Advertising Campaigns: The Handbook

Spring 2020
Monday 2-4 periods
Weimer 1078
Client: Corkcicle

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Office hours:	Monday	1:30-3:00
	Tuesday	8:00-11:00
	Wednesday	8:00-11:00

Introduction

You've made it! Welcome to Advertising Campaigns, the capstone course of the Department of Advertising. If you've been wanting to throw yourself into the excitement and challenge of "real-world" advertising, you're here!

This handbook is an essential tool in helping you meet the objectives of this class. Please read it all the way through and refer to it often during the semester.

What is campaigns? Our department thinks of campaigns as the culmination of your advertising apprenticeship. You've been trained in the art and science of research, strategy, copy, art, media, sales, etc. Each of these courses was designed to instill important skills and knowledge of the business of advertising. However, your training has necessarily been compartmentalized. Each class only required that you examine advertising problems from a small, isolated, one-class perspective.

And, your problems in these classes were purely hypothetical. Your research or strategy class may have assigned real brands, but you had no real contact with the companies involved, except perhaps to solicit information. Your mistakes were of relevance only to yourself.

This class differs from all others in our department in at least two key respects: first, our client is real and is expecting results. The client fully expects to use at least one agency's work in a future advertising campaign (or parts of many). Second, you can no longer take a compartmentalized view of an advertising problem. You will have to bring multiple perspectives together to formulate a winning campaign. You'll draw on all that you've learned, and more.

In campaigns you function as a member of a polished, professional agency. You'll do it all, starting with a formal personal and agency mission statement, progressing to research and strategy development, creative and media development, evaluation, followed by the development of a plans book, and concluding with a formal presentation and Q&A session with your client. This isn't an easy class, but it's a wonderful class, and a challenging one! You'll be required to put what you know to work. You'll be in direct competition with some of the best-trained advertising students in the U.S. -- your classmates.

Each agency will have a leader, who may be re-appointed or changed for each stage of the class. Your agency competes against the others. One team will be selected **by our client** as the "winner." Your agency's goal is to design an advertising and promotional campaign that efficiently (within a budget) and effectively meets the client's objectives. You will present your campaign to the client in both printed and electronic forms (a plans book) and in a 20-minute presentation (formal presentation + 25-minute Q&A) at the end of the semester.

You will develop the campaign in stages but they will overlap and obviously relate and build on one another. These stages conform to the following objectives: 1) review and evaluate a previous plans book, 2) conduct research, 3) develop situation analysis, 4) formulate strategy,

5) develop the plans book including creative and media, 6) develop the presentation, 6) evaluation recommendations. Each stage will be completed according to a strict schedule.

University and Class Policies

Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Guidance on how to give feedback is available at: https://gatorevals.aa.ufl.edu/students/. Evaluations are typically open during the last 2-3 weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: https://evaluations.ufl.edu/results.

Attendance: Please confirm that you have read and understand the University of Florida Attendance policy. A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Attendance in this class: Class attendance is critical for this course. You are expected to come to every class. Think of this class as a job. If you miss class without providing a valid excuse in writing, in person, your class participation will be lowered.

- ✓ Make up assignments can be given ONLY if you provide a legitimate reasons in writing
- ✓ Excused absences will not reflect negatively or positively on your final grade
- ✓ Valid reasons for excused absences include:
  - Illness
  - Serious family emergency
  - Special curricular requirements
  - Court-ordered legal obligations
  - Military obligations
  - Serious weather conditions
  - Religious observations
  - Participation in university-level athletics

UF Grading Policies: Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus: **https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx**

Academic Honesty: Academic honesty is important at the University of Florida. All students are expected to practice the University of Florida Honor Code: "We the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." For all work submitted for credit, including homework, in-class assignments and examinations, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Your well-being is important to the University of Florida and to me. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course objectives and expectations

Course objectives

By the end of the semester you will be able to-

Develop a thorough understanding of the entire advertising campaign process and how it is put together to help solve our client's needs. To do this you will learn how to:

- ✓ Gather and analyze secondary data that provides information pertinent to our client's communication problem
- ✓ Analyze our client's advertising/marketing problems and opportunities based on a thorough situation analysis
- ✓ Develop and implement primary research that informs questions unanswered in the situation analysis
- ✓ Set realistic advertising and social media objectives
- ✓ Develop a sound, targeted and exciting message strategy
- ✓ Develop creative and strategic advertising and social media messages
- ✓ Make media planning and buying recommendations

- ✓ Make realistic budget and timing recommendations

Sharpen the skills necessary to be an advertising professional. To do this you will learn how to:

- ✓ Work collaboratively as part of a team
- ✓ Gain experience presenting to a real client
- ✓ Develop a campaign book that will showcase your work to future employers

Course expectations

- No late work accepted. Due dates are non-negotiable.
- Since you should be thinking of yourselves as working in a team, you need to be respectful to each other.
- That goes for being respectful to me as well. Phones, computers etc. are turned off.
- And since you're in a team, you need to show up for class and team meetings on time.
- You need to do your share of the work. You will be evaluated by your peers several times during the semester (please see evaluations section below)
- The majority of your work is done outside of the class and regular class meetings. So you will most likely need to make adjustments to your work schedule or other obligations.

Technology – there can be no use of recording devices (except with client permission) due to the proprietary nature of the business.

Class organization

As discussed in the intro, your campaign class will use an agency-team format. Unfortunately, there is no perfect or even good way to form teams to make everyone happy. So, you will be completing a form that details your skill sets and listing a couple of people in class you'd really like to work with. I'll try to honor that request, but it doesn't always work. Then I'll then divide you all into teams that will be balanced in terms of the following main skills that require the ability to:

- **Research and account planning** – ID the brand's situation, conducts all aspects of secondary and primary research, ID fit between brand and target, SWOT
- **Media Planning** – bridge between brand message and target; traditional (if needed) and social media (existing popular and target-specific methods, but can be blogging, podcasts, embedded microsites, etc), finds the best way to get the right message to the right people. Must be on the cutting edge of technology, must understand rates and rating data, how to create spreadsheets and charts.
- **Sales promotion, PR** – works with creatives to translate the core message. This will overlap greatly with media planning. These efforts might include events, publicity stunts, contests and giveaways, viral marketing, grassroots tactics, etc. You must be really on the cutting edge of social marketing trends, be able to write and know how to infiltrate the chosen target market where they live in real and digital environments
- **Creative – writer** – you will bring the message to life. You also work with and in all roles of the team.

- **Creative –designer** - You'll be doing the ad executions in every form listed above. You'll need strong software design skills and layout for all PR, promotions.
- **Plans book skills** – might overlap with creative designer if you're the only one on the team.

Although not recommended, you can use an outside to do the finished art work that you have designed and finished. I don't recommend this approach because this person isn't working for a grade or have a vested interest in your success.

There will be much overlap here, if you are the designated person or people in the areas above, you're in charge of that area with input and feedback from the entire team. Likewise, you're not done when you complete your section. It's a team effort from start to finish.

Each team will select a leader who can be changed as the book progresses. Your call.

Textbooks

No texts are required for this class. However, please refer to notes from previous classes that lead up to campaigns. Additionally, if you are unclear what goes into each section of your campaign, two textbooks are recommended: Advertising Campaign Strategy and Advertising Campaign Planning.

Weekly Call reports

Once the individual agencies are formed, each agency member will be required to turn in a weekly call report. Call reports are an individual activity and are **not** to be done as a group. These reports assist me in determining how the agency and the individual agency members are progressing. In addition, these call reports serve as a valuable tool for evaluating students' work by: 1) offering a means for determining what the student contributed to the agency's effort, and 2) serving as graded assignments. These are turned in on CANVAS.

Guidelines for Call Reports:

- Call reports must be received by **noon every Sunday on Canvas** to receive full weekly credit. Half credit will be assigned for those call reports turned in after noon on Sunday, but before noon on Monday. After **noon on Monday**, no credit will be assigned for that week's call report. Reports must be in the proper format (form found in this book).

- A pattern of failure to turn in call reports will result in additional point deductions.

- Only written medical excuses or other documented emergencies will be considered excused reasons for not turning in call reports.

- Call reports should be as professionally as possible. All call reports must be neatly typed, double-spaced. Uncorrected errors will cause you to lose points.

- Be detailed in your descriptions. If you worked on some aspect, describe and report a brief summary of your findings or accomplishments.

- Call reports should detail: what your group has accomplished and not accomplished, as well as your plans for the next two weeks. You should also alert me to any problems that are happening in your group **(forms for the call report are found in on CANVAS).**

The Client

The client, Corkcicle, is real to give you a more realistic, challenging and rewarding experience. She will be attending our class to tell you all about the product on January 27 during regular class hours.

- Our client will be available to answer questions throughout the term **by email**. However, there are strict ground rules for contacting her. **Only agency leaders may contact the client**, so questions will have to be routed through the leader. Most correspondence should take place through e-mail. You are advised not to abuse the client by wasting her time. Figure out what you need to know, write clear, specific questions, and contact her only when necessary. **All email correspondence MUST be copied to me as well as the client's response to your questions.**

- In addition, the client, and members of the advertising department will view your final presentations. Each agency will present the client with an electronic and printed campaign plans book and an oral and visual presentation. This also gives the client an opportunity to ask questions and to question your rationale.

Campaign Plans Book

Each agency will prepare a plans book that is a permanent record of the analysis and proposed solutions to the assigned marketing communication problem. Plans books cannot exceed 30 pages, but you can have as many appendices as you want. Once the course is under way copies of previous plans books will be made available to you in my office. In fact, your first agency assignment is to evaluate a previous semester's plans book.

Plans book outline draft in CANVAS.

Each agency will prepare one complete rough draft.

Then **TWO complete, identical final plans books, plus one electronic copy are due on the date specified for the final books.** (NOTE: these are due several days before the final presentation) One of the two final books as well as the electronic copy (with all original creative work submitted) will be given to the client to use at her discretion. All recommendations and materials contained in the plans books will become the property of the client. Instructors and students will be asked to sign a notification form of this arrangement.

A second copy of the final book becomes the property of the instructor and serves as a record of the agency's work. The best books may be used as guidelines for future classes. Any student wishing to keep a copy of the book for personal use should plan to make additional copies.

Absolute due dates for various sections will be assigned. Completing phases of the project on time is an essential component of advertising planning. **BOTH THE DRAFT COPY AND FINAL PLANS BOOKS MUST BE HANDED IN ON TIME**. **ONE LETTER GRADE WILL BE DEDUCTED FOR EACH DAY THE BOOK OR ROUGH DRAFT IS LATE (**Books are usually due by 5:00 p.m. So any time after 5:00 the book is considered one day late). The due date for the draft copy of the book will be approximately three weeks before the date of the presentation. The due date for the two final copies of the plans books will be approximately two weeks before the date of the presentation. These procedures allow both the instructors and the client adequate time to review the plans books prior to viewing the final presentation. **Both the rough draft and final plans book must be copy edited completely. Previous clients have disregarded well-thought out plans books simply because of poor copy editing.**

Your team will be reimbursed up to $200 for all qualified receipts. An additional $100 will be paid to the best strategy and the best creative plans books.

The Presentation

Each agency will make a formal (oral and visual) 20-minute presentation of the essential campaign elements, with a focus on recommendations. Each agency member will participate in the presentation although it is not essential that the time allocated to each student be equal.

Effective presentations are vital. For this reason, groups will give a dress rehearsal to me and others you would like to be present. Following the dress rehearsal I will make suggestions for improving the presentation. Failure to take these suggestions seriously will result in a lower agency grade. In some instances you may need to give a second instructor presentation. In all cases you will need formal approval to schedule your final presentation.

Immediately following the presentation to the client, a question-and-answer session is held, typically lasting 25 minutes or so. The first portion is for the benefit of the client to clarify any ambiguities and to discuss your rationale. The second portion is held for the benefit of the students and should be handled appropriately. Students typically discover that most clients are candid but supportive.

Your agency's presentation is an opportunity to present your campaign in a favorable light. It is an opportunity to convince the client that you have the best solution to address the product's the problem. Your approach should involve the use of clear, compelling, and documented facts and information that will permit the client to understand your agency's vision for her brand.

Expect to be able to justify your ideas and to offer rationales as to why you have not chosen other courses of action. Be prepared to indicate where your information comes from, what it means, and why it is relevant.

Each student must attend at least one other presentation as well.

Peer and Leader Evaluations

Peer evaluations are components of your final grade for the course**. Forms for the evaluations are on CANVAS.** Fill out a form for each person on your team. Do not evaluate yourself. Scores for the evaluations are averaged for each student.
Complete a separate form for the leader.

Why do peer evaluations? Because you know more than I do about the relative contributions of each agency member. Because this kind of evaluation ensures that hard work is recognized and that slacking is too… Because that's how it works in the real world!

Tip: Your feedback is the single best way you can help your teammates perform better!

- Take a reasonable amount of time to do the evaluations. Don't rush through them at the last minute.
- Before you evaluate someone, try to get a good sense what his or her contribution was throughout the project. Remember that people can contribute in different ways.
- Once you have evaluated a teammate, that stage is officially over. Never use an evaluation to punish or reward a member for their work on an earlier stage of the course.

Of course, you will be receiving evaluations too! You have some responsibilities as the person being evaluated.

- Evaluations are anonymous, for obvious reasons. Since I go to great lengths to protect your anonymity, show the same courtesy to others in your agency. Never try to "figure out" who might have given you a particular evaluation. Don't discuss your evaluations with other team members!
- Negotiating, arranging or otherwise attempting to influence another member's evaluations in a way that does not reflect work on the project is a breach of academic honesty. I consider it the equivalent of cheating on an exam. The risk you take in trying to do this is not worth the benefit.

- Everybody gets evaluated in life (myself included). It can be painful, or even seem unfair. You may feel that your teammates failed to understand the full nature of your contributions. Remember that the burden is on you to let them know what you did, not on them to find out. If you are unhappy with your evaluations, try to learn from the comments and do better the next time. This is really the only sensible way to respond to disappointing evaluations.

There are several less sensible ways to respond to disappointing evaluations. You can be angry. You can be hurt. You can psychologically withdraw from the agency. You can believe that you alone had the misfortune of being stuck with a rotten group.

Before you try or assume any of these, imagine the response you would hope to receive from someone you assigned honest but critical feedback. My guess is you would welcome with open arms an agency member who improved and showed they cared about the class and the agency.

Remember: Peer evaluations are not evaluations of you as a person. They are evaluations of your work. Your work can get better (even if you received good evaluations). Good criticism is essential for growth. It's also a part of the ad business.

Evaluations are important. Give them the time and consideration that you hope your teammates will give to your evaluation. Your ratings are anonymous; only we will know how you evaluated your team members.

You have some responsibilities as an evaluator: be honest and fair.

--Don't hope a nice evaluation will make someone work harder the next time (it will not). Be honest and address problems as they come up. This is a great motivator for team members not pulling their weight.

--Don't "punish" someone with whom you have disagreements by giving them a more severe evaluation than they deserve.

--Use the evaluations to let a teammate know what he did that was good. And what he did that was not so good.

--Be specific. Don't say "Jan was irresponsible." Say "Jan missed several meetings without calling and missed two important work deadlines."

--Offer practical advice to help your teammates to do better.

Interpreting peer evaluations

Your peer evaluation sheet asks you to rate EACH team member (except the group leader) on these dimensions:

1. *Commitment to our common purpose:*

    By commitment to common purpose, I mean to what extent did this person put the interests and performance of the group ahead of his or her own? To what extent did the person put aside personal feelings and beliefs in the interest of making the group function effectively. People who contribute to your cohesion and effectiveness as a group should receive a high score on this dimension.

2. *Efforts in accomplishing group tasks:*

    This item is straightforward. How much effort, time, and energy did this individual put in on your project? Just what was required? More than anyone? Little or none? Evaluate accordingly.

3. *Willingness to do difficult tasks was:*

    There are some things we like to do, others we don't. Who is willing to do the tough jobs, the jobs nobody else wants? Who stays up late when the project is behind, who proofreads and corrects the mistakes of others? Recognize these individuals with high evaluations on this dimension.

4. *Ideas and contributions in meetings:*

    Effective groups will be those that plan and problem solve. Who is the thinker, the one who finds light when the group is stuck on a problem? This may not be the most vocal participant in meetings. It may be someone who only speaks when it will move things forward and get things done.

5. *Willingness to help others in the group was:*

    Who puts in more time after completing his or her own work to make sure everybody else does a good job? Who is always willing to pitch in and make sure that needed tasks are done, and done well? Who do you count on at crunch time? On the other hand, who insists that once their responsibility is accomplished they are finished?

6. *Work products:*

    Let's face it, while attitude and motivation are important, the bottom line is <u>results</u>. Whose work is always good, always polished, and always thorough? Who never needs to have their work checked because they have already double and triple checked it themselves?

7. *Attitude, friendliness, and respectfulness:*

    Who made you feel good about being in the group? Who helped the group to feel like a team rather than a collection of individuals? Who made you feel like your ideas were important? Who always seemed to understand the mood of the group, and knew what to say to make tense dissapate?

Leader evaluations

A separate sheet is provided for team leaders. The dimensions relate to this person's effectiveness in facilitating group performance. Here is a description of what these dimensions refer to:

1. *Kept our group's purpose, goals, and approach relevant.*

   This person kept the big picture in mind during the project. He or she always seemed to be looking ahead, anticipating problems. Because of that vision, he/she could clarify the purpose and meaning of the different tasks at each stage of the process. Whenever we lost sight of why we were doing something, this person seemed to know, or made sure he/she found out. This person also never forgot that our purpose was defined by the group, not by his or her personal agenda.

2. *Built team commitment and confidence.*

   This person helped each of us to feel important and involved. He/she facilitated mutual rather than individual accountability. Everyone felt they had a stake in the project, that the project reflected their inputs too. Somehow, this person kept us focused on performance and feeling good.

3. *Helped each of us to develop our skills.*

   I learned things on the project because this person encouraged us all to grow and become better. It was clear to me that this person wanted high performance from everyone. It was also clear that the leader was willing to help us be high performers.

4. *Ensured that everyone made tangible contributions.*

   No one was excluded from a meaningful role. This leader, as much as possible, worked to ensure that everyone did real work and everyone did good work.

5. *Managed relationships with the client.*

   Obtained vital information from the instructor through the use of clear, effective written communications. Did not waste the client’s time with unnecessary questions. Presented the group to the client as a professional organization.

6. *Managed relationships with the instructors.*

   We felt comfortable we were on the right track because this person checked with the instructor when doubts arose. He or she got answers to questions as quickly as possible. This person made sure they attended the weekly leaders meetings.

7. *Managed relationships with the team members.*

   Was attuned to group dynamics. Provided praise when earned, and offered mature, reasoned criticism when needed. Was accessible to the group.

8. *Ran efficient, effective group meetings.*

   Our meetings were always productive because this person made sure we stayed on track. Everyone knew what to do after the meetings were finished.

9. *Listened to group members.*

We felt as though this person honestly wanted our input. The leader believed it was important that everyone be heard. While we may have disagreed at times, this person made sure that everyone had the opportunity to present their point of view. Everyone's opinion was important to this person.

10. *Delegated responsibilities well.*

This person never just did something him or herself because that was the easy or efficient thing to do. They took the time and energy to allocate responsibility to others in the group.

11. *Did real work on the project.*

When we had to roll up our sleeves and do work, this person was there beside us. They worked every bit has hard on this project as everyone else.

If you serve as a group leader, understand these dimensions well! These are the bases for your peer evaluations, so remember to keep them in mind as you are working on the project.

The ratings scale:

Here is the ratings scale for the evaluation sheets:

<u>Excellent:</u>

This person did a truly fantastic job on this dimension. They took your breath away. You wouldn't trade them for anyone in the class. *You should indicate what made them so special.*

<u>Good:</u>

This person is a great asset to your group on this dimension. They performed much better than you had a right to expect. While there is room for improvement, they are definitely valued. *You should indicate why you valued their work, and what they could think about in order to do a little better*.

<u>Fair</u>:

They did their job. This person didn't cause me any headaches. Their performance was acceptable if uninspired. I was surprised to see that a senior in advertising showed such little enthusiasm however. *You should take some time to note <u>specific ways</u> this person can improve.*

<u>Poor:</u>

This person was somewhat of a burden. Their performance in this dimension was substandard. Someone else in the group was forced to pick up the slack for this person. You don't think the group would actually be better off without this person, but they will definitely need to pick it up on the next project. *In a* *specific, detailed, but respectful way, you should note how they can improve. Be very specific about the problems you observed with this person.*

Unacceptable: This person was a burden to our group on this dimension. Others were forced to take responsibility for their lack of effort, motivation, or skills. Your sense is they either didn't really care about the class or the group, or they were suffering from some deep personal problem, at least as far as this dimension is concerned. *You should go into great detail to justify your evaluation. Your feedback should be primarily addressed to the instructors rather than the team member. This person should probably be on notice that they may be fired.*

Did you say firing? Can we do that?

Yes you can. And it happens in this class.

How to fire someone. A group member can be fired if:

* The group member has been given at least one poor evaluation.

* Everyone in the group (except the person being fired, of course) agrees the person should be fired

* The group writes a letter, signed by everyone in the group (except the target) stating that the person is fired, and giving the rationale for the dismissal.

I'll take over from there.

Note: *If you are fired, your best option is usually to drop the class*.

Grading Policy

Although the client will determine which agency will win the account, I will assign the grades. I may take into account the client's judgments; however, the grades will be assigned independently from these results.

Source of Grade	Percent	Individual or Agency Grade
Attendance, participation and call reports	10%	Individual
Peer evaluations	20%	Individual
Plans book report	5%	Agency
Individual sections and due dates	10%	Agency
Rough Draft Plans Book	15%	Agency
Plans book	25%	Individual

Presentation / Q&A session	15%	Agency

Table 1. Origins of final grades

Assessment: There is a new UF policy that all students' competency in the field will be assessed in campaigns. Be prepared to fill out some forms at the end of the class. These are a must do to receive a final grade.

Grading Scale

A+	97.5% and above
A	94.50 – 97.49
A-	91.50 – 94.49
B+	88.50 – 91.49
B	85.50 – 88.49
B-	82.50 – 85.49
C+	79.50 – 82.49
C	76.50 – 79.49
C-	73.50 – 76.49
D+	70.50 – 73.49
D	67.50 – 70.49
D-	64.50 – 67.49
E	Less than 64.49

The philosophy of the class is that you are now a professional. We (and this includes me) are working for a real client who is compensating the Department of Advertising for the services this class provides. For this reason, you should conduct yourself as a professional at all times. Professional conduct should be extended at all times to your teammates, classmates, instructor, and the client. Unprofessional conduct, which may include tardiness, absences, missed deadlines, poor or sloppy work, plagiarism or any other breach of academic integrity, and immature or inappropriate behaviors, nasty and unprofessional communication will be penalized based on the gravity of the offense.

While the final book is a team effort, grades are assigned individually. This means that while your team's book might receive an A or a B grade, that doesn't always translate into that same grade for you. Additionally, most often team members do not receive the same grades – as you can see from above, your final grade is based on a number of things – including work product, professionalism (as discussed in the previous paragraph), team work, etc.

Self-definition exercise

This is both an individual and an agency exercise. Although it will not take a lot of time, it should take careful thinking, self-insight, and planning.

Individual aspect:

Objectives: Develop a personal mission statement, a summary of your personal philosophy, and a statement of your personal goals for this class.

Personal mission statement: set forth in general terms what you are trying to accomplish at this point in your life. What are the most important things in your life? Family? Career? School? Religion? List as many as are very important, and no more.

Examples: "To prepare for a fulfilling career in media planning," "To be a loving son/daughter to my parents," "To excel in my academic life."

Personal philosophy: a statement of how you do business, what others can expect of you, how you will conduct yourself as a person.

Examples: "To learn everything I can about media planning," "To let my parents know in word and deed how I feel about them," "To prioritize my school life over other commitments"

Personal goals: Simple, clear, direct and measurable standards of success:

Examples: "Arrange for a media planning internship this summer" "To communicate weekly with my parents, help to plan their 25th wedding anniversary" "Set aside 15 hours of study time per week, set up meetings with my professors, do extra readings in my courses weekly."

You'll be submitting the individual statements to me. Your agency should discuss whether you wish to share these with one another.

Agency aspect:

Objectives: to develop an agency mission statement, corporate philosophy, agency goals, and an agency name and slogan.

Mission Statement: Your team's purpose is defined in the mission statement. The mission statement "sets forth in general terms the broad intent of the organization.[1]"

Examples:

1. Patagonia: Build the best product, cause no unnecessary harm, use business to inspire and implement solutions to the environmental crisis.
2. American Express: We work hard every day to make American Express the world's most respected service brand.
3. IKEA: To create a better everyday life for the many people.
4. Nordstrom: To give customers the most compelling shopping experience possible.
5. Cradles to Crayons: Provides children from birth through age 12, living in homeless or low-income situations, with the essential items they need to thrive – at home, at school and at play.
6. JetBlue: To inspire humanity – both in the air and on the ground.
7. Tesla: To accelerate the world's transition to sustainable energy.

Corporate Philosophy and Team Goals: A statement of how you will do business, how you will conduct yourself as an organization. What is the reputation you intend to have for your agency by the end of the semester?

Examples:

1. People come first
2. Our word is our bond—we are reliable
3. We are serious about service
4. We cannot afford the luxury of a lousy day's business
5. We want to be the best
6. We are realists and we believe in candor
7. We are aggressive—we are doers—we work hard
8. We want our people to be properly rewarded

Agency name and slogan

Name yourself. Take the responsibility seriously. Don't try to be cute, try to represent who you are and what you are about. Understand that a name communicates a great deal. Develop a slogan that summarizes what your clients can expect if they hire you.