



GEORGETOWN UNIVERSITY
School of Continuing Studies
Integrated Marketing Communications

Georgetown University, MPS IMC | Fall 2016

MPMC-700-01: COLLABORATION LAB

Class Meets: Thursday, 5:20 – 7:50pm

Class Location: 640 Mass Ave Washington, DC 20001

Professors: Colin Moffett and Jim Quindlen

Office Hours: Arranged by appointment.

COURSE DESCRIPTION

Working from a creative brief for a major consumer brand, students will learn how to collaborate in the best interest of their client, and towards the development of a fully integrated marketing communications campaign. Students will be asked to navigate the silos between communications disciplines and to stop the “wars” among the advocates of any one particular approach. As part of the experience, students will gain exposure to the different disciplines within communications and marketing mix. We will explore the traditions of these roles as well as their evolution within the context of the modern communications landscape. Students will then work to transcend these roles and find ways of collaborating that meet the challenges of a more nimble, digital-first era. This collaboration will culminate in the response to live client brief. Students will break into groups and prepare creative responses to the briefs to be judged by the client. Students will then come together as one group to further refine the preferred client approach and present to the client at the end of the semester as a unified, collaborative team.

LEARNING OBJECTIVES

By the end of this class, the students will develop their skills and understanding in the following key areas:

- **Collaboration** – Create teamwork with cross-discipline teams using agility and demonstrating understanding of how the world of communications is evolving.
- **Research and Insights** – Design and implement primary and secondary research that uncovers unique insights that can form the foundation of strong creative ideas.
- **Selling and Storytelling** – Construct compelling narratives about your ideas that help bring them to life and win the day.

ATTENDANCE

In-class discussion and practice are essential to mastering the content of this course. Students are expected to attend every class and arrive on time. If you are detained from attending a class or arriving before it begins, you are responsible for notifying me via email prior to the start of class. Missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). Absences from classes, beyond the initial two, will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course.

COURSE PHILOSOPHY

This course is heavily participatory and will require a high level of discussion and teamwork. It is also built around successfully creating and conveying ideas. Students should come ready to impress. Everyone you interact with in the class will weigh in on your ultimate success.

The class will stress the following elements:

- **Live Fire** - In addition to being highly participatory, this class is designed to mimic real life client facing assignments and typical professional situations. Treat every situation like you are trying to win work.
- **Insight Driven** - Students will work to find unique insights that help inform and back up their overall strategies.
- **Showtime** - Creating visual clean and appealing presentations and delivering them well in live situations is incredibly important to selling in good ideas.

ASSIGNMENTS, PRESENTING WORK AND FEEDBACK

As this class is highly participatory the assignments evolve around in-class work and presentations. Hardcopy presentation books (one for each person being presented to) should accompany each presentation.

Much like the real world, in-depth feedback will be presented in person. Since grades are dependent on group work we are offering additional feedback opportunities for students to receive personalized individual feedback during set-aside **office hours** with the professors. Slots will be made available after classes and it is up to students to schedule time. Accommodations will be made outside of allotted hours for students who need it.

REQUIRED READINGS

The resources for this course include three key books. The readings are chosen to give you a solid foundation for understanding and internalizing the coursework

Leonard, Kelly (2015). *Yes, And: How Improvisation Reverses "No, But" Thinking and Improves Creativity and Collaboration – Lessons from Second City*. HarperBusiness.
ISBN: 9780062248541 | \$15.73

Hall, Erika (2013). *Just Enough Research*. A Book Apart.
ISBN: 9781937557102 | \$30.00 (www.abookapart.com)

Pink, Daniel H. (2013). *To Sell is Human: The Surprising Truth About Moving Others*. Riverhead Books
ISBN: 9781594631900 | \$9.45

All articles, book excerpts, cases, and multimedia listed on the course schedule will be distributed in advance, via the class Blackboard group. Readings not included in the initial syllabus will be provided later in the semester, so we can review real-time cases and current events.

LIBRARY RESOURCES FOR MPMC

<http://guides.library.georgetown.edu/researchcourseguides>
<http://guides.library.georgetown.edu/MPMC>

ASSIGNMENTS

You are expected to present work on time and of high quality. Please refer to the course schedule and plan your timetable for completing assignments in advance. We encourage you to actively ask questions prior to presenting assignments. Feedback on all final assignments will be provided in a timely manner; no more than 2 weeks after the assignment was turned in. Students are also encouraged to set up office hours appointments to receive individualized feedback and advice.

Insight Hunt – 25 points (12.5%)

Learning to uncover unique insights about target audiences is the most important tool in effective creative campaign development. In order to flex these muscles we will send students out on a live hunt for insights based on a client brief. Students will have a defined task and amount of time to observe audiences in a live environment and will be required to report back their findings to the class:

- Ability to understand the brief and associated tasks
- Observation abilities in uncovering unique aspects of audiences in a live environment
- Articulation of the insight to the class

Group Mini-Brief – 50 points (25%)

The class will be split into five groups who will work together on a series of briefs. The first brief is a mini-brief which asks students to respond to a brand challenge. This will take students through a series of steps including research and insight discovery, creative ideation and ultimately presenting their findings to the class. This is designed to give groups a warm-up process before receiving the larger live-client brand brief:

- Start to define internal group roles
- Become comfortable with insight discovery and creative problem solving
- Present and sell findings in front of the class

Client Collaboration – 75 points (37.5%)

Working in the same groups students will work on a more comprehensive “live” brief with a real client on an actual brand challenge. Students will have a number of weeks to put together a proposal that will be delivered in front of the client. The client will decide on an idea or set of ideas that they would like to pursue and the class will then reconfigure into working groups and work to refine and broaden the strategy for the client:

- Conduct thorough research and identify quality insights
- Work well in a team environment to put together a quality product
- Present and sell your ideas well

Peer Feedback – 25 points (12.5%)

Working well in groups is a critical element of work life. Coordinating with others, dividing up assignments, sharing the work load and presenting well together are important elements to successful

group work. One of the best ways to determine how people do with this is through peer evaluations. At the end of group assignments we will survey your peers to help add to our evaluations. It will be important to:

- Show a high level of engagement and willingness to pitch in
- Be solutions oriented and help move the group towards consensus and end goals
- Provide timely and high quality work product to the group

Class Participation – 25 points (12.5%)

This class is fundamentally about participation and students are expected to be informed and vocal in class and as a part of assignments. Your participation during discussions during lectures, with guest speakers and with quality questions to peers is critical to the success of this class. Students should also come prepared with an understanding of the reading as well as their own experiences to share and shape discussion:

- Show clear understanding of the readings and subject matter
- Be alert and participatory for guest speakers
- Participate fully in group activities

GRADING

Graduate course grades include A, A-, B+, B, B-, C, and F. **There are no grades of C+, C-, or D.**

Your course grade will be based on the following:

Insight Hunt	25pts
Group Mini-Brief	50pts
Client Collaboration	75pts
Peer Feedback	25pts
Class Participation	25pts
Total =	200pts

Grading Metrics:

Students will have the opportunity to earn a **total of 200 points** this semester. Please reference the below grading scale and assignments:

Grading Scale:

A	100 - 93
A-	92 - 90
B+	89 - 88
B	87 - 83
B-	82 - 80
C	79 - 70
F	69 and below

The instructors will provide a warning by mid-semester to any student who appears to be on track for a poor final grade.

UNIVERSITY RESOURCES

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

- MPS Writing Resource Program
202-687-4246
<http://writingcenter.georgetown.edu/>
- Academic Resource Center
202-687-8354 | arc@georgetown.edu
<http://ldss.georgetown.edu/>
- Counseling and Psychiatric Services
202-687-6985
<http://caps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
(202) 687-4798
<https://ideaa.georgetown.edu/>

STUDENTS WITH DISABILITIES POLICY

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

GEORGETOWN HONOR SYSTEM

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

PLAGIARISM

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at

<http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

SYLLABUS MODIFICATION

The syllabus may change to accommodate discussion of emerging topics. Also, the schedules of guest speakers may require some shifting of the agenda. The instructors will make every effort to provide as much advance notice as possible for any alterations.

COURSE SCHEDULE

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 1 September 1, 2016 TITLE Introduction			<u>Presenters:</u> Colin and Jim <u>Discussion:</u> Course objectives / Basics
Class 2 September 8, 2016 TITLE Collaboration Intensive	Yes, And Ch 1 To Sell is Human Ch1 Just Enough Ch 1		<u>Presenters:</u> TBD <u>Discussion:</u> Fundamentals of Collaboration
Class 3 September 15, 2016 TITLE Landscape Fundamentals	Yes, And Ch 2 To Sell is Human Ch2 Just Enough Ch 2		<u>Presenters:</u> Colin and Jim <u>Discussion:</u> Modern work / Modern Teams
Class 4 September 22, 2016 TITLE Uncovering Insights	Yes, And Ch 3 To Sell is Human Ch3 Just Enough Ch 3	Insight Hunt Findings (in class) Groups Assigned	<u>Presenters:</u> Colin and Jim (Guest TBD) <u>Discussion:</u> How to find Insights
Class 5 September 29, 2016 TITLE The Big Idea	Yes, And Ch 4 To Sell is Human Ch4 Just Enough Ch 4		<u>Presenters:</u> Colin and Jim (Guest TBD) <u>Discussion:</u> Creative idea generation
Class 6 October 6, 2016 TITLE Selling Your Idea	Yes, And Ch 5 To Sell is Human Ch5 Just Enough Ch 1		<u>Presenters:</u> Colin and Jim (Guest TBD) <u>Discussion:</u> Packaging and Selling Ideas
Class 7 October 13, 2016 TITLE Presenting Ideas	Yes, And Ch 6 To Sell is Human Ch6 Just Enough Ch 6	Mini-Brief Group Presentations (in class) Groups 1-3	<u>Presenters:</u> Colin and Jim <u>Discussion:</u> Presenting, Presentations
Class 8 October 20, 2016 TITLE Refining Ideas	Yes, And Ch 7-8 Just Enough Ch 7	Mini-Brief Group Presentations (in class) Groups 4-5	<u>Presenters:</u> Colin and Jim <u>Discussion:</u> Getting to great, Presentations
Class 9 October 27, 2016 TITLE	Yes, And Ch 9-10 Just Enough Ch 8		<u>Presenters:</u> TBD <u>Discussion:</u> Fundamentals of Collaboration

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 10 November 3, 2016 TITLE Pitch Day	Yes, And Ch 11-12 Just Enough Ch 9	Initial Group Presentations to Client THE PITCH (in class)	<u>Presenters:</u> None <u>Discussion:</u> Pitches
Class 11 November 10, 2016 TITLE Regroup and Refinement			<u>Presenters:</u> Colin and Jim (Guest TBD) <u>Discussion:</u> Regrouping and refining
Class 12 November 17, 2016 TITLE Redefining Roles			<u>Presenters:</u> Colin and Jim (Guest TBD) <u>Discussion:</u> T-Shaped Individuals
Class 13 December 1, 2016 TITLE Work of the Future			<u>Presenters:</u> Colin and Jim (Guest TBD) <u>Discussion:</u> Where we go from here
Class 14 December 15, 2016 TITLE Final Presentations		Final Presentation to Client on Refined Ideas (in class)	<u>Presenters:</u> None <u>Discussion:</u> Final Presentations