Course Outline – Strategic Marketing Communications

RSM 457H1 L0101 F
Strategic Marketing Communications
Fall 2024
Course Meets: Friday 11-1 PM in WO (class begins at 11:10)

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Course Scope and Mission

The geometric explosion in digital technologies has forever changed marketing communications. Fundamental changes in marketing, particularly in the past five years, require a new set of rules and skills to compete and succeed. Artificial intelligence, machine learning, augmented and virtual reality have forever changed the marketing landscape. The pandemic further disrupted existing strategies, dramatically stripped marketing budgets, and created a significant shift towards digital technologies.

Consider:
- The #1 spending priority in 2023-2024 is not media, agency, or department salaries as it has been for decades, but marketing technology (Martech), a line item that did not exist ten years ago,
- Digital spending, a new medium ten years ago, has surpassed traditional channels and is increasingly dominated by mobile and video, and splintered by innovation in social media and the advent of creators/influencers,
- Advertising budgets are departing the agency and communication holding companies in favour of internal solutions, consultants or specialized third parties and
- Top-line growth objectives are up, while budgets, customer loyalty and CMO tenure are down.

In this disrupted industry, some marketing organizations are thriving, are more resilient to the devastation of the pandemic, and are optimistically leading a growth agenda. This course will examine these successful marketing efforts' examples, tools and strategies.

This course prepares students for the Marcomm environment of 2023 and beyond. Ten key themes will be visited frequently:

1. Emerging technologies and corresponding impact on Marcomm(A/R, V/R, AI & Machine Learning)
2. The opportunity and impact of emerging technologies to gain customer insights
3. The pursuit of growth,
4. Creativity at the center of the marketing contribution,
5. The new dynamic of creativity and analytics,
6. Digital dominance,
7. Communicating to a cynical, untrusting audience,
8. The abandonment of the idea of making ads,
9. Content marketing and storytelling,
10. Purpose, trust, and sustainability, and
11. The demands on the CMO.

Subject learning outcomes

There is an expectation that modern enterprises engage in digital marketing, providing positive brand experiences for their customers and other stakeholders. Digital marketing is increasingly important because customers engage online and offline with brands. This subject is designed to provide students with an understanding of digital marketing. Students will learn about the various types of digital marketing and how to plan, deploy, manage and evaluate a digital marketing strategy.

On completion of this course, participants should be able to:

- Demonstrate an advanced understanding of contemporary new marketing communications theory and practice

- Examine digital marketing theory, measures, and practice to create a comprehensive digital marketing audit.

- Critically analyze various metrics, innovative approaches, techniques and ethical perspectives to design a digital marketing strategy.

- Communicate Marcomm strategies, tactics and measures to others clearly, persuasively and credibly.

- Engage in critical analysis and utilize data and information from a range of sources to make informed and timely decisions.

- Pursue continuous learning and be open to new ideas, approaches and techniques.

- Understand and commit to ethical and principled conduct and professional integrity.

- Communicate clearly, concisely and confidently in all mediums, including digital environments.

- Demonstrate adaptive and resilient collaborative and leadership capabilities.

- Embrace change and be willing to challenge the status quo.

Course Prerequisites

Marketing Management (RSM350)

Statement on Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Required Technology

The course will be in-person for the duration of the semester. To participate fully and complete the course successfully, you should ensure you have access to a computer that meets the University of Toronto guidelines.

Required Readings

TEXTBOOK - INTEGRATED MARKETING COMMUNICATIONS - A CONSUMER-CENTRIC APPROACH FOR THE DIGITAL ERA - *ISBN: 9781524943820 By Thomas R Flynn, James R Smith, Michael F. Walsh* **Published By Kendall Hunt**

Most readings or the course are from public sources and posted in Quercus. In addition, a course package can be purchased via the following instructions:

The course pack costs $47.25. Please email the professor or TA if you have any questions about the material or readings.
Course pack link :
https://hbsp.harvard.edu/import/1202291

Required Readings in Electronic Package

1. Managing Brand Crisis Bud Light
2. Sizmek Chapter 11 Surviving Walled Gardens
3. S4Capital: Disrupting The Advertising Industry
4. Assessing and Improving Digital Ability: Procter & Gamble's Approach to Raising Brands' Digital Competency
5. Why CMOs Never Last
6. Marketing Meets Mission
7. Closing the Gap Between Digital Marketing Spending & Performance
8. How to Design an AI Marketing Strategy
9. Brand Story Telling at Shinola
10. More than Meets the Eye: The Functional Components Underlying Influencer Marketing

Evaluation and Grades

Students will be judged based on their command of the course materials, understanding that some grading is necessarily subjective.

	Weight	Due Date
Class attendance and participation	17%	Ongoing
Market Research	3%	Ongoing
Digital Marketing Audit Company proposal	5%	Due October 1
Case Study	20%	Due October 25, 11:59 PM
Group Project Presentation (Report due December 3)	30%	Due November 27, 11:59 PM
Take Home Final Exam	25%	Due 11:59 PM December 12
Total	100%	

The ANA Growth Agenda

Enterprise growth today requires a 360-degree focus on all elements of the business, including driving top-line revenue, improving business ecosystem productivity, and enhancing income growth.

To effectively tackle these challenges, the ANA (Association of National Advertisers) and Cannes Lions established the CMO Growth Council, which has identified four global growth priorities to drive business through marketing.

These priorities directly influence the 12 focus areas that comprise the ANA Growth Agenda — engineered to lead the industry in creating a stronger, more sustainable economic future for all brands and the people they serve.

In 2021, the Growth Council launched the B4H (Business for Humans) Platform. It is a call to action for CMOs to go beyond making ads to help the enterprise create value for its shareholders while positively impacting society.

ANA Growth Agenda

Society and Sustainability
- Diversity, Equality, and Inclusion
- Global Sustainability
- Brand Safety and Ad Fraud

Brand, Creativity, and Media
- Brand Purpose/Brands for Humans
- Brand/Marketing Innovation
- Media and Supply Chain Transparency

Driving Business & Brand Growth

Data, Technology, and Measurement
- Measurement and Accountability
- Data, Analytics, and Technology
- Privacy, Advocacy, and Self-Regulation

Talent and Marketing Organization
- Academia/Next-Gen Marketers
- Marketing Organization and Agency Management
- Talent/Leadership Development

These themes provide the foundation for RSM457.

The four priorities of the Growth Agenda represent a compass for the topics discussed throughout the course. The use of guests excelling at these priorities will ensure the most current treatment of the effective practice of Marcomm in 2023.

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WEEKLY SCHEDULE

A. DATA AND TECHNOLOGY ECOSYSTEM

Week		Topic and Assigned Material
1	September 6	**Introduction - Upheaval** • Chapter 1 Integrated Marketing Communication & Digital Disruption • Digital Marketing Audit – Using 7 C's Group Assignment • Syllabus Overview
2	September 13	**Trends and Privacy** • Chapter 2 Consumer and Audience Behaviour • Digital Marketing Audit Q&A • **Case Pack Approach to Digital Competency** • Create Groups
3	September 20	**Digital and Marketing Technology -Brands & Consumer Experience** • Chapter 3 Brands Branding & Consumer Experience • Quercus readings – Growth, Privacy, Demise of the Cookie • https://www.thecurrent.com/us/the-current/identity-2020-the-future-of-addressable-digital-advertising • ***Case Pack Sizmek Chapter 11: Surviving Walled Gardens in Their Ad Tech*** *Empire*

B - INDUSTRY STRUCTURE, ROLES AND TALENT

Week		Topic and Assigned Material
4	September 27	**IMC Strategic Planning - Agency and Creative Review** • Chapter 4 IMC Strategic Planning, Objectives & Media Planning • EMarketer Ad Agency Report • Quercus readings – Client-Agency Relations, CMO, and Agency Roles • ***Case pack Why CMO's Never Last***
5	October 4	**In-housing – Message Strategies and Content Management** • Chapter 5 – Message Strategies and Content Management Strategies • Quercus readings – Inhouse Trends and Challenges • Quercus readings – Client-Agency Relations, CMO, and Agency Roles • ***Case pack S4 Capital Disrupting The Advertising Industry***
6	October 11	**D2C** • Chapters 6 – Message Strategies and Content Management Strategies

		• ***Case Pack Assessing and Improving Digital Ability: Procter & Gamble's Approach to Raising Brands' Digital Competency*** • 3rd Party Marketing Intelligence

B - STRATEGY, CREATIVITY AND MEDIA

Week		Topic and Assigned Material
7	October 18	### Creative • Chapter 7 Traditional Advertising & Media • Quercus readings – Role of Creativity, Inspiration, Challenges, and Analytic Synergy • ***Case Pack - Closing the Gap Between Digital Marketing Spending and Performance*** ***Case Study Bud Light Due March 11, 11:59 PM***
8	October 25	### Content Marketing • Chapter 8 Digital Basics, Direct Marketing, Email, E-commerce & Websites • Quercus Readings – Content Strategy and Indirect Branding • ***Course Pack – How to Design an AI Marketing Strategy***
9	November 1	### Reading Week - No Classes
9	November 8	### Storytelling • Chapter 9 Digital Display, Search, Content Marketing & Mobile • Case Pack - Reading: Brand Storytelling (HBP) • ***Case Pack Brand Storytelling***

10	November 15	### Paid Owned Earned – Creators/Influencers & Sustainability • Chapter 10 Social Media: Influencers and Listeners • Virtual Influencers • Quercus Readings – Media Supply Chain, Social Media, and Influencer Marketing • ***Case Pack More Than Meets the Eye: The Functional Components Underlying Influencer Marketing***

D. SOCIETY AND SUSTAINABILITY

Week		Topic and Assigned Material
11	November 22	### Trust and Purpose • Guest Speaker Mark Roberts Glen Davis Group • Branding & Sustainability

12	November 29	**Sustainability and Final Exam Review**
		• Final Exam details
		• Group Presentations
		• Group Project Due – Digital Audit 11:59 PM December 3
Final Exam		The Exam will be assigned on December 7 and due EOD on December 12.

Please note that the last day you can drop this course without academic penalty is November 4, 2024.

Course Format and Expectations

Class Participation (17%)

There is considerable reading material in this course. It is expected that students have read and are ready to discuss and engage in the assigned material each week. In addition to the normal ways of grading participation used in a physical classroom, participation grades will be based on all digitally collected data during both online and in-class sessions. The primary elements class participation will be based on are:

- Class discussion
- Discussion board contributions
- Attendance

Achieving superior grades for participation does not require a high grade on every element. It will require a strong presentation on most of the elements. Bonus mark consideration will be given for volunteering for the 'What's in the News' segment that begins every class.

Group Project (35%)

The group assignment aims to understand the impact and importance of digital marketing communications by conducting a digital marketing audit. Groups can have 4-6 Members.

You must choose a company and conduct a digital marketing audit using the 7C's, which will be outlined in a detailed PPT. This will be a written report, and a template will be provided to help you structure the report.
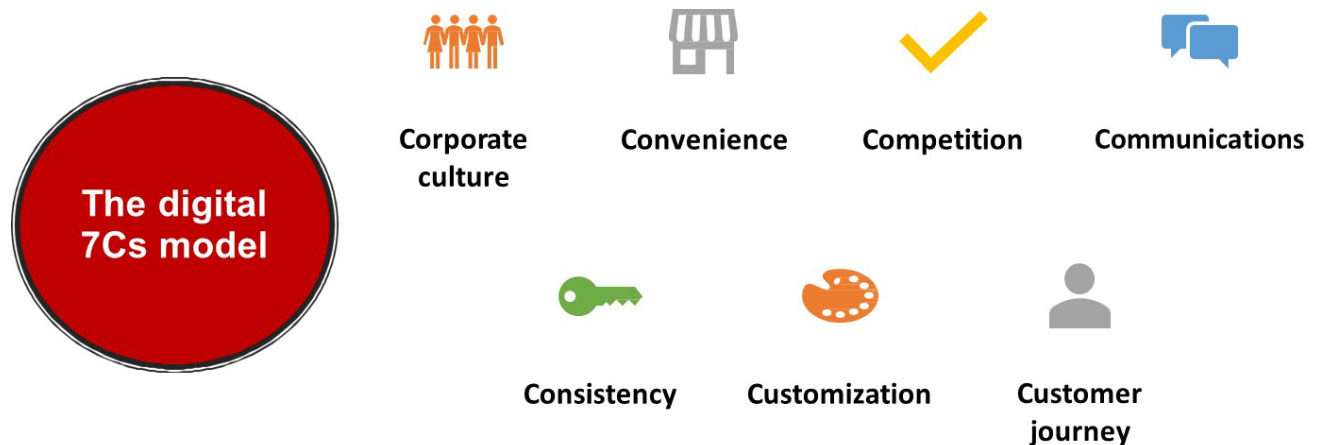
Source: Adapted from Gay, Charlesworth and Esen (2007)

Papers turned in after they are due will receive a 5% penalty. The penalty will increase by 5% for every day it is late.

Group Assignment Case Bud Light (20%)

The goals in preparing a written case analysis are: (1) to identify the problems faced in a management situation; (2) to summarize the key issues and insights critical to understanding the problems; and (3) to outline a specific action plan for the decision maker(s) in the case. A successful case write-up will highlight the key facts and constraints in the case, integrate and interpret that evidence, and develop a detailed set of recommendations that follow logically from those insights. A page limit on the write-up may seem quite restrictive, but it will force you to assess the relative importance of the ideas developed in your analysis. Learning to distinguish central ideas from peripheral details is extremely important. You may assume that the reader of your paper knows the general issues discussed in the case.

Several specific issues must be considered in the write-up of this case. These issues aim to generate thoughtful and defensible positions, arrived at through creative integration of case facts, sales management theory, marketing theory, and current challenges. It would be best to consider all aspects of the situation presented in the case to diagnose and treat the appropriate problems.

Learning Objectives

- Decision-making process: To understand a process marketers can use to identify "best fit" influencers with whom to partner.
- Strategic business thinking: To explore the business impact (both pros and cons) of partnering with controversial influencers, investigate the interactions among growing revenue, enhancing the brand image, and engaging in activism (when it can be polarizing).
- Brand crisis management (preventing and mitigating reputational damage): To consider prevention and mitigation mechanisms to minimize the potential and impact of brand-related crises.
- Brand transfer: To understand how a relationship with an influencer can impact brand image.

Assignment Questions

1. How do you think Bud Light got into this situation? Is this the outcome Bud Light hoped for when it partnered with Mulvaney? If not, what happened?
2. If you were in charge of the influencer program for Bud Light, would you have partnered with Mulvaney? Why or why not?
3. What do you think of AB InBev employees' statements after the controversy? Were they effective? If not, what would you have done differently?
4. What are the potential business consequences for the company, and why?
5. What could Bud Light have done to prevent the backlash?
6. What could Bud Light do once the backlash occurred?

Final Exam (25%)

The final Exam is a take-home test.   The questions to answer will be provided in class on December 3. Your response is required by 11:59 PM December 6 and submitted through Quercus. A student will risk receiving an incomplete in the course if the assignment is received after December 12.

Final exams are not returned to students. It is acceptable to submit it in Word or PDF format.

Plagiarism Detection

Students must submit their course essays to the University's plagiarism detection tool to review textual similarity and detect possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, which will be used solely to detect plagiarism. The terms that apply to the University's use of this tool are described on the *University's Plagiarism Detection Tool FAQ* page from the Centre for Teaching Support & Innovation.

Your assignments will automatically be checked by Ouriginal when you submit them using the appropriate assignment links on *Quercus*.

Generative AI / ChatGPT

Students can use Generative AI tools for the following:

- Students are encouraged to **use** technology, including generative artificial intelligence tools, to contribute to their understanding of course materials.

- In this course, students may use artificial intelligence tools, including generative AI, as learning aids.

Students cannot use Generative AI tools for the following:
- Students may not use artificial intelligence tools to take tests, write research papers, create computer code, or complete major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.
- Students may not use artificial intelligence tools to take tests in this course.

Academic Integrity

- Using generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
- The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment may be considered an academic offence in this course.
- Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offence in this course.
- Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, to complete assignments in this course.
- The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. The use of generative AI in this course may be considered an unauthorized aid, which is a form of cheating.
- This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Academic integrity is essential to pursuing learning and scholarship in a university and ensuring that a degree from the University of Toronto is a strong signal of each student's academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Each Quercus "Home" page menu (right-hand side) also contains a link to Academic Integrity.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about appropriate academic behaviour or research and citation methods, please contact me or consult other institutional resources (for example, the *University of Toronto website on Academic Integrity*). You are expected to be familiar with the contents of the *Code of Behaviour on Academic Matters*. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

Email

Sometimes, the course instructor may communicate important course information by email. As such, all UofT students must have a valid UTmail+ email address. You are responsible for ensuring your UTmail+ email address is set up and properly entered on *ACORN*. This information must be entered before joining a group or submitting your written assignments. For more information, please visit the *Information Commons Help Desk*.

Forwarding your utoronto.ca email to a Gmail or other email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures or Discussions

Regardless of the statements on recordings below, the instructor may decide to suspend class recording for any reason, including privacy concerns, intellectual property issues, lack of attendance, or pedagogical preference.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes, slides, or other course material to a website or sell them in any other form without formal permission. Please note that I rarely grant permission to record case discussions (unless approved by Accessibility Services).

Useful Links

- Become a Volunteer Note Taker
- Accessibility Services Note-Taking Support
- Credit / No-Credit in RSM courses
- Rotman Commerce Academic Support

Printed URL links

- Book an appointment with a writing or presentation coach: http://uoft.me/writingcentres
- Writing and Presentation Coaching academic support page: https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and- presentation-coaching/
- Centre for Professional Skills Teamwork Resources page: https://rotmancommerce.utoronto.ca/teamwork-resources
- Book an appointment with a Teamwork Mentor: http://uoft.me/writingcentres
- Request for Special Consideration Form: https://rotmancommerce.utoronto.ca/current- students/forms-requests-and-appeals/forms/
- ACORN: http://www.acorn.utoronto.ca/
- Email Accessibility Services: accessibility.services@utoronto.ca
  - Accessibility Services website: http://studentlife.utoronto.ca/as
  - University's Plagiarism Detection Tool FAQ: https://uoft.me/pdt-faq
  - The University of Toronto's Code of Behaviour on Academic Matters: http://www.governingcouncil.utoronto.ca/policies/behaveac.htm
  - University of Toronto's University Assessment and Grading Practices Policy: https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university- assessment-and-September-1-2020
  - Information Commons Help Desk: http://help.ic.utoronto.ca/category/3/utmail.html
  - Become a volunteer note taker: https://studentlife.utoronto.ca/program/volunteer-note- taking/
  - Accessibility Services Note Taking Support: https://studentlife.utoronto.ca/service/note- taking-support/
  - Credit / No-Credit in RSM courses: https://rotmancommerce.utoronto.ca/current- students/degree-requirements/credit-no-credit-option/
  - Rotman Commerce Academic Support: https://rotmancommerce.utoronto.ca/current- students/academic-support/

Writing Assignments or Presentations

How well you communicate your ideas, in writing or orally, will be considered in evaluating the assignment. You should aim for clarity, strong organization, concision, professionalism, and correct grammar in your written assignments. Your presentations should reflect vital planning and organization, clarity of speech, and an engaging demeanour. Whether in written or presentation assignments, sources should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who want help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student support, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

Learning to work together in teams is a crucial transferrable skill you will use in your coursework and future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feel left out of the team.
- Team members are not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Policies and Procedures

Missed Tests and Assignments

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within two business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: https://uoft.me/RSMConsideration
2. Provide documentation to support the request, e.g. Absence Declaration from [ACORN](#), medical note, etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***once per term**** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other relevant documentation.**

Students who do not submit their requests and documentation within two days may receive a grade of 0 (zero) on the missed course deliverable.

The structure of graded elements permits you to miss a weekly assignment or participate in a class. There are nine weekly assignments, and you get full marks for completing six. If you miss a lecture, full participation grades can be achieved through active contributions in other classes. There is no provision for missing the Case Study or the Final Exam. Both give you weeks (Case Study) or days (Final Exam) to complete.

Late Assignments

Weekly assignments and the Reflection paper are date-stamped on submission. They are due at 4:00 PM EST on their respective days. Papers turned in after they are due will receive a 5% penalty. The penalty will increase by 5% for every day it is late.

Commitment to Accessibility

The University is committed to inclusivity and accessibility and strives to provide support for and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern or have any accessibility concerns about the course, the classroom or course materials, please email Accessibility Services or visit the Accessibility Services website for more information as soon as possible. Obtaining your accommodation letter may take several weeks, so contact them as quickly as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.