Unit Outline

MKTG3005 Advertising Account Planning
Semester 1, 2016

Unit study package code: MKTG3005
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Seminar: 1 x 3 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: (v.0) Integrated Marketing Communications 202 or any previous version
   OR
   (v.0) Advertising Principles or any previous version
   OR
   (v.0) Integrated Marketing Communications or any previous version
   OR
   (v.0) Advertising Principles 211 or any previous version
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator: Title: Dr
   Name: Julie Napoli
   Phone: +618 9266 3851
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   Location: Building: 408 - Room: 2006B
   Consultation times: TBA
Teaching Staff:

Administrative contact: Name: Kelly Nowak
   Phone: 08 9266 2507
   Email: Kelly.Nowak@cbs.curtin.edu.au
   Location: Building: 408 - Room: 3047C
Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

This unit aims to establish an understanding of Account Planning and to build essential skills critical for Account Planners such as the ability to gather consumer insights, to synthesise insights gathered, to develop a creative brief from the findings to achieve clients' objectives and to inspire the creative team. The key marketing ingredients are extracted from all areas of marketing subjects such as segmentation, branding, IMC, qualitative marketing research and students taught to amalgamate these ingredients to uncover and pitch ‘the big idea’ to inspire the creative team.

Introduction

Welcome to Advertising: Account Planning 340. Account Planners bring the voice of the consumer to the development of advertising creative. With a combination of analytical and intuitive skills, planners are responsible for conducting research to uncover consumer insights. This unit investigates the techniques used by Account Planners to assist with the creation of effective advertising campaigns. By means of a combination of theory and practical exercises, you will explore the planning process and appreciate the skill set that is essential to effective account planning.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. By means of a combination of theory and practical exercises, you will explore the planning process and appreciate the skill set that is essential to effective account planning.

On successful completion of this unit students can:

<table>
<thead>
<tr>
<th>1</th>
<th>Develop qualitative research to uncover critical consumer insights</th>
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<tbody>
<tr>
<td>2</td>
<td>Develop and understand the implications of visual data for account planning</td>
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<tr>
<td>3</td>
<td>Develop an effective pitching technique to persuade an audience</td>
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</tbody>
</table>

Graduate Attributes addressed

- **Thinking skills** (use analytical skills to solve problems)
- **Information skills** (confident in using information and data sources)
- **Communication skills**
- **Technology skills**
- **Learning how to learn** (apply principles learnt to new situations)
- **Professional Skills** (work independently and as a team)
- **International perspective** (value the perspectives of others)
- **Cultural understanding** (value the perspectives of others)

Find out more about Curtin’s Graduate Attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)
Learning Activities

Students will engage in a range of activities designed to extend their knowledge and understanding of how the account planning process works and the methods commonly used in information gathering. These include, but are not limited to the use of photo essays/diaries, preparing for and conducting focus groups, analysing results and creative brief writing. In addition, students will engage in pitching ideas and concepts to an audience.

Learning Resources

Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

http://link.library.curtin.edu.au/primo/course?MKTG3005

Essential texts

The required textbook(s) for this unit are:


Other resources


DURGEE, JEFFREY F. (2005), *Creative Insight: The Researcher's Art*, The Copy Workshop, USA

FORTINI-CAMPBELL, LISA (2001), *Hitting the Sweet Spot: How consumer insights can inspire better marketing and advertising*, The Copy Workshop, USA

Curtin Business School (CBS)
School of Marketing

Assessment
Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Research Project</td>
<td>35%</td>
<td>Week: 4, 10, Day: Refer below</td>
<td>1</td>
</tr>
<tr>
<td>Visual Methods Investigation</td>
<td>45%</td>
<td>Week: 5, 7, Day: Refer below</td>
<td>2</td>
</tr>
<tr>
<td>Elevator Pitch</td>
<td>20%</td>
<td>Week: 11, 12, Day: Refer below</td>
<td>3</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Qualitative Research Project (Group Assignment)**

   This project builds on some of the practical elements inherent in account planning. This assignment is divided into two related components and pertains to a selected brand within a specified product category:

   **Part 1: Focus Group Discussion Guide (10%)**: With the first part of the group project, you are required to develop a discussion guide (for a brand of your choice) for the purpose of conducting a focus group. The format for this assignment is as follows:
   - Background (1-2 paragraphs) - give a brief history of the brand and your rationale for selecting it, including the main problem/opportunity facing the brand.
   - Focus Group Composition (1-2 paragraphs) – describe the ideal composition of your FG (consider demographic, psychographic, brand usage characteristics of participants).
   - Research Objectives (2-3 objectives) – specify the purpose of the research (ie. what is to be achieved with this study).
   - Discussion Guide Questions – clearly write the questions to be asked in your focus group, including any probes/prompts/follow-up questions.

   **Due Thursday 24 March by 5.00pm via Turnitin on Blackboard.**

   **Part 2: Focus Group Transcript & Creative Brief (25%)**: You are required to conduct a focus group using the discussion guide developed in Part 1 and then, based on your findings, prepare a creative brief for a new advertising campaign for the brand. The deliverables for this assignment will be:
   - Verbatim transcript of the FG discussion.
   - Creative brief (template is available on Blackboard) (max. 2 pages)

   **Due Monday 16 May by 5.00pm via Turnitin on Blackboard.**

2. **Visual Methods Investigation (Individual Assignment)**

   The purpose of this assignment is to introduce you to the use of visual research methods for information gathering. This assignment involves two interrelated parts:

   **Part 1 Personal photos (5%)**: Take five (original) photos that best represent your own personal attitude towards food, food consumption and the role food plays/features in your life. For each photo, write a caption (1-2 sentences) explaining each picture and a brief paragraph explaining why you took the photo and what it means to you.

   **Due Friday 8 April by 5.00pm via Turnitin on Blackboard.**

   **Part 2 Visual and written report**: Interview two other students (from the class) to understand their attitudes towards food/food consumption and the forces that have shaped their feelings (use their images as prompts for the discussion). Then, using the information gathered, you are required to prepare a:
   - Visual photo essay (15%) that effectively conveys your findings and insights about these consumers visually. Think about the theme/story you wish to convey about your consumers and then take appropriate (and original) photographs to illustrate this concept and impart your story/message to the viewer. Aim for approximately 10 photos and use appropriate captions to describe each photo. Be creative in your visual presentation. (NB. Images/photos are not to be sourced from the Internet - rather the photos are to be your own, original creations).
   - Written report (25%) that addresses the following questions:
i. **Consumer profile:** Based on your observations, interviews and visual data, how would you characterise/describe each consumer? What are their similarities and differences? What slogan and symbol would best reflect each consumer? (Approx. 2 pages, 1.5 spacing, 12 pt font).

ii. **Recommendations:** In light of your findings, what recommendations would you, as the account planner, offer for advertising a food brand of your choice to one of these consumers? Consider: (a) the suitability of the brand's current positioning in the market place and the desired future positioning; (b) which of Cialdini’s principles of persuasion would have the most effect with this consumer and why; (c) the advertising message, tone and appeal for the brand communications and the media to be employed in delivering the message. Justify. (Approx. 3 pages, 1.5 spacing, 12 pt font).

*Due Monday 25 April by 5.00pm via Turnitin on Blackboard. Submit as either a Word or pdf document only.*

3. **Elevator Pitch (Individual Presentation, 20%)**

You are applying for an entry-level position at a small advertising agency and have been asked to prepare a presentation to 'sell yourself' as a potential employee. This pitch is to take no more than five minutes. The Account Director and the Creative Director are the decision makers and both will be at your presentation. You are given five minutes to achieve the following outcomes:

a. Who are you?
b. Why should we hire you?
c. What will you bring to our agency?
d. What can you offer us that other applicants cannot?

**Pass requirements**

To pass this unit you must achieve a mark equal to or greater than 50% and attempt all assessments.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment **more than seven calendar days overdue will not be marked and will receive a mark of 0.**

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she
was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Supplementary assessments
Supplementary assessments are not available in this unit.

Referencing style
The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations
Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

1. Refining assessment tasks
2. Greater focus on the account planning process and alternative forms of gathering information
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Tutorial Activities</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 Feb</td>
<td>Module 1: Introduction to the unit; Account planning role: Art or Science</td>
<td>Steele (TL&amp;A) Ch.1&amp;2</td>
<td>Questions for module 1 Tutorial Activity: Student Introductions</td>
<td></td>
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<td>3</td>
<td>14 Mar</td>
<td>Module 3: The Science of Persuasion</td>
<td>Cialdini (HBR article)</td>
<td>Tutorial Activity: Cialdini’s principles</td>
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<td>4</td>
<td>21 Mar</td>
<td>Module 4: Qualitative Research</td>
<td>Steel (TL&amp;A) Ch. 3</td>
<td>Questions for module 4 Tutorial Activity: Discussion guide preparation</td>
<td>Group Project Part 1 (FG discussion guide): due Thursday 24 March by 5.00pm via Turnitin on Blackboard</td>
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<td>28 Mar</td>
<td>Tuition free week</td>
<td></td>
<td>Indirect Assignment Part 1 (Personal photos): due Friday 8 April by 5.00pm via Turnitin on Blackboard</td>
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<td>5</td>
<td>4 Apr</td>
<td>Module 5: Visual Research</td>
<td></td>
<td>Tutorial Activity: An exercise in observation</td>
<td></td>
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<td>6</td>
<td>11 Apr</td>
<td>Module 6: Strategic Development Research</td>
<td>Steel (TL&amp;A) Ch. 4</td>
<td>Tutorial activity: Student Interviews (for part 2 of individual assignment)</td>
<td></td>
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<td></td>
<td>18 Apr</td>
<td>Tuition free week</td>
<td></td>
<td>Individual Assignment Part 2 (Visual photo essay &amp; written report): due Monday 25 April by 5.00pm via Turnitin on Blackboard</td>
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<tr>
<td>7</td>
<td>25 Apr</td>
<td>ANZAC DAY PUBLIC HOLIDAY</td>
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<td>8</td>
<td>2 May</td>
<td>Module 7: Creative Briefing</td>
<td>Steel (TL&amp;A) Ch. 5</td>
<td>Questions for module 7 Tutorial Activity: Analysing and using qualitative data Tutorial Activity: Critique a Brief</td>
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<td>9</td>
<td>9 May</td>
<td>Module 8: - Creative development research</td>
<td>Steel (TL&amp;A) Ch. 6</td>
<td>Tutorial activities: Short Bites – an exercise in idea generation. Tutorial Activity: Creative brief writing &amp; preparation</td>
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<td>10</td>
<td>16 May</td>
<td>Module 9: Account planning cases</td>
<td></td>
<td></td>
<td>Group Project Part 2 (FG transcript &amp; creative brief): due Monday 16 May by 5.00pm via Turnitin on Blackboard</td>
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<td>11-12</td>
<td>23 &amp; 30 May</td>
<td>Student Presentations</td>
<td>None</td>
<td></td>
<td>Elevator Pitch (Individual Presentations)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Event</td>
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<td>13</td>
<td>6 Jun</td>
<td>Study Week</td>
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<tr>
<td>14-15</td>
<td>13 &amp; 20 Jun</td>
<td>Exam Weeks</td>
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