**UCONN SCHOOL OF BUSINESS**

**MBA PROGRAM**

**Syllabus for:**

**DIGITAL MARKETING**

**(Final version: dated 9/11/2015; updated on 10/16/2015)**

Course Number: MKTG 5665

Pre-requisite: MKTG 5115 or (MKTG 5181 **and** MKTG 5182)

Classroom: TBA (Hartford Campus)

In-Class Hours: Sep 11 (5:00pm to 8:00pm), Sep 12 (9:00am to 5:00pm)

 Sep 25 (5:00pm to 8:00pm), Sep 26 (9:00am to 5:00pm)

 Oct 16 (5:00pm to 8:00pm), Oct 17 (9:00am to 5:00pm)

Online Class Hours: Aug 31 through November 1 (10 hours asynchronous)

Course Ends On: November 1, 2015

Term: Fall 2015

Instructor: Dr. Girish Punj

Professor of Marketing

Office: BUSN 351 (Storrs Campus)

E-mail: Girish.Punj@business.uconn.edu

COURSE OBJECTIVES:

The course provides a framework and the necessary tools for developing marketing strategies in digital environments. Students will learn how to evaluate marketing environments in the digital era and implement integrated (traditional and digital) marketing strategies plans in the pursuit of long term marketing objectives.

A mix of lectures, case discussions, article discussions and project assignments will be used to meet the course objectives. The lectures will present theoretical and conceptual material. Cases studies will be used to analyze and solve real-world marketing problems. Project assignments will provide students a hands-on learning experience in using digital “assets” (i.e., tools) while formulating an integrated marketing strategy suitable for the digital era.

By the end of the course, you are expected to know how to: (1) use major digital marketing tools (e.g., search engine, website, social media, mobile, video, virtual reality) for market segmentation, product positioning and branding decisions, (2) implement digital marketing plans and evaluate outcomes, and (3) enable digital transformation of the marketing function in an organization.

REQUIRED COURSE MATERIALS:

The course materials listed below are available for online purchase and electronic delivery from Harvard Business School Publishing through the two web links shown below. In an effort to reduce costs, printed versions of the course materials will not be available for sale through the MBA Shop (UConn Coop) on the Hartford Campus.

**1. Harvard Business School Cases (HBS Cases):**

United Breaks Guitars

Bluefin Labs: The Acquisition by Twitter

Ombre, Tie-Dye, Splat Hair: Tends or Fads (features L’ Oreal)

Building a Social Media Culture at Dell

Ford Fiesta Movement

What’s the Deal with LivingSocial?

The Nokia N8 ‘Push Snowboarding’ Campaign

Register and Purchase the **HBS Cases** at the following web link:

<https://cb.hbsp.harvard.edu/cbmp/access/39115557>

*Please complete your purchase by September 7, 2015*

**2. Harvard Business Review Articles (HBR Articles):**

Why Some Videos Go Viral

What Makes a Great Tweet?

How People Really Use Mobile

Branding in the Digital Age

Social Strategies That Work

Can You Measure the ROI of Your Social Marketing?

How Pinterest Puts People in Stores

Register and Purchase the **HBR Articles** at the following web link (different from above):

<https://cb.hbsp.harvard.edu/cbmp/access/39119703>

*Please complete your purchase by September 7, 2015*

**3. Readings from the Business Press:**

Readings on a wide range of topics that relate to digital marketing that have been reported in the Wall Street Journal (WSJ) will be available on our HuskyCT course website. The readings typically describe business practices and trends relating to the use of digital marketing tools. As a UConn business student you have free access to all WSJ digital products and can activate your subscription at the following web link:

<http://ict.business.uconn.edu/busn-wsj/>

4**. Readings from Academia:**

Research articles relating to digital marketing that have been reported in academic journals will be available on our HuskyCT course website. The readings are relatively easy to read and should be of special interest to students who need to understand “what works” and “why” in addition to current business practices and trends.

RECOMMENDED TEXTBOOKS:

The following optional textbooks will be used to supplement the required course materials. The two highly recommended text books listed below will dramatically add to your learning experience in the course and potentially enable you to earn a higher course grade. Please give serious consideration to purchasing them from your preferred online bookstore. Depending on your budget you may also consider acquiring the other textbooks listed below.

Highly Recommended:

Eric Greenberg and Alexander Kates

***Strategic Digital Marketing (2014)***

McGraw-Hill Education ($18 at Amazon.com)

Michael Tasner

***Marketing in the Moment (2015)***

Pearson Education ($32 at Amazon.com)

Recommended:

Chuck Hemann and Ken Burbary

***Digital Marketing Analytics (2013)***

Que Publishing ($23 at Amazon.com)

Other Choices:

Ira Kaufman and Chris Horton

***Digital Marketing: Integrating Strategy and Tactics with Values (2015)***

Routledge ($33 at Amazon.com)

Judy Strauss and Raymond Frost

***E-Marketing (2014)***

Pearson Education ($140 at Amazon.com)

COURSE ASSIGNMENTS:

**HBS Case Presentation** (purpose: to apply important theories and concepts to company practices relating to digital marketing)

Each team (consisting of three students) will present a pre-assigned case selected from the HBS cases being used in the course (see list of HBS cases on page 2 of the syllabus). The class session during which a particular case is scheduled for presentation and discussion is shown in the “Schedule of Activities” section of the course outline. Cases will be assigned to teams (consisting of three students) using a first-come, first-served basis.

Please sign-up for your Case Presentation by making a post on the discussion board that will be set up for this purpose on our HuskyCT course website. While signing-up for your case presentation, please list the names of all three team members in your HuskyCT post. Case assignments to teams will be finalized during the first class meeting on September 11, 2015

[Deliverable: An 8-12 slide presentation to be made in class in about 16-20 minutes on the day the case is scheduled to be presented and discussed in class. Please provide me with a printed copy of your slides immediately prior to your presentation and post an electronic copy on HuskyCT after it is over]

**Individual Assignments (**purpose: to acquire hands-on experience in the use of digital marketing tools**)**

Each student will work on three homework assignments, one of which is **required** and the other two are to be chosen by you. The assignments have been designed to allow you to achieve proficiency in the use of digital marketing platforms and tools. Each assignment will focus on a particular digital marketing platform or tool. In addition to meet a course requirement, the assignments can also enable you to highlight your professional skills and/or pursue important personal goals based on your hobbies or entrepreneurial instincts. Details on the individual assignments are provided elsewhere in the syllabus. In-class time will be made available for you to work on the assignments, whenever possible.

[Deliverables: 5-7 page reports (double-spaced using a 12 point font) on **each** of the three assignments you selected to be posted on HuskyCT as WORD documents. The write-ups should describe the tasks undertaken to complete the assignment and outcomes achieved. Work-in-progress drafts for the **three** assignments chosen are due on October 18, 2015. Final reports are due by 11:59 pm on November 1, 2015]

**Group Project (**purpose: to learn how to formulate a digital marketing strategy)

Each team (consisting of three students) will prepare a digital marketing plan and present it as a written report. Details on the group project are available at the end of this course outline. You are encouraged to use Google Apps @ UConn to work on the group project (<http://g.uconn.edu/>). In-class time will be made available for you to work on the group project, whenever possible.

[Deliverable: A 15-20 page report to be posted on HuskyCT as a WORD document by 11:59pm on November 1, 2015. A work-in-progress draft that outlines the tasks completed and those remaining to be done is due on October 18, 2015].

**Class Participation**

Due to the intensive nature of the course, you are expected to attend all classes and actively engage in all in-class activities and discussions.

A major portion of your class participation grade will be based on from-the-podium (i.e., facing the class) participation opportunities that will be available during the in-class sessions. Primary among these will be the opportunity to serve as a **discussion leader** on an article (or set of related articles) taken from “Readings from the Business Press” PDF’s posted on HuskyCT that are of special personal or professional interest to you. Other participation opportunities include making insightful & thoughtful posts (between 75-100 words per post) on the HuskyCT discussion board titled “Comments on HBR Articles.”

To compensate for excessive absences from the in-class sessions (which directly impacts your contribution to team-based work done during the in-class sessions) you will be **required** to complete an additional individual assignment.

EVALUATION:

The evaluation system is designed to encourage advance reading of all assigned material, regular attendance in class, well prepared presentations and active participation in class discussions. The course assignments will be weighted as follows in determining your course grade:

**Individual-based work:**

Class Participation 10 percent

Individual Assignments (3) 40 percent

**Team-team based work**

Group Project 30 percent

HBS Case Presentation 20 percent

Letter grades will not be assigned to individual course components, because it would not be meaningful to do so (note: no mathematical operations can be performed on alphabetical symbols). Instead, numerical scores will be assigned to each component. The numerical scores for each component will typically range from a high of 93-95 (denotes A/A+ level work) to a low of 85-87 (denotes B/B+ level work), with the potential of dropping down to 78-80 (denotes C+/B- work) for inferior submissions.

The numerical scores for each component will be summed (based on the above component weights) to calculate an overall numerical score. Next, a frequency distribution of the overall numerical scores for the class will be computed. The course grade (i.e., letter grade) will then be based on the individual student’s numerical score and the statistical properties (i.e., mean, min, max, standard deviation) of the frequency distribution of numerical scores for the class.

SCHEDULE OF ACTIVITIES:

**Important:** Please note that the schedule below is subject to change at the discretion of the instructor and the consent of student teams affected by the change. The reason for any potential changes would be (a) better sequencing of course topics, and (b) more effective use of class time.

The HBR Articles and **HBS Cases** listed below are available for purchase through the two electronic links listed on page 2 of the syllabus. *Please complete your purchase by September 7, 2015*

**Date Activities**

31 Aug Purchase the required course materials and the recommended textbooks based on to your level of interest in the course, prior experience with digital tools and your

7 Sep budget.

 Take the digital native/immigrant/alien test posted on HuskyCT. Determine your Klout score by visiting their website and make a record of it.

11 Sep (pm) 5:00pm-5:30pm: Designated In-Class time for Group Formation

 Introduction to the course

Digital Marketing Fundamentals

6:30pm to 6:50pm: Dinner/Snack Break

 Recommended Readings:

 Strategic Digital Marketing (Chap 1)

 Marketing in the Moment (Chap 1)

12 Sep (am) 9:00am - 9:30am: Designated In-Class time for start-up work on Individual Assignments

 Digital Marketing Fundamentals (cont’d)

 Recommended Readings:

 Strategic Digital Marketing (Chap 2)

 Marketing in the Moment (Chap 1)

 12 noon - 1:00pm: Lunch Break

12 Sep (pm) Content Marketing

 Recommended Readings:

 Strategic Digital Marketing (Chap 3)

 Marketing in the Moment (Chap 4)

 Search Marketing

 Recommended Readings:

 Strategic Digital Marketing (Chap 4)

 4:00pm - 5:00pm: Designated In-Class time for start-up work on Group Project

25 Sep (pm) Video Marketing & Virtual Reality

 Recommended Readings:

 Strategic Digital Marketing (Chap 6)

 Marketing in the Moment (Chaps 6 & 7)

 HBR Article: Why Some Videos Go Viral

6:30pm to 6:50pm: Dinner/Snack Break

 **HBS Case: United Breaks Guitars**

 7:30pm - 8:00pm: Designated In-Class time for work on Group Project

26 Sep (am) 9:00am - 9:30am: Designated In-Class time for work on Individual Assignments

 Mobile Marketing

 Recommended Readings:

 Strategic Digital Marketing (Chap 5)

 Marketing in the Moment (Chap 5)

HBR Article: What Makes a Great Tweet?

 HBR Article: How People Really Use Mobile

 **HBS Case: Bluefin Labs: The Acquisition by Twitter**

12 noon - 1:00pm: Lunch Break

26 Sep (pm) Social Media Marketing

 Recommended Readings:

 Strategic Digital Marketing (Chap 7)

 Marketing in the Moment (Chap 3)

HBR Article: Branding in the Digital Age

 **HBS Case: Ombre, Tie-Dye, Splat Hair: Tends or Fads (features L’ Oreal)**

4:00pm - 5:00pm: Designated In-Class time for work on Group Project

16 Oct (pm) Social Media Marketing

 HBR Article: Social Strategies That Work

 **HBS Case: Building a Social Media Culture at Dell**

6:30pm to 6:50pm: Dinner/Snack Break

 **HBS Case: Ford Fiesta Movement**

17 Oct (am) 9:00am - 9:30am: Designated In-Class time for work on Individual Assignments

 Measuring ROI of Digital Marketing

 Recommended Readings:

 Strategic Digital Marketing (Chap 9)

 Marketing in the Moment (Chap 4)

 HBR Article: Can You Measure the ROI of Your Social Marketing?

 **HBS Case: What’s the Deal with LivingSocial?**

12 noon - 1:00pm: Lunch Break

17 Oct (pm) HBR Article: How Pinterest Puts People in Stores

 **HBS Case: The Nokia N8 ‘Push Snowboarding’ Campaign**

 **Discussion of the Individual and Group Projects**

3:00pm - 5:00pm: Designated In-Class time for work on Group Project

 Course Evaluation (official UCONN and by optionally on [www.ratemyprofessors.com](http://www.ratemyprofessors.com))

COURSE POLICIES:

**Professional Integrity:** Students in this course are expected to abide by the highest standards of ethics and personal integrity, and to adhere to all university policies regarding academic honesty. Academic misconduct can result in a failing grade for the course. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. Issues of academic misconduct are covered in The Student Code, Part IV: Student Conduct Policies and in Appendix A. (see <http://community.uconn.edu/the-student-code/>)

**Special Needs:** If you are a student who needs academic accommodations due to a disability or for a religious observance, please contact me at your earliest convenience so that appropriate accommodations can be made.

**Conflict with Course Dates:** You may not concurrently enroll in any other course for which there is a conflict with the scheduled course dates for this course. You may not enroll in the course if you are participating in a university event (e.g., a case competition) or work assignment that requires you to miss multiple class sessions.

**Course Communications:** Important course announcements will be sent your official UConn (i.e., PeopleSoft) e-mail address only. You are expected to comply with the instructions in these announcements in a timely manner. Failure to do so could adversely affect your performance in class.

**Use of HuskyCT:** HuskyCT will be used to post course materials (e.g., lecture slides) and for the submission and grading of course assignments. You are expected to be familiar with the use of HuskyCT for this purpose. If you are not, kindly acquire such familiarity by reviewing the self-help materials available on HuskyCT.

**Use of Laptops and Mobile Devices:** Please bring a laptop to **all in-class sessions** as you will be needing it to work on the individual assignments and the group project. The use of mobile devices while class is in session is permitted provide such use is discrete and not a distraction to students seated adjacent to you. If you have to attend to an important text immediately, please exit the classroom to do so.

**DETAILS ON THE HBS CASE PRESENTATIONS**

The purpose of the HBS case presentations is to learn important concepts and best practices relating to digital marketing. The cases have been selected to highlight digital marketing decisions and scenarios that are normally encountered by firms. The typical HBS case presentation should draw attention to the key ideas mentioned in the case and answer the case questions (listed on the next page). The answers should be presented in a manner that stimulates class discussion. A recommended format for these presentations is given below.

RECOMMENDED SLIDE TITLES & SEQUENCE:

**Relevant HBS case Facts (3-4 slides):** Present a summary of key points in the HBS case. Communicate the general content and tone of the case to the audience. Emphasize those facts which you believe are particularly relevant for answering the case questions.

**Answers to Case Questions (4-6 slides):** Provide answers to the case questions (listed on the next page). Draw on important digital marketing concepts presented and discussed in class while formulating your answers. The questions are to be answered as of the timeline depicted in the case (and not as of the date of presentation). What may have happened since the timeline depicted in the case may be interesting—but is not relevant for your analysis.

**Final Recommendations (1-2 slides):** Present a final set of recommendations that seek to summarize and consolidate your answers to the individual case questions.

[Deliverable: An 8-12 slide presentation to be made in class in about 16-20 minutes on the day the case is scheduled to be presented and discussed in class. Please provide me with a printed copy of your slides immediately prior to your presentation and post an electronic copy on HuskyCT after it is over.]

Grading Criteria: In presenting and discussing the HBS cases your goal is provide thoughtful answers to the case questions that are based on digital marketing concepts that have been presented and discussed in class. Present the case in a single unified manner, preferably using only 1-2 team members as presenters. If you use all team members as presenters, please make sure that the presentation is well-integrated and the transitions from one presenter to the next are seamless (i.e., rather than appearing like three separate presentations that have been patched together).

**HBS CASE QUESTIONS**

**United Breaks Guitars**

Evaluate United's response to Dave Carroll's video? Did the airline handle the incident well?

Why was this video seen by so many people, so quickly?

In general, how should corporations prepare for the challenge posed by user-generated video and other material disseminated on social media?

**Bluefin Labs: The Acquisition by Twitter**

What motivates people to tweet, text, or email while watching television? What motivates people to participate in social TV?

Dave Poltrack refers to Bluefin’s data as a “deep dive” and SocialGuide’s as a more summary picture. What features of data collection and analysis make Bluefin a deep dive? What are the pros and cons of Bluefin’s “deep dive” data for its clients?

Why did Twitter buy Bluefin? Was it wise for Twitter to shut down sales of Bluefin’s product suite? What do you advise Twitter to do with Bluefin’s capabilities?

**Ombre, Tie-Dye, Splat Hair: Trends or Fads? "Pull" and "Push" Social Media Strategies at L'Oréal Paris**

What is the target market for L’Oréal? How is L’Oréal positioned against its competitors? Summarize L’Oréal’s branding and marketing mix (4P’s) strategies and discuss how these strategies align with its target market and positioning strategy.

Use web listening tools to research the three styles identified (tie-dye, splat, and ombre). Evaluate which is a trend (i.e., and enduring change in style) rather than a fad (i.e., a short-term craze).

Given the trend that you identify, how would you advise L’Oréal to leverage social media to build a marketing plan for the new brand?

**Building a Social Media Culture at Dell**

Why has Dell been successful at building a social media program?

Can you build a top-down Dell corporate brand with a decentralized social media structure?

How would you use Dell’s social media experience to rebrand the company as Michael Dell wants to do?

**Ford Fiesta Movement**

Appraise Ford's marketing strategy for the Fiesta in the U.S. against the challenges it seeks to overcome.

How is the Fiesta Movement performing by the metrics reported in the case? Should other metrics have been used?

Is the campaign under control? What are the controls? Are you satisfied with the reach of the campaign?

**What’s the Deal with LivingSocial?**

What are the advantages and disadvantages of LivingSocial for consumers?

What are the advantages and disadvantages of LivingSocial for merchants?

What “killer” product or service could LivingSocial offer next that would benefit both consumers and merchants? and serve as a point of differentiation from its competitors?

**The Nokia N8 ‘Push Snowboarding’ Campaign**

Looking back at the campaign, what were the key success factors that made the campaign so viral?

Which metrics would you use to assess the campaign? Propose a multidimensional plan for measuring campaign success?

Did the campaign do differently on distinct metrics? If you identify any gaps? Why do you think they emerged? What are the risks associated with the campaign?

 **DETAILS ON THE INDIVIDUAL ASSIGNMENTS**

The assignments have been designed to allow you to achieve proficiency in the use of digital marketing tools. Each assignment will focus on a particular digital marketing tool. The individual assignments are intended to enable you to acquire hands-on experience with the use of digital marketing tools. The four assignments available are described below. The **website assignment is required**. From the other **three assignments**, you are to **choose any two**.

**Website Assignment:** Create a website to highlight a personal skill or a proposed entrepreneurial venture (i.e., a possible start-up) using one of the free web tools available for the purpose (e.g., WordPress). Once you have created your website, build content by adding a blog and using other content creation tools that are within your technical capabilities. There are several web resources available to assist you with this task (e.g., “WordPress: The Missing Manual” by Matthew MacDonald). Once you reach a certain content threshold, drive traffic to your website using the various digital tools that are available for this purpose. Optimize your website using SEO and use Google Analytics to track traffic to your Website. The goal is to continuously build traffic to your website (as measured by commonly used web metrics)

**Twitter Assignment:** Create a profile on Twitter as an expert in an area of interest to you based on your professional qualifications, personal hobbies, or a social cause that is important to you. Set-up your profile using a biography, great-looking background and main image (note: eighty percent of users access Twitter with a mobile device). There are several web resources available to assist you with this task (e.g., “The Tao of Twitter…” by Mark Schaefer). Once your profile is complete, use Twitter search to listen to conversations that match your chosen area of interest. Participate in these conversations using appropriate hashtags (preferably “trending” hashtags). The goal is to connect with “influencers” and establish yourself as one (as measured by traditional Twitter metrics including number of “followers”).

**YouTube Assignment:** Create your YouTube channel based on a professional qualification or personal skill that you seek to promote. Optimize your channel using keywords, phrases, and visually appealing graphics. Produce a few short educational videos (1-3 minutes in length) that highlight your abilities in the area of interest you selected. Make sure each video is optimized for search by using appropriate video titles, keywords, description and tags. There are several web resources available to assist you with this task (e.g., YouTube Black Book: How to Create a Channel, Build an Audience and ….” by Christopher Sharpe). Once your channel has been created, comment on others’ videos and embed the link to your videos in those comments, so that interested viewers are drawn to your channel. The goal is to establish yourself as an important contributor (as measured by the number of “views” to your videos).

**LinkedIn Assignment:** Create a profile on LinkedIn profile (or update the one you presently have) to optimize it for search using keywords and phrases that match your professional qualifications and experience. The goal is enable a company looking for someone with your skills to be able to locate you quickly and with ease. There are several web resources that will enable you to create an effective profile (e.g., “How to Write a Killer LinkedIn Profile...” by Brenda Bernstein). Once your profile is complete, join and contribute “content” to Linkedin groups that match your qualifications and experience. Participate in Linkedin group discussions to establish yourself as a top contributor (as measured by the number of “likes” to your posts).

[Deliverables: 5-7 page reports (double-spaced using a 12 point font) on **each** of the three assignments you selected to be posted on HuskyCT as WORD documents. The reports should describe the tasks undertaken to complete the assignment and outcomes achieved. Work-in-progress **drafts** for the three assignments chosen are due on October 18, 2015. Final **reports** are due by 11:59pm on November 1, 2015]

Grading Criteria: The goal of the individual assignments is to provide you a hands-on learning experience in the use of digital platforms and the tools available within these platforms. Hence, the grading criteria will be based on a demonstration of proficiency in the use of these digital “assets.” Such proficiency can be demonstrated by articulating a specific objective for each of the assignments, description of the tasks undertaken toward the accomplishing those objectives, and the outcomes achieved using both a written narrative and commonly used metrics applicable to the digital platform(s). The actual outcomes obtained are less important than providing definitive evidence that concepts and methods drawn from the course materials were used in developing the objectives and selecting the tasks needed for attaining them.

**DETAILS ON THE GROUP PROJECT**

The group project provides you the opportunity to learn the use of digital marketing “assets” (i.e., tools) in formulating an integrated (traditional + digital) marketing strategy. Each group will identify a *hypothetical* consulting client. Your client could be a local small business, an established national/international company, or a start-up company. To add realism to your project your consulting client could closely resemble a *real-world* company. For the purpose of the group project such a resemblance will be regarded as a matter of coincidence. In other words, you can create a hypothetical client whose business mission, strategy and operations are similar to a company in which some of your team members are stakeholders (e.g., owners, employees, enthusiasts, etc.)

The group project assignment can be broken down into two parts. In the first part you are to analyze the client’s current (traditional) marketing strategy using publically available information sources and write a *strategy critique*. If there is insufficient publically available information on your client, it is okay to *simulate* such data to add realism to your project. In the second part of our project, you are to re-define the marketing objectives of your client propose a *digital marketing plan* (which must be time-bound) to accomplish these objectives. The purpose of the digital marketing plan would be to enable the company to pursue an integrated (traditional + digital) marketing strategy. In other words, achieve *digital integration*.

The recommended coverage for the two parts of your project (*strategy critique* and *digital marketing plan*) is given below. Feel free to add/delete items as needed. Set up the strategy critique so that it highlights a specific marketing challenge being faced by the client. The digital marketing plan can then be structured to address that challenge, while also capitalizing on any new marketing opportunities that are related to the challenge. Be as precise as you can about the type of information sources used in your project, the data (*real* or *simulated*) generated from these sources, the analytical tools used to extract marketing “insights” from the data, the transformation of the insights into strategic elements, and the expected business outcomes from an execution of the integrated (traditional + digital) marketing strategy.

**Recommended Coverage for Strategy Critique** (3 pages, double-spaced, 12 point font)

(1) Briefly describe the current business mission, strategy and operations of your client, the industry in which the company operates, industry trends, major competitors, client strengths and weaknesses in relation to major competitors, macro environmental threats and opportunities and current *digital presence*.

(2) Describe the marketing strategy of client in terms of current product/service offerings, the target markets to which these are directed, customer segments and value propositions, and the product/service positioning strategies being used to deliver the value propositions to customer segments.

(3) Based on (1) and (2) above, identify the primary marketing challenge being faced by the client and any *gut-level* (a.k.a., “managerial judgment”) recommendations you may have about how the marketing challenge could be addressed.

**Recommended Coverage Digital Marketing Plan** (and format)

(4) Executive Summary (1 page, single-spaced, 12 point font)

[Summarize your digital marketing plan with an emphasis on how digital marketing “assets” are to be deployed to address the marketing challenge identified in (3) above, any associated new marketing opportunities that are related to the challenge, and expected business outcomes].

(5) Integrated (traditional + digital) Marketing Strategy Recommendations (2 pages, double-spaced, 12 point font)

[Summarize your recommendations for changing your client’s marketing strategy to achieve *digital integration* by re-targeting marketing efforts, re-defining customer segments, re-positioning product/service offerings, and/or changing value propositions. Identify specific changes being proposed in product, price, channel, and promotion strategies through *digital transformation*]

(6) Digital Marketing Plan (8 pages, double-spaced, 12 point font)

[Describe your proposed digital marketing plan in detail. For each item or activity listed, discuss how it will help achieve the client’s marketing strategy, as summarized in (5) and address the marketing challenge identified in (3), while also capitalizing on any new marketing opportunities that are related to the challenge]

[Recommended menu of digital “assets” (i.e., tools) to use in developing your digital marketing plan are described below. Bear in mind that not all these items may apply to the marketing challenge you seek to address in (3) and/or be useful for achieving *digital integration*. Use your judgment in selecting the digital assets to use, including making selections from items covered in the course but not listed below].

SEO/Analytics: The essential idea of SEO and Analytics is to experiment with changes to the client’s website to improve the website’s visibility in a search engine’s “natural search” results. The changes may include, but not be limited to: change title, add Meta tag description, rewrite documents using key words, change website structures. Metrics are available to determine the performance of any changes.

Search Ad Campaign: Provide an overview of your search ad campaign, such as budget, key words you plan to use, and targeted audience. Use web analytic tools to research appropriate key words. Discuss how you plan to measure the results of your search ad campaign.

Social Media Marketing: Describe your social media marketing efforts so as to demonstrate your creativity, ability to execute, and an understanding of the data needed to evaluate your implementation. First, recommend the social media platforms your client should use. Then, recommend the specific tasks that your client could implement using those platforms.

Here are some examples of what you can do and what type of information to provide in your report. These are only illustrative suggestions. Use your creativity in coming up with others.

(a) If you recommend blogging on certain topics, write 3-4 blog entries. Include them in your in your report and explain why they would be helpful in implementing the proposed strategy.

(b) If you recommend creating a Facebook page, describe the content you are planning to create to engage the targeted audience. Include examples of such content in your report and describe how they would be helpful in connecting with customer segments. If you can create the Facebook page, provide the URL of the page, a screen shot of the page, and other data such as a chart of the predicted number of fans or expected comments over time. If you want to use Facebook advertising, provide a summary of the proposed advertising campaign, sample ads, and predicted outcomes (e.g., click-through rates).

(c) If you recommend tweeting, provide the text for 10-12 tweets and explain why they could engage targeted customers. Discuss the hashtags you would use to connect with “influencers” and any proactive actions steps you might take to latch on to “trending” hashtags.

(d) If you recommend posting a YouTube video, create the video (3-5 minutes), post it on YouTube and report information about projected views and expected comments over time. Discuss potential optimization for your video.

(e) If you recommend other social media tools, such as using Pintrest, Instagram, Vine or Tumblr and/or creating a presence on SecondLife or ActiveWorlds, provide rationales for so doing. Illustrate the content you would make available on those platforms.

(7) Conclusion (1 page)

[Use this section to summarize the highlights of your digital marketing plan here]

(8) Appendices (no page limit)

[Include here references, figures and tables, and citations to all other supporting materials. Please number these materials so that you can reference them at the appropriate location in your report]

Deliverable: A 15-20 page report to be posted on HuskyCT as a WORD document by 11:59pm on November 1, 2015. A work-in-progress draft that outlines the tasks completed and those remaining to be done is due on October 18, 2015.

Grading Criteria: The goal of the group project is to provide you an opportunity to leverage your ability to use digital marketing tools in formulating an integrated (traditional + digital) marketing strategy. Hence, the grading criteria will be based on a demonstration of proficiency in formulating a digital marketing plan that would enable the *hypothetical* company to pursue an integrated marketing strategy. Such proficiency can be demonstrated by articulating a specific marketing challenge being faced by the company and describing how the proposed digital marketing plan would address that challenge using concepts and methods drawn from the course materials. Only *expected* business outcomes are to be described as *simulated* data is being used.

**PEER EVALUATION FORM**

Please evaluate the contribution of each team member (**including yourself**) toward the **Group Project** using a 1-5 numerical scale (1=poor; 5=excellent). Feel free to provide comments to elaborate on your numerical ratings to identify both above- and below average contributions.

The form has to be completed for both the **work-in-progress draft** (due on October 18, 2015) and the **final report** (due on November 1, 2015). Please forward the form to me by e-mail with time-stamps corresponding to those two dates.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name**  | **Attendance and participation in team meetings** | **Amount of work completed** | **Quality of work completed** | **Timeliness of work completed**  | **OVERALL CONTRIBUTION**  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Comments:**

**PERSONAL INFORMATION FORM**

**Name:**

**Email (please print clearly):**

**Academic Major:**

**Expected Graduation Date:**

**Undergraduate Degree & Major**

1) Brief description of your current position and work responsibilities

2) Previous coursework, training, workshops or experience related to course content.

3) What do you expect to get from this course? How does the course content fit in with your career goals?

4) Please read the following statement and indicate your agreement by providing your signature below. (Before signing you should be sure to read the syllabus thoroughly).

“I have read the syllabus and familiarized myself with all course requirements and policies and expect to be in compliance.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature Date