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ADPR 357: Account Planning—A Peer Review of Teaching Project Benchmark Portfolio

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Peer Review of Teaching Project

**Account
Planning**

**Advertising
Stratgey
& Research**



Sriyani Tidball

COLLEGE OF JOURNALISM AND MASS COMMUNICATION
May 2013

TABLE OF CONTENTS

1. Introduction

An Overview
Course Objectives

2. Students in ADPR 357

Course Prerequisites

3. Course Description

Required Texts
Recommended Additional Texts

4. Teaching Materials and Activities

Course Choices in Relation to Broader Curriculum
Clients
Guest Speakers

5. Analysis of Student Learning

6. Planned Changes

7. Summary

8. Appendices

Appendix A: Syllabus
Appendix B: Assignments
Appendix C: Case Study of Dove Campaign
Appendix D: Samples of Creative Briefs
Appendix E: Samples of Plan Books
Appendix F: Evaluation Forms
Appendix G: Reflection Papers
Appendix H: Samples of Brand Papers

1. Introduction

Overview

I have chosen ADPR 357 (see syllabus in [Appendix A](#)) because it is the class I have the most influence over in the College. I have taught at least two sections of this class every semester since January 2009. To add to this I just love teaching this class, because it is a very important aspect of advertising and PR. Until 2013, this was a required class and a pre-requisite for the capstone class, known as the Campaigns Class. The class size was always set at 18 but every semester I would give overrides, as the classes got full and this was a required class. So I had the opportunity to actually teach many students the important topic of advertising strategy also called account planning or strategy in advertising, and loved doing it.

I really wanted to know my students understood how important it was to do the necessary research with your target audience to find the consumer insights, before you start working on the creatives in a campaign. I observed that students really did not understand how data collected from and about your target audience illuminated consumer insights, which then influenced strategy which then gave you the big idea, and the big idea was singular and needed to be consistent throughout the campaign. Right at the beginning of class I would give students a case study to understand what we were trying to learn. An example of this could be clearly seen in the Old Spice Body Wash campaign (Click [here](#) or click on the image below to see video).



The research showed that it was women who purchased men's body wash. So the big idea was, "If you want your man to smell like the man you want your man to smell like." So your target audience was women, who would really want to buy women's scented body wash. So you are telling women if you want your man to smell manly, then you would purchase Old Spice Body wash rather than a women's scented body wash. The campaign was super successful, and the response campaign was even more engaging, as they used social media ([YouTube](#), [Twitter](#), and [Facebook](#)).

This case study made everything really clear, especially when they realized that more people watched this YouTube video than President Obama's victory speech. Students did understand that using the key insights was crucial to develop the big idea that would influence the final campaign.

This spring I used the backward design method in the PRPT information to try and reach the goal I wanted to with my students. I wanted them to really understand how to analyze research you collect from your target audience, and look for insights.

In the meantime, starting this spring, the ADPR 357 class, under the new bulletin was no longer a required class, and a more elementary version of the subject matter was to be covered in ADPR 283. When I implemented some of the new ideas and activities into ADPR 357, my classes suddenly had become very small, which really was wonderful. Students dropped the class when they realized it was not required, or they needed the pre-requisite of ADPR 283 and had to drop the class. This spring I taught two sections of 357. I had one class with 12 students and one with only seven. And it gave me a great opportunity to try out some of the activities I had planned, in a small and personal setting.

Course Objectives

1. To understand whom you are speaking to what are you trying to tell them and how do you plan to do this and where will you reach these people.
2. To define your target audience and know what message you are trying to convey to this audience
3. To understand the role of the account planner in an advertising agency, and the importance of developing strategy based on researching your target audience.
4. To learn how to conduct a situation analysis, a SWOT analysis, to do primary and secondary qualitative research, to look for consumer insights, to understand what media your target audience uses and to finally develop an integrated marketing communication (IMC) strategy, that would reach and influence the target market.
5. To look at the course materials, case studies and other teaching tools and make sure they are relevant, up-to-date, interesting and effective in reaching to goals of the class.

6. To plan how you will look for BIG DATA, by doing research and looking for research that has already been done on your product, your product category, your target audience and your competition.
7. To produce a creative brief from the information you have gathered and from the insights you have found in your research. To find the “sweet spot” or the “big idea” from studying your data. Preparing your creative brief so you can present it to the creative team so that they can produce an effective campaign.
8. To understand that today your audience has many choices. To know how competition affects the purchase of a product. And today most consumers have more money and less time, so the ease of purchase is also important.
9. To understand the difference between positioning and branding of a product, and understand the terminology used the advertising.
10. To understand the business of advertising and PR and all the different aspects of the business, and develop skills in the discipline, so that you will have career opportunities in this very competitive business.

2. Students in ADPR 357

My students are mostly juniors, seniors and occasionally graduate students who have decided to become advertising students without an undergrad degree in ADPR. This class is not a required class for ADPR unless you are going into the account servicing area of advertising, or account planning. I also have students from other disciplines take this class, like Textile Design majors.

Course Prerequisites

To enroll in this course you must be a sophomore with a 2.00 GPA, and have completed JOUR 101, 102, 142, ADVT 251, 283 with a grade of C or above.

3. Course Description and Materials

Prior to PRTP, what I really wanted to know was whether my students had defined and really knew really their target audience before they tried to reach them. Did they know to whom they are speaking and what they were trying to say to them and what they wanted them to do? Is the theory really sinking in? Do they like the creative methods I use in my teaching? Am I reaching my target audience, the students? Are my methods the best I can use? Are my textbooks cutting edge?

The information I teach in this class is relevant, for the discipline of advertising and PR. It is to do with finding the insights of the person you want to influence. Of course in advertising and PR, we are talking usually about products and services, but this methodology works for social issues, for political campaigns, for travel, and

for using in your daily life. So for examples I like to include consumer products as well as social responsibility products, so that they do get exposed to a variety of products.

Required Texts (Fall 2012)

1. Kelley, Larry D., Jugenheimer, Donald W., (2011),
Advertising Account Planning,
Planning and Managing and IMC Campaign
Second Edition
ME Sharpe Inc.
2. Morrison, M., Haley, E., Sheehan, K., Taylor, R. (2002).
Using Qualitative Research in Advertising:
Strategies, Techniques, and Applications.
Second Edition
Thousand Oaks, CA: Sage.

RECOMMENDED ADDITIONAL TEXTS

AdAge, AdWeek, AdAge.com
Steel, Jon, ***Truth, Lies and Advertising***
Fortini-Campbell, Lisa, ***Hitting the Sweet Spot***
Advertising Educational Foundation, aef.com
“Career” link to learn about employment
American Advertising Federation, aaf.org “
College Connection” link to scholarships, internships and competitions
American Association of Advertising Agencies, aaaa.org
Consider signing up for “Smart Brief” www.aaf@smartbrief.com
that will give you up-to-date news on advertising every day.

Changes in Texts for Spring 2013

Before the end of the Fall 2012 semester I discussed the textbooks that are being used in the class with the students. They said the only reason they read the Morrison textbook was because they had to read it to write chapter notes. As I was also the course leader for this class, I discussed the textbook with my colleague and he did not even use the Morrison textbook. I decided to take the book out of the required reading and decided to cover the information in that book in a couple of weeks through lectures and activities. So the required reading for the Spring 2013 class changed.

Other materials used in class

I used guest lecturers, subject matter specialists, and talks on relevant topics using Ted Talks, and Google Talks in the class. Students were exposed to multiple points of view, and exposure to different speakers on the same topic.

4. TEACHING MATERIALS AND ACTIVITIES

I would think of an issue facing my class, like students sometimes get side tracked on their computer and get on Facebook, and I should ask them to write a short essay on persuading their neighbor to pay attention and not get on FB. I did talk about their short attention span due to the distraction with multiple devices, and students did make a better effort to pay attention to the teaching material.

Sometimes in a group project, there are slackers. Maybe there is a way to give more credit to the leaders and this way maybe everyone will become a leader. I have to think of a game or an idea for this. For the last project in the class, the students had to review each other's work and actually give a score to each other for their final project.

Understanding the Role of the Account Planner

This is an important class for those who are looking for a career in advertising or PR. At the end of the semester students will learn:

1. The role of the strategic planner or account planner in the advertising agency.
2. Will know the role of research with the chosen target audience.
3. To find key insights from the research and write a creative brief.
4. To understand how advertising works and prepares students for a career in advertising and PR.

A breakdown of the assignment sequence can be found in [Appendix B](#).

Portfolios Included

1. Case Studies (see [Appendix C](#) for case study of Dove Campaign)
2. Creative Briefs (see [Appendix D](#) for samples of Creative Briefs)
3. Student Work
4. Student Group Projects (See [Appendix E](#) for samples of group Plan Books)

Ice Breaker

When students first come to the class, they don't know each other. I will have them introduce their neighbor, and why they are studying advertising and PR. Then they can present this to the class and this way it would be an icebreaker. I need to know

my students. I will have students write a piece about themselves and talk about their favorite three products, and include a photo.

Most of the students have never been to an advertising agency. I will bring advertising professionals to be guest speakers in the class so they hear first-hand about the profession.

How the Course Choices Link with the Broader Curriculum

The assignments I have chosen for the students to do would help them develop as an individual as well as a part of a team.

They will get to conduct interviews, surveys, focus groups and other kinds of research to find consumer insights. They will have opportunity to discuss this with their teams, with me, with the class and share their findings with their clients. Students will learn to gather and disseminate information. They will learn about different media and who uses which media.

Students will learn some skills in working with a team, doing research, analyzing their findings and producing a creative brief.

For practical application of the theory we actually get real clients and try and resolve real problems. This has worked really well in the past and I know my students really enjoy having real clients and making real presentations. So I kept this aspect of the class, but I looked at how we could have better content and better presentations with more Big Data and a relevant Big Idea.

My students got to experience the following in the classroom:

- Individual Assignments
- Group Projects
- Participation
- Involvement
- Implementation
- Monitoring and Evaluation

Competencies my students needed to know, understand and implement include:

- Critical and independent thinking, and communication and presentation skills
- The importance of setting measurable goals for your event
- How to creatively solve problems
- How best to work with a team
- How to evaluate other students' work individually and as part of a team (see [Appendix F](#) for examples of evaluation forms).

- Professional ethical principles
- The factors affecting your creative brief, including the impact of culture, regulation, competition, diverse audiences, political and economic forces

Other activities included:

- MRI and other research methods were taught by a specialist
- Students had client meetings
- Students picked the best research methods to get consumer insights for the client
- Students learned multiple presentation techniques
- Students reflected on their learning in Reflective papers (see [Appendix G](#))

Class time was dedicated to working on multiple methods of qualitative research, and conducting surveys, interviews, focus groups, creating creative briefs, advertising strategies and creative executions for a variety of products, services, audiences, and media. Students worked individually and in teams. They explored multiple case studies and also strived to solve advertising problems for actual clients. They had individual assignments that included: creating a brand story (see [Appendix H](#) for samples of Brand Papers), a creative brief and some on-line secondary research. They had to present their brand story. Students worked as a team to service a client. They learned how research plays an important role in understanding the consumer, finding insights of the specific target market and the brand. Students conducted specific research to find insights about the consumer and the brand and used the information to create a CREATIVE BRIEF. They learned how and where to connect with the target audience and made sure they were reaching the prospect, using a variety of appropriate tactics in specific media that the target audience was using.

Clients Included

Ten thousand Villages,
Licorice International
Lincoln Public School staff working with at risk-youth

Students made presentations to the three organizations/businesses

Guest Speakers Included Clients and Subject Matter Specialists

- Chris Webster LPS works with at-risk youth
- Tyler Thomas Social Media Expert from UNL Communications
- Elizabeth Erlander (Owner Licorice International)
- Gabriela Ayala (Ten Thousand Villages)
- Signe Boudreau taught on MRI Plus

- Tyler Thomas – social media
- Traci Zeiss – Owns her own advertising agency
- Subha Grassi (Owner Ruby Studio Sri Lanka)

6. Analysis of Students Learning

The Course Objectives Based on the Course Goals

What do I want my students to know?

What do I want them to be able to do?

What do I want them to understand?

What do I want them to retain from your course?

What perspectives or attitudes do you want them to have?

What is important for them to learn about advertising and PR?

What should they learn about themselves as students or as contributors to society?

Effective teaching has to be tied to students learning. I want my students to be successful in the field of advertising and PR and also to be socially responsible citizens in their community. I also want them to learn how to excel in their profession as an individual but also as a team player.

This is a class on account planning, where they have to understand communication, strategy and research. Students have to learn how to reach their target audience and make sure they hear the message. So the questions are who are we talking to, what are we telling them and what do we want your target audience to do?

7. Planned Changes

My Strategy for the Spring 2013 Semester

Case Studies

This semester I decided to use a number of successful case studies where the research was done, the strategy planned, a creative brief produced, followed by the creative campaign.

We looked at super-brands and examined all aspects of their marketing strategy, including the price, the place, the product and the promotions. We studied the promotions in detail and looked at their research, and their target audience and how the strategy reached their audience. We examined the following super brands in detail and discussed the brands.

1. McDonalds

2. Starbucks
3. Coca Cola
4. Heinz Baked Beans
5. Red Bull

I had also collected information for three more case studies and we next did an in-depth study of these three products. This time we were looking at consumer insights and the Big Idea.

Somehow this seems to have worked for the three case studies I used. They were very familiar with the products: the Dove Real Beauty Campaign and the Old Spice Body Wash. I also shared one of my favorite campaigns: Money Gram. One of the important points that they needed to understand was the target market had to be clear and well defined. So you really need to know “who you are speaking to and what are you asking them to do.”

They understood that the purchaser, the influencer and the final user can be three different people, but the target audience would be just one person. In the Old Spice Body Wash research, they found out that it was women who purchased men’s body was for their man.

They studied the problem, the research, the findings, the consumer insights, the key insights, the dig idea, the creative brief, the campaign, the media, and the results for all three case studies. And when I tested them through a written test, it seemed like they really understood this key idea.

A Review

I just had students complete a review of what they have been learning in class, with a few questions and asking them for their comments. I am going through these right now. I noticed that most students did not understand the difference between branding and positioning a product. I will do a couple of lessons and tutorials on this and make sure they get it. However the students do understand

Consumer insights, target audience, qualitative research methods, key findings, and developing a strategic document for the campaign. The samples of their assignments are evidence of this.

Assignments

We had multiple group and individual assignments.

Group Project One

Their first group project was an assignment for the Lincoln Public Schools students.

Students were asked to design an awareness campaign that will reach high school and middle school children in Lincoln Nebraska so that they will be safe from traffickers.

We applied the method of, “whom are we talking to and what are we trying to say to them.” Because of IRB regulations, the students could not research minors. So they looked at secondary research online, and did primary research with freshman UNL students, teachers and others who had insights to this target group.

Looking at the media usage of students in high school and middle school they found out information that showed social media was huge with this audience. One of the tactics that they use social media and include is a blog, a website or a Facebook page so that high school students could be reached with information and stories of the problem, and know how to stay safe. Using new media that reaches students was essential. As high school students are minors, it was difficult to interview them without permission, so they had to find creative ways to find out about the audience.

They had to do qualitative research to be able to find insights and reach your audience. Their presentations, plans books and conversations reflected their successful learning. They presented to those working with at-risk LPS students. Their insight and tactics was well accepted.

Individual Assignment

To make sure that individually they were learning the subject matter, they were given an individual assignment. They had to write a Creative Brief for any consumer product of your choice that is purchased by a specific target audience. They had to define their target audience. I posted the format on Black Board, as I expected them to make sure all questions that were addressed in a creative brief were answered. They had to include copies of the ads they were analyzing. I am pleased with most of their papers. They have understood the importance of understanding their audience and the strategies used to communicate with the audience. I am looking at the 12 papers in the class and find that they have understood most of the teaching, but I will have to a bit more teaching on the “Big Idea” and “Mandatories.” This came out of the two questions in their assignment that was not answered as well. However I am thrilled that they understand the most important part of the assignment, which is: how to reach their target audience and make sure they hear the message. So the key questions were answered, which is who are we talking to, what are we telling them and what do we want them to do.

8. Summary

I loved having to the advantage to really look at many aspects of my teaching and PRTP allowed this in a non-threatening environment. It really showed me the importance of having effective objectives that actually accomplishing the goals of

the class. I took the backward design approach and re-worked how I taught the class. I included a short questionnaire mid-semester just to make sure they understood what I was doing. This was the first time I used multiple case studies, almost one every week. Usually I used three or four for the semester, but this time I also chose case studies that were current, interesting and strengthened the knowledge I wanted to impart.

As my classes of 357 were very small the Spring Semester, I implemented some of the new activities in both classes and also observed differences in each of the class. For example in one of the two sections, we only used Facebook for communication with each other and not Blackboard, and this was super effective. I was invited to be a part of the FB page. Being a part of the group allowed me to see honest communication. Most of the posts gave me great insights to how the students perceived the information and how they related to each other in the two different group projects.

In the other section of the same class, we had two small groups that did use Blackboard and had their own FB Page for the group but I was not a part of the Facebook page.

The PRTP project really helped me review my work and plan a better class than I have been teaching.

APPENDICES

APPENDIX A: SYLLABUS

SYLLABUS (Revised)

Course:ADPR 357

Communication Research and Strategy

(Account Planning)

Spring 2013

College of Journalism & Mass Communications

University of Nebraska-Lincoln

Instructor: Sriyani Tidball

Office: 329 Andersen Hall

Phone:(402) 472-7059

402-613-5255 (cell for emergency)

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Optional email: tidballphotography@yahoo.com

COURSE MATERIALS

REQUIRED TEXTS

1. Kelley, Larry D., Jugenheimer, Donald W., (2011),

Advertising Account Planning,

Planning and Managing and IMC Campaign

Second Edition

ME Sharpe Inc.

RECOMMENDED ADDITIONAL TEXTS

Morrison, M., Haley, E., Sheehan, K., Taylor, R. (2002).

Using Qualitative Research in Advertising:

Strategies, Techniques, and Applications.

Second Edition

Thousand Oaks, CA: Sage.

AdAge, AdWeek, AdAge.com

Steel, Jon, ***Truth, Lies and Advertising***

Fortini-Campbell, Lisa, ***Hitting the Sweet Spot***

Advertising Educational Foundation, aef.com

“Career” link to learn about employment

American Advertising Federation, aaf.org “

College Connection”link to scholarships, internships and competitions

American Association of Advertising Agencies, aaaa.org

Consider signing up for “Smart Brief” www.aaf@smartbrief.com

that will give you up-to-date news on advertising everyday.

OTHER MATERIALS

Expenses for the production of your projects during the semester is the students' responsibility

COURSE PRE-REQUISITES

To enroll in this course you must be a sophomore with a 2.00 GPA, and have completed JOUR 101, 102, 142, ADVT 251, 283 with a grade of C or above.

COURSE DESCRIPTION

The course will focus on the role of account planning in advertising. You will be building a foundation for effective advertising by stimulating your strategic thinking through qualitative research, consumer insights, understanding your target audience, and preparing a creative brief.

The class will focus on the following areas of learning:

- I. Awareness:
 - Students will gain an awareness of the importance of the relationship between critical thinking and effective advertising execution.
 - Students will become aware of various advertising strategies.
 - Students will be introduced to research strategies.
 - Students will gain an awareness of the importance of the relationship between examining diversity issues/opportunities among potential audience segments and the strategic effect on advertising execution.
- II. Knowledge:
 - Students will learn how advertising strategies fit into overall marketing strategies.
 - Students will learn to produce a communication brief
 - Students will learn the difference between goals, strategies, and tactics.
 - Students will learn the fundamentals of communication research.
 - Students will learn how to evaluate proposed strategies.
- III. Skills and Abilities:
 - Students will learn how to develop advertising goals, strategies, and tactics.
 - Students will learn how to conduct a situation analysis, and select target markets.
 - Students will learn the basics of conducting research.
 - Students will develop the ability to produce creative executions based on sound strategies.
 - Students will learn how to write a creative brief
 - Students will learn how to make effective and clear oral and written presentations.
 - Students will learn to develop their own professional portfolios.

OPPORTUNITIES TO LEARN

Class time will be dedicated to creating communication briefs, advertising strategies and creative executions for a variety of products, services, audiences, and media. As you work, individually and in teams, you will explore some case studies and strive to solve advertising problems for actual client accounts. You will learn how research plays an important role in understanding the consumer, your target market and the brand. You will also learn how and where to connect with your target audience and make sure you reach your prospect, using a variety of appropriate tactics.

OPPORTUNITIES TO DEMONSTRATE

- You are expected to submit work suitable for including in your portfolio.
- You are expected to make oral and written presentations to the class.
- You are expected to participate in the class discussions.
- You are expected to use the skills you developed in both Promotional Copywriting (ADVT 332) and Communication Graphics (ADVT 333) if you have completed these classes.
- You are expected to attend **every** class, even if an assignment is not due that day. Your progress throughout this course can also make an impact, positive or negative, on your final grade.
- You are expected to work in a team and be a constructive part of the team.

YOU WILL DEMONSTRATE YOUR ABILITIES THROUGH:

- Individual Assignments
- Group Projects
- Participation
- Engagement
- Involvement
- Performance
- Implementation
- Monitoring and Evaluation

Students will work on two full-scale projects, and three individual assignments.

COMPETENCIES

Knowledge/Understanding:

- Critical and independent thinking,
- Strategic thinking
- Communication and presentation skills
- The importance of setting measurable goals for your event
- How to creatively solve problems
- How best to work with a team
- How to evaluate other students' work individually and as part of a team.
- Professional ethical principles
- The factors affecting your creative brief, including the impact of culture, regulation, competition, diverse audiences, political and economic forces

GRADING POLICIES

This class will demand responsibility, commitment and professionalism. There will be fieldwork involved, which may be outside Lincoln. You will have individual assignments given to you as a part of the team and your output will be measured and graded. I reserve the right to lower or raise your grade based on your ability to demonstrate how well you understand, and apply what you learn in this course. Your attendance and class participation will also affect your grade.

- Written assignments are graded on organization, clarity of issues/arguments, content, as well as on grammar, spelling and punctuation. You should follow APA or MLA style and include full citations.
- Homework assignments and class projects are due at the beginning of class. Please contact me by e-mail in the event of an emergency.
- All individual written material handed to me for the above assignments need to be in 12 point, doubled spaced Times Roman font.

You will work on a number of assignments. They will develop your ability to analyze effective advertising strategy. The campaigns will focus on creating appropriate strategies and on the creative development from idea to execution. Evaluative criteria for campaign assignments will include:

- Logic, thoroughness and consistency of strategic document execution;
- Scope of research effort;
- Consistency and creativity of copy execution and presentation skills;
- Overall quality of work submitted (e.g., format, grammar, spelling, ideas, production quality)

Attendance: 5% of your grade (One excused absence allowed, unexcused absences will affect your grade)

Group Assignments (groups of five or six)

Campaign #1: – 20%

Present a case study that Includes a modified integrated communications plan based on research, consumer insights, strategy and a creative brief. (assignment details will be given in class),

Due: Week Eight

Campaign #2: – 35%

Includes producing a creative brief and an integrated communications plan for a Client. Need to use multiple types of appropriate media to reach the audience

Due: Week 16

Individual Assignments

Assignment #1: - 5% - Administered By Graduate Assistant

Assignment #2: - 10 % - Creative Brief

Prepare a one page written creative brief for a consumer product of your choice
And present it at a one-on-one meeting with instructor

Due: Week 10

Assignment #4 - 25% - Brand Analysis

Assignments #2 will have a written component (10%)
and a oral component presented in class(10%)

Due: Week 13

Attendance: 5%

GENERAL POLICIES

Academic Integrity:

Every student must adhere to the policy on academic integrity set forth in the UNL Student Code of Conduct as outlined in the UNL Bulletin. Students who plagiarize may receive a failing grade on an assignment or for an entire course and may be reported to the Student Judicial Review Board. The work a student submits in a class must be the student's own work and must be work completed for that particular class and assignment. Students wishing to build on an old project or work on a similar project in two classes must discuss this with both professors.

Academic dishonesty includes:

- Handing in another's work or part of another's work as your own.
- Turning in one of your old papers (including something you wrote in high school) for a current class.
- Turning in the same or similar paper for two different classes,
- Using notes or other study aids or otherwise obtaining another's answers for a quiz or an examination.

Anything and everything you include in your papers that comes from another source must be attributed with proper citation. That includes ideas and opinions.

Plagiarism consists of using phrases, sentences or paragraphs from any source and republishing them without alteration or attribution. The sources include, but are not limited to, books, magazines, newspapers, television or radio reports, Web sites and other students' papers.

STUDENTS WITH DISABILITIES

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for

Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

DIVERSITY

The College of Journalism and Mass Communications values diversity, in the broadest sense of the word – gender, age, race, ethnicity, nationality, income, religion, education, geographic, physical and mental ability or disability, sexual orientation. We recognize that understanding and incorporating diversity in the curriculum enables us to prepare our students for careers as professional communicators in a global society. As communicators, we understand that journalism, advertising and other forms of strategic communication must reflect society in order to be effective and reliable. We fail as journalists if we are not accurate in our written, spoken and visual reports; including diverse voices and perspectives improves our accuracy and truthfulness. In advertising, we cannot succeed if we do not understand the value of or know how to create advertising that reflects a diverse society and, thus, appeals to broader audiences.

A FINAL NOTE:

- Please keep our classroom and equipment in proper order and pick up after yourself.
- **Turn off your cell phone/pager before class.**
- No eating in class
- **Your computers can be used in class for class work only**
- You have to be on time. Showing up late to class indicates a lack of interest in the class and disrespect of your peers.
- Turn off your computer when you are done
- **Attendance is mandatory** except for documented illness, and missing classes will affect your final grade. If you will be missing a class, I need to be informed by email prior to the class.
- **Class participation is required.**

CLASS SCHEDULE

Week One	Introductions Read Kelley Chapter One (Homework) Discuss Kelley Chapter One Where to begin? Situation Analysis. Finding Information Introduce your neighbor Complete Consent Form for Peer Review of Teaching
Week Two	Read Kelley Chapter Two (Homework) Discuss Kelley Chapter Two Individual Assignment One will be handed and discussed by Kelli Britten Presentation on Research Methods Presentation: Case Study

Week Three	<p>Read Kelley Chapter Three (Homework) Discuss Kelley Chapter Three Case Study in Account Planning Presentation Zen Presentation of a fully integrated marketing plan of an international product: Money Gram Case Study Presentation of a fully integrated marketing plan of a competitive product: Western Union Case Study Group Working Session will be organized Individual Assignment Two will be handed out</p>
Week Four	<p>Read Kelley Chapter Four (Homework) Discuss Kelley Chapter Four Qualitative Interviews And Setting Objectives Read and discuss Chapter Five and Six Kelley Group Project One will be handed out Group Working Session</p>
Week Five	<p>Read Kelley Chapter Five (Homework) Discuss Kelley Chapter Five Guest Speaker: Social Media Presentation: Case Study on Airline Industry and Positioning Finding ways to get your message to the target audience PR Tactics Presentation Review library databases and Strategic Communications Group Work Session</p>
Week Six	<p>Read Kelley Chapter Six (Homework) Guest Speaker from LPS Discuss Kelley Chapter Six MRI Plus Presentation – Guest Speaker from Love Library The role of Focus Groups Individual Assignment Two (Creative Brief) will be handed out</p>
Week Seven	<p>Read Kelley Chapter Seven (Homework) Discuss Kelley Chapter Seven Group Work Session Different types of media</p>
Week Eight	<p>Read Kelley Chapter Eight (Homework) Discuss Kelley Chapter Eight Group Project One is due Group Presentations Individual Assignment Two (Creative Brief) is due Class discussion: Surveys, Content Analysis</p>
Week Nine	<p>Read Kelley Chapter Nine (Homework) Discuss Kelley Chapter Nine Group Project One is due</p>

	Group Presentations Individual Assignment Three -Brand Analysis Assignment is handed out Presentation Techniques
Week 10	Read Kelley Chapter 10 (Homework) Discuss Kelley Chapter 10 Group Project Two (Final Group Project) will be handed out MEET CLIENT – brief from client Group Work Sessions Guest Speaker
Week 11	Read Kelley Chapter 11 (Homework) Discuss Kelley Chapter 11 Conduct a Focus group Case Study on Dasani Water in the UK Group Work Sessions
Week 12	Read Kelley Chapter 12 (Homework) Discuss Kelley Chapter 13 Group Work Session Conduct In-depth Interviews Meet Instructor and discuss your Individual Assignment Three On-line Surveys Read and discuss Chapter 18 and 19 Kelley
Week 13	Group Work Session Analyzing the Focus Group information Individual Assignment Three due (written) Brand Analysis presentations (oral) Presentation Techniques
Week 14	Read Kelley Chapter 13 (Homework) Discuss Kelley Chapter 13 Brand Analysis presentations (oral) Group Work Session Discuss plans books and final presentations
Week 15	Work session: Project Rehearsal of Presentation to Client Peer Review of Presentation Evaluating plans books
Week 16	Final Presentation to Client Complete course evaluation Complete Peer Review of Teaching Forms Last Class
Week 17	No Final Exam

APPENDIX B: ASSIGNMENTS

We had three individual assignments and two group assignments.

Individual Assignment One

ADVT 357

Spring 2013 Tidball

Feb 13 2013

Write a Creative Brief for any **consumer product** of your choice that is purchased by a specific target audience.

You must be able to define your target audience.

It is essential that you **use the format that will be put on Blackboard** and given in class so make sure you include all aspects of this strategic document.

Answer all the questions that need to be answered in a typical Creative Brief.

Instructions have to be followed carefully or you will lose marks.

1. Use Times Roman 12-point font.
2. Graded on ideas presented.
3. Try and use one page for your Creative Brief and one page for a cover page.
4. **Proof** your papers well before handing them in.
5. Include **two** print ads for your chosen product.
6. Plan to share your information with the class.
7. Due Feb 28th 2013

Individual Assignment Two

Brand Strategy Paper

Background

Define the brand strategy for a **consumer product** of your choice. This needs to be a product you are very familiar with. Developing a brand strategy and personality for a product can be difficult, and often the biggest challenge, but a vital step in creating the product identity. Your brand identity will be repeatedly communicated, in multiple ways with consistency throughout the life of the product. Brands have become storytellers, through important modern narratives that resonate with consumers at a deep, meaningful, and emotional level. Finding and developing an emotionally rich and persuasive story requires hard work, research and consistency. Consumers watch and talk about everything they do. Today engaging your customer in your STORY has become more critical than ever to the continuing success of the brand.

Assignment

1. **WRITE** a brand strategy paper on **one** product of your choice, not longer than **two pages**, double-spaced, 12-point Times Roman font. Paper needs to be well edited. Work of authors should be referenced in the text of the paper, with full citations of research sources provided as an **attachment** to your paper. A separate single page needs to be included as a cover page.
2. **PRESENT** your paper visually, using the actual ads and the advertising strategy used for the product you have chosen, to the class in seven minutes using **Pecha Kucha** presentation technique.

Instructions

When you write your paper include the following: product description, the brand personality, the target customer, their need, their frame of reference, the competition, how the product is positioned in the mind of the prospect, the message your target audience is receiving through the advertising, and what does the advertising want the purchaser to do.

Timeline

Paper due on Monday April 8th at the beginning of class.
Presentations on April 8th and 10th (alphabetically)

Group Assignment #1: CSR Campaign

Background

Contrary to common belief, human trafficking is not just a problem that exists only in other countries. Multiple cases of human trafficking have been reported in every state in the USA. Victims of human trafficking cover the spectrum. They can be children or adults, male or female, U.S. citizens or foreign nationals, rich and poor. The U.S. government estimates that, thousands of men, women, and children are trafficked into the United States for the purposes of sexual and labor exploitation. To add to this an unknown number of U.S. citizens and legal residents are also trafficked within the country primarily for sexual servitude and forced labor.

Trafficking can involve school-age children, like the girl next door. It has been documented that children not living with their parents are more vulnerable to be coerced into labor exploitation, domestic servitude, or commercial sexual exploitation and prostitution.

Sex traffickers target children because of their vulnerability, gullibility, and high demand in the market place. Studies demonstrate that pimps prey on victims as young as 12. Traffickers have been reported targeting their young victims through multiple methods including; telephone chat-lines, Internet, clubs, on the street, through friends, and at malls, as well as using girls to recruit other girls at schools

and after-school programs.

Client: The Lincoln Public Schools

Target Audience: Middle and High School Students

Assignment

You have been asked to design an awareness campaign that will reach high school and middle school children in Lincoln Nebraska so that they will be safe from traffickers. One of the tactics that you have to include is a blog or a Facebook page that students can get to that will give them information and stories of the problem. Using new media that reaches students is essential. As students are minors, it will be difficult to interview them without permission, so you will have to find creative ways to find out about the audience. You will have to do qualitative research to be able to find insights and reach your audience.

Due Date

The campaign will be presented on Feb 25th 2013.

Group Assignment Two

We worked with a real client. One class worked with Ten Thousand Villages and the other with Licorice International. After the client meetings the students met multiple times and planned a mini campaign to solve their problem. They first did a situation analysis, then a SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis, Research (Varied from interviews, surveys and focus groups) with the defined target audience. Then they looked for consumer insights, and found out what they need to tell this group of people and designed a campaign. Finally they presented their findings and creative work to the client at a presentation.

APPENDIX C: CASE STUDY OF DOVE CAMPAIGN FOR REAL BEAUTY

Example of a Case Study Dove Campaign for Real Beauty



Imagine a World Where Beauty is a Source of Confidence, Not Anxiety

Research: Harvard School of Business and London School of Economics
Data collected from an international study of 3,200 women from ten different countries

Dove asked Dr. Nancy Etcoff, Harvard University professor and author of "Survival of the Prettiest," and Dr. Susie Orbach, London School of Economics, visiting professor and author of "Fat is a Feminist Issue," to help develop this global report.

Product Information

Dove is the number one cleansing brand and is growing at more than 25 percent yearly. Women compose over 50 percent of the United States population and they

influence or buy 80 percent of products sold. The Dove® brand is rooted in listening to women. Based on the findings of a major global study *The Real Truth About Beauty: A Global Report*, Dove® launched the Campaign for Real Beauty in 2004.

The Findings

Dove found that:

- Just 12 % of women are very satisfied with their physical attractiveness
- Only 2 % of women describe themselves as beautiful
- 68 % strongly agree that the media sets an unrealistic standard of beauty
- 75 % wish the media did a better job in portraying the diversity of women's physical attractiveness, including size and shape, across all ages.

The two findings used for the campaign are:

- Only 2% of women around the world consider themselves beautiful
- 81% of women in the United States strongly agree “the media and advertising set an unrealistic standard of beauty that most women can’t ever achieve.”

The study also uncovered that:

- Only 5% of the women felt comfortable describing themselves as pretty
- 9% felt comfortable describing themselves as attractive.
- When it came to body image and weight, women from all countries proved to be unsatisfied with them.

The women surveyed believed that they are surrounded by unrealistic beauty images that are unattainable. The majority (76%) wished female beauty would be portrayed in the media as being made up more than just physical attractiveness. Also, seventy-five percent wished the media did a better job of portraying women of diverse physical attractiveness, including age, shape and size.

Other countries

The women of Japan had the highest levels of dissatisfaction with their body weight at 59%, followed by Brazil (37%), United Kingdom (36%), United States (36%), Argentina (27%) and the Netherlands (25%).

They felt that there is a narrow definition of beauty, and felt more pressure from the beauty standards set by the present mass media. Sixty-three percent strongly agreed that women today are expected to be more attractive than their mother’s generation.

2004: The ads asked viewers to judge the women's looks (oversized or outstanding? And wrinkled or wonderful?), and invited them to cast their votes at campaignforrealbeauty.com 2005: Dove® kicked off the second and most iconic phase of the Campaign for Real Beauty with advertising featuring six real women with real bodies and real curves.

2006: News and media furor erupted when Spain banned overly thin models from its fashion runways. In response, Dove® produced a compelling short film. *EVOLUTION* (click on image to see film)



A screenshot of a YouTube video player. The video title is "dove evolution" and the channel is "Tim Piper · 11 videos". The video has 16,085,309 views, 26,888 likes, and 779 dislikes. The video player shows a woman with blonde hair looking directly at the camera with a serious expression. The video progress bar is at 0:12 / 1:16. Below the video player, there is a "Subscribe" button with 2,178 subscribers.





flawed?

flawless?

Is beautiful skin only ever spotless? Join the beauty debate.

campaignforrealbeauty.co.uk  | Dove



grey?

gorgeous?

Why don't more women feel glad to be grey? Join the beauty debate.

campaignforrealbeauty.co.uk  | Dove

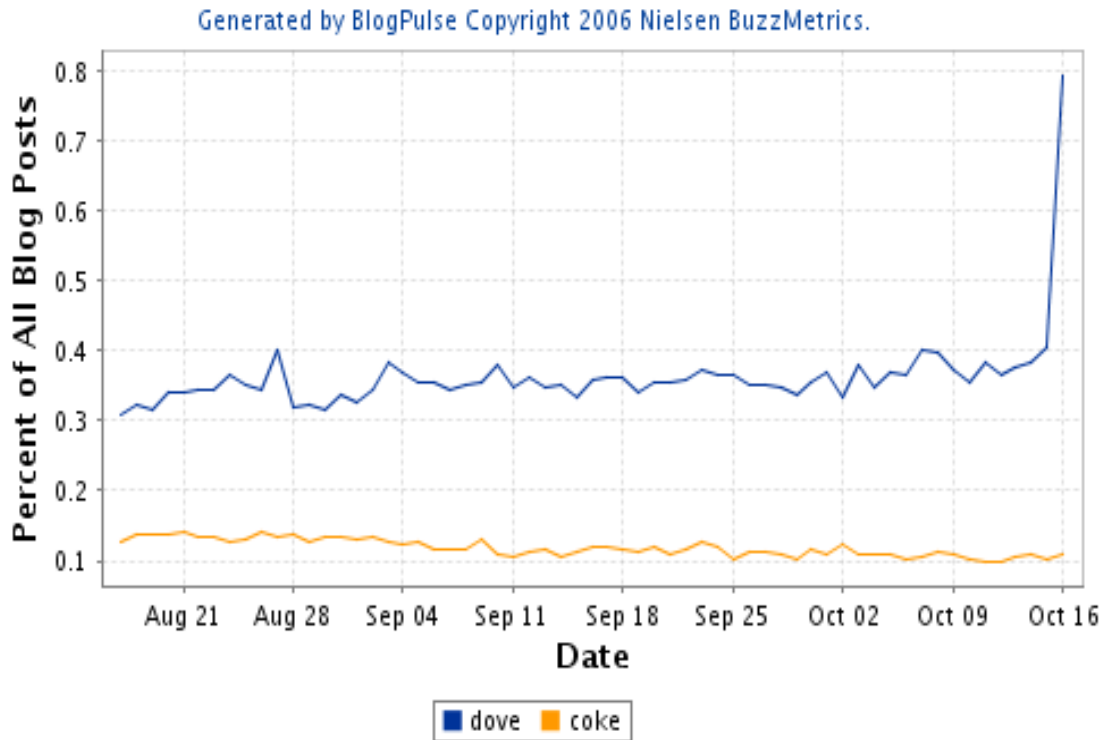


wrinkled?

wonderful?

Will society ever accept that wrinkles can be beautiful? Join the beauty debate.

campaignforrealbeauty.co.uk  | Dove



Execution

The campaign uses advertising, a Web site, billboards, events, workshops, viral marketing and a Self-Esteem fund in Dove’s effort to create a global discussion about beauty with women all over the world.

Not using professional models, the campaign stands by Dove’s mission in using “real” women of all ages, shapes and sizes to promote discussion and debate about the narrow beauty standards and images set in today’s society.

Dove® has created self-esteem- building, educational programs and activities that encourage, inspire and motivate over 7 million girls around the world so far and set a global goal of reaching 15 million girls by 2015.

Results of the campaign were overwhelming from the consumers and the media. The goal was to reach 5 million young people with the Self-Esteem Fund by 2010 was reached sooner.

The campaign returned \$3 for every \$1 spent. Dove’s page on Unilever’s Web site says that the current campaign has been shown on: 25 major TV channels and 800 articles in opinion leading newspapers as well as in popular women’s magazines.

In the US, the campaign got free advertising space from media coverage on national TV shows reaching 30 million daytime television viewers, including Oprah. "Evolution" the viral video and the most famous execution of the campaign to date had global impact.

The viral video has been viewed over 15 million times and seen by more than 300 million people globally. Dove and Ogilvy have won multiple awards for this campaign.



"There's nothing I would strive to change because I work out and eat healthy and I feel great. I feel healthy; I feel happy. I feel energetic, so if I'm feeling that way and this is how my body's going to be, then this is how my body's going to be, and I'm going to be proud of that." - Stacy Nadeau of Dove's "Curves" campaign

APPENDIX D: SAMPLES OF CREATIVE BRIEFS

Creative Briefs

1. Creative Brief

Client: Ten Thousand Villages

Goal:

Our goal for this campaign is to promote Ten Thousand Villages and increase awareness about fair trade and its artisans.

Objectives:

The objectives for this campaign are as follows; Increase awareness of 10,000 Villages, increase awareness of Fair Trade and its artisans, all the while, utilizing cost-effective methods to advertise.

Brand Promise:

Honest, Philanthropic, Caring. We are helping our consumers help artisans from around the world. Our advertising will highlight the many emotional and tactical benefits of purchasing products from 10,000 villages.

Brand Personality:

10,000 Villages is a fair trade retailer that strives to help artisans across the globe earn a profit from their work. Their generosity creates a personable, eclectic, and community experience for every customer that visits the store.

The Opportunity Is: Increase awareness of 10,000 Villages and Fair Trade in working women ages 35-65 while increasing sales and word of mouth advertising.

To These People

Women, college educated, 35 - 65, college educated, humanitarians, listen to public radio, have families

Our Proposition is:

A purchase is worth 10,000 words.

And they will believe it because:

They will believe it because each purchase will benefit an artisan and the people that work with them. By highlighting the stories and people behind each product through social media and community events, 10,000 Villages will tell the story of how each customer makes a little difference in the world.

2. Creative Brief

Client: Ten Thousand Villages

Why We are Advertising: Essentially we want to increase sales at the Haymarket store in Lincoln. We want college students to realize how close the store is to the campus and to raise awareness of this special non-profit store.

To These People: University of Nebraska students from 18 to 28 years old.

We Currently Believe: We know that UNL students are willing to purchase unique products and spend extra money when buying a gift. However, we realized that fair trade is not necessarily an issue that motivates them to purchase a certain item. Therefore, we want to let them know that when purchasing they are obtaining a unique item and helping someone in need. It is also key to note that these students, approximately one third of them, have never heard about Ten thousand villages. This presents an awareness problem as well.

Objective: To make sure UNL students know that Ten Thousand Villages is the perfect place to shop for that unique item or gift.

Big Idea: Uniquely made, uniquely gifted

What We Want Them to Do: We want every student at UNL to be aware of this small retail store. We want them to desire to shop there and to immediately think of it when searching for a unique gift for friends and family.

What We Will Do to Motivate Them: We will inform them of the unique handmade qualities of everything at Ten Thousand Villages and convince them that this is the perfect place for handmade unique gifts for those of all ages.

What is the Creative Strategy: We will have posters around campus promoting the products, encourage partnerships with clubs and sororities, and create an active social media campaign to capture attention and to keep customers interacting with the brand. We will include Instagram, Twitter, Pinterest, Vine, and Facebook in this campaign.

What Else Should Be Included in Advertising: Visuals that promote the handmade touches that reflect the handmade, exclusive nature of the items for sale in the store. There should always be symbols of the social media to encourage interaction with them on Facebook, Instagram, and other sites.

3. Creative Brief: Human Trafficking

Client: The Lincoln Public Schools

Goal:

Our goal for this project is to design an awareness campaign that will reach high school and middle school students in Lincoln, Nebraska. It is important that

students of all ages are aware of human trafficking so that we can ensure they are safe from traffickers and the dangers that can occur even here in their own city.

Objectives:

1. Use social media to connect with students.
2. Hold assembly to share information about human trafficking with students.
3. Create guerrilla-marketing technique to create buzz about assembly and/or information.

Brand Promise:

The campaign promises to put the mind of the high school students first. It will deliver some in your face facts, but also keep from being too explicit. The campaign promises to get the attention of Lincoln Public School children, and get them involved in spreading human trafficking awareness.

Brand Personality:

Sharp, Sincere, And Determined. We are helping high school and middle school students understand human trafficking by demonstrating and highlighting statistics and experiences derived from human trafficking situations.

The Opportunity is:

Increase awareness among Lincoln Public Schools students.

To These people:

High School and Middle School students in Lincoln, Nebraska.

Our Proposition is:

Be aware, be safe.

And They will Believe it Because:

The use of interactive activities, social media avenues and assemblies, will provide the students with real-life examples and information about the dangers of human trafficking. This information will help students stray away from situations where they could be at risk for human trafficking.

Mandatories:

Facebook or Blog

Website

Help phone number - call 911, or hotline: 1-888-3737888 "Polaris Project", submit tip online - polaris.org

Students should be able to text too.

Twitter Account

APPENDIX E: SAMPLES OF PLAN BOOKS

Plans Books

Students produced plans books for the group projects, here is a sample of a plans book done for the LPS project on human trafficking



TEN THOUSAND
VILLAGES®

MORE THAN UNIQUE

APRIL 2013
ADPR 357 002 SPRING 2013



TABLE OF CONTENTS

BACKGROUND / SITUATION ANALYSIS	2
SWOT ANALYSIS	3
TARGET AUDIENCE	4
TYPES OF RESEARCH	5
RESEARCH / SURVEY	6
KEY INSIGHTS	7
BIG IDEA	8
CREATIVE BRIEF	9
CRATIVES	10
SOCIAL MEDIA	11
BUDGET	12



BACKGROUND SITUATION ANALYSIS

TEN THOUSAND VILLAGES IS A SMALL RETAIL STORE LOCATED IN LINCOLN, NEBRASKA. HOWEVER, THIS ONE SMALL STORE IS PART OF A MUCH BIGGER MISSION FOR SOCIETY. TEN THOUSAND VILLAGES PRIDES THEMSELVES ON OFFERING FAIR TRADE ITEMS OF ALL TYPES. THEIR MERCHANDISE RANGES FROM HOME DÉCOR, TO JEWELRY, TO CHOCOLATE AND COFFEE TO KNICK-KNACKS, AND EVEN TO CHILDREN'S TOYS.

TEN THOUSAND VILLAGES IS A FOUNDING MEMBER OF THE WORLD FAIR TRADE ORGANIZATION, A GLOBAL NETWORK OF MORE THAN 350 FAIR TRADE ORGANIZATIONS IN 70 COUNTRIES. THEY SELL FAIR TRADE ITEMS MADE BY INTERNATIONAL SKILLED ARTISANS WHO WOULD EITHER BE UNEMPLOYED OR UNDEREMPLOYED.

THEIR VISION

"ONE DAY ALL ARTISANS IN THE DEVELOPING COUNTRIES WILL EARN A FAIR WAGE, BE TREATED WITH DIGNITY AND RESPECT AND BE ABLE TO LIVE A LIFE OF QUALITY."

OUR GOAL IS TO RAISE AWARENESS OF THE BENEFITS OF FAIR TRADE, AND TO INCREASE TRAFFIC INTO THE HAYMARKET BRANCH OF THE STORE. WE HOPE TO INCREASE SALES, AND BRING A FAIR TRADE CONSCIOUSNESS TO COLLEGE STUDENTS IN LINCOLN, NE.



SWOT ANALYSIS

STRENGTHS

TEN THOUSAND VILLAGES IS FAIR TRADE, HAS UNIQUE AND HANDMADE ITEMS, IS CULTURALLY ROUNDED, IS A NON-PROFIT ORGANIZATION, AND HAS A LOCATION CLOSE TO UNIVERSITY OF NEBRASKA-LINCOLN CAMPUS. THESE ARE ALL BENEFITS OF THE BRAND.

WEAKNESSES

TEN THOUSAND VILLAGES HAS A HIGHER PRICE POINT, WHICH IS UNDESIRABLE FOR COLLEGE STUDENTS. THERE IS ALSO A LACK OF AWARENESS OF THE STORE. BECAUSE THE STORE IS LOCATED IN THE HAYMARKET, IT IS NOTORIOUS FOR HAVING A LACK OF PARKING PLACES. THIS DETERS THOSE WITH CARS FROM COMING TO THE STORE.

OPPORTUNITIES

THE LOCATION IS CLOSE TO CAMPUS, AND THERE IS AN INCREASE IN FAIR TRADE CONSCIOUSNESS. BOTH OF THESE HELP US EXTREMELY WITH OUR TARGET AUDIENCE. WITH THESE ITEMS THERE IS THE OPPORTUNITY TO SHARE THE STORY OF REAL LIFE ARTISANS AND CRAFTSMEN AND WOMEN. THIS IS INTERNATIONAL AND CROSS CULTURAL, BRINGING EVERYONE TO TOGETHER WHICH PRESENTS ANOTHER OPPORTUNITY.

THREATS

THERE IS A GROWING AVAILABILITY OF ITEMS THAT ARE SIMILAR AND HAVE A LOWER PRICE POINT, BUT ARE NOT FAIR TRADE. COMPANIES SUCH AS EARTHBOUND TRADING COMPANY OFFER HOME DÉCOR AND ACCESSORIES THAT ARE SIMILAR IN NATURE TO THOSE OF TEN THOUSAND VILLAGES. THIS STORE IS NOT A FREQUENTED PLACE OF THE NATURE OF THE ITEMS. HOME DÉCOR ITEMS ARE NOT SOMETHING THAT NEEDS TO BE PURCHASED VERY OFTEN.



TARGET AUDIENCE

CURRENTLY, THE TARGET AUDIENCE IS EDUCATED WOMEN AGES 26-44. WE WISH TO EXPAND THE TARGET AUDIENCE TO INCLUDE 18-25 YEAR OLD COLLEGE STUDENTS ATTENDING THE UNIVERSITY OF NEBRASKA-LINCOLN.

WE WISH TO DO THIS BECAUSE THE STORE IS LOCATED WITHIN WALKING DISTANCE OF THE COLLEGE CAMPUS. MANY STUDENTS FREQUENT THE HAYMARKET AREA, AND THIS PRESENTS AN OPPORTUNITY TO REACH THEM SPECIFICALLY. THERE IS ALSO AN INCREASE IN SOCIAL CONSCIOUSNESS AMONG YOUNG PEOPLE, MAKING THEM INTERESTED IN TOPICS LIKE FAIR TRADE.



TYPES OF RESEARCH

PRIMARY RESEARCH

WE HOSTED A FOCUS GROUP OF 13 COLLEGE STUDENTS. WE ASKED THEM A NUMBER OF OPEN ENDED QUESTIONS AND GATHERED THEIR OPINIONS ON FAIR TRADE.

WE ASKED THEM TO DESCRIBE THEIR GIFT BUYING HABITS, AND WHAT SORTS OF SOCIAL MEDIA THEY USE.

WE ALSO DID A SURVEY WITH 41 COLLEGE STUDENT PARTICIPANTS. WE ASKED THEM THE SAME VARIETY OF QUESTIONS ONLY IN A MULTIPLE CHOICE FORMAT.

SECONDARY RESEARCH

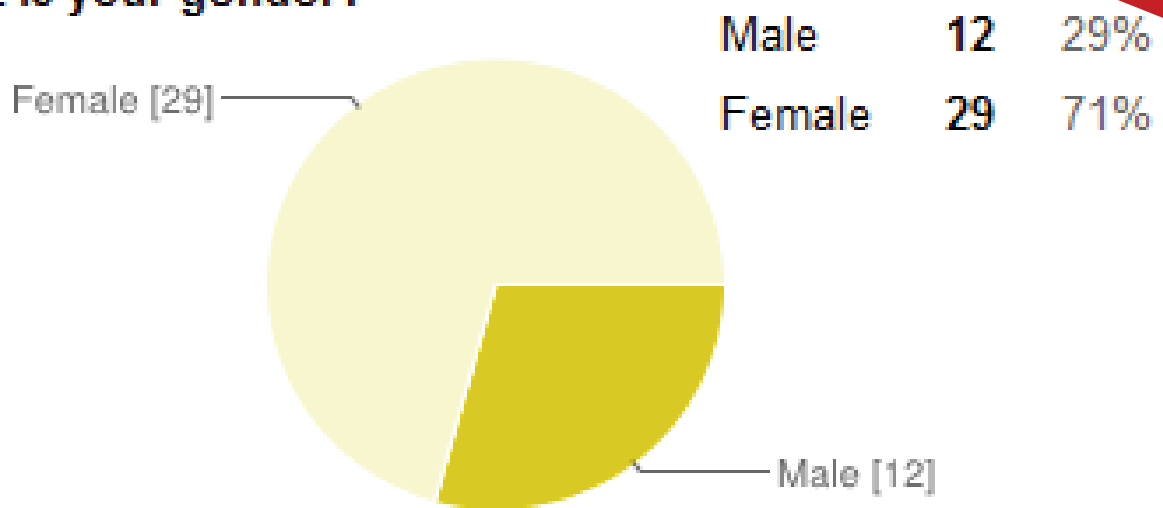
WE DID AN ANALYSIS OF ALL CURRENT TEN THOUSAND VILLAGES SOCIAL MEDIA INCLUDING TWITTER, FACEBOOK, YOUTUBE, AND PINTEREST. THERE WERE A NUMBER OF LOCAL STORES AS WELL AS THE CORPORATE STORE. AFTER SOCIAL MEDIA, WE VISITED THE TEN THOUSAND VILLAGES WEBSITE AND GATHERED INFORMATION ABOUT THEIR ITEMS, ARTISANS, AND HISTORY.

WE ALSO DID AN ANALYSIS OF LEADING COMPETITORS IN THE LINCOLN AREA SUCH AS EARTHBOUND TRADING CO. AND PIER 1.

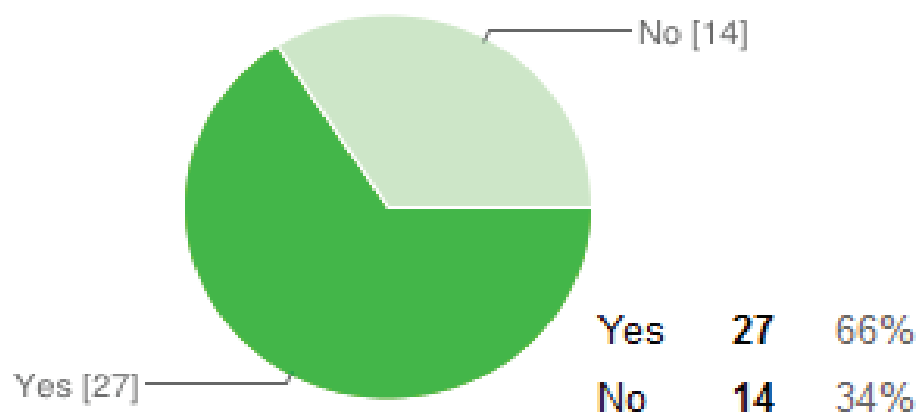


RESEARCH SURVEY

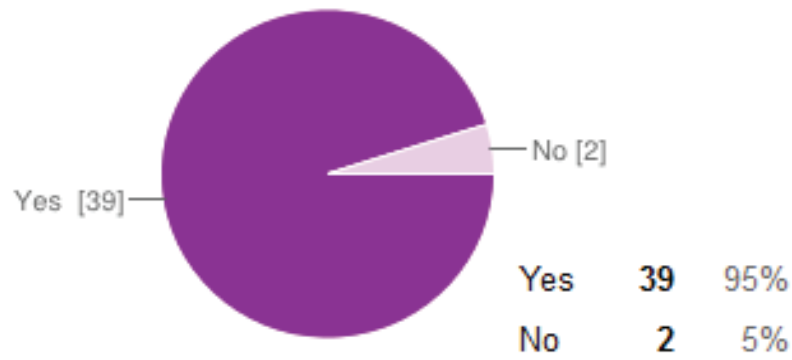
What is your gender?



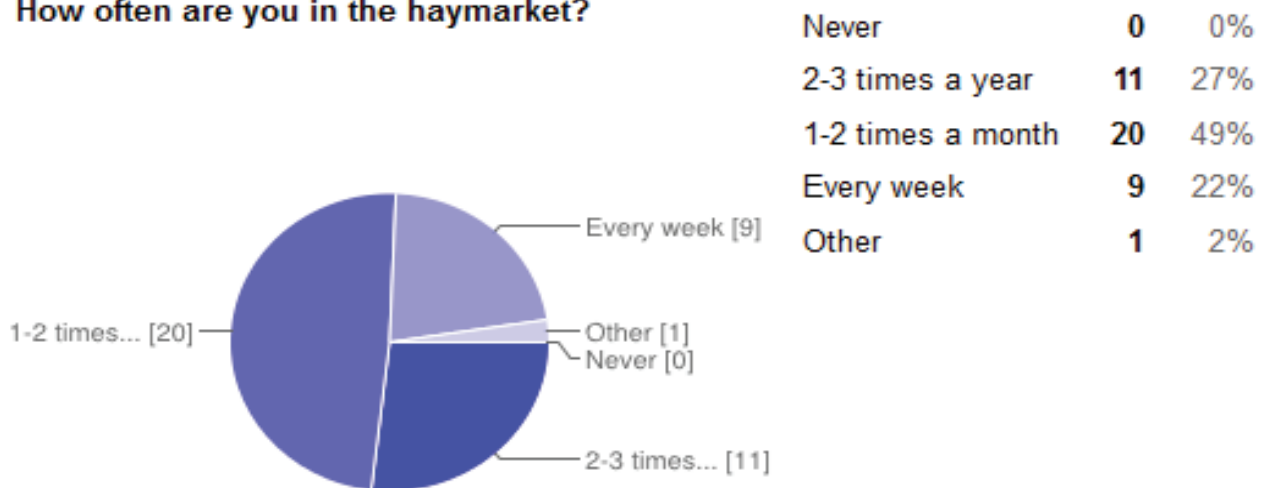
Do you live on campus?



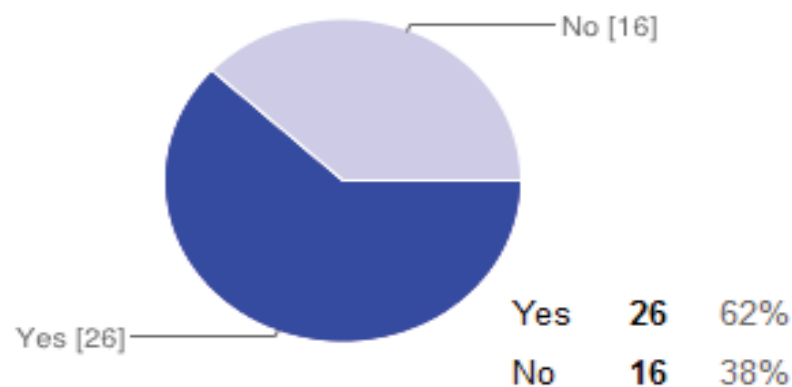
Do you shop in or visit the haymarket?



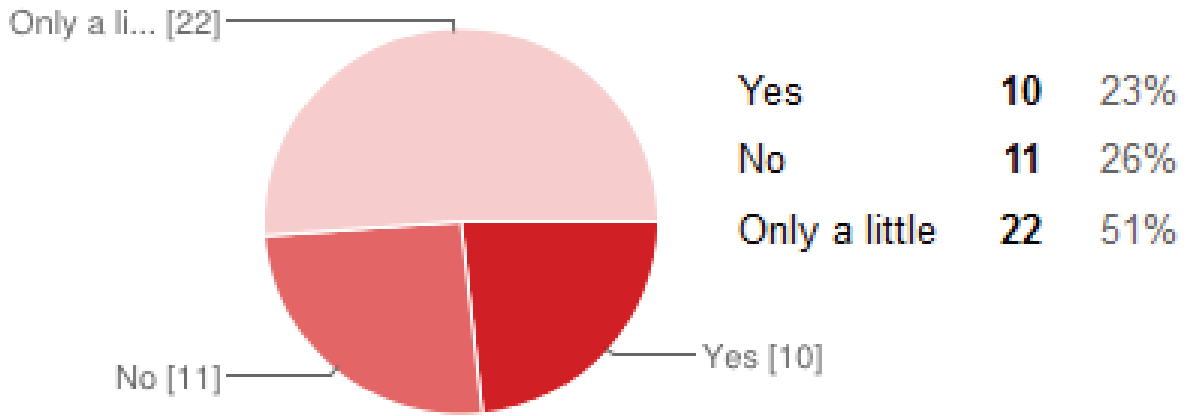
How often are you in the haymarket?



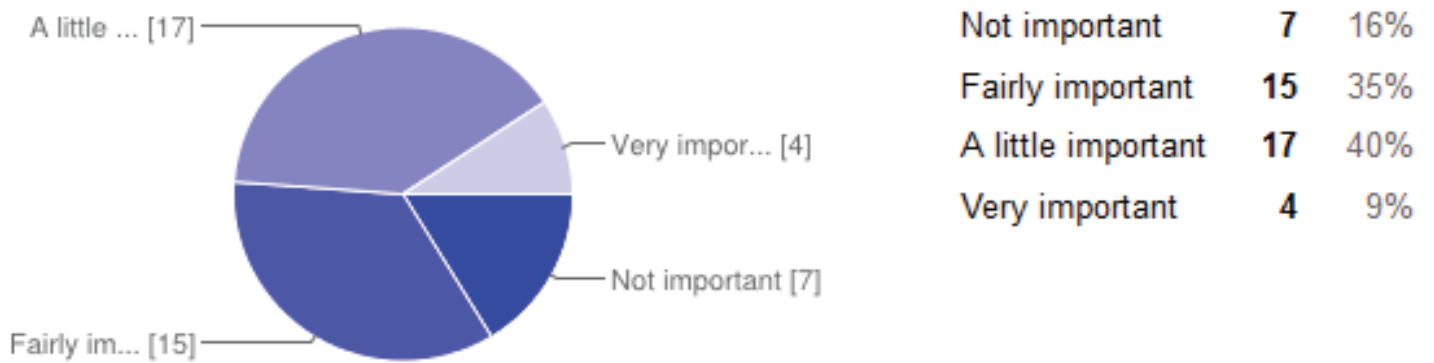
Do you attend the farmer's market in the haymarket?



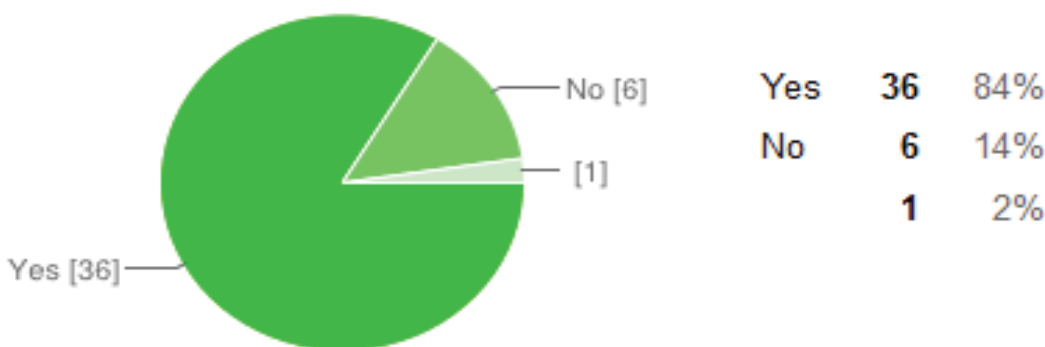
Do college student care about fair trade?



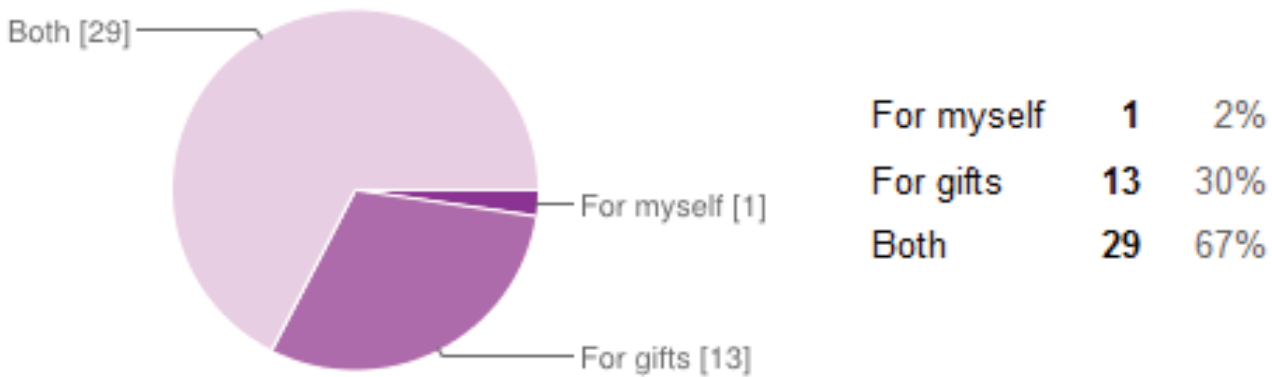
Fair trade is a trading process that seeks to create fairness in international trade based on respect and transparency in the market. How important is fair trade to you when purchasing an item?



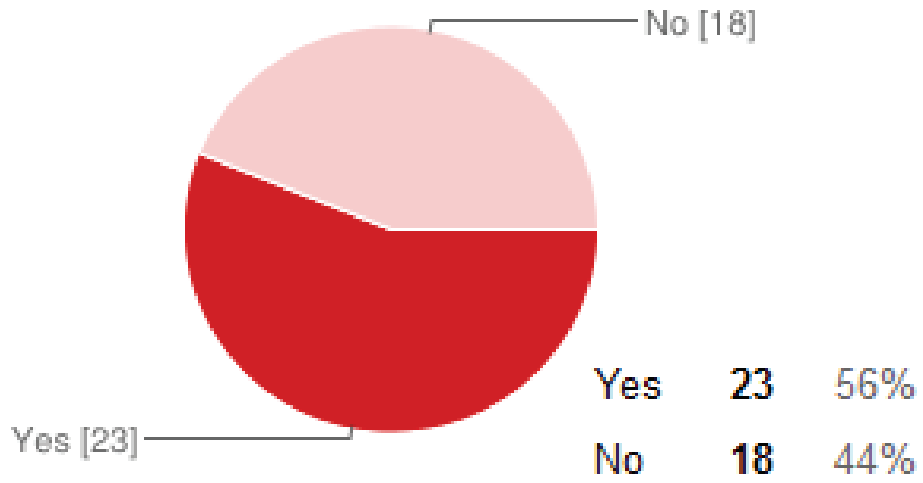
Ten Thousand Villages is a non-profit organization that sells household decor, jewelry, instruments, coffee, and various handmade items. All items are fair trade and provide enough money for the artisan to make a decent living. Would you be interesting in shopping in a store like this?



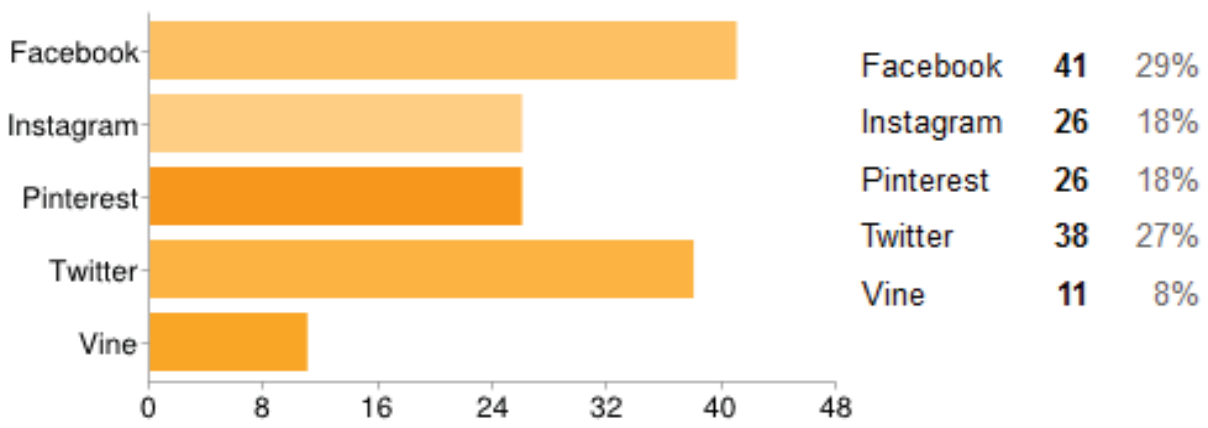
At a store like Ten Thousand Villages, would you buy items for yourself or for gifts?



Do you follow boutiques or stores on social media?



What social media do you use? Check all that apply.





FOCUS GROUP

WE DID A FOCUS GROUP AND BROUGHT IN THIRTEEN COLLEGE STUDENTS. ELEVEN OF THOSE WERE CURRENTLY ATTENDING UNL. IT CONSISTED OF NINE GIRLS & FOUR BOYS, ALL OF THEM WERE TWENTY YEARS OF AGE OR OLDER.

THEY INDICATED THEIR FAVORITE STORES TO SHOP WERE: URBAN OUTFITTERS, FOREVER 21, TARGET, VON MAUR, CHARLETTE RUSSE, MODCLOTH, EARTHBOUND TRADING CO, FRANCESCAS, VINEYARD VINES, EXPRESS, CANDY STORES, BEST BUY, BANANA REPUBLIC, GUITAR CENTER, MAURICES, APPLEBEES, TED'S TOBACCO, PRECISION SKATEBOARDS, BUCKLE, AMAZON, EMBELLISH, TJ MAXX, EUPHORIA, BEYOURSELF, WALMART, WHOLE FOODS, FINISH LINE, CHAMPS, UNION BOOKSTORE, SCHEELS, DILLARDS.

INSIGHTS FROM FOCUS GROUP:

ONLY SEVEN OF THE THIRTEEN PARTICIPANTS KNEW WHAT FAIR TRADE WAS. THAT IS ONLY HALF!

“IF I KNEW ABOUT A FAIR TRADE ITEM I WOULD RATHER BUY THAT, BUT IT ULTIMATELY DEPENDS ON PRICE.”

“I WOULD RATHER BUY FAIR TRADE, BUT I DON'T GO OUT OF MY WAY TO LOOK FOR IT.”

“I WOULD ALWAYS BUY FAIR TRADE IF I HAD A LOT OF MONEY.”

THESE INSIGHTS BROUGHT TO LIGHT THAT COLLEGE STUDENTS THINK FAIR TRADE IS DESIRABLE OVER NORMAL ITEMS, BUT THE PRICE HINDERS THEM AT TIMES.



FOCUS GROUP

WHEN ASKING WHAT IS MOST IMPORTANT WHEN BUYING A GIFT, RESPONDENTS ANSWERED WITH THINGS LIKE:

“I SPEND A LITTLE MORE ON FAMILY FOR GIFTS”

“ SOMETHING MEANINGFUL AND USEFULNESS”

“PERSONALITY”

“PRICE”

“QUALITY”

“WOW FACTOR”

“CREATIVITY”

WE CONCLUDED THAT COLLEGE STUDENTS ARE WILLING TO BUY ITEMS AT A HIGHER PRICE IF GIVEN AS A GIFT. ALL ITEMS AT TEN THOUSAND VILLAGES ARE KNOWN FOR THEIR PERSONALITY, WOW FACTOR, AND CREATIVITY, PROVIDING A PERFECT FIT FOR THE GIFT-SHOPPING STUDENT.



**BIG
IDEA**

MORE THAN UNIQUE

WHY?

ESSENTIALLY COLLEGE STUDENTS DON'T THINK ABOUT FAIR TRADE WHEN BUYING A GIFT, BUT THEY DO THINK ABOUT UNIQUENESS AND ORIGINALITY. "MORE THAN UNIQUE" SUGGESTS THAT THERE IS SOMETHING BEYOND THE SURFACE OF THE ITEM. THIS ITEM IS MORE THAN JUST A GIFT FOR YOUR MOM, IT IS A GIFT THAT IS IN TURN HELPING SOMEONE ELSE'S MOM, OR GRANDMA, OR SISTER, OR BROTHER. THIS ITEM DOES NOT JUST BRING HAPPINESS TO ONE, IT BRINGS HAPPINESS TO SOMEONE ACROSS THE GLOBE. THIS ITEM IS SO MUCH MORE THAN WHAT IS ON THE SURFACE.



CREATIVE BRIEF

WHY WE ARE ADVERTISING: ESSENTIALLY WE WANT TO INCREASE SALES AT THE HAYMARKET STORE IN LINCOLN. WE WANT COLLEGE STUDENTS TO REALIZE HOW CLOSE THE STORE IS TO THE CAMPUS AND TO RAISE AWARENESS OF THIS SPECIAL NON-PROFIT STORE.

TO THESE PEOPLE: UNIVERSITY OF NEBRASKA STUDENTS FROM 18 TO 28 YEARS OLD.

WE CURRENTLY BELIEVE: WE KNOW THAT UNL STUDENTS ARE WILLING TO PURCHASE UNIQUE PRODUCTS AND SPEND EXTRA MONEY WHEN BUYING A GIFT. HOWEVER, WE REALIZED THAT FAIR TRADE IS NOT NECESSARILY AN ISSUE THAT MOTIVATES THEM TO PURCHASE A CERTAIN ITEM. THEREFORE, WE WANT TO LET THEM KNOW THAT WHEN PURCHASING THEY ARE OBTAINING A UNIQUE ITEM AND HELPING SOMEONE IN NEED. IT IS ALSO KEY TO NOTE THAT THESE STUDENTS, APPROXIMATELY ONE THIRD OF THEM, HAVE NEVER HEARD ABOUT TEN THOUSAND VILLAGES. THIS PRESENTS AN AWARENESS PROBLEM AS WELL.

OBJECTIVE: TO MAKE SURE UNL STUDENTS KNOW THAT TEN THOUSAND VILLAGES IS THE PERFECT PLACE TO SHOP FOR THAT UNIQUE ITEM OR GIFT.

BIG IDEA: UNIQUELY MADE, UNIQUELY GIFTED

WHAT WE WANT THEM TO DO: WE WANT EVERY STUDENT AT UNL TO BE AWARE OF THIS SMALL RETAIL STORE. WE WANT THEM TO DESIRE TO SHOP THERE AND TO IMMEDIATELY THINK OF IT WHEN SEARCHING FOR A UNIQUE GIFT FOR FRIENDS AND FAMILY.



CREATIVE BRIEF

WHAT WE WILL DO TO MOTIVATE THEM: WE WILL INFORM THEM OF THE UNIQUE HANDMADE QUALITIES OF EVERYTHING AT TEN THOUSAND VILLAGES AND CONVINCE THEM THAT THIS IS THE PERFECT PLACE FOR HANDMADE UNIQUE GIFTS FOR THOSE OF ALL AGES.

WHAT IS THE CREATIVE STRATEGY: WE WILL HAVE POSTERS AROUND CAMPUS PROMOTING THE PRODUCTS, ENCOURAGE PARTNERSHIPS WITH CLUBS AND SORORITIES, AND CREATE AN ACTIVE SOCIAL MEDIA CAMPAIGN TO CAPTURE ATTENTION AND TO KEEP CUSTOMERS INTERACTING WITH THE BRAND. WE WILL INCLUDE INSTAGRAM, TWITTER, PINTEREST, AND FACEBOOK IN THIS CAMPAIGN.

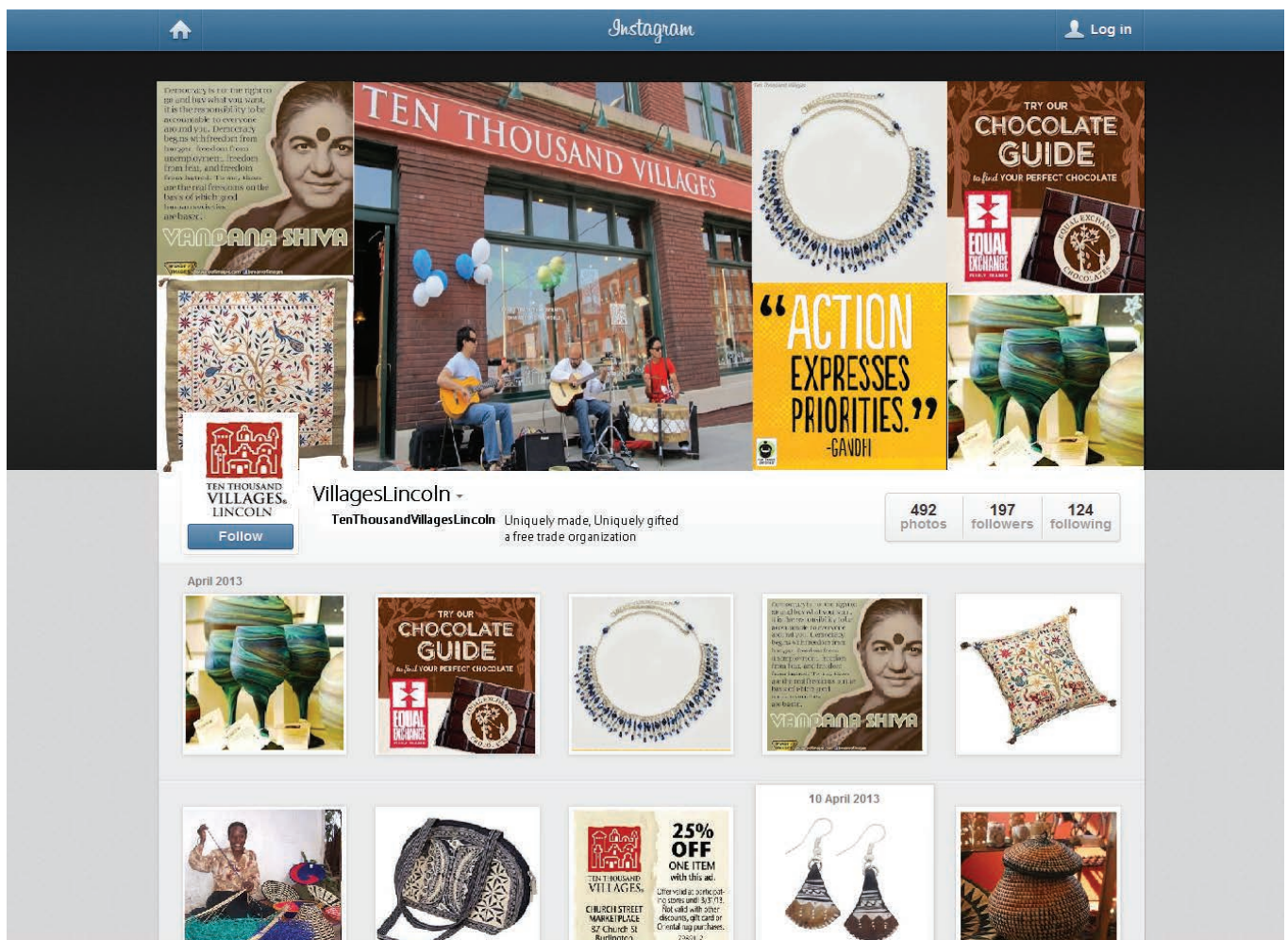
WHAT ELSE SHOULD BE INCLUDED IN ADVERTISING: VISUALS THAT PROMOTE THE HANDMADE TOUCHES THAT REFLECT THE HANDMADE, EXCLUSIVE NATURE OF THE ITEMS FOR SALE IN THE STORE. THERE SHOULD ALWAYS BE SYMBOLS OF THE SOCIAL MEDIA TO ENCOURAGE INTERACTION WITH THEM ON FACEBOOK, INSTAGRAM, AND OTHER SITES.



SOCIAL MEDIA

INSTAGRAM SPECIFIC TO LINCOLN:

ADDING PICTURES WITH QUOTES OR PICTURES OF ARTISANS WITH A SHORT VERSION OF THEIR STORY IS A GREAT WAY TO REACH COLLEGE STUDENTS ON INSTAGRAM. THERE IS SO MUCH MORE THAT CAN BE DONE BESIDES POSTING ONLY THE ITEMS.

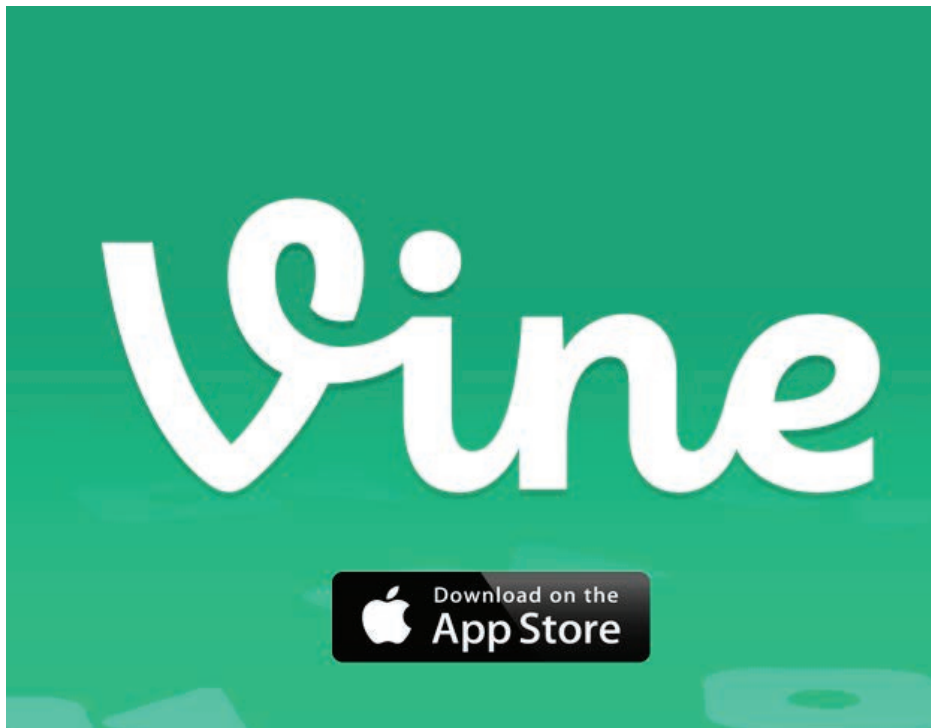




SOCIAL MEDIA

VINE

VINE IS A VIDEO APP MUCH LIKE INSTAGRAM FOR THE IPHONE. IT IS BECOMING INCREASINGLY POPULAR AMONG COLLEGE STUDENTS AND WOULD BE A GREAT WAY TO KEEP THEM INTERESTED IN THE PRODUCT. STOP MOTION VIDEOS OR PROMOTIONAL VIDEOS ARE EASILY MADE WITH THIS SOCIAL MEDIA APP.





EVENT

TO INCREASE AWARENESS OF TEN THOUSAND VILLAGES WE WANT TO HOST AN EVENT PARTNERED WITH OASIS AND GREEK AFFAIRS AT UNL. OASIS STANDS FOR OFFICE OF ACADEMIC SUCCESS AND INTERCULTURAL SERVICES. THEY WORK TO SUPPORT STUDENTS, CONNECT CULTURES, AND INSPIRE EXCELLENCE ON CAMPUS. WE CHOSE THEM BECAUSE THEY HAVE PARTNERED WITH TEN THOUSAND VILLAGES BEFORE, AND WHEN ASKED, SAID THEY WOULD BE WILLING TO PARTNER WITH THEM AGAIN. THIS EVENT WILL FEATURE INSTRUMENTS AND MUSIC, FREE INTERNATIONAL FOODS, JEWELRY AND ACCESSORY SHOW, AND VIDEOS OF ARTISANS MAKING A PRODUCT. GREEK AFFAIRS WILL INSIST IN GETTING THE WORD OUT BECAUSE OF THEIR POPULARITY ON CAMPUS.

Thursday August 29, 2013

 **TEN THOUSAND
VILLAGES.**
FAIR TRADE RETAILER SINCE 1946



Jewelry

Live Music

Free Food

FUN!

Who: YOU!

What: Ten Thousand Villages partnering up with UNL to showcase jewelry, and provide an inside look at our nearby location

When: Thursday August 29, 2013 at 5 P.M.

Where: Jackie Gaughn Multicultural Center

Why: For YOU to experience culture, fairtrade products, and one of a kind jewelry pieces. Uniquely Made. Uniquely Gifted.

**SPONSORED BY:
UNL OASIS, GREEK AFFAIRS, & TEN
THOUSAND VILLAGES**

PRESS RELEASE



TEN THOUSAND
VILLAGES®

FAIR TRADE RETAILER SINCE 1946

140 N 8th St #125
Lincoln, NE 68508
Ten Thousand Villages

Ten Thousand Villages is a Fair Trade Market

Lincoln, NE - Ten Thousand Villages is located in the Lincoln Haymarket and is a fair trade business. Fair trade business is when fair prices are paid to producers in developing countries. The store is open from 10:00 A.M. to 6:00 P.M. Monday through Wednesday and 10:00 A.M. to 9:00 P.M. Thursday through Saturday. The store is closed on Sunday's.

Ten Thousand Villages is a fair trade business to help others around the country. Ten Thousand Villages in Lincoln, NE, is a fair trade retailer of artisan-crafted home decor, personal accessories and gift items from across the globe. Featuring products from more than 130 artisan groups in some 38 countries, we are part of a network of over 390 retail outlets throughout the United States selling Ten Thousand Villages products

This is an example of how to help and why it helps to shop in fair trade stores: The cooperative Candelas La Luciérnaga ("Firefly Candles") is a project of the nonprofit women's organization Actions for Popular Development (ADP). The work of ADP, an organization dedicated to the empowerment and welfare of women, includes a shelter for abused women and their children, a home for pregnant women and a microlending program. La Luciérnaga supports ADP financially while providing the women artisans with income. La Luciérnaga artisans produce a variety of candles, decorated with natural materials like dried flowers and leaves.

Candelas La Luciérnaga was established in 1999. Women of the ADP abused women's shelter decided to make decorative candles after having difficulty raising funds for the shelter.

Ten Thousand Villages purchases candles from La Luciérnaga. Ten Thousand Villages has purchased products from La Luciérnaga since 2002.

<http://lincoln.tenthousandvillages.com/>

###



POSTERS

THESE POSTERS WOULD BE DISPLAYED AROUND CAMPUS AND DOWNTOWN JUST SIMPLY EXPLAINING A FEW OF THE BENEFITS OF FAIR TRADE.




FAIR TRADE IS SUPPORTING FAMILIES

A single mother, Yun Sophea earns enough money to house, feed and educate her five children. Craft training from Rajana Association of Cambodia changed her life.




LOCATED AT 8TH AND P ST.



FAIR TRADE IS SUSTAINING LIVELIHOODS

Ten Thousand Villages and Oyanca Artesania, a Nicaraguan fair trade organization, give Felix and Everta Carballo opportunities to export their crafts and earn sustainable income.



LOCATED AT 8TH AND P



CREATIVES

THIS POSTER IS ADVERTISING THE TEN THOUSAND VILLAGES STORE IN ITSELF AND THE IDEA OF "MORE THAN UNIQUE"

TEN THOUSAND VILLAGES

MORE THAN UNIQUE

OUR GIFTS ARE HAND MADE BY REAL PEOPLE
SUPPORT WITHOUT SACRAFICING QUALITY

INSTRUMENTS HOME DECOR JEWELRY ACCESSORIES

SUPPORT LOCAL BUSINESS SUSTAINABLE BUSINESS

Facebook Instagram Vine Twitter



BUDGET

SOCIAL MEDIA: NO COST

O.A.S.I.S. & GREEK EVENT

HOSTING AT JACKIE GAUGHAN CENTER: NO COST

FOOD: MULTICULTURAL COOKIE CLUB: NO COST, **TEN THOUSAND VILLAGES COFFEE AND CHOCOLATE:** \$200, **PEPSI FOR DRINKS:** NO COST

MUSIC: INSTRUMENTS FROM TTV S AVAILABLE: NO COST

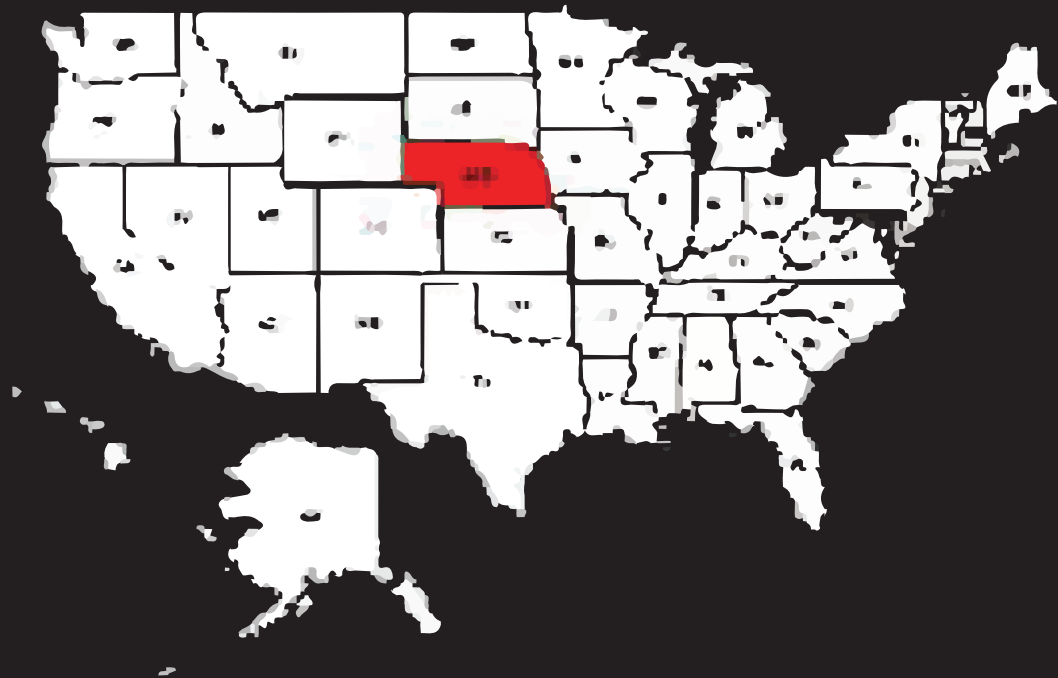
JEWELRY AND ACCESSORIES FROM TTV: NO COST

PR CAMPAIGN: FREE TRADE POSTERS: 100 @ \$.80 = \$80

TEN THOUSAND VILLAGES POSTER: 100 @ \$.80 = \$80

TOTAL: \$360

IT HAPPENS **HERE**



Human Trafficking Awareness Campaign

March 2013

ADPR 357 002 Spring 2013



TABLE OF CONTENTS

	PAGE
Background / Situation Analysis	2
SWOT Analysis	3
Target Audience	4
Types of Research	5
Research / Survey	6
Key Insights	10
Big Idea	11
Creative Brief	12
Cratives	13
Social Media	16
Budget	17

BACKGROUND / SITUATION ANALYSIS

We have a growing problem in our society. Children from all over the United States are being kidnapped, abducted, and deceived into forced child slavery and even more sickeningly, prostitution. This is called Human Trafficking, and it happens here in Nebraska. We have been asked to develop a campaign to create awareness about this growing problem. Our team knew little about the subject, so we started with secondary research. We researched a number of reputable websites for statistics and incidents. Interestingly enough, we found a lot more than that. There were YouTube videos, awareness campaigns, and even testimonials. We found that this issue is happening EVERYWHERE. It is an especially growing problem in the US. Those primarily trafficked are 12-16 year old girls. However, this happens in all age groups. This is happening in Nebraska. We found record of several instances over the past 5 years. Unique to Nebraska, I-80 provides an easy get away for traffickers. One can be across the country in a few hours.

Human trafficking happens to young people of all backgrounds. A misconception is that this is happening to those in the poorer community. While the lower class is more susceptible, trafficking happens to the girl next door, no matter rich or poor or in the middle class. It can take all sorts of shapes and sizes. There is not one way that someone is trafficked. There was a man in Omaha trafficking women out of a "massage parlor." There was a mother in western Nebraska trafficking her own daughters. There is no certain way this happens. Our goal is to solve the lack of awareness in Nebraska, plain and simple. If no one knows this issue exists, there is no way they can be safe.

SWOT ANALYSIS

STRENGTHS

Highly emotional and moving, everyone can agree on this subject. We're not trying to sell anything and the advertising is purely informational.

WEAKNESSES

It's an uncomfortable subject to speak about and most people would rather stay ignorant about it. There is an unawareness about this issue that can be a weakness. While most people have heard of the subject, citizens rarely believe it happens in Nebraska or at a fairly frequent rate. This issue is also very complicated and it isn't easy to explain because there are so many variables and differences between cases.

OPPORTUNITIES

Teachers and adults in authority are willing to help. Most parents are open to information that will keep their children safe. Since this issue is mostly unknown, we don't have to compete for spotlight. We will have the initial shock factor which creates awareness in itself.

THREATS

It is hard to inform the public about such a sensitive subject that could make them fearful. It is also possible that parents might want to shelter their children from this upsetting information, instead of sharing it with them. Another threat, mostly when speaking with teenagers, is a possible interest in the subject for the wrong reasons and possibly wanting to be involved without understanding what the problem is really about.

TARGET AUDIENCE

We are trying to reach parents of children ages 12-16. In our research, we found most parents know what human trafficking is, but they rarely think it happens in Nebraska or that their children are at risk. We want every parent to know that this exists in Nebraska.

This way they can keep their own children safe, but also able to recognize this in cases of a child's friend, a student, or other children they are acquainted with. Unfortunately, not all parents are good parents.

This is why we also wish to target teachers, and those who lead children or teenagers. As a principal said in one of our interviews, "Parents know WHEN to teach, and schools know HOW to teach." This is why we wish to target both.

TYPES OF RESEARCH

In researching, we wanted to use both qualitative and quantitative methods. We were limited in that we could not survey those who were under 18, so we decided on the two following methods.

Primary Research:

One-on-One Interviews: We conducted one-on-one interviews with one elementary school teacher, one middle school teacher, and two high school teachers. We asked them a number of questions including:

Does Human Trafficking happen in Nebraska?

Are there any procedures in place if this were to occur?

Are safety precautions pertaining to Human Trafficking being taught in the school?

Should safety information be taught by parents or by schools?

Survey: We surveyed 100 Facebook users. Of those we had those who identified themselves as teachers and parents. 14% of the respondents worked with teachers on a regular basis and 41% had a sibling that was 12-16 years of age.

Secondary Research:

We searched a number of reputable sites and found statistics and local incidents of human trafficking.

<http://www.kptm.com/story/17802759/human-trafficking-exists-in-nebraska>

www.polarisproject.org

www.nebfc.org

RESEARCH / SURVEY

We conducted both secondary and primary research on this topic. Our secondary research consisted of looking up online statistics from pbs.org to even the FBI's official website. We also looked into Nebraska's trafficking convictions, with the most notably recent being Michelle Randall. Michelle was convicted in January 2013 of selling her daughter to multiple men for as low as 150\$, or less than the price of a used Xbox. This case proves that trafficking is indeed a problem here in Nebraska.

We also surveyed 100 people about their knowledge and opinions concerning sex trafficking. Of those that responded, 100% had heard of sex trafficking to some degree.

When asked how they had heard of it, 36% claimed they heard it on the news. A surprising 20% learned from the movie Taken, with School coming in at a close third at 18%.

We then asked participants if they thought it happened in Nebraska. 97% thought it happened in some capacity.

However, these same people severely underestimated how often it occurred, with the official number being around 2000. The number is even estimated to be much higher due to the high volume of unreported cases that go on each year.

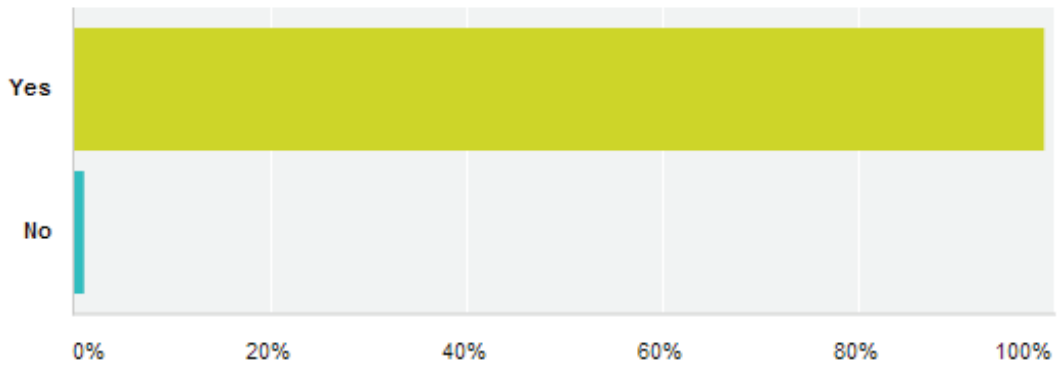
Our final question asked participants who should be teaching this delicate subject matter. 59 people thought parents alone should handle the responsibility, while 60 thought the duty should be shared between teachers and parents.

----To conclude our research, we conducted one-on-one, in-depth interviews with 4 principals from various educational backgrounds. They revealed to us that they had no programs in place to either inform students of potential dangers nor were there safety precautions. The reason for this? They had no idea this problem even happened in Nebraska. Seeing a pattern here? Interestingly enough, even the principals thought that both parents and teachers should collaborate on instilling this important information in children to keep them safe.

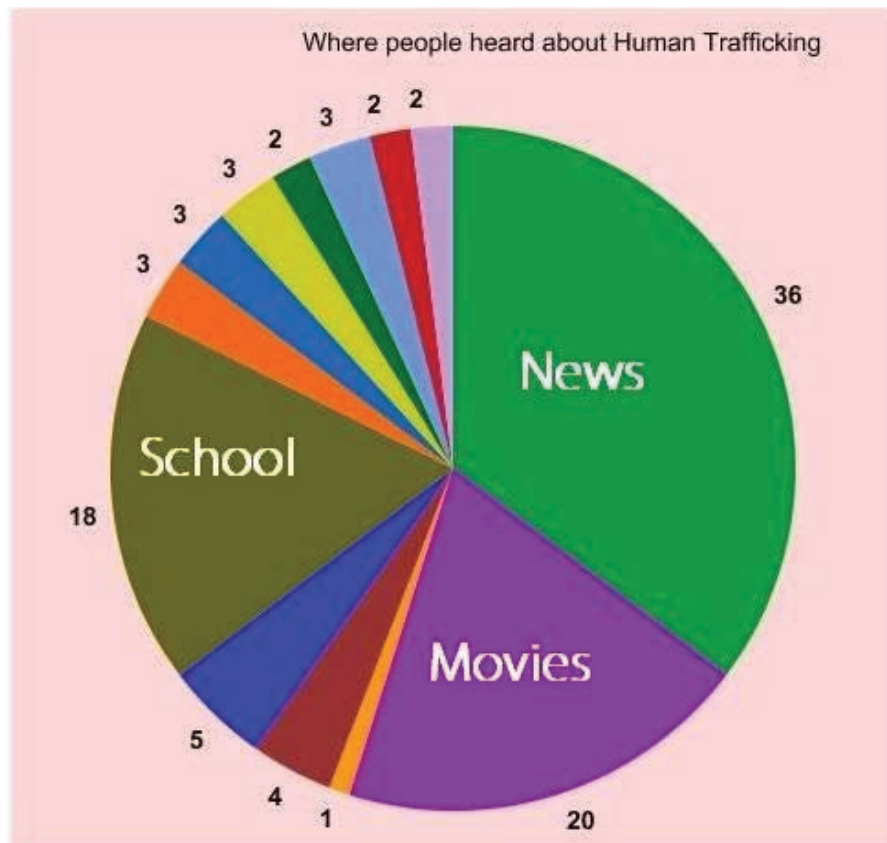
RESEARCH / SURVEY

Have you ever heard of Human Trafficking?

Answered: 99 Skipped: 1



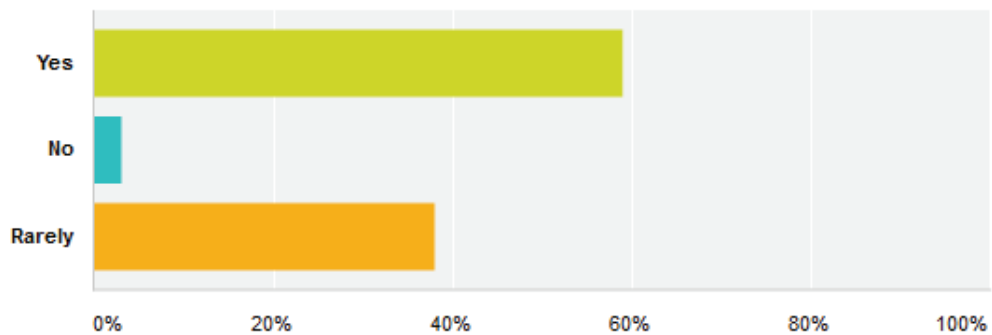
Where did they hear about it?



RESEARCH / SURVEY

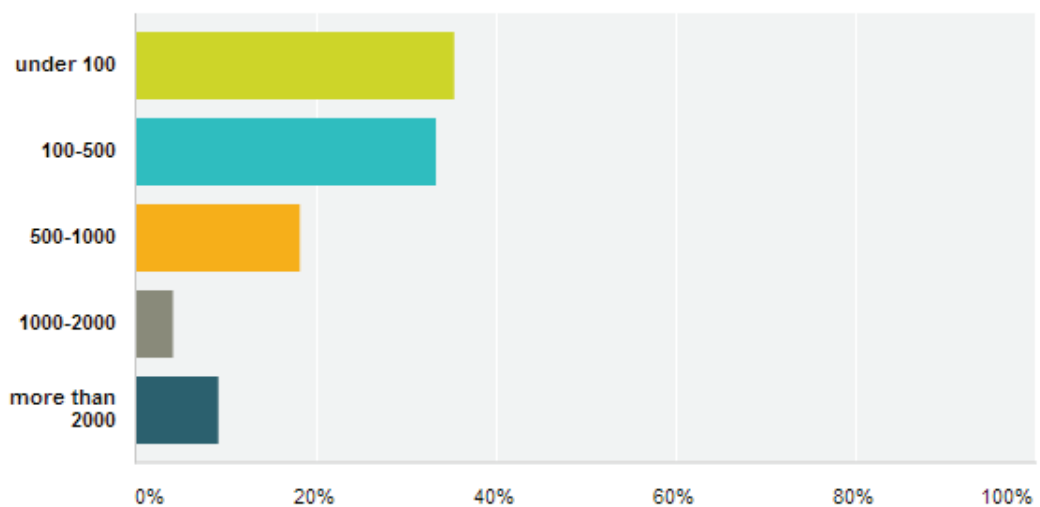
Human trafficking is the illegal trade of human beings for the purposes of commercial sexual exploitation or forced labor: AKA Modern Day Slavery. Do you think Human Trafficking happens in Nebraska?

Answered: 100 Skipped: 0



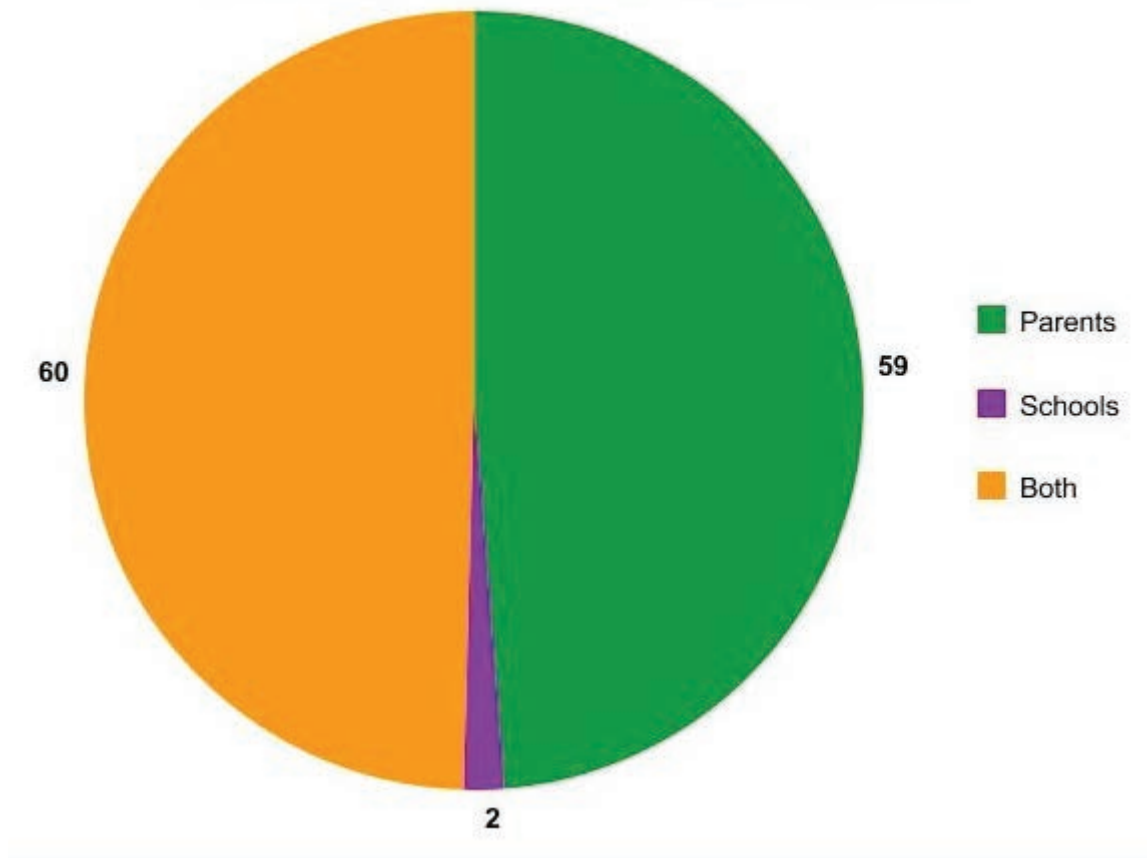
How many people do you think are trafficked in Nebraska each year?

Answered: 99 Skipped: 1



RESEARCH / SURVEY

Should Safety Precautions be taught by parents or in schools?



KEY INSIGHTS

From our survey, we were struck by the fact that the respondents said they knew what human trafficking was. When asked how many people they thought were trafficked in

Nebraska, most reported under 100. Only 4 people guessed the right amount of 2,000. When conducting our interviews with the principals not one thought it was a problem in Nebraska. Some made comments like, “Oh, that happens in India,” or “Oh, that happens overseas.” We realized it’s not that people are unaware; they are just unaware of it happening here. Another key insight was in asking if safety precautions should be taught by parents or in schools.

It was about 50/50 with half saying just parents and half suggesting both. We realized this was not something that would be taught only in school, but that parents needed to be aware of this issue as well. However, we could not rely solely on parents, either. In an interview with the grade school principal she explained that not all parents are good parents. While we hope they would want their child’s safety to be a priority, sometimes it just isn’t. Sometimes teachers are the only parent-figures these children have. These insights helped us better develop our target audience.

BIG IDEA

“HUMAN TRAFFICKING HAPPENS HERE”

We noticed through our interviews and research that respondents from Nebraska, mainly teachers and parents, know what human trafficking is. However, they don't believe it happens in Nebraska. With that in mind, the “Big Idea” was obvious. We desperately need teachers and parents to know this is a local issue as well as a world-wide one. This will lead them to stand up and protect our communities children.-

CREATIVE BRIEF

Why We are Advertising: We want to increase awareness of human trafficking in Nebraska. We want citizens to know that it happens here and can happen to our own children and teenagers. Most importantly, we want safety precautions to be known and set so this does not become an even bigger problem.

To These People: Parents and guardians of children ages 12-17 who live in Nebraska. As it is known not all parents are good parents, so we have chosen to target teachers as well with this information.

We Currently Believe: In our survey of 100 people, when asked if safety precautions should be taught by parents or in schools, 59 of the respondents said by parents, only 2 said by schools, and 60 said both. The adults we interviewed had heard of human trafficking but were very unaware that it happens right here in the heartland. When doing an interview with the principal of Pius X High School, he mentioned that parents know “when” to talk about this issue, but schools know “how” to approach this issue. The principals of York Elementary, Middle, and High School noted that relying on parents only does not work. These issues need to be taught from all aspects of a student’s life. From these insights we believe it is more beneficial to target the parents and teachers of these teens.

Objective: We want to solve the awareness problem in Lincoln, plain and simple. If no one knows this issue exists, how will they be safe?

Big Idea: Sex trafficking happens HERE.

What We Want Them to Do: We want parents to believe this is an issue in Nebraska and that their children NEED to be knowledgeable about the subject, especially in matters of who they trust and what signs to look for.

What We Will Do to Motivate Them: We will inform them. Knowledge is the best motivator and if we give parents real stories and examples, they will be motivated to keep their children aware and safe.

What is the Creative Strategy: We will have a billboard that could be placed outside of any of the 11 middle schools and 6 high schools in Lincoln, so parents would see them on them while dropping their children off. The billboard is encouraging them to look for signs of human trafficking. We also will have postcards printed to be handed out at teacher conferences and other events where parents are present, giving them a website to go to for more information. The website will include an informational video that is appropriate to show to students. There is a facebook and twitter page to keep those on social media up to date.

What Else Should Be Included in Advertising: Real life examples IN NEBRASKA that prove this is an current, relevant issue that needs to be brought to light.

CREATIVES

BILLBOARD



EDUCATIONAL VIDEO



CREATIVES

POST CARD

This front and back postcard would be an easy way to reach parents. They could be handed out at parents teacher conferences, and other events where parents are present. This is a simple way to provide straight forward information about the subject and some safety precautions to take.



SEX TRAFFICKING: IT HAPPENS HERE



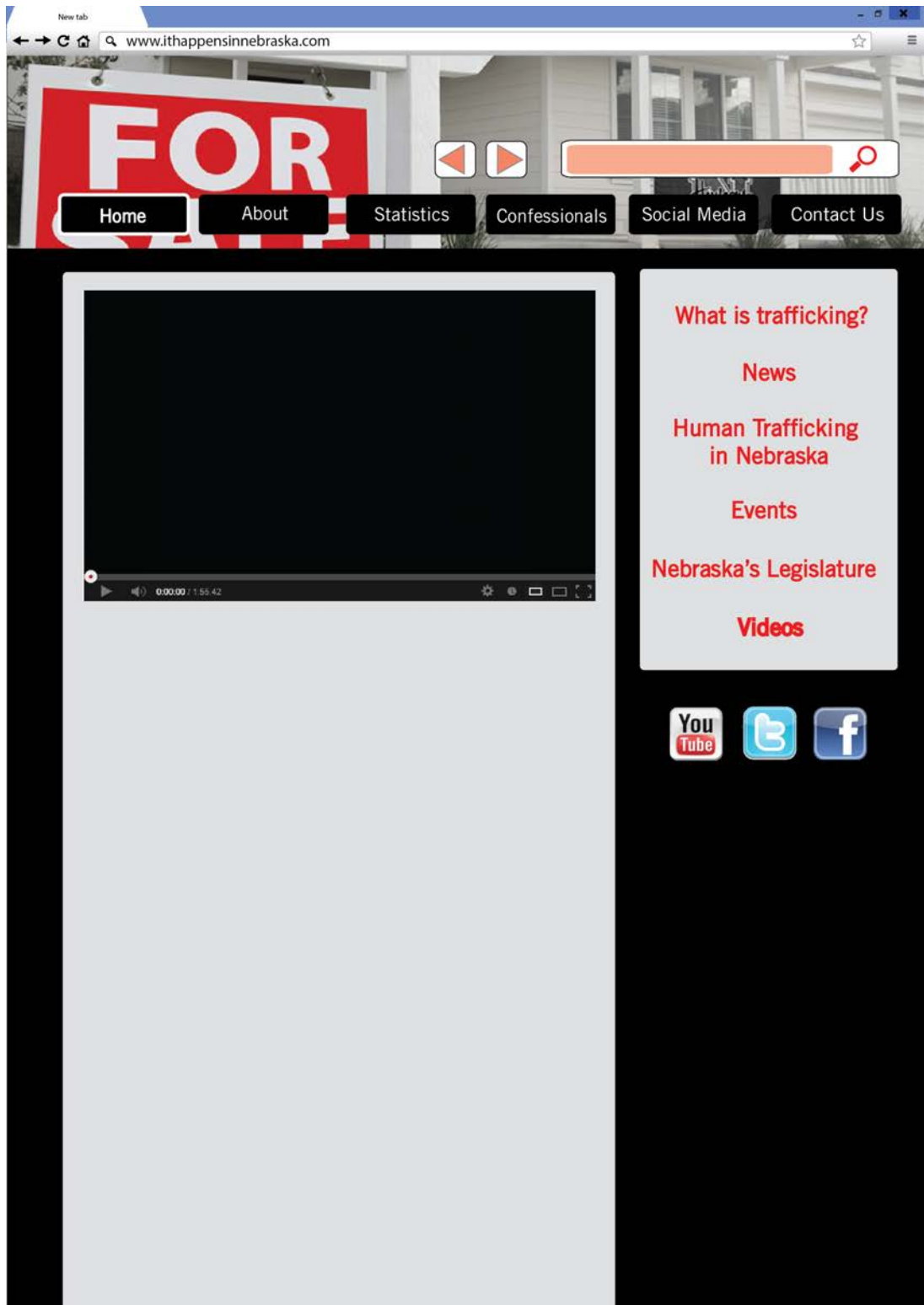
CHILDREN are taken from NEBRASKA and forced into labor and prostitution.

How to keep your loved ones safe:

1. Inform them, knowledge is the best weapon.
2. Know who their friends are. Most traffickers are close to the victim.
3. Make sure they use the buddy system. Traffickers prey on those who seem lost or alone.

CREATIVES

WEBSITE



SOCIAL MEDIA

FACEBOOK



TWITTER



BUDGET

The budget would be malleable to each school's needs. We chose a median price of \$1,000 and that easily covered the expenses of our creative work. The number of postcards and banners needed would be different and unique to each school. This is one example.

Budget: \$1000

5 8' X 2.5' Printed Banner = (\$60.00 a piece) = \$300

1500 postcards front and back = \$164.99

Website Installation = \$100

Social Media = Free

Total Cost: \$564.00

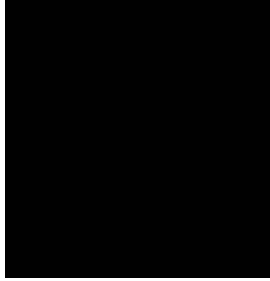
FreeLNK
be aware. be safe. be free.

HUMAN TRAFFICKING
LINCOLN PUBLIC SCHOOLS

TABLE OF CONTENTS

3	Group Members
4	Situation and SWOT Analysis
5	Primary Research
6	Secondary Research and Key Insights
7	Creative Brief
8	Poster 1
9	Poster 2
10	Poster 3
11	Website
12	Twitter
13	Facebook
14	Assembly and Guerilla Event
15	Budget and Evaluation

GROUP MEMBERS



THE SITUATION

Human Trafficking is a huge issue in Nebraska - one that can start to be stopped by education our youth. Over 2,000 people in Nebraska are forced into prostitution in Nebraska, with at least 200,000 minors being trafficked in the United States. The average age of a person being trafficked is between 12 and 14 years old. According to Polaris, Nebraska has the second worst ranking in the nation for laws against human trafficking. Additionally, I-80 is a hot spot for traffickers.

SWOT ANALYSIS

Strengths

- Second largest school district in Nebraska (>34,000 students, 37 schools)
- Full-functioning and informative website
- Communications Department
- Student Services office
- Programs for drug and alcohol prevention successful
 - In-service orientation and training are available to all staff
 - Programs developed for every grade
- Emergency incident plans have been developed and approved for every building each year
- “Training and educational programs for staff, students, parents and volunteers include identification of safety issues and skill development to avoid or prevent unsafe activities”
- Advised by a district safety committee
- Reassessing security; working with UNL’s Mario Scalora
- Studies show that assemblies are effective ways of reaching students

Weaknesses

- 35% of students attend a school outside of the region in which they live
- >34,000 students, hard to reach everyone; About 1,500-2,000 in each high school
- Only one resource officer is assigned to each high school; none in the elementary or middle schools
- Low budget

Opportunities

- Integrate Human Trafficking into the reassessed security programs
- Include human trafficking education in with drug and alcohol prevention

Threats

- The message will be ignored by students
- Legislation cutting budget further

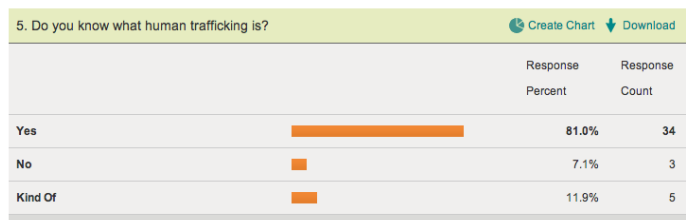
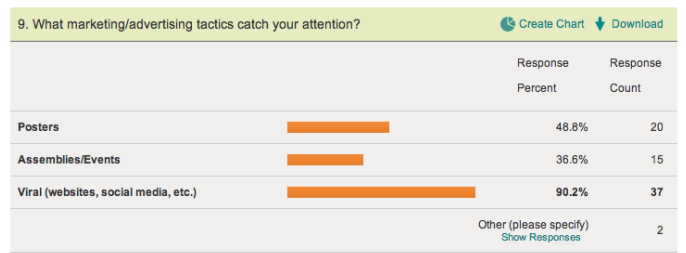
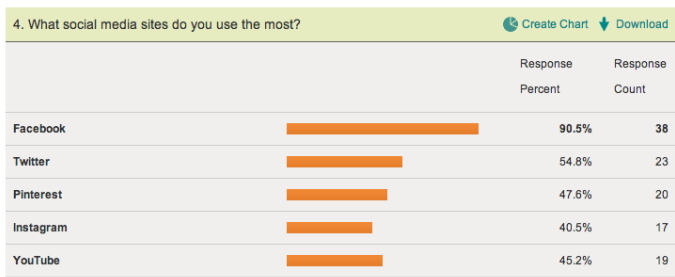
PRIMARY RESEARCH

Interview and Survey Questions

1. What's your age?
2. Gender
3. Do you know what human trafficking is?
3. Are you aware it happens in the U.S. and that it could happen to you?
4. Do you use social media? if so, what do you use it for?
5. How do you use social media? (Share, post, etc.)
6. Which social media outlets do you use?
7. Do you know if you could tell if you were about to be trafficked?
8. What do you think a stereotypical trafficker would look like?
9. What would you do to bring awareness to kids your age about this issue?
10. What things catch your attention? (posters, assemblies, etc.?)

Interview and Survey Results

- Some interviewees knew what human trafficking was, but many didn't.
- Facebook is overwhelmingly the most used social media site.
- Assemblies work best if the audience is engaged or the speaker is very good.
- Half of interviewees did not know human trafficking happened in the U.S., let alone Nebraska.
- Statistics and locations of where things happen catch people's attention.
- Victims telling about their experiences could show how real the issue is.



SECONDARY RESEARCH

Online Research and Articles

United Nations Office on Drugs and Crime

- Human trafficking is the recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or vulnerability, or giving payments or benefits to a person in control of the victim.
- Why is it done? For the purpose of exploitation, which includes exploiting the prostitution of others, sexual exploitation, forced labour, slavery or similar practices and the removal of organs

Not For Sale Campaign: <http://www.notforsalecampaign.org/>

- There are more slaves today than at any other point in human history.
- Slavery occurs when one person completely controls another person using violence or the threat of violence; to maintain that control, exploits them economically and they cannot walk away

Key Findings

- Many high school and middle school students don't know what human trafficking is and that it occurs in the U.S. and Nebraska.
- Students don't believe that it could happen to them.
- Facebook, Twitter, Pinterest and Instagram are main social media outlets used by teenagers.
- 2.5 million people are forced into human trafficking.
- Men trick women into human trafficking by romancing them.
- I-80 is a prime area for trafficking.
- Nebraska is currently rated second to worst for the Polaris Project.

CREATIVE BRIEF

Goal

To reach high school and middle school students in Lincoln, with awareness of human trafficking so that they are safe from traffickers and the dangers of being trafficked, that can occur even here in their own city.

Objectives

1. Use social media to connect with students.
2. Hold assembly to share information about human trafficking with students.
3. Create guerrilla marketing techniques to create buzz about the assembly and important information.

Brand Promise

The campaign promises to get the attention of Lincoln Public School children, regarding the risk of being trafficked, and get the students involved in spreading human trafficking awareness.

Brand Personality

Sharp, sincere and determined. We are helping high school and middle school students understand human trafficking by demonstrating and highlighting statistics and experiences derived from human trafficking situations.

The Opportunity is

Increase awareness among Lincoln Public Schools students. By sharing facts and getting the attention of the students, they will be able to see that this is a serious issue affecting them. To use social media, public events and print media to reach.

To These People:

High School and Middle School students in Lincoln, Nebraska.

Our Proposition is

Be aware, be safe, be free.

And They will Believe it Because

They will be informed, they know the facts, they will share with their peers, word of mouth and social media will bring buzz and everyone will believe and be involved. The use of interactive activities, social media avenues and assemblies, will provide the students with real-life examples and information about the dangers of human trafficking. This information will help students stray away from situations where they could be at risk for human trafficking.

Mandatories

Facebook or Blog

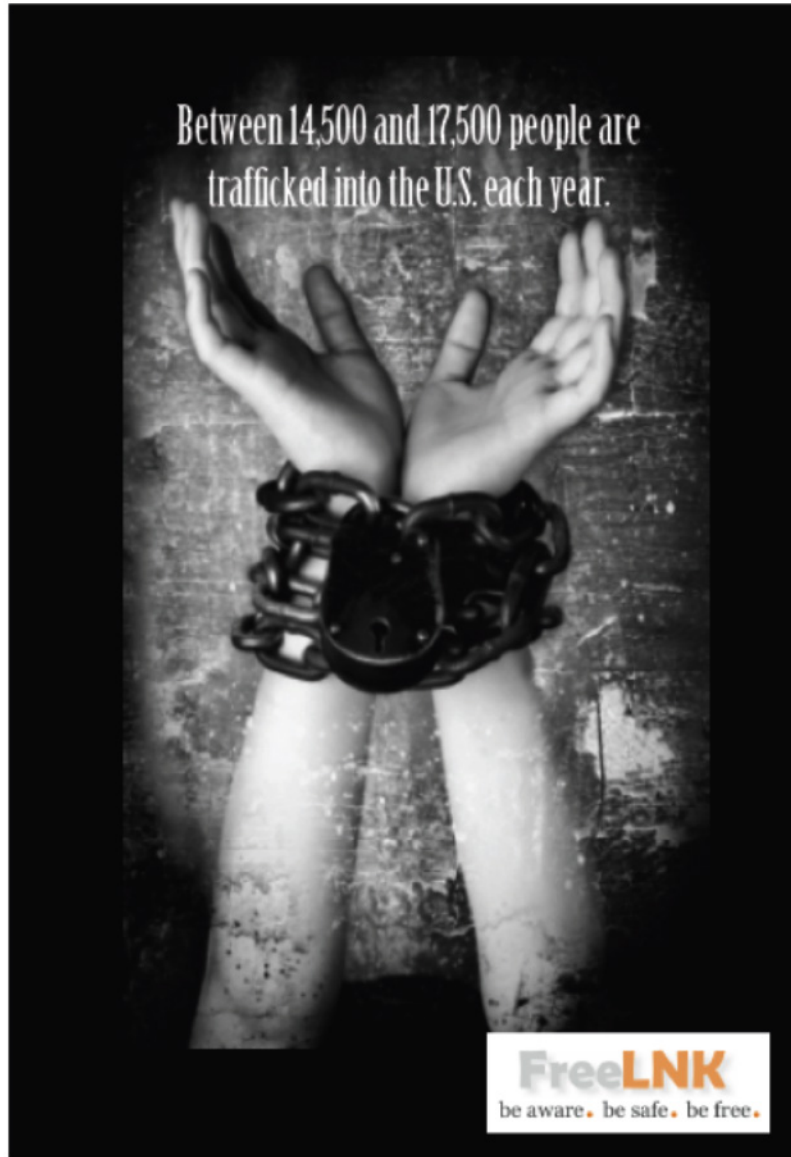
Website

Help phone number - call 911, or hotline: 1-888-3737888 "Polaris Project", submit tip online - polaris.org

Should be able to text too.

Twitter Account

POSTER - 1



POSTER - 2

It is estimated that there are more than 27 million slaves in the world. Half of them are under the age of 18.

FreeLNK
be aware. be safe. be free.

POSTER - 3



WEBSITE

FreeLNK
Be aware. Be safe. Be free.

Home About

Free LNK

be aware. be safe. be free.

February 24, 2013

What is FreeLNK?

So you've stumbled upon our page and now you're probably wondering "What exactly *is* FreeLNK?"

FreeLNK is a campaign created by some UNL students that wanted to raise awareness about human trafficking to people like you. If you've ever seen Taken, you're probably thinking that is exactly what human trafficking is, but it is a lot more than that and it doesn't just take place in foreign places.

It is happening right here. right now. in Lincoln, Nebraska.

Have you ever driven on I-80? It just so happens that I-80 is one of the largest and a prime location for human trafficking right here in our own city. It can happen to anyone, of any age, of any gender.

FreeLNK is dedicated to spreading awareness and helping stop this epidemic.

FREELNK

Error: Twitter did not respond. Please wait a few minutes and refresh this page.

UPCOMING EVENTS

No upcoming events

Search

The website will include

- FreeLNK logo,
- Links to Facebook and Twitter
- Highlights of current events sponsored by FreeLNK
- An about FreeLNK section

SOCIAL MEDIA - TWITTER

The image shows a screenshot of a Twitter profile page for a user named 'Free LNK'. The profile header includes the Twitter logo, navigation links (Home, Profile, Find People, Settings, Help, Sign out), and the user's name 'Free LNK' with the tagline 'be aware. be safe. be free.'. Below the header, there is a 'Following' section with a 'Lists' dropdown and a gear icon. The main content area displays four tweets. The first tweet asks for help with a Facebook page. The second tweet mentions Nebraska's ranking in the Polaris Project. The third tweet discusses human trafficking in Nebraska with a link. The fourth tweet promotes a new blog. A 'more' button is at the bottom of the tweet list. On the right sidebar, there are links for Name, Location, Web, Bio, and a list of actions: following, followers, listed, Tweets, Favorites, Actions (block, report for spam), and Following. An RSS feed link is also present.

twitter Home Profile Find People Settings Help Sign out

Free LNK
be aware. be safe. be free.

✓ Following Lists ⚙️

Also followed by

Have you LIKED our Facebook page yet?! Come help us out and get involved!

10:44 AM Aug 19th via HootSuite

Nebraska is the second worst ranked in the Polaris Project.

10:39 AM Aug 19th via HootSuite

Did you know human trafficking happens right here in NE? How YOU can help: <http://bit.ly>

12:04 PM Aug 17th via HootSuite

We just posted a NEW blog! Check it out here at: freeLNK.wordpress.com!

1:46 PM Aug 3rd via Constant Contact

more

Name
Location
Web
Bio

following followers listed

Tweets


Favorites

Actions
block
report for spam

Following

RSS feed of tweets

SOCIAL MEDIA - FACEBOOK

facebook  Search

FreeLNK.
be aware. be safe. be free.

Pictures Go Here

Pictures Go Here

Pictures Go Here

Pictures Go Here

Pictures Go Here

Wall Template Page · Everyone (Most Recent) ▾

Share: Status Photo Link Video Question

Write something...

FreeLNK Status messages are limited to 63,206 total characters with a max of 400 characters displayed.
be aware. be safe. be free.

Like · Comment · Share · 7 minutes ago

Template Page Comments can have unlimited length...
7 minutes ago · Like

Write a comment...

FreeLNK added 3 new photos to the album Large Photos.
be aware. be safe. be free.

Like · Comment · Share · 8 minutes ago

FreeLNK Videos can be up to 1024mb in size and up to 20 minutes in length.
be aware. be safe. be free.

Video Post
Length: 0:04

Like · Comment · Share · 41 minutes ago

RECENT ACTIVITY

Template Page joined Facebook. · Like · Comment

Wall

Hidden Posts

Info

Friend Activity

Insights

Photos

FBML

EDIT

About Edit

Enter company information in under 250 characters.

30
like this

Likes

GROVO

ASSEMBLY

Event Outline

Period right after lunch so they are not hungry or tired of the day

- 50 minutes long (length of a normal period)

Event Timeline

Prior to Event: Hand some cards out randomly selecting students walking in and tell them to stand up when we tell them too

5 Minutes: Opening questions

- Ask them what they know about human trafficking, if they know what it is

5 Minutes: Show the student council made video about human trafficking

- At the end of the video have the kids with the cards to stand up and tell them that it can happen to anyone and the people around you

20 minutes: Have speaker (hopefully Chris) give talk

10 minutes: Open discussion about their reactions/questions

10 minutes: Breakout Group Session

Total Time: 50 minutes



GUERRILLA EVENT

Event Outline

In order to capture the attention of our audience, we suggest a guerilla undercover event. This tactic will create buzz around the schools before the actual assembly. The guerilla event should take place at a sports event or any other program where many students and community members will be. The event will consist of a middle-aged man with a young woman. The man will go up to people attending the school event trying to “sell” the woman with him. It’d be best for the woman to look a little disheveled, and uncomfortable.

To make sure that people know it is an advertising tactic and not a real sex trade, we will also pass out business cards to those who wander by. The cards will explain that this is a portrayal of sex trading, and that the people involved are actors. It will also give a statistic about human trafficking. The cards will also direct people to our website to learn more. The logo FreeLNK is found on the bottom and the writing will be in the same dark grey color as the logo with the important statistical number in the orange color of the log to stand out.

The goal of the guerilla tactic is to get people to talk about human trafficking before the assembly is held at the school to explain more. The business cards are designed to send people to our website which will give Lincoln residents information on human trafficking and ways to stay safe.

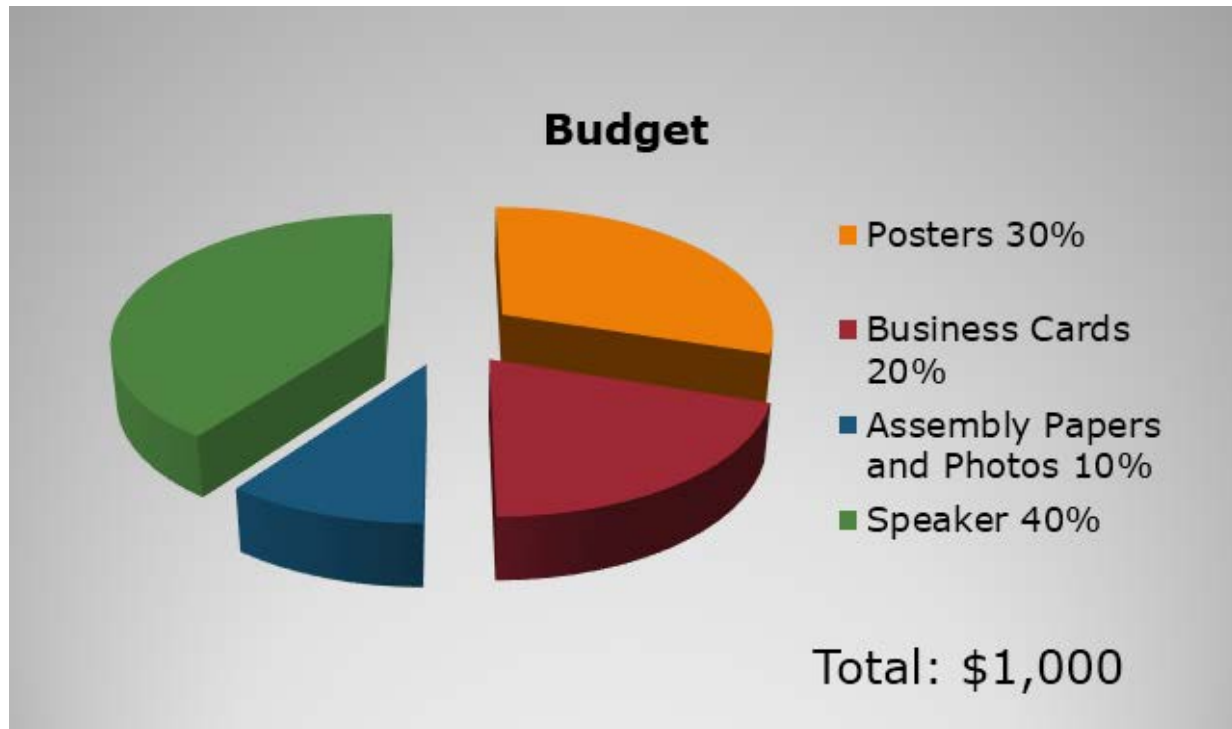
FRONT

This girl is not being sold, but over **200,000** girls are sold into sex slavery each year in the United States.

BACK

To find out more about sex trafficking and how you can stay safe please visit:
www.freeLNK.com

BUDGET



EVALUATION

Before and After Surveys

- Define awareness and level of importance in the minds of the audience both before and after the campaign in order to gauge effectiveness.

Analyze the following in order to evaluate social media side of the campaign:

- Followers on Twitter
- Likes on Facebook
- Hits on the website

APPENDIX F: EVALUATIONS

Evaluations

Clients and students get to evaluate presentations.

Presentation Evaluation Form (client)

Presentation Grade [5= Excellent (A); 4 = Good (AB); 3 = Satisfactory (B); 2 = Some problems (BC); 1 = Many problems (C); 0 = Did not present (F); NA= not applicable]:

Presenter(s): ADPR 357 class

Topic: LICORICE INTERNATIONAL (client)

A 1. Introduction: Did the introduction capture your interest? Was necessary background given? Was a clear purpose conveyed? yes - very thoughtful and organized

A 2. Organization: Was there a clear organization? Were transitions between sections clear and effective? Did the organization lead to a clear conclusion?

yes - highlights were helpful as the presentation was presented.

A B 3. Content: Did the speakers support their points? Was the supporting material relevant, up to date?

survey very interesting target audience - right on

AB 4. Visual Aids: Were visual aids used effectively and appropriately, carefully prepared?

yes it was all clear and easy to understand.

A 5. Conclusion: Were key points reinforced? Was a sense of closure provided? If appropriate, was a course of action proposed?

like they were not too sure as to what action Union would be useful - did like poster in coffee shop before you see kioski

A 6. Delivery: Was/were the speaker(s) natural, enthusiastic? Did they speak clearly? Were appropriate gestures, posture, expressions used?

presenters did a good job. - looked like all had part in project

A 7. Discussion: Were questions answered accurately, clearly, effectively?

discussion was interesting

A 8. General Comments (use back):

nice job !!

Presentation Evaluation Form (client)

Presentation Grade [5= Excellent (A); 4 = Good (AB); 3 = Satisfactory (B); 2 = Some problems (BC); 1 = Many problems (C); 0 = Did not present (F); NA= not applicable]:

Presenter(s): ADPR 357

Topic: Licouie International (client)

AB 1. Introduction: Did the introduction capture your interest? Was necessary background given? Was a clear purpose conveyed? *yes. A photo at the start would have been good not just words.*

WORDS.

A 2. Organization: Was there a clear organization? Were transitions between sections clear and effective? Did the organization lead to a clear conclusion? *yes. The Big Idea was good but could introduce earlier.*

was good but could introduce earlier.

A 3. Content: Did the speakers support their points? Was the supporting material relevant, up to date? *yes. They did an excellent job thru survey and research on product.*

yes. They did an excellent job thru survey and research on product.

AB 4. Visual Aids: Were visual aids used effectively and appropriately, carefully prepared?

some spelling errors - need better proofing.

A 5. Conclusion: Were key points reinforced? Was a sense of closure provided? If appropriate, was a course of action proposed? *yes. I think the key points were great. No question on what they recommended.*

yes. I think the key points were great. No question on what they recommended.

A 6. Delivery: Was/were the speaker(s) natural, enthusiastic? Did they speak clearly? Were appropriate gestures, posture, expressions used?

Yes. Nice to introduce selves. Very personable

A 7. Discussion: Were questions answered accurately, clearly, effectively?

Yes.

8. General Comments (use back):

Nice presentation. Clear. Good tone. I liked charts-. Union idea great - Posters great. Thanks.

Peer Evaluation Form - Group Project me

1. Your Name: [redacted]

2. Members of the presenting group: [redacted]

3. Goal of project: solve lack of awareness in Lincoln; education

4. Target Audience high school & middle school LPS students

parents
& teachers
of students

5. What was the Big Idea? Or the Campaign Idea? Human Sex Trafficking happens here, in Nebraska.

6. Was the presentation informative? Yes

Outstanding (1) 2 3 4 5 6 7 Poor

7. Did the group appear to know the subject? Yes

8. Was the presentation easy to follow? Yes

Outstanding (1) 2 3 4 5 6 7 Poor

9. One new thing you learned from this group interesting "opi" threats presented; didn't think of some of them

10. Were the slides appropriate in content and number? Yes

outstanding (1) 2 3 4 5 6 7 poor

great intro
postcard campaign - good idea; really great mock-up

Peer Evaluation Form - Group Project one

1. Your Name: _____

2. Members of the presenting group: _____

3. Goal of project: to solve lack of awareness in NE

4. Target Audience PARENTS = TEACHERS of TEENS

5. What was the Big Idea? Or the Campaign Idea? HUMAN SEX TRAFFICKING HAPPENS HERE IN NEBRASKA

6. Was the presentation informative? yes

Outstanding (1) . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 Poor

7. Did the group appear to know the subject? yes

8. Was the presentation easy to follow? yes

Outstanding 1 . . . (2) . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 Poor

9. One new thing you learned from this group HAPPENS TO ALL SOCIAL CLASSES, NOT JUST POOR

10. Were the slides appropriate in content and number? yes

outstanding (1) . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 poor

Peer Evaluation Form - Group Project one

1. Your Name: [REDACTED]

2. Members of the presenting group:
[REDACTED]

3. Goal of project: Create awareness of Human Trafficking in Lincoln

4. Target Audience HS + MS ~~students~~ teachers & parents of those students

5. What was the Big Idea? Or the Campaign Idea? Human Sex Trafficking happens here in Nebraska. "Don't be oblivious"

6. Was the presentation informative? yes
Outstanding ① . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 Poor

7. Did the group appear to know the subject? yes

8. Was the presentation easy to follow? yes
Outstanding ① . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 Poor

9. One new thing you learned from this group That people think education about this issue should be taught by both schools + parents.

10. Were the slides appropriate in content and number? yes
outstanding ① . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 poor

-> I like how this campaign targets parents + teachers
-> I think it is very attention-grabbing

APPENDIX G: REFLECTION PAPERS

Reflection Papers

I am including a couple of Reflection Papers students wrote about their class experience on the last week of class.


Account Planning Reflection Paper

April 29, 13

This semester, I have learned about many factors that go into planning for an advertising campaign. One of the most important parts of planning is to do research. It's important to understand where the brand is today in terms of who buys the brand, who likes the brand, when do they buy it, etc. You have to understand the consumer's attitudes towards the brand before you can begin to change or reinforce those attitudes and opinions. An account planner also needs to understand where the brand wants to be, what is stopping it from getting there and how can we get the brand to that level.

During research, several things will come up that can be stopping a brand from reaching the goals it has set. These can include consumer perceptions, consumer priorities or values, competitive threats or outside influences. In order to discover those barriers, a SWOT analysis can be performed. A SWOT analysis is one that goes over the strengths, weaknesses, opportunities and threats of a brand. This analysis can help lead the direction of the campaign and by highlighting the barriers, can help determine how to get past them. Consumer insights, discovered through research, are another factor in developing the campaign ideas. These insights can help highlight the specific benefits or features of a product or brand that will help it stand out from competitors.

Another major factor in account planning is positioning. Positioning is the location of a brand in relation to its competitors in the consumers mind. By carving out a specific niche in the marketplace, you can help your brand be heard and remembered. There are many ways to be positioned in a marketplace, and some of these may be by highlighting benefits, price, use, product user, product class, and cultural symbol or by the competitor. Everything the brand does, however, needs to stay aligned with the brand position to ensure it stays within its niche in the consumers mind.

Brand personality is something that also helps a brand stay within its positioning. It helps develop the human attributes of the brand, and allows people to relate and understand the brand. Personality is consistent and is not like tonality – which can change depending on the audience and campaign. Words such as sincerity, excitement and sophistication can all help to define a brand personality.

Lastly, the big idea is one of the most defining parts of a campaign. Big ideas are fresh, thought-provoking ideas that drive the entire campaign. They are the concepts, stories and taglines that help a brand be remembered. They are simple and easy to understand and do not simply list out benefits or features of a product or brand. Historically successful big ideas include “Think Different”, the Marlboro man, and Nike’s “Just Do It”. The big idea can be translated into many different mediums – print, radio, TV, etc., but helps keep each communication strategy targeted and in line with the brand position and campaign.

Overall, this class has taught me about all the important steps to take when researching for and developing a campaign. It was a great learning experience to take what we've learned in class and also apply it to actual projects, as well.

ADPR 357 Account Planning Reflection Paper April 30, 2013

From the first day of class, we've been immersed in information and experience in account planning. We've all had the chance to be that "primary contact with the outside world, the person who, through personal background, knowledge of all pertinent information, and overall experience, is able to bring strong consumer focus to all advertising decisions." Each of us has had the opportunity to conduct research and create strategy when working on a real-life campaign. This class has given us the know-how to participate in the account side of the advertising industry. The Four P's have been a staple in every advertising class I've taken thus far. They seem to be the basis of the research and the final product that comes out at the end. Utilizing the Four P's help your client and their product be heard in an overcrowded market place. Since customers differ in their needs, perceptions and preferences, they need to be classified into segments such as the target audience. This is called positioning. Positioning is important because it's what sets your client apart from others; for example, Volvo-safety, Haaden-Dasz-premium, Walmart- cheaper. An easy way to get into the mind of your audience is to be first, just like Neil Armstrong walking on the moon and Charles Lindberg flying solo across the Atlantic. Avis, the rent-a-car company, took an interesting stance on being second in their field. Their strategy was to show the consumer that because they were second best, they tried harder. After a while, it started working and they became more successful.

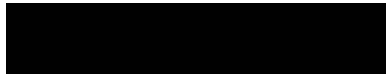
The creative brief in a campaign is almost just as important as the research. "The creative brief is like a road map, a great brief leads to imaginative and persuasive ads, Web sites or videos and it gets you there quickly." Choosing the right brief for the campaign is important, as there are several to pick from. The classic brief is a basic brief that can be used for new ads and campaigns from your current clients. The quick brief is used for small copy and design projects with tight deadlines and it's easy to write and inexpensive.

The advanced brief, on the other hand, is for new business pitches, new branding initiatives and campaigns and is a super-thorough analysis of the target audience, consumer buying behavior and clients positioning. The big idea is what is going to pull your clients in and affect the target audience the most. The three main parts of the big idea in modern advertising are: branding, positioning and direct marketing/direct response.

Overall, this class has brought all of the above together into two real-life experiences with real clients. By using clients from the Lincoln area, we've gotten the chance to see how things work in the advertising agency industry. We were able to work directly with clients, asking them what they wanted to see in the final product. The only thing that could have been explained better was the use of a realistic budget and how that budget is divided between different aspects of the campaign process.

APPENDIX H: SAMPLES BRAND PAPERS

Account Planning



Trader Joe's Brand Strategy

April 8th, 2013

Joe Coulombe, a young entrepreneur, developed the idea of Trader Joe's when on vacation in the Caribbean in the '50s. He discovered that Americans developing tastes for exotic foods and wines, but they had no place to buy those products once they got back home. Today, Trader Joe's ranks as the second best supermarket according to consumer reports and is known for its huge customer fan base. Products available at Trader Joe's include basic grocery goods such as milk, eggs, and detergent, but also include unique products that include health and organic foods and ready-made meals.

Trader Joe's is dedicated to providing quality products and services to its customers through warm, friendly and committed employees. Their customer defines their brand strategy – everything is done with their ideal customer in mind, from the store layout to product choice to employee outfits. Trader Joe's wants to establish a personal relationship with their customer and wants to be known as a neighborhood store. They created a fun environment to make shopping for groceries more of an experience. The store atmosphere has a South Seas motif and the layout changes constantly to showcase new merchandise. Store employees are known as 'crew members', while the assistant store manager and store manager are known as the 'first mate' and 'captain', respectively. Crew members wear Hawaiian shirts and store signs and banners convey the South Seas store theme.

Their products are positioned as honest and authentic. Product descriptions are hand written by crew members, and their product guarantee states, "We tried it! We liked it! If you don't, bring it back for a full refund, no questions asked." This helps to create a personal relationship with their customers. Another way Trader Joe's positions their brand products are by the unique names and labels. For example, Trader Darwin is the label for vitamins and the tagline is "Survival of the Fittest".

Trader Joe's target customers are in the millennial generation and/or ages 20-60. With income levels of \$35,000 to \$60,000, they are people who are college educated and want their grocery needs to fit into their budget. They want to be healthy, eat local/fresh and try new foods. These customers are generally very brand loyal and brand aware.

While a typical grocery store generally carries about 50,000 items, Trader Joe's stocks about 4,000. Additionally, 80% of those items are a Trader Joe's brand name. Trader Joe's stands out from competition by using opposite strategies. Stores such as HyVee, Super Saver or Whole Foods use sales and heavy advertising to entice customers to come into their stores. Trader Joe's instead represents itself in a smart, concise way. By fully understanding their customer's needs, they are able to target their audience and build a strong relationship with them.

Instead of typical grocery advertisements, Trader Joe's uses the Fearless Flyer, an online and print newsletter, to reach their customer. This newsletter provides recipes and new product descriptions that are useful to the customer. The company also is highly involved in the neighborhoods they are located in by giving back to the communities through gift donations to community-sponsored events. In-store, Trader Joe's offers sampling of their products stating that they are 'believers in you have to try something to find out if you like it', and ensure that all crew members know every product in the store – again fostering a great customer experience.

Overall, Trader Joe's strives to make the customer want to become a part of the Trader Joe's culture. The website, store environment, crew members and newsletter all work together to build a culture that keeps the customer returning. The company curates online and in-store content that entices the purchaser to act – whether it's buying their favorite product again, or trying something new.

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<http://www.traderjoes.com/index.asp>



Samsung Galaxy Note 10.1

Samsung Galaxy Note 10.1

Product Description

The Samsung Galaxy Note 10.1 is an easy to use, light-weight tablet with features like the S Pen, Multiscreen, and Adobe Suites, the Galaxy Note makes it easier for creative minds to work. With a (1280X800) LCD screen, pictures and videos are clearer. The Galaxy Note also has a 5-megapixel-auto focus camera with LED flash. The Note is also thinner than ever, only 8.9mm (Specifications). With the capability of removable memory the Samsung Galaxy Note 10.1 is marked towards creative individuals, “The new concept of device enhancing productivity, creativity and learning capability” (Benefits).

Brand Personality

Samsung is devoted to creating better products which in turn will create a better world. Samsung wants to make products that will make people’s lives change. How they truly feel is best summed up in their business philosophy:

“At Samsung, we follow a simple business philosophy: to devote our talent and technology to creating superior products and services that contribute to a better global society. Every day, our people bring this philosophy to life. Our leaders search for the brightest talent from around the world, and give them the resources they need to be the best at what they do. The result is that all of our products—from memory chips that help businesses store vital knowledge to mobile phones that connect people across continents— have the power to enrich lives. And that’s what making a better global society is all about. (Samsung.com)”

Target Customer

Creative, outgoing people who want a product that can keep up with their creative minds’.

Tom is a 21 year old graphic design student who enjoys going out with friends. Whether going out means to a movie or a party, he is always willing to hang out with friends. Tom enjoys athletics, but no longer competes in any. Tom is an only child who grew up small town, USA.

Their need

The consumer that would use the Samsung Galaxy Note 10.1 is a creative consumer that wants a product that can keep up with their creative needs. They want something stylish yet functional for their lifestyle. Most of consumers use their tablet for a wide range of uses such as, games, work and leisure.

The Competition

The main competition for Samsung is Apple. To go with Apple being the main competing company, the iPad is the main competition for the Samsung Galaxy Note 10.1. Apple is number 1 in the tablet marketplace but other competition consists of other devices such as computers, laptops and phones because of consumer preference.

How the product is positioned in mind of prospect

Galaxy Note 10.1 is more advanced and a better choice.

The message your target audience is receiving

Be Creative.

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