluate, and create rather than simply remembering and understanding what goes into a successful advertising campaign. As such, the classroom approach is focused on knowledge application rather than knowledge transfer. As a professor, my role is to identify and fill in any gaps in knowledge as I foster and encourage critical thinking and idea generation. In this course, I consider myself to be less of a teacher than a coach – less instructor than mentor. As such, classroom activities are geared towards active involvement from the class. There were several key classroom activities utilized during the spring semester of 2018:

- **Lectures**, both from myself and developed by students during class activities
- **Reverse Engineering** of key documents involved in the campaign planning process
- **Small Group Discussions** regarding elements of the campaign designed to bring agencies together as well as combine ideas from different individuals

Lecture

Much like in a traditional college classroom, the lecture can be an effective method for presenting key information and expectations regarding course material. While most of this course’s skills have been covered in other courses, a simple lecture was a quick and direct way to review important information. However, there were some pitfalls. Dr. Madan noted that student engagement could falter during a lecture:
“I noticed that a few students were more engaged than the others. Some students were scrolling through the course website as you were lecturing and a couple of them were trying to find a video on YouTube that you had referenced in the lecture. Asking more questions about the topic you’re lecturing on might encourage them to be more actively engaged. In other words, I suggest trying making the lecture shorter and finding ways of encouraging more student participation.”

Lectures could be more engaging by asking students more questions, or providing more open prompts and quizzes to both drive the lecture and test learning. In addition, I should provide some direction at the outset of class regarding what I expect during the lecture time. Do I want them to take notes? Do I want feedback or reflection? The goal is to provide them with reasonable expectations before we begin. In addition, the use of video examples can be particularly effective in capturing (or recapturing) student attention. They also provide context to what is being discussed. A good example helps make abstract concepts tangible.

**Student Centered Approach**

One approach that was particularly effective was to ask students to lecture on key ideas, themselves. For example, with the SWOT analysis, I would ask each group to take one aspect of the analysis, prepare a quick a lecture regarding that concept drawing from the texts as well as their own experience, and then present that mini-lecture at the end of class. This would stimulate engagement as the students are actively presenting the material, and it would allow me to fill in any gaps as they present the material.
Reverse Engineering

In a Reverse Engineering activity, I provide the students with a template or example of finished product, such as a Research Plan or Creative Brief, and ask the students to identify and explain the key components of that document based on their prior learning and experience. It is another way to engage students beyond knowledge; they must successfully analyze and evaluate the document to demonstrate the necessary steps to successfully recreate the document. This worked well in tandem with a student-led lecture; after reverse engineering the document, students were asked to then present the steps to create a new version of the document.

This activity was particularly effective, as it drove student engagement and encouraged students to think analytically. Dr. Madan noted:

“The activity seemed very helpful for students to get a grasp on the different components of this document. The students were very engaged throughout the activity, and conversing with each other about the sample research plan you had given to them. Your activity pushed them to think critically about the research plan, and their presentations at the end of the class showed that they had dissected the plan analytically and in much detail.”

The strategy is particularly effective when students are given specific guidelines, and even allowed to complete part of the assignment as a class with the instructor walking them through the process to start. While this process can be repeated each time the approach is utilized, it is of particular importance the very first time the method is presented, as it is possible students have never done this particular activity before.
While reverse engineering is not possible every day of class, and to attempt to do so would probably cease to capture student interest, similar activities that encourage students to draw on their own knowledge would be particularly effective in a campaign-centered class. Activities such as reverse engineering foster creative and critical thinking in students. They engage the students with the material, and students are able to grasp key concepts through their participation.

Small Group Discussions
In addition to lectures and group activities centered on reverse engineering campaign components, small group discussions, in which students were grouped either by agency or agency role, facilitated deeper engagement with material and direct student involvement. Students were asked to discuss individual campaign elements or concepts in various groups, and they were then asked to share the key talking points that arose during those discussions.

When conducting small groups, it is worth it to consider and reconsider the arrangement of the room and how that arrangement can facilitate the small group experience. As Dr. Pennington observed:

“There could be some value in encouraging them from the moment they get there to physically group up and shift the room around to better address their needs, rather than spreading out how they did. It left some groups across aisles from each other, between rows, etc.

Rearranging the “space” of the room – in particular collapsing desks to form a more boardroom type set-up – was helpful for student engagement and discussion. While it
was initially awkward as we tried to figure out the configuration, once the room was set, it worked nicely. It would be helpful to work out a diagram ahead of time, or perhaps direct the students to help set up the room ahead of the start of class to facilitate a smooth transition to the activity. In summation, it is worth it to think about how different seating configurations can facilitate student interactions.

Student Engagement

The use of a variety of different approaches in the classroom helps to facilitate student engagement. Small group activities, lectures and discussions, as well as activities such as reverse engineering help keep students interested and focused on the course materials and expectations. It is more than acceptable to change activities and try new approaches throughout the class meeting time, especially for longer classes. As I plan each day, it is worth it to plan for two or three class activities/distinct periods to facilitate discussion, interaction, engagement, and to simply keep everybody focused.
Assessment

As the capstone course for the Advertising Sequence in the School of Journalism and Mass Communications, the course is designed so that students complete one, complete advertising campaign plan for a real-world client. As such, student work in the class focuses on one project through the course of the term, with several major assignments that build upon each other. Three of these crucial assignments are the SWOT Analysis, The Research Plan and Creative Brief Report, and the final Campaign Plans Book.

The course had 14 students arranged into three groups. One of the groups, Fancy Things, had all five members consent to share their work. As such, this chapter will chronicle the results and feedback for the performance of this agency across the three aforementioned major assignments. The five members of the Fancy Things agency are all senior advertising majors, with two women and three men.

The following discussion is focused on each assignment and its feedback, followed by an evaluation of the overall effectiveness the assignment and feedback mechanisms, including recommendations for future improvement. Appendix B includes the student work evaluated in this chapter.

Assignment One: SWOT Analysis

Assignment Introduction from the Syllabus
Each group will conduct secondary research in support of a situational analysis for their client. The completed SWOT (Strengths, Weaknesses, Opportunities, Threats) report document should be submitted to Canvas.
Assignment Instructions from Canvas
Your agency will conduct secondary research in support of a situational analysis for the client. The completed documented should include a section for each section of the SWOT (Strengths, Weaknesses, Opportunities, Threats). Your SWOT analysis should include:

- Insights drawn from the client pitch presentation and data provided by the client.
- Your own secondary market research (including references/works cited).

Your completed SWOT should be between 500-800 words, not including references.

Assignment Grading Feedback (provided via Canvas)
Per our discussion, you should focus on developing the Weaknesses section just a bit more, and you should add a bit more detail from outside research to support your arguments throughout. In particular, find some research or an example to answer "Why" it's a good idea to focus on the 30-40 demographic. Also, make sure to use internal citations (footnotes) to your secondary resources. Otherwise, your analysis is very good. Great start!
Grade: 5 / 5

Discussion
The SWOT analysis is the first entry in their plans book, and as such, it was the first assignment completed in the class. The SWOT analysis was the first course assignment for which they received feedback from me. As such, I made it a low-risk assignment
(only five points) where they got all of their points for the successful completion of the work.

Regarding this agency’s work in particular, overall their assignment was complete, with only one section (Weaknesses) requiring additional attention. However, I noted that they needed to provide more outside, market research to support their claims. Overall, I felt their work was good, but there was room for improvement. In particular, additional secondary research was needed. The assumption was that they would make these edits as they prepared to conduct primary research, and they would improve the SWOT when adding it to their final book. I provided the students this feedback in writing as well as in their weekly agency meeting with me.

My goal in making this first assignment low-risk and a completion grade was to allow the students to get a feel for my expectations and the type of feedback I would be providing them as the semester proceeded. However, prior to the first heavily graded assignment later in the term – the research report (below), several students voiced concern that they didn’t know how I would grade them. While I still believe it is valuable for this assignment to be low-risk, I think by using a rubric and giving the students an actual, representative grade, they will get a better feel for what I consider high quality work in addition to the qualitative feedback I provide them. By providing feedback as well as a numeric assessment, the students will have a clearer understanding of my expectations as they approach future assignments in the class.
Assignment Two: Research Report and Creative Brief

Assignment Introduction from the Syllabus

Each agency will submit a report of the results of their primary research, including visual aids (charts, graphs, etc.) Included with the report will be a Creative Brief that includes the campaign objectives, target audience, current and future positions, and positioning statement. The report is due submitted to Canvas, and agencies will conduct a formal presentation of their report in class.

Assignment Instructions from Canvas

Your agency will submit a report of the results of your primary research, including visual aids (charts, graphs, etc.) Included with the report will be a Creative Brief that includes the campaign objectives, target audience, current and future positions, and positioning statement.

The report is due submitted to Canvas, and your agency will conduct a formal presentation of your report in class.

It is acceptable to upload your report to Canvas in PowerPoint format (for use in your presentation).

Research reports are due uploaded to Canvas on March 12, with presentations made in class during the following week.
Assignment Rubric with Feedback and Grading

Method and Sample  
4.5 / 5 pts
- Did the report briefly yet adequately describe and justify the selected methods?  
  Well done.
- Was the method of data analysis and interpretation included?  
  o Could use a bit more detail here, but not a big issue
- Was the sample for each method sufficiently detailed, including demographic data?  
  o This could have been fleshed out a bit more in your visuals. Again not a major issue.

Data Reporting  
5 / 5 pts
- Were key findings sufficiently described using appropriate statistics or qualitative insights? Yes.
- Did the reports include interpretations coherently drawn from the data? Yes.

Data Visualization  
5 / 5 pts
- Were data visualizations included for quantitative findings (when appropriate)? Yes.
- Were the visualizations adequately labeled, including sample sizes for each visual? Yes.
- Were the visuals clean and consistent? Well done.

Creative Brief  
4.25 / 5 pts
- Was the creative brief complete, including campaign objectives, target audience, current and future positions, and the positioning statement?  
  o Complete and clean.
  o Target audience: good demographics, need a few psychographics/attitudinal ideas
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- Current: good, but how does your target demo feel about the store? You paint an excellent picture of the Store and Alma’s sentiment, but what about your target audience? This isn’t immediately clear.
- Future: Good, but don’t need to get into tactics here (last sentence). How do you want the target audience to feel/think about the Store? Leave it at that.
- Otherwise, good!

- Did the creative brief flow from the research?
  - YES!

**Report Presentation** 5 / 5 pts

- Was the report and creative brief presented in a cohesive manner?
  - Great transitions between speakers, well organized, well rehearsed, professionally executed

- Was the overall presentation effective in communicating report results and the creative strategy?
  - The entire team was dressed for success. Communicates professionalism before the presentation even begins. Good for ethos!
  - Smiling, passionate, excited. Emotional connection with the brand. Good pathos to go along with your ethos and logos.

**Report Score:** 23.75 / 25 pts.

**Discussion**

The Research Report is the first major assignment in the class, and it is also the first assignment that receives a numeric grade. In addition, I provide a rubric ahead of time that I use to assess the student work based on established criteria. The rubric is broken
into sections addressing the major requirements of the report, and each section includes a series of questions about the work I use to address student performance.

The agency in question did very well on their report, with deficiencies in only two areas. I asked the group for a bit more detail regarding their methodology and sampling strategy, and there were a couple of issues with their creative brief. As elements of this report will be included in their completed campaign plan, it is important to specifically identify areas of deficiency. Comments such as, “You paint an excellent picture of the Store and Alma’s sentiment, but what about your target audience? This isn’t immediately clear,” provide the agency with concrete feedback they can use to improve their Creative Brief in advance of the final campaign plan.

As their first graded assignment, the use of a rubric – which is provided to students on Canvas in advance – helps establish guidelines for their performance as well as provides me a means to give each agency substantive feedback regarding their performance on the assignment. As such, it is a useful tool both before and after submission of the assignment. Unlike with the SWOT Analysis, the feedback provided is more complete and connected to expectations for what constitutes high quality work. As elements of this work are included in the final assignment, it is important to give students specific, actionable directions for improvement.

One issue I recognize with the current rubric is that it depends on close-ended questions. As such, for quality work, I often respond with a simple, “Yes.” While this is sufficient for acceptable work, it gives the student no input regarding why the work was good. What was good about it? It’s possible that the high quality outcomes were the result of bad habits executed well, or simply good luck. While I always try to give
students a reason for a lower grade, I should attempt to give students a reason for a high grade, as well. The only area where I did this was in the last section of the rubric regarding their presentation. The students received full credit, but I also made comments such as, “Great transitions between speakers, well organized, well rehearsed, professionally executed.” I specifically told them what they did well, which provides them with insight regarding what to do in the future.

Assignment Three: Plans Book

Assignment Introduction from the Syllabus

Your team will produce a campaign plans book that should be carefully prepared, free from error, and professional in quality. Your final book should be about 24-25 pages. The textbook outlines what information should be included in your plans book. Your Plans Book should be uploaded to Canvas as a combined PDF. For submissions after the deadline, your grade will be deducted five points for each day the plans book is late.

Assignment Instructions from Canvas

Working with a team of your peers, you will produce a campaign plans book that should be carefully prepared, free from error, and professional in quality. Your final book should be about 24-25 pages. The textbook outlines what information should be included in your plans book. Your plan book is a team effort; each member of your team will receive the same grade for the completed plan book.

A PDF of your team’s plans book is due uploaded to Canvas by April 20th at 11:59pm.
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For submissions after the deadline, your grade will be deducted five points for each day the plans book is late.

Assignment Rubric with Feedback and Grading

Marketing Analysis 10 / 10 pts

• Is there an adequate understanding of the marketing challenge?
  o Yes.

• Is there an understanding of the marketing problems and opportunities?
  o Yes. Very well done.

• Are the recommendations based on sound research, both primary and secondary research?
  o I believe so. You do a good job of grounding your strategies and conclusions in your analysis.

Consumer Insights 9.5 / 10 pts

• Is there a clearly defined target audience?
  o What you did surprisingly well was sell the idea that two very different groups, Millennials and Baby Boomers, have a lot in common, especially concerning the client.
  o I think you could have combined the two categories into one specific audience that branches both within your Creative Brief, since you did identify those commonalities.

• Does the creative brief and creative strategy flow from research, and does it adequately inspire creative execution?
  o Good connection between research and the brief.
  o “One Thing” seems to flow from research; it makes sense.
Media 8 / 10 pts

- Are there innovative media choices?
  - I think focusing on less expensive, social options, including video, is ideal for the client, and shows a good understanding of the client's strengths and limitations.
- Is the media budget efficiently and effectively allocated?
  - You mention the “cheapness” of using Facebook ads as well as self-created posts on social media, though an exact idea of those costs was not clear.
  - How much should the client expect to spend every month? What is not clear is how much it is going to cost and how often these ads should be run.
  - Though you are setting up your client for future success, more detail regarding how often they should pay to boost posts and where the money should go is needed.
- Does the media plan clearly connect to the target audience?
  - Yes. You made that case well when describing the target audience.

Creative Executions 8 / 10 pts

- Does the creative output clearly flow from consumer insights?
  - Yes! The focus is on experiences and escape, which is what you are trying to communicate. Very clear.
- Is the strategy distinctive and appropriate?
  - There are creative uses of different types of posts (pools, images, text), consistent with the campaign’s focus.
- Are the creative concepts well executed?
  - The copy was consistent and clear, as well as on-message
Visually, I think you could have given the client a clearer idea of what these posts would look like on Facebook or Instagram. The text is fine, but you missed an opportunity to “show” the client what they could do.

**Promotions & PR**

8 / 10 pts

- Are there effective uses of other communication tools to support the advertising messaging?
  - The website design elements were a bit confusing. How would the text and graphics be displayed on the page? I think the lack of page text made it difficult to visualize.
  - That being said, the colors and bold design elements were unique and intriguing. Good choices.
  - Very good ideas (connection to Alma cheese, education, publicity).
  - It would have been nice to have seen maybe a few less ideas, but one or two fleshed out a bit more. Show us a coupon or a flyer for the “Wine and Alma Cheese” event.
  - Connect the calendar of PR events more clearly to the advertising efforts. We need some sort of monthly calendar, even if it’s just a sample, to give us an idea of how these elements could come together.

- Are the activities well matched to the audience?
  - Yes. This has been very consistent, and consistent with the messaging.

**Evaluation Plan**

5 / 5 pts

- Is there a plan to evaluate the campaign?
  - Yes! Good use of a consistent quantitative approach.

- Is it realistic and matched to objectives?
  - Very much so, and clearly connected to the campaign objectives.


**Plans Book Execution**

3.5 / 5 pts

- **Is the book interestingly and effectively designed?**
  - The layout is consistent with the style the agency is proposing for the client. It looks sharp.
  - It was at times a bit text-heavy. The text was good, but a few more visuals/images/graphics could have broken up the text and made for a clearer organization.
  - Also, the use of bold headings would be helpful. You had several pages that were just paragraphs of text. The use of a heading to identify sub-topics within a section helps the reader know where they’re going, and how to find something once they’ve read it. Remember most clients will read some parts, skim others, and take everything in chunks. Use visuals and headings to break up the text.

- **Is the writing clear and professional?**
  - Overall, good. Accessible writing, client centered, and relatively free from error (none that I found).
  - Small issue with Research section writing: used future tense for method, when you are describing research that already happened. Make sure to switch things to past tense after-the-fact.
  - Also, a bit odd that quantitative method description came after the results. I thought it was missing at first.

**Plans Book Score:** 52 / 60 pts.

**Discussion**

The Plans Book is the biggest assignment in the course, and the culmination of all previous work. The plans book combines the analysis and research completed in the
earlier part of the course with strategies developed based on that research into one, complete strategic plan for a marketing campaign. As with the Research Report assignment, a rubric partitioned into areas of interest was utilized to assess the assignment.

The agency in question did quite well with this assignment, as before. Areas of concern were addressed with specific feedback, such as, “You mention the ‘cheapness’ of using Facebook ads as well as self-created posts on social media, though an exact idea of those costs was not clear,” in the media plan assessment and, “The text was good, but a few more visuals/images/graphics could have broken up the text and made for a clearer organization,” in the plans book execution assessment. As before, positive feedback was sometimes given as a single-word “yes,” particularly in the marketing analysis section, but I also gave more specific positive feedback, such as telling the agency “focusing on less expensive, social options, including video, is ideal for the client, and shows a good understanding of the client’s strengths and limitations” in the media plan section.

Once again, the use of the rubric allowed me to provide organized, specific feedback regarding the student work. It also allowed me to evaluate the assignment based on the elements of the campaign. As before, I recognize the flaw in using closed-ended questions is that I was able to provide one-word answers, though I did a better job in providing more complete and detailed positive feedback with this assignment than the last.

One issue I recognize with this rubric is that it does not necessarily build upon or even adequately match with the previous assignment’s rubric. Since elements of this
campaign have already been evaluated in the previous assignment, shouldn’t this rubric address those areas as if they have already been assessed? In other words, this rubric should draw on the previous assignment to focus on where improvements were made, rather than treating the assignment as if it were a stand-alone project. In addition, perhaps less weight could be assigned to the elements graded previously, since it is expected they are simply revisions of previous work rather than original work.

Conclusions

Based on the discussions for each assignment, the following areas for improvement and revision regarding student assessment have been identified:

- For assignments early in the term, while it is good to keep them low-risk (i.e. low point value), students should receive a numeric grade assigned using the same type of rubric system utilized for major assignments later in the course. This will provide students with an understanding of how I evaluate their work and what kinds of feedback are associated with what types of scoring. In a sense, I am setting the bar for them.

- The use of rubrics provides the students with expectations, and it provides me with a tool I can use to easily evaluate and score student work. However, while I consistently provide feedback for negative aspects of their work, I need to consistently provide feedback for positive aspects, as well. While using questions built into the rubric facilitates feedback, the exclusive use of open-ended questions would facilitate longer responses, both for positive and negative feedback.

- As the assignments in the course build upon each other, the rubrics should reflect that. I should make sure the questions asked and sections in each rubric carry over from one to another, and they should specifically address whether or
not students improve on their work based on feedback. All rubrics should be consistent if I am to provide feedback that reflects students’ growth (or need for growth) in the class.

Finally, a more concerted effort should be made to connect my assessment efforts to the course learning objectives. While I feel like each assignment could be associated with specific objectives (for instance, the research report is easily tied to the course learning objective: “Conduct research and evaluate information by methods appropriate to advertising and communications professions”), I am not sure that connection carries over to specific assignment assessment criteria. It would not be difficult to make these connections.

For instance, one course objective is to “think critically, creatively, and independently.” This could easily be incorporated into each assignment’s assessment. This would allow me to specifically measure progress regarding this objective across assignments. As such, I could demonstrate growth (or the lack thereof) throughout the course.

Assessment is about more than just assigning grades; it is a measure of how effectively students are reaching the objectives of the course. As such, improvements in assessment should help improve the overall effectiveness of the course. By focusing on how I can tie assessment criteria to specific learning objectives, I can ensure that my assignments and projects are also in tune with the overall course learning objectives.
Conclusion

As stated at the outset of this portfolio, my goals in participating in the Peer Review of Teaching Program were twofold. First, I wanted to hone my pedagogical approach in terms of my teaching and assessment, and secondly, I wanted to refine this particular course in anticipation of teaching the new, combined Strategic Communication Campaigns course to be taught beginning in the fall of 2018. This chapter presents my reflections on this process along with the updates and changes I plan to implement as I design the new course.

Course Design & Syllabus

Overall, the basic design of the course will remain unchanged, as the agency approach is consistent with industry practice and pedagogical approaches across a variety of Tier 1 programs. As with the advertising campaigns course, students will be expected to form an agency with their peers to develop a campaign pitch for a real-world client. However, the agencies will consist of both advertising and public relations students.

Learning Objectives

The learning objectives in the course have been modified to more accurately reflect course outcomes based on the actual goals and activities of the class. As mentioned during the Assessment review, learning outcomes should be tied to the design and assessment of class assignments and activities. As such, the learning objectives have been reworked to a) be more specific to course activities and b) reflect the broader, strategic communication focus of the course. However, the objectives are still relevant to the overall objectives prescribed by the ACEJMC. During the course, students are will be expected to:
• demonstrate secondary research skills in support of a client marketing problem.
• apply knowledge of primary research methods in the execution of quantitative and qualitative research.
• demonstrate organization and communication skills as they coordinate with peers and clients.
• critically evaluate the work of peers as well as their own work in terms of its professionalism, clarity, and effectiveness.
• demonstrate critical thinking and advanced analysis skills as they report research findings, define objectives, identify target audiences and publics, and create core messages.
• apply theories in the use and presentation of images and information in support of a strategic campaign.
• write correctly and clearly in forms and styles appropriate for the strategic communication professions, audiences, and purposes they serve.
• think critically, creatively, and cooperatively in the execution of a client-centered campaign plan.
• create and present a pitch presentation utilizing persuasive communication skills, including the oral defense of strategic decisions.

Course Design
As stated before, the course design will remain mostly unchanged, with small changes to the syllabus to allow for more discussion at the outset of class. This additional time is being allotted to allow for students in the different concentrations to learn from each other regarding the different aspects of advertising and public relations practice. The class will continue to be arranged around all-class discussions, agency meetings both outside of class and with the professor, and weekly progress reports. Regarding the key

The campaign assessment and peer review process will remain unchanged, while the self evaluation will focus solely on the individual’s self-assessment rather than other input from me, as I found my input was often redundant or less detailed than that provided in the peer review.

Syllabus
The syllabus has been modified to reflect the aforementioned changes to the course design as well as the shift to a strategic model over a focused advertising model. Notably, the syllabus as been updated with the following changes:

- New course title and learning objectives.
- Recommended texts from both advertising and public relations. I did not assign readings, but rather used the text as a resource. As such, I determined it was not necessary for the texts to be required moving forward.
- The Agency positions have been updated to reflect a strategic approach over a purely advertising approach.
- I adjusted the point values to make the research report and research plan a bit more valuable, while leaving the SWOT analysis to be a low-risk, first assignment. As stated in the Assessment chapter, the goal was to allow students to receive actual grades with increasing importance earlier in the semester while maintaining lower risk.
- As stated earlier, the individual assessment has been lowered in value and simplified due to redundancy issues with the peer review and other reviews.
In an effort to refine my approach to assessment, I have updated the Grading Guidelines to reflect the actual point values that will be awarded via the rubrics. Before, it only indicated the percentage and an expected letter grade. Now, it will be easier for students to translate the points awarded via each section of a rubric to an actual grade.

• Minor adjustments were made to the schedule, mainly to facilitate more discussion at the outset of the class.

• A section regarding policies related to group conflict and how to manage such conflicts was added to the syllabus in response to group conflicts encountered during the term. A clearer path to conflict resolution was desirable.

The updated syllabus is included in Appendix C.

Pedagogy & Student Engagement

Overall, the execution of a variety of strategies in the advertising campaigns course seemed to drive student engagement and success. Small group activities, lectures – both instructor and student driven – and critical thinking activities such as the reverse engineering activity kept students interested and engaged with the course, and they helped establish expectations for student work. As stated earlier, it is more than acceptable to change activities and try new approaches throughout the class meeting time, especially for longer classes. Moving forward, an approach that favors different types of activities that shift throughout each class period will help to keep students involved and focused on learning objectives, most likely leading to favorable outcomes.
Assessment

While the use of rubrics was helpful for students in knowing what was expected on each assignment and for myself in having clear guidelines for evaluation, some key updates were determined to be ideal moving forward.

For each submitted assignment, I plan to include an established rubric that builds upon previous rubrics. While it is acceptable to make earlier assignments low-risk in terms of their point value, I need to make sure not to miss opportunities to provide detailed feedback in a manner consistent with what they can expect later in the class.

In addition, when future assignments include aspects already addressed in past assignments, the rubrics should address how the students improved (or where they still need work). Each rubric should reflect previous rubrics when skills and learning are consistent. While each assignment builds on the previous, each assignment presents different aspects of the overall process; as such, the grading point-values should emphasize each assignment’s unique aspects.

As I rework my rubrics, I should emphasize the use of open-ended prompts for feedback, which will encourage me to provide more than one-word assessments of student performance. This is especially true for positive feedback, where I can emphasize what students did well, specifically.

Finally, each rubric should directly connect to learning objectives presented in the course syllabus. Effort should be made to connect the criteria included in each rubric to specific learning objectives. While each rubric does not need to directly connect to all of the learning objectives, I need to ensure that each learning objective is assessed in
at least one assignment. Otherwise, I need to reconsider a) my assignments, and/or b) my learning objectives.

Appendix D includes the updated rubrics for the course.

Final Reflection
As I reflect upon the past year teaching advertising campaigns, I realize how far my own attitudes regarding this course have shifted in a relatively short amount of time. This time last year, I felt unsure of how to tackle such an important class as advertising campaigns. A year later, I feel like my approach has been refined and focused, and the course I am delivering to my students will provide them with valuable experience as they move out of the university and into their careers. Above all, working through the peer review process has been the most important contributor to my success in rethinking this course and honing my approach. I feel like my growth over the past year has exceeded my expectations, and I attribute my success to participation in the Peer Review of Teaching Program.

Many thanks to Dr. Madan, Dr. Pennington, and Dr. Riforgiate, as well as the rest of my PRTP cohort.
Appendix A

Spring 2018 Course Syllabus
Advertising Campaigns
MC 640
Tues., Thurs. 2:30 pm – 3:45 pm
Kedzie Hall Rm. 007
Spring Term 2018

Instructor: Alec Tefertiller, Ph.D.
alect@k-state.edu
203 Kedzie Hall
Office Hours: Tues. and Weds., 4:00-5:00 pm

Course Description:
The managerial development and execution of consumer, industrial, and institutional advertising campaigns.

Course Learning Objectives:
During this course, you will ...

• Apply theories in the use and presentation of images and information in support of an advertising campaign.
• Demonstrate an understanding of professional ethical principles and work ethically in the execution of an advertising campaign.
• Think critically, creatively and independently.
• Conduct research and evaluate information by methods appropriate to the advertising and communications professions.
• Write correctly and clearly in forms and styles appropriate for the advertising profession, audiences, and purposes they serve.
• Critically evaluate your own work and that of your peers for clarity, appropriate style and grammatical correctness.
• Apply tools and technologies appropriate for the advertising profession.

Required Text:

Course Overview:
Advertising Campaigns is designed to bring together all of your previous coursework in advertising, mass communication, and beyond to produce an advertising campaign plan for an actual client. This course is designed to provide an opportunity for practical application of your advertising learning.

The week-to-week execution of the class will focus on the following elements:
Client: Your professor will provide an advertising client with a real-world problem that can be addressed via an advertising campaign. The client will meet with the class during Week 2 of the semester for a client brief, and the client will return at the end of the semester to evaluate each team’s pitch. Past clients have included local businesses, nonprofits, university offices, and community organizations.

Team/Agency: You will be assigned a team of 4 to 5 classmates. Within your team, you will delegate responsibility so that each member has primary responsibility for a specific area: 1) account management, 2) account planning, 3) creative direction & production, 4) media and promotions, and 5) producer (if needed). While you will have a particular area of responsibility, it is expected that everyone will work together on activities such as writing, editing, creating materials, conducting research, and making presentations.

During week 1 of the class, you will have an opportunity to pitch your skills, interests, and experiences to the class as your professor considers the makeup of each agency. You are encouraged to bring in your resume, portfolio, and/or examples of your work to facilitate this process.

Campaigns Workbook: The required textbook for this course, Advertising Campaigns Workbook by Gangadharbatla, Sheehan, and Koranda, will be a useful guide as you prepare your campaign. You are not required to complete the exercises included in each chapter; however, you are highly encouraged to work your way through the book, as it provides a step-by-step guide to creating a successful campaign, plan book, and pitch. If you ever find yourself asking, “What exactly should we do next?”, you should turn to the text for guidance, instruction, and good ideas.

Agency Meetings: Most weeks, your team will have a pre-scheduled, twenty-minute meeting with your professor. These informal class meetings are designed to allow you to work one-on-one with your professor to address any challenges or difficulties you have encountered during your campaign planning. This is your opportunity to ask questions, brainstorm, present ideas, or simply pick your professor’s brain.

Class Discussions: During the first few weeks of the semester, and at key points throughout the semester, we will meet as a class to discuss the key elements of advertising campaigns. Students are expected to have read the relevant chapters in the textbook as well as bring their own educational experiences to the discussion. This will not be lectures; you are expected to bring your knowledge from your coursework to engage in a thoughtful dialogue with your peers and professor.

Presentations: During the term, you will make two formal presentations: a presentation of your research and creative brief, and a client pitch presentation. You need to make sure you prepare your presentations ahead of time so that your information is presented clearly and coherently within the time allotted. You will have 12-15 minutes total to present, followed by about 5-8 minutes of questioning from your professor and your client (for the client presentation.) Your total presentation time, including the Q&A, should not exceed 20 minutes.
Course Requirements and Evaluation

Your grade in the class will be determined by the sum of points for each assessment listed below. For group grades, the entire agency will be given the same grade. Individual grades will be based on individual performance.

Group Grades:
Agency Memos: 10 pts.
SWOT Analysis: 5 pts.
Research Plan: 5 pts.
Campaign Plans Book: 60 pts.
Client Pitch Presentation: 45 pts.

Individual Grades:
Campaign Critique: 10 pts.
Individual Assessment: 20 pts.
Peer Evaluation: 20 pts.

Agency Memos: Each agency will turn in a weekly memo that outlines their progress on the campaign, individual contributions, and objectives for the next week. Ten memos in total will be submitted.

SWOT Analysis: Each group will conduct secondary research in support of a situational analysis for their client. The completed SWOT (Strengths, Weaknesses, Opportunities, Threats) report document should be submitted to Canvas.

Research Plan: Upon completion of the SWOT analysis and secondary research, each agency will create a research plan for primary research to be conducted in support of the campaign. Each agency should conduct two studies: one using a quantitative method (survey or content analysis), and one using a qualitative method (focus group or interviews). The research plan must be submitted and approved during Week 6 before the agency can conduct research.

Research Report & Creative Brief: Each agency will submit a report of the results of their primary research, including visual aids (charts, graphs, etc.) Included with the report will be a Creative Brief that includes the campaign objectives, target audience, current and future positions, and positioning statement. The report is due submitted to Canvas, and agencies will conduct a formal presentation of their report in class.

Plans Book: Your team will produce a campaign plans book that should be carefully prepared, free from error, and professional in quality. Your final book should be about 24-25 pages. The textbook outlines what information should be included in your plans book. Your Plans Book should be uploaded to Canvas as a combined PDF. For submissions after the deadline, your grade will be deducted five points for each day the plans book is late.
Presentation: The last week of class, your team will “pitch” your advertising plan to both your professor and the client. The goal of the pitch is to persuade your client to adopt your ideas and work. You’re not just informing your client about what you’ve done, you’re trying to make a sale.

Campaign Critique: Each student will critique a given campaign based on class readings and discussions. The critique should assess the strengths and weaknesses of the given campaign. The critique will involve an in-class discussion as well as a separate reflection submitted to Canvas.

Professor Evaluation: You will receive an individual evaluation from your professor based on your overall performance in the class. Your grade will be based on:

- **Self-Evaluation**: as a part of the peer review (see below), students will submit an individual assessment regarding their performance on the campaign addressing their strengths, weaknesses and areas they feel require the most attention moving forward into their career.
- **Attendance & Participation**: contribution to class discussions, team meetings, and presentations. See the attendance policy below.
- **Team Responsibility**: individual evaluation of execution of your area of responsibility for the plans book.
- **Presentation**: individual evaluation of contribution to presentations.

Peer Evaluation: At the end of the term, your peers will score your performance in the course and your contribution to the campaign based on the following criteria:

- Reliable attendance at group meetings
- Reliable and timely response to group communication
- Consistent meeting of deadlines for work-in-progress and final deliverables
- Meaningful contribution to group discussions
- Knowledge about and high quality execution in area of responsibility
- Respect for fellow group members with cooperative and supportive attitude
- Contribution to the overall success of the project

Final Grading Scale
Based on the sum of the total points awarded for each assignment, your final letter grade will be determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>180 – 200 pts.</td>
</tr>
<tr>
<td>B</td>
<td>160 – 179 pts.</td>
</tr>
<tr>
<td>C</td>
<td>140 – 159 pts.</td>
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<tr>
<td>D</td>
<td>121 – 139 pts.</td>
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<tr>
<td>F</td>
<td>0 – 120 pts.</td>
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</tbody>
</table>

Grading Guidelines
While individual rubrics will be provided for each assignment, in general, the following guidelines will apply:

**90-100 (A):** Student successfully meets assignment learning objectives in a consistent, excellent manner. Student does not just meet standards, but excels, bringing an additional level of creativity and critical thinking to his or her work.

**80-89 (B):** Student meets most assignment learning objectives. Student’s work is average, satisfying most requirements, but does not exceed expectations.
70-79 (C): Student meets some assignment learning objectives, but is deficient in important areas. This work is below average, showing a general lack of engagement and falling short of standard expectations.

60-69 (D): Student work is well below average, failing to meet many of the learning objectives of the assignment. Student extends little effort and fails to meet standards.

0-60 (F): Student’s work is unacceptable. Student does not obtain most of the learning objectives. Student work is well below standards of acceptable, higher-level, college work. Student fails to demonstrate a basic grasp of the material and objectives.

Schedule:

<table>
<thead>
<tr>
<th>Month</th>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>1</td>
<td>1/16</td>
<td>T</td>
<td>Overview</td>
<td>Class Discussion</td>
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<tr>
<td></td>
<td>1/18</td>
<td>U</td>
<td>Team Formation</td>
<td>Class Discussion</td>
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<td></td>
<td>2</td>
<td>1/23</td>
<td>T</td>
<td>SWOT Analysis</td>
<td>Class Discussion</td>
</tr>
<tr>
<td></td>
<td>1/25</td>
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<td>Client Brief</td>
<td>Class Discussion</td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>1/30</td>
<td>T</td>
<td>Primary Research</td>
<td>Class Discussion</td>
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<td>All-Agency Workday</td>
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<td>2/5</td>
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<td>Progress Report 1, SWOT Analysis Due</td>
<td>Agency Meeting</td>
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<td>Agencies discuss SWOT</td>
<td>Agency Meeting</td>
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<td></td>
<td>2/8</td>
<td>U</td>
<td>Analysis w/ Instructor</td>
<td>Agency Meeting</td>
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<tr>
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<td>2/12</td>
<td>M</td>
<td>Progress Report 2 Due</td>
<td>Agency Meeting</td>
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<tr>
<td></td>
<td>2/13</td>
<td>T</td>
<td>Agencies work on Research</td>
<td>Agency Meeting</td>
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<tr>
<td></td>
<td>2/15</td>
<td>U</td>
<td>Plan w/ Instructor</td>
<td>Agency Meeting</td>
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<td></td>
<td>2/19</td>
<td>M</td>
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<td>Agency Meeting</td>
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<td></td>
<td>2/20</td>
<td>T</td>
<td>Agencies discuss Research</td>
<td>Agency Meeting</td>
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<td>U</td>
<td>Plan w/ Instructor</td>
<td>Agency Meeting</td>
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<td>2/26</td>
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<td>Progress Report 4 Due</td>
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<td></td>
<td>2/27</td>
<td>T</td>
<td>Creative Brief &amp; Reporting</td>
<td>Class Discussion</td>
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<td>March</td>
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<td>Agencies conduct primary research</td>
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<td></td>
<td>3/8</td>
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<td>3/13</td>
<td>T</td>
<td>Research Presentations</td>
<td>Presentation</td>
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<tr>
<td></td>
<td>3/15</td>
<td>U</td>
<td></td>
<td>Presentation</td>
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<td>3/29</td>
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<td>11</td>
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<td>4/16</td>
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<td>4/17</td>
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<td>Finalize Plans Book</td>
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<td>4/19</td>
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<td>No Class</td>
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<td>4/23</td>
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<td>4/24</td>
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<td>Discuss Plans Book with Instructor</td>
<td>Agency Meeting</td>
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<td>U</td>
<td></td>
<td></td>
<td>Agency Meeting</td>
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<td>May</td>
<td>15</td>
<td>5/1</td>
<td>T</td>
<td><strong>Campaign Pitch</strong></td>
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<td>5/3</td>
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<td>Presentation</td>
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<tr>
<td></td>
<td>5/4</td>
<td>F</td>
<td><strong>Self-Evaluation, Peer Review Due</strong></td>
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**Policies and Procedures**

**Attendance**

As class meetings are limited, you are expected to be in class, on time, for every required class meeting, scheduled meeting, and presentation. However, unexpected events can get in the way of class attendance. As such, you are allowed to miss two free required class meetings (the exception being your presentations) with no penalty. After your free absences, your Professor Evaluation (individual) grade will be reduced by 3 points per missed day. Only meetings missed due to an official, university-sanctioned event with prior written documentation are eligible to be excused.

Attendance at your team’s formal presentations is mandatory. If you fail to participate in your team’s presentations, your team will not be penalized, but you will receive no points for the presentation.

If an emergency event will cause you to miss required meetings or your presentation, you should call the Office of Student Life (532-6432) and advise them of your emergency absence and when you will return (they will officially notify all of your instructors of your absence). Once you return to campus, it is your responsibility to contact your professor to make arrangements to complete the course.
Assignment Submission
All written assignments must be submitted via Canvas by 11:59 pm on the due date listed in the course schedule. Assignments will not be accepted via email or in-person. All work submitted must be the student and/or team’s own work prepared during the current term. The penalty for scholastic dishonesty is a grade of “XF” for the entire course. Keep all work that is returned to you and keep copies of all written material submitted by you and returned to you until you verify your final course grade.

24/7 Rule: Once your submitted and graded assignments have been returned to you (or feedback submitted via Canvas), you must wait at least 24 hours before discussing your grade with your professor. This will give you a chance to evaluate your professor’s feedback and formulate reasoned responses to that feedback. However, after the 24 hour period has passed, you have seven days to initiate a discussion with your professor regarding your graded assignment. Your professor will not consider grade changes beyond this seven-day review period.

Client Communication
Communication with your client can make or break your relationship, which means your business is also at stake. As such, establishing good client communication habits is essential. After meeting with the client during the client brief in week two, your professor will act as your client liaison. All client-related questions should be emailed to your professor, and all client-related communication for your team should come from your Account Manager. No exceptions. Please keep in mind: 1) fewer emails is better (don’t annoy your client), 2) your client is busy, and it may take your client several days to respond to you. Your professor is going to manage the flow of questions to your client, which means it may take some time for you to get a response. Plan accordingly.

Course Communication and Technology
Important announcements regarding class meetings, class readings, and changes to the course schedule will be posted to Canvas and sent via email. You need to make sure your email address is up-to-date via Connect to ensure you receive course communications.

Personal communication technology, including tablets, laptop computers, and mobile phones are permitted and encouraged, especially on meeting days. However, use should be confined to class research and assignments. Please give your peers and professor your undivided attention during lectures and presentations.

You are encouraged to email your professor regarding any questions you have related to the course design and material. In addition, office hour visits are rewarded with candy. You are also encouraged to email your professor to set up an appointment if you are unable to attend scheduled office hours. Keep in mind your professor will have availability during class time when no meetings are scheduled.

As students are professionals-in-training, it is essential to develop good email habits. As such, email questions whose answer is clearly covered in the syllabus, in class announcements, and on the course Canvas site will not be answered (i.e. due dates,
reading assignments, attendance policy, etc.) You are expected to attend class on required days, carefully read the syllabus, and carefully follow course communications. Of course, if you do not understand or need clarification regarding the syllabus or course communications, that email will receive an enthusiastic reply.

Your professor will attempt to respond to your emails as quickly as possible; however, please allow at least 24 hours for a reply to your email during the week and 72 hours over the weekend.

_____________________________________________________________________

University Policies

Academic Honesty
Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: “On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.” A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities
Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441.

Expectations for Classroom Conduct
All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.
Academic Freedom
Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission.

Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.

Weapons Policy
Kansas State University prohibits the possession and use of firearms, explosives, and other weapons on any University campus, with certain limited exceptions, which include use of weapons as part of approved University Programs, use of weapons by law enforcement personnel, and the lawful concealed carrying of handguns, as provided in the weapons policy, which may be found at: http://www.k-state.edu/police/weapons/index.html

Concealed Carry Statement
Under the Weapons Policy, individuals who carry a concealed handgun must have the handgun on or about their person at all times. Backpacks are appropriate for carrying a handgun as long as the backpack remains within the exclusive and uninterrupted control of the individual. A backpack or other bag used to carry a handgun must be within the immediate reach of the individual. Before bringing a concealed carry handgun into a University building, individuals who choose to carry a concealed handgun in a backpack, bag, etc., should consider whether or not they may be required to be separated from their handgun, such as being asked to go to the front of a classroom or to store bags in a particular area in a lab or exam room.

In this class, students will be asked on a regular basis to participate in activities, such as engaging in group work, using the board, or performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to take the online weapons policy education module (http://www.k-state.edu/police/weapons/index.html) to ensure they understand the requirements related to concealed carry.

Campus Safety Statement
Kansas State University is committed to providing a safe teaching and learning environment for student and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view
additional campus emergency information go to the University's main page, [www.k-state.edu](http://www.k-state.edu), and click on the Emergency Information button.

**Departmental Policies**

**Commitment to Diversity**
The A. Q. Miller School supports Standard Learning Objectives of the Accrediting Committee for Education in Journalism and Mass Communication. Standard 2 urges promoting an understanding of how gender, race, ethnicity, sexual orientation and other forms of diversity in domestic society impact the mass communications professions. Standard 3 encourages classes in the A.Q. Miller School to illustrate the diversity of peoples and cultures and the significance and impact of mass communications in a global society. Students in this class are thus encouraged to 1) identify contributions of women and minorities in domestic and global society, 2) suggest ways the class might reach a better understanding and 3) identify speakers, articles, books and events that will enhance understanding.

**Protecting Your Privacy**
The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records once the student has reached 18 years of age (20 U.S.C. § 1232g; 34 CFR Part 99). Under that law we cannot release your student ID number, grades, performance evaluations, or any other personal or academic information to anyone but you, unless you provide written permission to do so. Also, we cannot discuss grades with you or anyone else over unsecured lines such as email or phone.

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By continued enrollment in this class, you agree to adhere to all policies outlined in this syllabus in addition to University policies regarding student conduct.

I reserve the right to alter or change this syllabus at any time during the term. I will notify students of alterations to the course schedule and/or syllabus in writing via course communication channels.

~Alec Tefertiller, Ph.D.
Appendix B

Student Work
  SWOT Report
  Creative Brief
  Research Report
  Plans Book
A Strengths, Weaknesses, Opportunities, & Threats (aka SWOT) Analysis will enable you to make a solid strategic plan for your business's growth.

The analysis can be broken into two parts, the first part consists of the Strengths and Weakness of a company. It looks internally at a company’s operations used to identify what the company does well and where it needs to improve, and focuses on the current situation.

The second part consists of Opportunities and weaknesses. It conducts an examination of the external environment in which the company operates. This means identifying industry trends and outside forces that could pose Threats or provide Opportunities for the company. It focuses on the future.

Please see the chart below to use as a visual aid.

### SWOT Analysis

<table>
<thead>
<tr>
<th>SWOT Analysis</th>
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</tr>
<tr>
<td></td>
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<td>1. Mission Statement</td>
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<td></td>
<td>2. Historic</td>
<td>2. Rural</td>
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<td></td>
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<td>Negative &amp; Positive</td>
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<td>3. Website</td>
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<td>4. Communications</td>
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<td>5. Audience</td>
</tr>
<tr>
<td>External</td>
<td>Opportunities</td>
<td>Threats</td>
</tr>
<tr>
<td></td>
<td>1. Schools/ Parents</td>
<td>1. Sustainability</td>
</tr>
<tr>
<td></td>
<td>2. Millennials (30-40)</td>
<td>2. Airbnb - Competition</td>
</tr>
<tr>
<td></td>
<td>Airbnb Room for 2</td>
<td>3. Revenue</td>
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<td></td>
<td>3. Informational Videos Pattie Reece Tell her story</td>
<td>4. Capacity</td>
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<td></td>
<td>4. Music</td>
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Strengths:

The Vollund store has two striking strengths that set it apart. These include the Vollund Store’s uniqueness and the rich history behind the store. The two main ways that the Vollund Store is unique from competition are the location and the concept. The location is remote and rural, and this plays to the charm of the place. This leads to the concept of an escape for people who don’t live their life in a rural setting. This store is an experience for those who want to get away from the hustle and bustle of city life, and those who want to stop and recenter themselves under the Kansas stars.

Weaknesses:

A couple of weaknesses that our agency could elaborate on starts with the Mission Statement. Without this statement, it leaves the personality of your brand ambiguous to your audience. The setting of the store is another weakness, because there’s nothing appealing surrounding it, as well as the fact it’s a great distance away from a nearby gas station.

Opportunities:

There are quite a few opportunities that hold lots of potential in terms of a marketing plan. We believe that there is a target audience that include older millennials (age 30-40) who are looking for a short artsy getaway. Going along with that, we believe that focusing more on Airbnb’s and hosting couples could bring in more business. In terms of advertising mediums, we believe that releasing testimonials from Patty and customers on Facebook and their website is another way to get more customers through the door by showing them the caring and emotional side of The Volland Store.

Threats:

The Volland Store has four primary threats: sustainability, competition of other Airbnb’s in the area, revenue, and the capacity its venue. The store possesses attributes that create issues with sustainability, such as its customer/audience-base and its tactics for reaching and keeping the target audience. With other options for Airbnb in the area, it takes away potential customers. The revenue is considered a threat because it serves as a limitation for The Volland Store (resources, promotion, etc.). Lastly, the store’s venue size creates a threat because its capacity limit may steer away potential customers (some may prefer a larger space).

Resources

https://www.mindtools.com/pages/article/newTMC_05.htm

http://store.mintel.com/regional-tourism-us-april-2017
CREATIVE BRIEF

THE VOLLAND STORE
A Place for Art and Community

Group 3 | The Fancy Things Agency
KSU MC 640
OBJECTIVE

The Fancy Things agency is working to bring awareness to The Volland Store and promote its prominent historical and community-driven values, while implementing the idea of an “escape” destination.

TARGET AUDIENCE

Our agency is working to reach millennials, as well as baby boomers. Currently, The Volland Store’s prime audience include men and women, between the ages of 40-70, typically from the Manhattan, Topeka, and Kansas City area, along with occasional locals.

CURRENT POSITION

The Volland Store is built on a foundation of history and community. The Volland Store unites the Alma community by hosting events to the public, as well its initiative to support cultural and educational programs, administered by the Kansas Rural Communities Foundation, a 501c3 organization. People can donate toward this initiative in exchange for exclusive membership privileges at The Volland Store. The Store is in a rural area, therefore, offers simple, yet relaxing elements of nature, such as the Flint Hills, nature trails, beautiful stargazing views, and more.
FUTURE POSITION

The Fancy Things agency would like to optimize their historical background, along with its strong community presence. In addition, we would like to introduce the idea of The Volland Store as a weekend getaway, or as a relaxing escape route, which we will aim to appeal to younger generations. In addition, we would like to optimize The Volland Store’s opportunities to provide educational/learning opportunities for children. We hope to incorporate the strong historical and community values, and tie it together with a place to have an interactive learning experience. Our mission is to preserve its history, but also guide its growth. The Fancy Things agency will work to promote it’s Airbnb services, along with creating stronger brand recognition, enhancing their social media presence, through the use of video created with simple to use mobile apps, and a refining their web experience.

FEATURES & BENEFITS

The Volland Store hosts events such as art exhibits, cellar tours, musical performances, and offers a loft, which is available on Airbnb. All official events are free to the public. In addition, The Volland Store offers a rentable community center. Currently, The Volland Store is known for its strong historical influence in the Alma, Kansas area. Historically, The Volland Store was a general store, which provided a strong sense of community and held many memories for the town’s residents.

THE ONE THING

“THE VOLLAND STORE — A PLACE FOR COMMUNITIES TO EXPERIENCE AND RECONNECT”
RESEARCH
TARGET AUDIENCE

Men & Women | Ages 21-65 | Greater Kansas Area
What Methods did we use?

Why did we use them?
What did we Learn?

3 MAIN FINDINGS

Accurate Target Audience

Segmented Millennials Interest

Schools | Class Trips
QUALITATIVE RESEARCH

Interviews | 6 Participants

Community | History | Escape

“I learned something that I get something out of it and I can remember a store in my memory bank... places that I visited a, it doesn’t have to be like I’ve got something I’d put on my mantle at home. It’s something that either touches my heart or touches my soul.”

Male | 63
QUANTITATIVE RESEARCH

Surveys | 104 Participants

94% Value Escape

93% Lack of Familiarity

83% Will to travel to Rural Area
HISTORY
THE LOFT
CLASS TRIPS

“Interactive Learning Experiences”
Refine Current Website Design

Gain Stronger Brand Recognition

Expand Social Media Presence

Refine Current Website Design
“A PLACE FOR COMMUNITIES TO EXPERIENCE AND RECONNECT”
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EXECUTIVE SUMMARY

This campaign exemplifies The Volland Store — a place for communities to experience and reconnect. The current audience of The Store is a great starting point and the Fancy Things Agency wants to continue targeting the current audience, while expanding into the younger millennial audience. This will also open the door to build a relationship with the surrounding school districts. The Volland Store is the perfect space for them to experience and reconnect with history, creativity, and relationships fostered there. The campaign is two-pronged in its purpose; the first role is to increase awareness and the secondary role is conversion. At the end of the day, both parties are working to get more people in the door. It is pertinent to note The Agency is creating this campaign with the goal of keeping expenses down to an absolute minimum by capitalizing on social media and video. The Agency feels that with strategic implementation and by featuring Patty as the voice of the brand and heart of the Store, this campaign can truly make an impact on informing the public of the local gem that is The Volland Store.
**SWOT**

A *Strengths, Weaknesses, Opportunities, & Threats* (SWOT) Analysis will enable you to make a substantial strategic plan for your business’s growth based on current status of the brand in the marketplace. The analysis can be divided into two parts: the first part consists of the strengths and weaknesses of a company. This looks internally at a company’s operations used to identify what the company does well and where it needs to improve and focuses on the current situation. The second part consists of opportunities and weaknesses. It examines the external environment in which the company operates. This means identifying industry trends and outside forces that could pose as threats or provide opportunities for the company; it focuses on the future. The chart below is a visual snapshot of the SWOT of The Volland Store.

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**Strengths:**

Two striking strengths set The Volland Store apart from other companies. These include the Store’s uniqueness and its rich history. Two primary examples of its uniqueness include the location and concept. The location is remote and rural, which creates a charm to the place. This leads to the idea of an escape for people who don’t live their lives in a rural setting. This store is an experience for those who want to get away from the hustle and bustle of city life, and those who want to stop and re-center themselves under the Kansas stars.

**Weaknesses:**

One of the weaknesses of The Volland Store includes lack of a Mission Statement. Without a statement, it leaves the personality of your brand ambiguous to your audience. The setting of the store is another weakness because nothing is appealing surrounding it. Also, it’s a great distance away from a nearby gas station. After conducting research, accessibility to various necessities is essential to the millennial demographic. Another weakness is The Volland Store’s website. It is not user-friendly for consumers, although, it has excellent info about the store. This small weakness will negate the site altogether. The average user will only read the first 62 words on a website, so it is imperative to connect with users within the first few lines. The final weaknesses include communication and audience. These represent a problem with the company’s marketing schemes and its target reach. The Volland Store uses direct marketing by sticking flyers on cars and contacting magazines/newspapers, which require high amounts of labor with low turnout. Patty should aim to market people of diverse cultural backgrounds who will admire the store.

**Opportunities:**

Several opportunities hold great potential regarding a marketing plan. For example, older millennial couples (age 30-40) who are looking for a short artsy getaway. The audience of older millennials is recommended for The Volland Store, especially if marketed in a way that represents an intimate getaway. This audience is statistically less outgoing and more comfortable spending private time with their loved ones. In a study conducted by Joseph S. Chen, Yu-Chih Huang & Jen-Son Cheng in 2009, these travelers are classified as family-oriented travelers. This demographic preferred domestic travel at a low cost, and most importantly, they have a preference for relaxation when vacationing. Furthermore, focusing on Airbnb’s and hosting couples could create more business. Regarding advertising, showing the caring and emotional side of The Volland Store can be achieved by posting testimonials from Patty and customers to Facebook and the website. This will get more customers through the door. (JOURNAL OF TRAVEL & TOURISM MARKETING-HELP WITH CITATION )

**Threats:**

The Volland Store has four primary threats: sustainability, the competition of other Airbnb’s in the area, revenue, and the capacity of its venue. The store possesses attributes that create issues with sustainability, such as its customer/audience-base and its tactics for reaching and keeping the target audience. With other options for Airbnb in the area, it takes away potential customers. The revenue is considered a threat because it serves as a limitation for The Volland Store (resources, promotion, etc.). Lastly, the store’s venue size creates a risk because its capacity limit may steer away potential customers (some may prefer a larger space).
QUALITATIVE METHOD | Interviews

The researchers chose to conduct six one-on-one interviews for the qualitative method of research, which include millennial age group (21-39) and baby boomer group (40-70). The research is intended to reveal motivations and purchasing behaviors of these groups. Having two sets of data will be helpful moving forward with the campaign. This interview will consist of ten questions, but interviewers will dig deeper when it is suitable. The Fancy Things Agency utilized a variety of questions to gain a better understanding of the current snapshot of the audience's knowledge of the function and opportunities of The Volland Store. Listed below are a few examples:

- What do you think is most interesting about The Volland Store?
- Would you ever visit The Volland Store? Why or why not?

Sampling Overview

The sample group for the interview should include men and women from the Millennial to Baby Boomer age group (21-70) from various ethnicities and backgrounds. To achieve this goal, The Fancy Things Agency reached out to family and friends in the surrounding tri-state area. Participants will be contacted in person or by phone call. The desired sample size is a total of 6 participants, 4 Baby Boomers, and 2 Millennials. This will not only reach those who already attend The Volland Store’s events, but also reach potential future customers.

Data Acquisition Process & Analysis Strategy

(audio recording method, meeting place, etc.)

Interviews will be held at a commonplace, whether on campus, restaurant, or anywhere agreed upon. For the discussions, audio between interviewer and interviewee will be recorded, using mobile phone recording system (iPhone or Android) or a recording device. This creates many benefits, which will ultimately enable interviews to be relatively short, casual, and engaging.
Interviews will go more smoothly if interviewers don’t have to write down or synthesize the given information. After transcribing interviews, researchers will look for keywords from interview questions, or reoccurring words between the millennial age group and the baby boomer age group. This would surface threads of commonalities that could point to shared values and experiences in the audience.

QUALITATIVE FINDINGS | Interviews

For qualitative research, six one-on-one interviews were conducted. This consisted of people who fit into two designated demographics — millennials and baby boomers. Personal interviews allow interviewees to trust the interviewer on a deeper level. This provided the opportunity to gather data about their true feelings about The Volland Store. This personal connection proved to be very valuable in better understanding the communities. The interviews had three themes: positive attitudes towards the value of history, community, and a get-away.

A majority of the interviewees talked of loving the history of this little town and that this was appealing to them. The history is a draw for possible customers, and this was demonstrated in the following response when the interviewee was asked if they would visit The Volland Store, “Oh, for sure, because it’s historical Kansas art, and the family must be from Kansas, and I love that.” (Female, 49). This quality assures that The Volland Store can emphasize this aspect for future campaigns.

The second theme of community and its importance came up in the majority of interviews. This became clear when one interviewee talked about the importance of collecting experiences, not things. “I learned something that I get something out of it and I can remember a store in my memory, the bank of meat, places that I visited, it doesn’t have to be like I’ve got something I’d put on my mantle at home. It’s something that either touches my heart or touches my soul,” (Male, 63). This quote demonstrates the desire in the target audience to grow through experiences rather than buying unnecessary luxuries — this sentiment is echoed in The Volland Store’s entire aesthetic.
Google forms allowed a more in-depth look at data analytics. Trends in the survey data will be visible through pie charts and bar graphs produced by the Google forms program. This feature of Google forms provides a digital version of a traditional codebook, which can be customized to represent the data in different formats. Significant trends will be studied and discuss how these can be implemented into the campaign strategy.

**QUANTITATIVE FINDINGS | Survey**

The survey found 93% of participants had never visited or even heard of the Volland Store, so primarily dealing with potential new customers. This is noteworthy because there are little to no preconceptions, which leaves many avenues to market toward potential new visitors. Also, nearly 70% of survey participants were Millennials (age 21-39). 65% of participants said they would not be willing to donate in support of a historical or cultural Art center like The Volland Store. This could very well be a correlation to how many of the participants were millennials. However, the data shows many other potential business opportunities are possible through a romantic getaway trip or having a school trip for their children to learn about art. 95% of participants found it essential to get away from the hustle of every day to a retreat-like setting. This significant data is crucial to the research because it indicated the majority of survey participants like to get away in some form, whether it be a vacation or a short weekend trip. 85% of the participants said yes to considering taking a romantic getaway for the weekend with their significant other. This question was tailored toward the potential of The Volland Store creating a serene couples’ get away with the available loft. Participants were asked if they would be willing to travel to a rural area to get away from everyday life, and 83% said yes. While it may be surprising, it’s a great find within the survey because location of a vacation is important to most people. Survey results revealed the majority of the participants were millennials. Therefore, the proposed target market has a close correlation with the data. Most people are keen on taking vacations and find that art and other museums alike are an important part of their lives and their kids’ lives.

67% OF PARTICIPANTS WERE FEMALE

93% OF PARTICIPANTS DID NOT KNOW OF THE VOLLAND STORE

95% SAID IT WAS IMPORTANT TO GET AWAY IN A RETREAT-LIKE SETTING
Lastly, the theme of wanting a getaway/escape from the noise of everyday life occurred in most interviews. The physical distance from each hometown also highlighted this idea of getting away from the stress of work, home duties, etc. This is seen in the following quote, “(I) like quiet and romantic. Maybe if my wife is with me or going... So certainly 60 minutes or even more. I mean, I don't mind driving three, four hours to something...” (Male, 63). This proves the value of the experience is worth the drive for this segment of the target audience.

In summary, interviewees showed interest and care for the history of The Volland store, the community, and its potential for a physical and emotional get-away. This insight can be reinforced for future campaigns.

**QUANTITATIVE METHOD | Survey**

The researchers chose to conduct a 20-25 question survey. The survey began by vaguely exploring interests, motives, and spending habits of individuals between the ages of 21-70. The survey contained a broad range because it will have different questions depending on age — millennials and baby boomers. Having the ability to delineate the groups was imperative to understand better the best plan of execution for advertising The Volland Store.

To achieve a generalizable sampling, The Fancy Things Agency surveyed 100 participants from various ethnicities and backgrounds by utilizing a survey on Google Forms. This survey was distributed via Facebook, LinkedIn, Twitter and email. An example of the post read, “Participate in an Online Survey & Help students in the KSU Capstone Class! All you have to do is participate is take the online Survey regarding ‘The Volland Store’ in the link below. Please share with your friends!”. In this message, there was an embedded link that directs them to the survey. The survey was taken online through a system called Qualtrics. The system is user-friendly, and the data is readily identifiable after the surveys were closed. Members of the Agency will send out the survey link, along with a recruitment script, to their family and friends. The team reached 102 responses, which is an ample amount of data to aid in the strategic planning of the campaign.
CREATIVE BRIEF

OBJECTIVE

The Fancy Things agency is working to bring awareness to The Volland Store and promote its prominent historical and community-driven values while implementing the idea of an “escape” destination.

TARGET AUDIENCE

The agency is working to reach millennials, as well as baby boomers. Currently, The Volland Store’s prime audience includes men and women, between the age of 40-70, typically from the Manhattan, Topeka, and Kansas City area, along with occasional locals.

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FUTURE POSITION

The Fancy Things agency would like to optimize their historical background, along with its strong community presence. Also, introducing the idea of The Volland Store as a weekend getaway or as a relaxing escape route will aim to appeal to younger generations. Also, The Agency would like to optimize The Volland Store’s opportunities to provide educational/learning opportunities for children. Incorporating the strong historical and community values will help tie it together to give a place to have an interactive learning experience. The goal is to preserve its history but also guide its growth. The Fancy Things agency will work to promote its Airbnb services, along with creating stronger brand recognition, enhancing their social media presence — through the use of video designed with a simple to use mobile apps — and refining their web experience.

FEATURES & BENEFITS

The Volland Store hosts events such as art exhibits, cellar tours, musical performances, and offers a loft, which is available on Airbnb. All official events are free to the public. Also, a rentable community center is available. Currently, The Store is known for its strong historical influence in the Alma, Kansas area. Historically, The Store was a general store, which provided a strong sense of community and held many memories for the town’s residents.

THE ONE THING

“The Volland Store — A Place for Communities to Experience and Reconnect”
TARGET AUDIENCE

The target market divides into two categories, the “Baby Boomers”: (40-70-year-olds most closely identify with for the sole purpose of this research) and millennials (age 21-39). Both men and women in both of these categories are included. These people live and engage with their environment in the area of Kansas City to Manhattan and everything in between. In this area, numerous individuals are included in the target market, providing more potential customers for The Volland Store. Although both of these age groups are incorporated into the target market, it’s important to note that these two groups are different regarding what they care about and how they spend their time. Survey findings found most participants were in the older age generation, therefore, incredibly vital to target. This group takes part in a large variety of activities that match up with what The Volland Store offers, such as visiting museums, learning more about culture, and are also more likely to buy a membership to such place than the younger generation. Even, the group cares deeply about schooling for the children of younger generations, therefore, would support historically-based field trips for nearby schools. Social media usage is essential to provide and perhaps holds the most differences between the two groups. The older generation is more likely to listen to the radio for talk shows and listen carefully for news and upcoming events. On top of the radio, they are likely to keep in touch with family and friends on Facebook as well as read a local newspaper.

“Millennials,” age range of 21-39, are included in the target market. There are many differences between the two groups, however, both contain many similarities regarding attraction to The Volland Store. This generation is more likely to take interest in artistic activities, which The Store offers. This generation seeks adventure and moments to “unplug” from society — a chance to go outside, travel, and truly experience something new and meaningful. Some individuals in this category may have young children and willing to let them go on history-based field trips for school. Newlyweds are also included in this group. Newlyweds love a romantic getaway experience that offers more than just a room to stay in. Social media usage from this target market is increased and more platforms are used. They’re likely to be on Facebook, along with Instagram, Snapchat, and a myriad of others.
CONSUMER PROFILES

Jane Doe is a sample consumer profile created to push further past names and ages. Knowing what people like to do in this target demographic allows companies to effectively tailor advertising efforts. Jane Doe is a female and within 40-65 in age. This is the target market the Agency feels is most likely to visit The Volland Store. Jane is most likely married and has had kids. Jane listens to the radio in the car for talk shows and pays close attention to events advertised through radio, as well as local newspapers. She stays connected with her family and friends on Facebook, but doesn’t use other social media outlets. Jane is intrigued with local art, community, and history. In her spare time, she likes to keep up with local and national news. She appreciates local businesses and occasionally contributes to them. Jane and her husband regularly take trips on weekends to get away and experience new things.

The next consumer profile is John Doe. John is a lot like Jane in the age demographic, but has some minor differences. John likes to regularly keep up with what’s happening in neighboring towns and sometimes attends town halls to stay involved. John gets his news through local newspapers, listening to his favorite radio talk show host on his way to work, and other news that his wife shares with him on Facebook.

The last consumer profile belongs to the Millennial group — Sarah Smith. Sarah is within the age range of 21-39. Sarah uses a wide range of social media outlets for keeping in touch with family and friends. She primarily uses Instagram and Snapchat. She also gets her news from social media outlets like Facebook, Twitter, and LinkedIn. She also listens to the radio on her way to work, but usually listens to her favorite music station instead of tuning in for news and local events. She is married with no kids, but believes strongly in school history field trips.
As the research of the Fancy Things Agency showed, the target audience of The Volland Store consists mostly of individuals between the ages of 40 and 70 years. Ideally, there would be a focus on reaching more individuals in the 21 through 39 age range. With the ever quickening pace of everyday life, it may seem like a daunting task to attempt to reach this large group while keeping the budget to a minimum. Yet there are two tools that The Volland store has yet to take full advantage of—social media and video.

To reach such a diverse group of people, it is recommended that The Volland Store’s marketing focuses on the use of social media, specifically Facebook and Instagram. It may be surprising to some, but research has shown over 60% of older members of The Volland Store’s target audience use Facebook to connect with family and obtain news. That number increases to 88% in the younger age group of the target audience. Further research discovered video is the most effective way to communicate with people digitally. It makes a connection with sight and sound, while telling a story in a short amount of time.

However, most companies have yet to adopt video into all marketing efforts as they view the budget to be too small. Luckily for The Volland Store, that is no longer the case. Now, anyone with a cell phone can shoot 4K video, and use it confidently to record a vlog style video to promote their business. The Agency recommends that the Store uses Patty to make simple, stand up videos, that would talk about upcoming events and tell people about what The Volland Store is. These videos would be easy to make, with just a cell phone and can make a strong connection with viewers, both in paid advertisements and organic content. With correct techniques, social media can be highly effective. To see recommendations on “Press Releases” please refer to “Public Relations and Promotions” section on page 22.

Facebook and Instagram are ideal marketing assets for businesses as they allow companies to target ads toward specific groups of people. This focus includes use of demographics, including age, location, and interests. The advantage of utilizing social media platforms is that it allows ads to be placed efficiently. In addition, paid ads are placed directly toward the ideal target audience. Other important aspects, especially in the case of The Volland Store, includes ads put on social media. These are cost-effective, and designed to be easily scheduled in advance for a specified period in respective applications, without technical training.
Using social media will allow The Volland Store to connect with their target audience from their homes on a computer, or even from a smartphone device. Social media has a two-pronged marketing advantage. Not only does it allow paid advertisements, but it also provides The Volland Store the opportunity to connect with their previous visitors who are following their accounts. Since The Volland Store is a non-profit, the budget for its marketing is very small. Facebook and Instagram enable strategic targeting at low costs. The Fancy Things Agency would recommend paid advertisements for upcoming events.

Organic social media is content that is posted on social media without paid promotion. It is beneficial to use organic content with paid advertisements to increase brand recognition and loyalty. To boost The Volland Store’s organic social media presence, it is essential to utilize a content calendar. Using a content calendar for social media would improve The Volland Store’s reach. This content would include photos, status updates, graphics, promos, and short videos. These posts will vary and will have prominence around upcoming events. Social media is a prime platform for free advertisements. Social media platforms will create compelling content and provide an alternative to The Volland Store’s website. The two utilized platforms will be Facebook and Instagram. Planning content in advance, rather than on the spot, allows more room for organization and provides The Volland Store’s audience with consistency and visual reminders of the Store. This can be accomplished by creating posts for upcoming events and holidays. It is recommended that a calendar of important dates, such as holidays, and days of local historical importance be designed to use in reference to social media posts. These include a variety of text, images, animations (GIFs), and videos.

Social media can showcase The Volland Store, and will increase user interaction.

Creating a cohesive brand image is very important, as it allows for existing and potential customers to identify with the brand. Maintaining consistency between the brand image and the content is vital for any company. For example, it would not be appropriate for one style to be used in print marketing, and for another to be used on the website. In the case of The Volland Store, there is already a strong graphic style that has been used across all platforms. It will be imperative that all future representations of the brand remain within the established style. The Fancy Things Agency has specific recommendations that will complement the existing graphics style and language used in the previous marketing of The Volland Store.
Some examples of consistent brand imaging include consistent logo, font, and color scheme used in all visual representations of the brand. When creating visual content for Facebook and Instagram, the material should be oriented in the portrait position. When the content is viewed on a mobile device, this will utilize more space of the screen, including video production. When working with visuals, little details make a big difference. It is recommended that the team at The Volland Store uses smartphone apps to create advertising material, such as videos, images, posters and gifs. Certain apps are very easy to use and produce high quality results — under the cost of $10 for the initial purchase. Below are listed a few Apps for IOS that The Agency recommends for use by The Volland Store.


Most people tend to consume social media content from a mobile device. Cell phones allow businesses to connect with individuals intimately. Combining the use of mobile smart phones and platforms such as Facebook and Instagram enable businesses to reach their target audience by using demographics, psychographics, and GPS location to help ensure that companies advertising dollars are being used wisely and efficiently.

When creating content for The Volland Store, it is recommended that the following brand guidelines be implemented in all advertisements, public relations outreaches, promotions, including The Volland Store website. Below are listed updated visualizations of the current graphics elements utilized by The Volland Store, including fonts, color schemes, & vector graphics. Naturally, that would include all content created in the apps listed above.

*Below are listed brand guidelines that are recommended to use by The Volland Store.*

**Fonts**

**Playfair Display** | To be used in titles, can be Bolded and Italicized to add emphasis.

**Arial** | To be used in body text, can be Bolded and Italicized to add emphasis.

Fortunately, these fonts are available on most platforms and do not require download.
The website should be easy to use, and should convey a style that is consistent with the brand image. The Fancy Things Agency sees a substantial opportunity for increasing the overall effectiveness of the current website. With just a few updates to the visual design and a slight reorganization of the navigational elements, usability and visitor retention would significantly increase. One suggested adjustment to aid in the refining of the website: feature a description of what The Volland Store is on the homepage. This would allow visitors to immediately have a clear understanding of the Store. Ideally, there will be more visitors to the site, as a result of the a future hyperlink included in all social media posts and advertisements. It will be vital to instantly understand the nature of The Volland Store.

Content that is created for social media should include mandatories, such as a call to action (Sign up today!), a hyperlink to the website, and a slogan (Escape the hustle and reconnect). All visuals (videos, images, posters, and GIFs) should contain The Volland Store logo. The language used in videos, text posts, slogans, and calls to action should contain a semi-formal tone. Whether communication is sent out as a form of paid advertisement, original content (social media / blog posts), or press release, they should embody a semi-formal, witty language conveying a welcoming spirit. This will reflect akin the personality of the Director of The Volland Store, Patty. All visual content (social media, website, press release, or print) should be bright and bold to reflect the historical past of the Store and its community. In today’s fast paced, advertisement flooded world, it is important to make The Volland Store stand out from the fray and inform people how it will allow an escape, back to a simpler time, of real person-to-person relationships and engagement.
CREATIVE EXECUTIONS

THE VOLLAND STORE
A Place for Art and Community

Facebook Text Example |
WOW! Just came back from a booking signing event @The Volland Store. It was AMAZING!! #culturedliving #higherlearning

Facebook GIF & Text Example:
Looking up at the open sky with my girl tonight, tomorrow we take a couple’s painting course lol...what’s next? @The Volland Store.

Facebook Image & Text Example:
Fun, fun, fun! I always knew KC was fun, but not Volland, KS. Thanks @The Volland Store for not being boring!! #shocker #greattime #Where’syourVolland

Facebook Video & Text Example:
Just another newlywed video of me, my dearest, and our stylish loft @The Volland Store. #NICE #look@MEnow

Facebook Poll Example:
Who would like to come down to @The Volland Store to hear an astronomical expert explain the lunar eclipse?
Interested / Not Interested / Maybe Interested

Mandatories:
Like, Comment & Share | thevollandstore.com | Tagline

Hashtags: #VollandStoreComeUp #Art@Volland #where’syourVolland

https://www.facebook.com/
Instagram Image Post Example

WOW! Just came back from a booking signing event @The Volland Store. It was AMAZING! #culturedliving #higherlearning

Instagram Video Example

Just another newlywed video of me, my dearest, and our stylish loft @The Volland Store. #NICE #look@MEnow

Mandatory:

Like, Comment & Share | thevollandstore.com | Tagline

Hashtags: #VollandStoreComeUp #Art@Volland #where'syourVolland
Videoleap

Discover how easy it is to get creative with video! Whether you want to make artistic Hollywood-level films or simply share memories and moments with friends, Videoleap is a breakthrough video editor just for you. Pros will take advantage of powerful high-end editing features while amateurs will have fun cutting and combining clips simply, intuitively and on-the-go. Download now and start creating amazing videos today.

http://videoleapapp.com/

Mandatories:
Like, Comment & Share | thevollandstore.com | Tagline

http://videoleapapp.com/
Web Design Examples

Vivid Color

BOLD TEXT

BOLD LINES

Prominently Display Photos
The value of public relations runs so profoundly in our integrated marketing communications plan for The Volland Store because we can utilize public relations tactics to become storytellers of the history and escape that is The Volland Store. Every interaction that takes place between the visitors and the Store builds the relationship with the public. Public Relations as a tactic are essential for small non-profits because it is effective and free. Such interactions are powerful because they not only inform the customer but they also create a relationship with them on a more personal level than traditional marketing.

Because of The Volland Store’s history, it is essential to showcase what it has to offer to the rest of the community. Community engagement is the primary focus of this initiative. The Volland Store has various extravagances available to the community. However, it is currently missing out on a potential unifying factor; Alma, Kansas is known as “home of the famous Alma cheese.” The Volland Store can use this to its advantage. For those who are not local or familiar with the area, advertising this part of the local area could potentially increase attraction and revenue. For instance, The Volland Store could offer a modern twist to its cellar tours by offering wine, along with “Alma’s famous cheese.” Not only would this potentially draw more people, but it would reinforce The Volland Store’s values of history and community.

Another aspect of community to focus on can be children and their education. Since The Volland Store is a place where news and ideas are exchanged, it would be a great learning center for children. The Volland Store could offer hands-on learning activities, in addition to experiencing The Volland Store’s values and its historical background. The Volland Store runs on the idea of community engagement. Because of this, it is essential to grasp every opportunity to promote, encourage, and welcome new ideas and leave others with a genuine takeaway of The Volland Store – “A place for communities to experience and reconnect.” Each event and service offered to the community will reflect this concept.
Another way for the Store reach people for free is through original content created for social media. This content will make potential visitors aware of The Volland Store, and to showcase upcoming events. This plan will eliminate the need for a large marketing budget since to reach the followers of the social media accounts is free. It will be important for the Volland Store to create a strong presence on such sites as Facebook and Instagram.

The Volland Store is a natural fit for capitalizing on news coverage as a way to meet audiences where they are, without sacrificing monetary costs. The rich history and story of rebirth is a story, as well as upcoming events, are possible news packages that we can push out to local news stations to get media coverage. The director of The Volland Store, Patty, would be the perfect candidate to interview with news outlets, including television and radio to promote the various aspects of the store, as she is the face of the brand, and her personality is effervescent.

It is recommended that coupons be utilized to expand their membership program. An example would be if they came to the event at the end of the month and the first 50 people there would receive a $50 off coupon for a stay at The Volland Store. Coupons are a great tool to utilize because they are action-oriented and have a better conversion for people to take action.

With each upcoming event at The Volland Store, a press release should be sent out to all news outlets within a 150-mile radius of the Store. These releases should have all applicable information required to be run in Newspaper, on Radio, and on Television. The release would contain a description of the upcoming event; appropriate graphics; stock footage of The Volland Store; a brief description of The Volland Store; the address of The Volland Store; a website link; a short biography of the speaker when applicable; as well as video footage when appropriate. These press releases ideally would be sent out two weeks before upcoming events.

Websites serve as the virtual representation of the brick and mortar store and are a great platform to connect with people, informing visitors on what the Store is and on its upcoming events. The blog section of the site should be updated to highlight events and to tell more in-depth stories. Blog posts can be pushed out via an email to subscribers and social media, drawing people to the site.
ASSESSMENT PLAN

The way The Fancy Things Agency calculates having done an excellent job is by having our target audience recognize The Volland Store as a place for art and community that they would want to travel to as a rural destination. To ascertain progress, The Fancy Things Agency will make a survey poll six months into the campaign. Since we have already surveyed the campaign, we will create a survey to poll individuals in the same way we distributed the first one. This will make it easy to see the analytics of how The Fancy Things Agency has helped. Both surveys have been placed and sent out on facebook and email so that the data will be controlled. After gathering it all up, then we will compare the second survey’s metrics to the first survey.

The goal of The Fancy Things Agency is to have a 15% increase in brand recognition and a 10% increase in brand awareness, six months into the campaign. If we can have our audience understand The Volland Store’s historical background, along with its strong community presence, it’s likely to see more tourism. Also, we would like to increase the idea of The Volland Store as a weekend getaway, or as a relaxing escape route, which we will aim to appeal to younger generations.

The first survey research showed that three themes showed positive feelings towards them. The value of history, community, and a get-away. The research also showed that 93% of participants had never visited or even heard of the Volland Store. 70% of survey participants were Millennials (age 21-39). One significant finding was that 95% of participants found it essential to get away from the hustle of every day to a retreat-like setting. Lastly, 83% of participants would be willing to travel to a rural area to get away from everyday life. Each of these findings aligns with the goals of this campaign.
REFERENCES


https://www.facebook.com/
https://www.instagram.com/
http://videoleapapp.com/
Appendix C

Strategic Campaigns Syllabus
Strategic Communication Campaigns

MC 581

[DAY AND TIME]
[Location]
[Semester]

Instructor: Alec Tefertiller, Ph.D.
alect@k-state.edu
203 Kedzie Hall

Office Hours: TBD

Course Description:
The managerial development and execution of consumer, industrial, and institutional advertising campaigns.

Course Learning Objectives:
During this course, you will …
• demonstrate your secondary research skills in support of a client marketing problem.
• apply your knowledge of primary research methods in the execution of quantitative and qualitative research.
• demonstrate organization and communication skills as you coordinate with your peers and clients.
• critically evaluate the work of your peers as well as your own work in terms of its professionalism, clarity, and effectiveness.
• demonstrate critical thinking and advanced analysis skills as you report research findings, define objectives, identify target audiences and publics, and create core messages.
• apply theories in the use and presentation of images and information in support of a strategic campaign.
• write correctly and clearly in forms and styles appropriate for the strategic communication professions, audiences, and purposes they serve.
• think critically, creatively, and cooperatively in the execution of a client-centered campaign plan.
• create and present a pitch presentation utilizing persuasive communication skills, including the oral defense of strategic decisions.

Recommended Texts:
Course Overview:
Strategic Communication Campaigns is designed to bring together all of your previous coursework in public relations, advertising, mass communication, and beyond to produce a campaign plan for an actual client. This course is designed to provide an opportunity for practical application of your strategic communication learning.

The week-to-week execution of the class will focus on the following elements:

Client: Your professor will provide clients with real-world problems that can be addressed via a strategic campaign. Clients will meet with the class during Week 3 of the semester for a client brief, and the client will return at the end of the semester to evaluate each team’s pitch. Past clients have included local businesses, nonprofits, university offices, and community organizations.

Team/Agency: You will form a team of 4 to 6 classmates. Within your team, you will delegate responsibility so that each member has primary responsibility for a specific area: 1) account management, 2) account planning, 3) paid media strategy, 4) earned media strategy, 5) owned media strategy (if needed), and 6) shared media strategy (if needed). While you will have a particular area of responsibility, it is expected that everyone will work together on activities such as writing, editing, creating materials, conducting research, and making presentations.

During week 1 of the class, you will have an opportunity to pitch your skills, interests, and experiences to the class. You are encouraged to bring in your resume, portfolio, and/or examples of your work to facilitate this process. While you will form your own campaign teams, each team must have at least one student in the public relations track and one student in the advertising track.

Agency Meetings: Most weeks, your team will have a pre-scheduled, twenty-minute meeting with your professor. These informal class meetings are designed to allow you to work one-on-one with your professor to address any challenges or difficulties you have encountered during your campaign planning. This is your opportunity to ask questions, brainstorm, present ideas, or simply pick your professor’s brain.

Class Discussions: During the first few weeks of the semester, and at key points throughout the semester, we will meet as a class to discuss the key elements of strategic campaigns. Students are expected to have read the relevant readings as well as bring their own educational experiences to the discussion. These will not be lectures; you are expected to bring your knowledge from your coursework to engage in a thoughtful dialogue with your peers and professor.

Presentations: During the term, you will make two formal presentations: a presentation of your research, and a client pitch presentation. You need to make sure you prepare your presentations ahead of time so that your information is presented clearly and coherently within the time allotted. You will have 12-15 minutes total to present, followed by about 5-8 minutes of questioning from your professor and your client (for
the client presentation.) Your total presentation time, including the Q&A, should not exceed 20 minutes.

**Course Requirements and Evaluation**

Your grade in the class will be determined by the sum of points for each assessment listed below. For group grades, the entire agency will be given the same grade. Individual grades will be based on individual performance.

**Group Grades:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Memos</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Situation and SWOT Analysis</td>
<td>5 pts.</td>
</tr>
<tr>
<td>Research Plan</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Research Report</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Campaign Plan Book</td>
<td>60 pts.</td>
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<tr>
<td>Client Pitch Presentation</td>
<td>40 pts.</td>
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</tbody>
</table>

**Individual Grades:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaign Critique</td>
<td>10 pts.</td>
</tr>
<tr>
<td>JMC Assessment Exam</td>
<td>5 pts.</td>
</tr>
<tr>
<td>Individual Assessment</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>20 pts.</td>
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</tbody>
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**Agency Memos:** Each agency will turn in a weekly memo that outlines their progress on the campaign, individual contributions, and objectives for the next week. *Ten memos in total will be submitted.*

**Situation and SWOT Analysis:** Each group will conduct secondary research in support of a situational analysis for their client. The completed situation analysis and SWOT (Strengths, Weaknesses, Opportunities, Threats) report document should be submitted to Canvas.

**Research Plan:** Upon completion of the SWOT analysis and secondary research, each agency will create a research plan for primary research to be conducted in support of the campaign. Each agency should conduct two studies: one using a quantitative method (survey or content analysis), and one using a qualitative method (focus group or interviews). *The research plan must be submitted and approved before the agency can conduct research.*

**Research Report & Creative Brief:** Each agency will submit a report of the results of their primary research, including visual aids (charts, graphs, etc.) Included with the report will be a Creative Brief that includes the campaign objectives, target public, current and future positions, and positioning statement. The report is due submitted to Canvas, and agencies will conduct a formal presentation of their report in class.

**Campaign Plan Book:** Your team will produce a campaign plan book that should be carefully prepared, free from error, and professional in quality. Your final book should be about 30-35 pages. Your Plan Book should be uploaded to Canvas as a combined PDF.
For submissions after the deadline, your grade will be deducted five points for each day the plans book is late.

**Presentation:** The last week of class, your team will “pitch” your campaign plan to both your professor and the client. The goal of the pitch is to persuade your client to adopt your ideas and work. You’re not just informing your client about what you’ve done, you’re trying to make a sale.

**Campaign Critique:** Each student will critique a given campaign based on class readings and discussions. The critique should assess the strengths and weaknesses of the given campaign. The critique will involve an in-class discussion as well as a separate reflection submitted to Canvas.

**JMC Assessment Exam:** Each student will complete the School of Journalism and Mass Communications' assessment exam to evaluate your learning over the course of your degree program. This is not a graded exam; you will receive your points for completing the assessment by the deadline.

**Self Evaluation:** As a part of the peer review (see below), students will submit an individual assessment regarding their performance on the campaign addressing their strengths, weaknesses and areas they feel require the most attention moving forward into their career.

**Peer Evaluation:** At the end of the term, your peers will score your performance in the course and your contribution to the campaign based on the following criteria:
- Reliable attendance at group meetings
- Reliable and timely response to group communication
- Consistent meeting of deadlines for work-in-progress and final deliverables
- Meaningful contribution to group discussions
- Knowledge about and high quality execution in area of responsibility
- Respect for fellow group members with cooperative and supportive attitude
- Contribution to the overall success of the project
- Individual contribution to the overall effort required to complete the project

**Final Grading Scale**
Based on the sum of the total points awarded for each assignment, your final letter grade will be determined as follows:
- B: 160 – 179 pts.
- C: 140 – 159 pts.
- D: 121 – 139 pts.
- F: 0 – 120 pts.

**Grading Guidelines**
Individual rubrics will be provided for each assignment. In general, the following guidelines will apply for scoring individual criteria:

- **90-100% (A):** Student successfully meets learning objectives in an excellent manner.
- **9-10 pts:** Student does not just meet standards, but excels, bringing an additional level of creativity and critical thinking to his or her work.
80-89% (B): Student meets most learning objectives. Student’s work is average, satisfying most requirements, but does not exceed expectations.
8 pts.
4 pts.

70-79% (C): Student meets some learning objectives, but is deficient in important areas. This work is below average, falling short of standard expectations.
7 pts.
3.5 pts.

60-69% (D): Student work is well below average, failing to meet learning objectives. Student fails to meet standards.
6 pts.
3 pts.

0-60% (F): Student’s work is unacceptable. Student does not obtain the learning objectives. Student fails to demonstrate a basic grasp of the material and objectives.
< 6 pts.
< 3 pts.

Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview &amp; Introduction to Integrated Campaigns Team Formation</td>
</tr>
</tbody>
</table>
| 2    | Group Dynamics  
Situation & SWOT Analysis |
| 3    | Client Brief |
| 4    | Primary Research  
SWOT Analysis Due |
| 5    | Agencies discuss SWOT Analysis and Research Plan w/ Instructor  
Agency Memo 1 Due, Research Plan Due |
| 6    | Agencies discuss Research Plan w/ Instructor  
Agency Memo 2 Due |
| 7    | Creative Brief & Reporting  
Agency Memo 3 Due |
| 8    | Agencies conduct primary research  
Agency Memo 4 Due |
| 9    | Agency Memo 5, Research Report & Creative Brief Due |
| 10   | Research Presentations  
Agency Memo 6 Due |
| 11   | Campaign Critique  
Strategy & Planning  
Agency Memo 7 Due |
| 12   | Agencies discuss strategy execution w/ Instructor  
Agency Memo 8, Campaign Critique Reflection, JMC Assessment Exam Due |
Policies and Procedures

Group Conflict
As participation in groups is a key component of this course (as well as involvement in the public relations and advertising industries), how you deal with in-group conflict is a part of your grade. As such, please keep in mind that your professor does not consider the presence of conflict as a failure or as a sign of weakness for your group. Conflict is a normal part of everyday operation. If everyone agrees on everything, then it's very likely that groupthink has taken over, and your work may suffer. Conflict is a challenge for your group to overcome, and it is likely your group will emerge stronger than before.

That being said, if your group encounters a conflict in which you have reached an impasse (i.e., you are unable to find a mutually-beneficial solution), you should reach out to your instructor for mediation. Again, this is not a failure and will not impact your grade. Working with your instructor, a course of action will be determined to reduce or alleviate the conflict. How your group executes that course of action will have implications for your grade.

If after meeting with the instructor and attempting to execute the course of action the conflict persists, there are two solutions: 1) a group member can quit the group, and 2) the group can decide—with final approval from their instructor—to terminate a group member. Please keep in mind a group member cannot remove themselves or be removed until after an initial meeting with the instructor and attempt at executing a corrective course of action have taken place.

Group members who have quit or have been fired from their groups have three options to complete the course: 1) they can complete the campaign, including all required deliverables and presentations, on their own, 2) they can seek to be “hired” by another group as a freelance consultant, or 3) they can take a grade of “Incomplete” and complete the course in the next term. In both situations 1 and 2, the individual will forfeit all points for the peer review; they cannot peer review themselves or participate in another team’s peer review. Individual presentations will also most likely need to be completed outside of class time.

Attendance
As class meetings are limited, you are expected to be in class, on time, for every required class meeting, scheduled meeting, and presentation. However, unexpected events can get in the way of class attendance. As such, you are allowed to miss two free required class meetings (the exception being your presentations) with no penalty.
After your free absences, your self-evaluation grade will be reduced by 2 points per missed day.

Attendance at your team’s formal presentations is mandatory. If you fail to participate in your team’s presentations, your team will not be penalized, but you will receive no points for the presentation.

If an emergency event will cause you to miss your presentations, you should call the Office of Student Life (532-6432) and advise them of your emergency absence and when you will return (they will officially notify all of your instructors of your absence). Once you return to campus, it is your responsibility to contact your professor to make arrangements to complete the course.

**Assignment Submission**

All written assignments must be submitted via Canvas by 11:59 pm on the due date listed in the course schedule. Assignments submitted after the deadline will be docked 20% of the total allowed points for the assignment for each day the assignment is late. Assignments will not be accepted via email or in-person. All work submitted must be the student and/or team’s own work prepared during the current term. The penalty for scholastic dishonesty is a grade of “XF” for the entire course. Keep all work that is returned to you and keep copies of all written material submitted by you and returned to you until you verify your final course grade.

**24/7 Rule:** Once your submitted and graded assignments have been returned to you (or feedback submitted via Canvas), you must wait at least 24 hours before discussing your grade with your professor. This will give you a chance to evaluate your professor’s feedback and formulate reasoned responses to that feedback. However, after the 24 hour period has passed, you have seven days to initiate a discussion with your professor regarding your graded assignment. Your professor will not consider grade changes beyond this seven-day review period.

**Client Communication**

Communication with your client can make or break your relationship, which means your business is also at stake. As such, establishing good client communication habits is essential. After meeting with the client during the client brief in week two, your professor will act as your client liaison. All client-related questions should be emailed to your professor, and all client-related communication for your team should come from your Account Manager. **No exceptions.** Please keep in mind: 1) fewer emails is better (don’t annoy your client), 2) your client is busy, and it may take your client several days to respond to you. Your professor is going to manage the flow of questions to your client, which means it may take some time for you to get a response. Plan accordingly.

**Course Communication and Technology**

Important announcements regarding class meetings, class readings, and changes to the course schedule will be posted to Canvas and sent via email. You need to make sure your email address is up-to-date via Connect to ensure you receive course communications.
Personal communication technology, including tablets, laptop computers, and mobile phones are permitted and encouraged, especially on meeting days. However, use should be confined to class research and assignments. Please give your peers and professor your undivided attention during lectures and presentations.

You are encouraged to email your professor regarding any questions you have related to the course design and material. In addition, office hour visits are rewarded with candy. You are also encouraged to email your professor to set up an appointment if you are unable to attend scheduled office hours. Keep in mind your professor will have availability during class time when no meetings are scheduled.

As students are professionals-in-training, it is essential to develop good email habits. As such, email questions whose answer is clearly covered in the syllabus, in class announcements, and on the course Canvas site will not be answered (i.e. due dates, reading assignments, attendance policy, etc.) You are expected to attend class on required days, carefully read the syllabus, and carefully follow course communications. Of course, if you do not understand or need clarification regarding the syllabus or course communications, that email will receive an enthusiastic reply.

Your professor will attempt to respond to your emails as quickly as possible; however, please allow at least 24 hours for a reply to your email during the week and 72 hours over the weekend.

___________________________________________________________

**University Policies**

**Academic Honesty**
Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one’s work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: [www.k-state.edu/honor](http://www.k-state.edu/honor). A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: “On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.” A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

**Students with Disabilities**
Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should
contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441.

**Expectations for Classroom Conduct**
All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

**Academic Freedom**
Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission.

Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.

**Weapons Policy**
Kansas State University prohibits the possession and use of firearms, explosives, and other weapons on any University campus, with certain limited exceptions, which include use of weapons as part of approved University Programs, use of weapons by law enforcement personnel, and the lawful concealed carrying of handguns, as provided in the weapons policy, which may be found at: http://www.k-state.edu/police/weapons/index.html

**Concealed Carry Statement**
Under the Weapons Policy, individuals who carry a concealed handgun must have the handgun on or about their person at all times. Backpacks are appropriate for carrying a handgun as long as the backpack remains within the exclusive and uninterrupted control of the individual. A backpack or other bag used to carry a handgun must be within the immediate reach of the individual. Before bringing a concealed carry handgun into a University building, individuals who choose to carry a concealed handgun in a backpack, bag, etc., should consider whether or not they may be required to be separated from their handgun, such as being asked to go to the front of a classroom or to store bags in a particular area in a lab or exam room.
In this class, students will be asked on a regular basis to participate in activities, such as engaging in group work, using the board, or performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to take the online weapons policy education module (http://www.k-state.edu/police/weapons/index.html) to ensure they understand the requirements related to concealed carry.

**Campus Safety Statement**
Kansas State University is committed to providing a safe teaching and learning environment for student and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view additional campus emergency information go to the University's main page, www.k-state.edu, and click on the Emergency Information button.

**Departmental Policies**

**Commitment to Diversity**
The A. Q. Miller School supports Standard Learning Objectives of the Accrediting Committee for Education in Journalism and Mass Communication. Standard 2 urges promoting an understanding of how gender, race, ethnicity, sexual orientation and other forms of diversity in domestic society impact the mass communications professions. Standard 3 encourages classes in the A.Q. Miller School to illustrate the diversity of peoples and cultures and the significance and impact of mass communications in a global society. Students in this class are thus encouraged to 1) identify contributions of women and minorities in domestic and global society, 2) suggest ways the class might reach a better understanding and 3) identify speakers, articles, books and events that will enhance understanding.

**Protecting Your Privacy**
The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records once the student has reached 18 years of age (20 U.S.C. § 1232g; 34 CFR Part 99). Under that law we cannot release your student ID number, grades, performance evaluations, or any other personal or academic information to anyone but you, unless you provide written permission to do so. Also, we cannot discuss grades with you or anyone else over unsecured lines such as email or phone.
By continued enrollment in this class, you agree to adhere to all policies outlined in this syllabus in addition to University policies regarding student conduct.

I reserve the right to alter or change this syllabus at any time during the term. I will notify students of alterations to the course schedule and/or syllabus in writing via course communication channels.

~Alec Tefertiller, Ph.D.
Appendix D

Grading Rubrics
  SWOT Report
  Research Plan
  Research Report
  Plans Book
  Pitch Presentation
SWOT & SITUATION ANALYSIS RUBRIC
Strategic Communication Campaigns

- How complete was the analysis of the client’s situation and marketing problem?

- How accurately did the report identify and classify the client’s Strengths, Weaknesses, Opportunities, and Threats?

- How sophisticated was the report in terms of its critical thinking and analysis?

- At what level was the professionalism of the report’s writing and execution?

Report Maximum Score: 5 pts.
RESEARCH PLAN RUBRIC
Strategic Communication Campaigns

Methodology and Sampling  5 pts
• How thorough and complete was the basic description of the method?
• What was the level of clarity and accuracy of the sampling strategy?
• How complete and clear was the recruitment strategy, including recruitment scripts for each media?
• How does the approach demonstrate creativity and critical thinking?

Data Collection Strategy  5 pts
• How sufficient and complete was the welcome/introductory script in addressing informed consent?
• How well did the individual queries and instrument address the overall research goals of the study?
• What was the level of professionalism of the instrument?
• What was the level of completeness of the instrument, including a welcome script, all queries, and a closing statement?

Report Maximum Score:  10 pts.
RESEARCH REPORT RUBRIC
Strategic Communications Campaigns

Method and Sample 5 pts
• How did the report address the choice of method and sampling approach?
• How completely and clearly was the actual sample of participants reported?

Data Reporting and Visualization 10 pts
• How were key findings described? How did the agency utilize appropriate statistics or qualitative insights?
• In what ways did the report creatively and critically present the data?

Creative Brief 10 pts
• How advanced was the analysis of the data in crafting the creative strategy?
• How complete was the creative brief complete?
• What was the level of creativity of the agency’s approach?

Report Presentation 5 pts
• What was the level of organization, cooperation, and cohesion of the report?
• How effective were the agency’s communication skills in the persuasive defense of strategic decisions?
• What was the overall level of professionalism of the report?

Report Maximum Score: 30 pts.
PLANS BOOK RUBRIC
Strategic Communication Campaigns

Marketing Analysis & Consumer Insights 5 pts
• In what ways does the plan reflect improvements and highlight strengths of the previous research reports and market analyses?
• How creative and professional is the presentation of data, creative strategies, and consumer insights?
• How does the marketing analysis demonstrate critical thinking and advanced analysis?

Paid Media Strategy 10 pts
• How creatively and critically does the strategy address the marketing problem, the core audience, and core messages?
• How well does the strategy demonstrate an understanding of communication theory and practice?

Earned Media Strategy 10 pts
• How creatively and critically does the strategy address the marketing problem, the core audience, and core messages?
• How well does the strategy demonstrate an understanding of communication theory and practice?

Shared Media Strategy 10 pts
• How creatively and critically does the strategy address the marketing problem, the core audience, and core messages?
• How well does the strategy demonstrate an understanding of communication theory and practice?

Owned Media Strategy 10 pts
• How creatively and critically does the strategy address the marketing problem, the core audience, and core messages?
• How well does the strategy demonstrate an understanding of communication theory and practice?

Evaluation Plan 5 pts
• How realistic and matched to campaign objectives is the plan to evaluate the campaign?

Plans Book Execution 10 pts
• How clear, correct, and consistent with the expectations of strategic communication professions is the plans book?

Plans Book Maximum Score: 60 pts.
PRESENTATION RUBRIC
Ad Campaigns – MC 640

Marketing Situation Analysis 5 pts
• How well did the team communicate their understanding of the marketing problem and campaign objectives?
• How effective was the communication of insights drawn from primary and secondary research?

Strategic Insights 10 pts
• How well did the team present a solid, clearly explained strategy?
• How did the strategic approach demonstrate creativity and advanced analysis of the client’s problem?
• What did the agency do to highlight the strengths of their campaign?

Visual Aids 10 pts
• What was the level of professionalism and expertise of the visuals included with the presentation?
• In what ways did the selected visuals demonstrate an understanding of effective communication and persuasion?

Presentation 10 pts
• How cohesive and cooperative was the overall presentation?
• What was the level of professionalism of the presentation, and how effectively did it employ persuasive techniques?
• How interesting, creative, and captivating was the presentation?

Q&A 5 pts
• How effectively did the agency’s responses adequately address the proposed issues and concerns?

Presentation Maximum Score: 40 pts.