

School of Environment, Enterprise and Development
Faculty of Environment
University of Waterloo

Winter 2020

ECDEV 604

Management and Policy Tools for Economic Development and Sustainability Professionals

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Office Hours: Mondays 1:00 - 3:00pm (EV3 4263); or by appointment

Lecture: Tuesdays 11:30am-2:20pm ROOM EV1 132

Course Objectives and Description

An integral part of the economic development profession involves critically evaluating and communicating information that is central to decision-making. This course introduces a variety of tools frequently used by economic development professionals, including policy briefs, place marketing strategies, grant/proposal writing, feasibility studies, needs assessments, and program evaluations. These tools are often used to communicate information to a wide variety of stakeholders from councillors and staff, to other levels of government, citizens, businesses, and potential investors. Through lectures, assignments, and critical discussions, students will learn how to: (1) critically evaluate information; (2) present information in a succinct manner; (3) effectively communicate information using multiple platforms; and (4) engage a variety of stakeholders in the economic development process.

Course Assessment

<u>Assignment</u>	<u>Due Date</u>	<u>Value (%)</u>
Place Marketing Profile & Audit	January 28th	20
Policy Brief/Program Development	February 25th	25
Place Marketing Strategy	March 24th	20
Place Marketing Pitch	March 24th & 31st	25
Classroom Engagement	Ongoing	10

Delivery of Course Materials

1. Material for this course will be delivered by the LEARN system. Go to <https://learn.uwaterloo.ca/>
2. The course syllabus is available on the course website (through the LEARN system). We will discuss it in our first class.
3. I will aim to put PowerPoint Presentations up on LEARN before class. (Please note that this does not provide ALL of the information that will be delivered in the lecture, but can help guide you through the material.)
4. I will also use the LEARN system to deliver information to students in the course. I expect you to be checking the course website regularly (at least every working day).

Course Readings

There is no required textbook for this course. All required readings and other relevant materials will be made available via LEARN at the "Library e-reserves" section, Dana Porter Library (Reserves), or accessed via the Internet.

Course Policies

Grading

The following table provides students with a basic guideline to grading in this course. All assignments will be graded based on content, structure and references.

Mark	Expectations/Requirements
>90	Exceptional: Demonstrates a very strong grasp of subject matter and underlying substantive material. Few or no technical errors (typos, spelling, grammar). Clarity in writing style; coherent structure and flow; a degree of true originality; appropriate reference to source materials; presents a coherent and persuasive point of view.
80-90	Very good: Demonstrates a strong grasp of subject matter and underlying substantive material. Few technical errors; appropriate reference to source material; some attempt at originality; perhaps a few unreferenced points; well-structured
70-80	Good: Demonstrates solid understanding of material; few technical errors; well referenced.
65-70	Satisfactory: Demonstrates a basic understanding of material; some technical errors; some structure; some missing or inappropriate references.
50-65	Marginal: An unacceptable number of technical errors; little attempt to present coherent viewpoint; demonstrates a weak or superficial understanding of material; inappropriate or missing references; lack of structure
<50	Inadequate

Turnitin.com

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Policy on Late Submissions

Submissions received up to 24 hours after the due date and time indicated above will have a 10 per cent penalty applied to them (of the 100 available per cent for that assignment). Submissions received 24-48 hours AFTER the due date and time indicated above will have a 20 per cent penalty applied to them (of the 100 available per cent for that assignment). Students not handing in their submissions within TWO DAYS of the due date and time will receive a mark of zero on that assignment. Exceptions will be made in extraordinary circumstances (usually related to medical emergencies supported by documentation). Students anticipating that their assignment will be submitted late are encouraged to contact the course instructor at the earliest possible time.

Note on Digital Submissions

Please submit your assignments to the appropriate Dropbox on Learn. By submitting an assignment to Learn, you are agreeing to the following:

- You have properly referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
- You have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.
- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of any group project)
- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Protocol for Contesting Graded Assignments

Upon receipt of your graded assignment should you wish to contest the grading of your assignment (outside of simple errors in the addition of marks) the following protocol must be followed:

1. Read comments provided thoroughly.
2. After 24hours, submit an email to the course instructor detailing why your assignment warrants a review. Please be sure to provide specific examples and justification as to why you feel your grade should be reconsidered. Be sure to include a copy of your graded assignment in the email.

3. The instructor will then review the stated reasons and decide whether re-grading of the assignment is warranted.
4. Should the instructor deem that re-grading is warranted, the instructor will then ask the student whether they would like their assignment re-graded, recognizing that the student's grade could go up or down depending on the instructors' assessment.
5. The student can choose to either have the instructor go ahead with re-grading the entire assignment or stick with their original grade.

Course Material is Intellectual Property for your Use Only

All materials included in the course (e.g., PowerPoint slides) are made available digitally for your convenience, and are accessible through the LEARN course page. THIS IS NOT A RIGHT BUT A PRIVILEGE. Please note that the use of these materials is intended for students currently enrolled in ECDEV 604 only. Recording of the lectures (i.e. audio or video) is prohibited without the express written consent of the instructor. The distribution of PDF files, PowerPoint slides or any other media, either to individuals or to third-party websites (e.g., CourseHero) is strictly prohibited. If there is any evidence that students have distributed materials from this course, the instructor will remove posted material, and cease posting intellectual property (e.g., PowerPoint slides) online and may pursue disciplinary action against the students in question.

Electronic Communications and Classroom Etiquette

- Electronic communication with the Course Instructors must be sent through LEARN.
- The instructor will try to reply to inquiries from students within two business days. Please ensure that you include the course name and code in the email subject (e.g. ECDEV 604) and be sure to include your name.
- Make sure you consult the course outline/syllabus, LEARN and other course materials before submitting inquiries through LEARN. The instructor will not respond to any requests or messages sent via personal email accounts or social media. Queries made near the due dates of assignments or tests may not be answered.
- Laptop use in-class
 - Laptops, smart phones and tablets are permitted in class for course-related purposes only. Anybody found accessing the internet for other purposes (e.g. checking email, chatting, social media, non-course sites, playing on-line games, etc.), or using laptops off-line for non-course purposes (e.g., games, movies, music), will be asked to leave the class.
- Devices should be silent in-class.

University Academic Policies

INTELLECTUAL PROPERTY: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

ACADEMIC INTEGRITY: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity/>

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students:

<http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for team work/collaboration should seek guidance from

the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academicintegrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under **Policy 71 – Student Discipline**. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to **Policy #70, Student**

GRIEVANCE: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See **Policy 70 - Student Petitions and Grievances, Section 4**

www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

When in doubt please contact your Undergraduate Advisor for details.

APPEALS: A decision made or penalty imposed under **Policy 70 - Student Petitions and Grievances** (other than a petition) or **Policy 71 – (Student Discipline)** may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to **Policy 72 (Student Appeals)** www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

RESEARCH ETHICS: Please also note that the 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.)' (<http://www.research.uwaterloo.ca/ethics/human/>).

Students in ECDEV 604 have permission to discuss their green business model with persons over the age of 18. See professional skills development and entrepreneurial activities - <https://uwaterloo.ca/research/office-research-ethics/research-human-participants/pre-submission-and-training/human-research-guidelines-and-policies-alphabetical-list/definition-professional-skill-development-0>

NOTE FOR STUDENTS WITH DISABILITIES: AccessAbility Services, located in Needles Hall, Room 1401, (<https://uwaterloo.ca/accessability-services/>) collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the

impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

MENTAL HEALTH: The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

RELIGIOUS OBSERVANCES: Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

UNCLAIMED ASSIGNMENTS: Unclaimed assignments will be retained until one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW's [confidential shredding procedures](#).

RECORDING LECTURES: Use of recording devices during lectures or meetings is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

ECDEV 604

Schedule & Summary of Topics

Part I

January 7
January 14

Introduction

Introduction and course overview
Place Branding & Marketing

Part II

January 21
January 28

Engaging with Stakeholders

Engaging with the Public, Businesses & Other Stakeholders
Consultants, Politics, & Council

Part III

February 4
February 11

The Toolkit

Grant Writing Workshop
Policy Briefs, Program Reviews & Program Development

February 18

Reading Week

February 25
March 3
March 10
March 17
March 24
March 31

ABCD & Economic Development Strategies
Big Data for Small Places
Program Evaluations & Performance Measurements
Needs Assessments & Feasibility Studies
Place Marketing Presentations
Place Marketing Presentations

ECDEV 604 Detailed Reading List

Week	Lecture	Readings
PART I - Introduction		
1	Tuesday, January 7 th	Introduction & Course Overview
2	Tuesday January 14 th	<p>Place Branding & Marketing</p> <p>FCM. (2015). Community Branding and Marketing. Available at: http://www.fcm.ca/Documents/tools/International/Community_Branding_And_Marketing_EN.pdf</p> <p>FCM. (2013). Case Study: Place Branding for Municipalities (Regina). Available at: https://www.fcm.ca/Documents/case-studies/International/Place_Branding_for_Municipalities_EN.pdf</p> <p>Allen, G. (2007). Place branding: New tools for economic development. <i>Design Management Review</i>, 18(2), 60-68.</p> <p>Additional resources</p> <p>EDAC. (2008). Place Branding in Practice Current issues for economic development professionals. Available at: http://edac.onthree.ca/whitepaper_1.pdf</p> <p>Aitken, R., & Campelo, A. (2011). The four Rs of place branding. <i>Journal of Marketing Management</i>, 27(9-10), 913-933.</p> <p>EDAC. (2009). Special Edition White Paper: Economic Development Marketing in the Current Recession. Available at: http://edac.ca/wp-content/uploads/2014/03/RecessionMarketing.pdf</p>

PART II – Engaging with Stakeholders			
3	Tuesday, January 21 st	Engaging with the Public, Businesses & Other Stakeholders	<p>Chamberlain, S. (2014). Economic Development and Social Media: A Strategic Approach for Success. <i>Papers in Canadian Economic Development</i>, 14, 55-73.</p> <p>EDAC. (2009). The New Communication Tools for Economic Developers. Available at: http://edac.ca/wp-content/uploads/2014/03/whitepaper_newtools.pdf</p> <p>Lake, J. (2014). Public Engagement – Back to Basics. <i>Papers in Canadian Economic Development</i>, 14: 25-38.</p>
4	Tuesday, January 28 th	Consultants, Politics & Council	<p><u>Place Marketing Profile & Audit Due @ 11:30am in Dropbox</u></p> <p>Thompson, S. (2010). Delivery models of local economic development: An analysis of internal and external models in Ontario. <i>Papers in Canadian Economic Development</i>, 12: 85-109.</p> <p>Parker, P. and Donaher, E. (2013). Comparing economic development corporation and internal department models: Service delivery in Southern Ontario. <i>Papers in Canadian Economic Development</i>, 13: 1-34.</p> <p>Cleave, E., Arku, G., & Chatwin, M. (2019). One step forward, two steps back? Consultant influence on local economic development policy in Canada. <i>Canadian Public Administration</i>, 62(1), 96-121.</p> <p><i>Additional resources</i></p> <p>Wolman, H., & Spitzley, D. (1996). The politics of local economic development. <i>Economic Development Quarterly</i>, 10(2), 115-150.</p>
5	Tuesday February 4 th	Grant Writing Workshop	Hosted by GreenHouse

PART III – The Toolkit			
6	Tuesday, February 11 th	Policy Briefs, Program Reviews & Program Development	<p>Shared Services BC. (2016). Preparing RFPs. Available at: http://www2.gov.bc.ca/assets/gov/government/services-for-government-and-broader-public-sector/buy-goods-services-and-construction/how-to-buy-services/ministry_rfp_guide.pdf</p> <p>IDRC. How to write a policy brief?. Available at: https://www.idrc.ca/sites/default/files/idrcpolicybrieftoolkit.pdf</p> <p>Additional resources</p> <p>United Way. (2016). Program Design & Development Resources. Prepared by Martha McGuire. Available at: https://www.unitedwaygt.org/document.doc?id=538</p> <p>OMAFRA. 1997. Preparing and Presenting a Brief. Available at: http://www.omafra.gov.on.ca/english/rural/facts/96-011.htm</p>
7	Tuesday, February 18 th	Reading Week	READING WEEK
8	Tuesday, February 25 th	ABCD & Economic Development Strategies	<p><u>Policy Brief/Program Development Due @ 11:30am in Dropbox</u></p> <p>FCM. (2014). Building community prosperity through local economic development: An Introduction to LED Principles and Practices. Available at: https://www.fcm.ca/Documents/tools/International/Building_Community_Prosperty_Through_Local_Economic_Development_EN.pdf</p> <p>Parill, E., White, K., Vodden, K., Walsh, J. and Wood, G. (2014). Regional Asset Mapping Initiative. Humber Northern Peninsula-Southern Labrador Region. Available at: http://ruralresilience.ca/wp-content/uploads/2014/09/Asset-Mapping-Final-Report-for-submission.pdf</p> <p>Government of Alberta. (2012). Turning Strategies into Action: Economic Development Planning Guide for Communities. Available at:</p>

			<p>http://albertacf.com/sites/default/files/albertacf.com/economic_development_planning_guide_for_communities.pdf</p> <p>ACOA. (2013). Planning for Success. A Guide to Planning Your Community-based Project Available at: http://www.acoa-apec.ca/eng/publications/FactSheetsAndBrochures/Documents/Planning%20for%20Success%20-%20Community%20EN.pdf</p> <p>Government of British Columbia. (2019). Strategic Planning Toolkit for Local Economic Development. Available at: https://www2.gov.bc.ca/gov/content/employment-business/economic-development/plan-and-measure/strategic-planning-toolkit</p>
9	Tuesday, March 3 rd	Big Data for Small Places	<p>Rogers, N. and Leitch, R. (2017). Big Data 4 Small Places Work Book: Capacity-building in data access and analysis for rural community development. Measuring Rural Community Vitality Initiative Rural Ontario Institute. Available at: http://www.ruralontarioinstitute.ca/uploads/userfiles/files/Big%20Data%20for%20Small%20Places%20Workbook%20Feb10-17%20final(1).pdf</p> <p>Bollman, R. (2017). SMALL AREA DATA GUIDE: How to find national statistics at sub-provincial levels. Prepared for the Rural Ontario Institute. Available at: http://www.ruralontarioinstitute.ca/uploads/userfiles/files/DRAFT%20Small%20Area%20Data%20Guide_FINAL.pdf</p>
10	Tuesday March 10 th	Performance Measures & Program Evaluation	<p>Treasury Board of Canada. Program Evaluation Methods. Available at: http://www.tbs-sct.gc.ca/cee/pubs/meth/pem-mep-eng.pdf</p> <p>Fraser Health. 2009. A Guide to Planning and Conducting Program Evaluation. Available at: http://research.fraserhealth.ca/media/2009-05-11-A-Guide-to-Planning-and-Conducting-Program-Evaluation-v2.pdf</p>

			Government of British Columbia. (2019). Performance Measurement Toolkit for Local Economic Development. Available at: https://www2.gov.bc.ca/gov/content/employment-business/economic-development/plan-and-measure/performance-measurement-toolkit
11	Tuesday, March 17 th	Needs Assessments & Feasibility Studies	Angima, S. and Etuk, L. 2013. Needs Assessment Primer: A summary of the book Needs Assessment: An Overview, by James Altschuld & David Kumar. Available at: http://extension.oregonstate.edu/sites/default/files/for-employees/employee-resources/needs-assessment/needs_assessment_version_7_-_final.pdf
12	Tuesday, March 24 th		<u>Place Marketing Strategy Due @ 11:30am in Dropbox</u> Place Marketing Pitches
13	Tuesday, March 31 st		Place Marketing Pitches

ECDEV 604 Assignment Descriptions

Place Marketing Project

The goal of this team project is to pick a small, rural or northern community in Canada and create a brand identity and marketing strategy. The community must have fewer than 100,000 people and be without a current marketing strategy. If the community has a brand, you must create a new brand that is different from the current brand. You must have no connection to the community you select (e.g. you are not from there and/or you have not lived there). You must have your community approved by the instructor no later than January 14th.

A community brand identity defines what makes a community unique and can be used to attract potential investors, businesses, tourists and new residents. According to FCM, a community brand identity should be authentic and resonate with the citizens of your community and other target audiences. A marketing strategy puts this brand to work by identifying and effectively communicating your community's assets. A marketing strategy often includes an identification of goals, assets, target audiences, messaging, and approaches.

Every team member **must** submit an evaluation for each member in the team with the purpose of reflecting on their contribution to the team work. This evaluation is confidential and it is available on Learn. The peer evaluation will assist in determining whether a team mark or individual mark is assigned. However, the final grading decision rests with the instructor. **Failure to submit an evaluation will result in a mark of zero on the assignment.** Please print and submit a hard copy in class on **March 31st**.

Place Marketing Assignment Part I – Community Profile & Communication Audit

The goal of the community profile and communication audit is to get to know your community's history, strengths, and challenges as well as evaluate its existing image(s) and communication efforts to identify strengths and gaps. This assignment will be a maximum of 8-10 pages, typed, single-space, with normal margins and 12-pt font, not including figures, tables or references. It must include resources and references, using the 'APA style' (American Psychological Association). This might include academic references, government documents, statistics, newspaper articles, business magazines, and websites.

Community Profile

- A brief history of your community
- A socio-economic overview with relevant data
- Overview of other relevant information (e.g. assets - like infrastructure, amenities etc.; challenges – like demographics, economic etc.)

Community Image Audit

- Describe the existing community image(s) (e.g. what is it, what does it build on, when was it created; Is it formally branded or perceived a certain way?);
- Describe what is positive about the current image; and
- Describe what is negative about the current image or what can be improved

Communication Audit

- Provide a thorough examination of current communication efforts (e.g. what format, how often, how old, what needs improvement? etc.)
- Identify any communication needs; and
- Describe any challenges that could impact communication options/solutions

DUE DATE: Tuesday January 28th by 11:30am in Dropbox

ASSESSMENT: This assignment is worth 20 percent of your course grade

EXPECTATIONS:

- Well-written and well-structured
- Well-researched
- Descriptive

Place Marketing Assignment Part II – Community Brand & Marketing Strategy

You will create a community brand and marketing strategy for your community. It will be a maximum 15 pages, typed, single-space, with normal margins and 12-pt font, not including figures, tables or references. Your strategy must include resources and references, using the 'APA style' (American Psychological Association). This might include academic references, government documents, statistics, newspaper articles and business magazines. Your community brand & marketing strategy must include:

- Your brand and a positioning statement (e.g. a compelling message that conveys clearly your brand promise)
- Identification of your assets (e.g. built, economic, natural, social/cultural/human, political/institutional)
- A description of your competitive advantage(s)? (e.g. what differentiates your community from its competitors?)
- Goals or objectives (what do you hope to achieve with the marketing strategy)
- Key audience(s)
- Messaging; and
- The approach or strategy (be sure to include actions, timeline and key stakeholders for each method)

Get Outside the Building!

A major component of any branding and marketing strategy is to get outside the building and talk to people. For your strategy you must talk to ten (10) people about your community. This might include current residents/businesses or individuals who are not from the community. For current residents/businesses, you might ask them what they like about the community (e.g. the assets). For individuals who are not from the community, you might discuss what knowledge they have of your community, if they would ever visit and why, and how they find information about communities. Remember you are not trying to market your community to them but to gather feedback to help inform your strategy. Individuals must be over the age of 18. Document your methods and responses anonymously in an Appendix.

DUE DATE: Tuesday March 24th by 11:30am in Dropbox

ASSESSMENT: This assignment is worth 25 percent of your course grade

EXPECTATIONS:

- Well-written and well-structured
- Creative presentation (this is not an academic paper!)
- Interesting and well-thought out brand and strategy

Place Marketing Assignment III – Community Brand & Marketing Strategy Pitch

You will have 20 minutes to pitch your community brand and marketing strategy and 5 minutes to answer questions and receive feedback. You may choose to use PowerPoint but **do not** overload the slides with text. Your presentation must include:

- A brief description of your community
- A brief description of key assets (e.g. built, economic, natural, social/cultural/human, political/institutional)
- Your brand and a positioning statement (e.g. a compelling message that conveys clearly your brand promise)
- Goals or objectives (what do you hope to achieve with the marketing strategy)
- Key audience(s)
- Messaging; and
- The approach or strategy (be sure to include actions, timeline and key stakeholders for each method)

DUE DATE: Tuesday March 24th & March 31st by 11:30am in Dropbox

ASSESSMENT: This assignment is worth 20 percent of your course grade

EXPECTATIONS:

- Professional
- Creative
- Well-structured and timed

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Policy Brief or Program Development Report

Choose ONE of the following: (1) Policy Brief OR (2) Program Development Report

(1) Policy Brief

The goal of this assignment is to write a policy brief on a topic of your choosing for the municipal council in your community selected for the place marketing project. A policy brief is a succinct description of a particular issue or topic, policy options, and recommendations written in plain language. The policy brief must be between 6 to 8 pages typed, single-space, with normal margins and 12-pt font. Your brief must include resources and references, using the 'APA style' (American Psychological Association). This might include academic references, government documents, statistics, newspaper articles and business magazines. Your policy brief must include:

- A title
- An executive summary with recommendations
- Introduction that outlines the problem or topic
- Background or context on the problem or topic
- Existing policy options (highlight any strengths or shortcomings)
- Recommendations

EXPECTATIONS

- Clearly communicate your topic
- Well-written and well-structured
- Strong recommendations that are backed by evidence
- Informative and persuasive

DUE DATE: Tuesday February 25th by 11:30am in Dropbox

ASSESSMENT: This assignment is worth 25 percent of your course grade

(2) Program Development

The goal of this assignment is to create a program development report for the municipal council in your community selected for the place marketing project. A program development report is a succinct description about a particular program, impacts, and recommendations written in plain language. The program development report must be between 6 to 8 pages typed, single-space, with normal margins and 12-pt font. Your report must include resources and references, using the 'APA style' (American Psychological Association). This might include academic references, government documents, statistics, newspaper articles and business magazines. Your policy brief must include:

- A title
- Objective of the program
- Background of the need for the program
- Analysis of the program components
- Program needs e.g. financial, legal, human resources, infrastructure
- Recommendations

EXPECTATIONS

- Clearly communicate your topic
- Well-written and well-structured
- Strong recommendations that are backed by evidence
- Informative and persuasive

DUE DATE: Tuesday February 25th by 11:30am in Dropbox

ASSESSMENT: This assignment is worth 25 percent of your course grade

Classroom Participation

This seminar will be run in a workshop format that requires active participation on a weekly basis. Students will often be assigned tasks to complete before or during seminars that will contribute to their participation mark. Attendance is, therefore, essential.

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