



National Student Advertising Competition



Case Study

& Policies and Procedures



Table of Contents

Case Study: Nissan	4
NSAC Policies and Procedures	23
Plans Book Score Sheet	32
Presentation Score Sheet	34

Contact Information

Education Services, American Advertising Federation, 1101 Vermont Avenue NW, Suite 500, Washington, DC 20005
www.aaf.org/education, P: (800) 999-2231, F: (202) 898-0159, education@aaf.org

Nissan North America: Multicultural Innovation

2012 NSAC Case Study

The challenge for the 2012 NSAC is to develop a fully integrated marketing campaign to help Nissan build awareness and lasting favorability among African American, Hispanic and Chinese millennial consumers in the United States. The campaign should focus on the Nissan innovation theme and ultimately lead to increased market share across this multicultural target. It should run within fiscal year 2013 (Apr 2013–Mar 2014) with a budget of \$100MM. All campaigns should address the following:

- Key consumer insights for Multicultural Millennials (age 18–29) in the African American, Hispanic and Chinese segments
- Marketing goal is to increase total Multicultural Share
- Targeted media strategy and media plan to support the marketing strategy, including recommended media mix and tactical media buys
- Creative executions to fill the media plan, including a determination of the ideal language and dialects to communicate to Hispanic and Chinese consumers (in-language vs. English). All campaigns should be developed in English language, with recommendations pertaining to in-language creative executions where applicable.
- Lifestyle Event/Promotions opportunities in key designated market areas (DMA) that will garner PR and social media buzz
- Dealership environment (i.e. point of purchase (POP) displays materials and brochures)
- Nissan-owned online destination experience (nissanusa.com, Nissan Facebook pages, Nissan YouTube channels, Nissan mobile site)
- Measures of success — recommendations to monitor plan performance; clear representation of key performance indicators, benchmarks, and additional implications; and potential pitfalls in media and marketing and recommended optimizations

Nissan Overview

Nissan is a full-line car manufacturer, with vehicles in every segment including sedans, sports cars, SUVs, crossovers, trucks, a minivan, and a 100% electric vehicle.

Nissan North America Vehicle Line-Up							
Cars	Electric Car	Sports Cars	Crossovers	SUVs	Minivan	Trucks	Commercial
Versa Hatchback	LEAF	370Z Coupe	JUKE	Xterra	Quest	Frontier	NV1500
Versa Sedan		370Z Roadster	Rogue	Pathfinder		Titan	NV2500
cube		GT-R	Murano	Armada			NV3500
Sentra			Murano CrossCabriolet				
Altima							
Altima Coupe							
Altima Hybrid							
Maxima							



Each model in the line-up gets some degree of marketing support, with the lion's share of total marketing expenditures assigned to the models Nissan has identified as core and those in launch mode. The advertising and promotions budgets for each model are allocated to activities and resources for buying media and producing creative materials. Being the largest volume driving vehicle in the Nissan family, Altima gets a bulk of Nissan's marketing dollars and a more robust marketing mix. This strategy applies to all Multicultural (MC) marketing efforts as well. And each MC segment is analyzed to determine which, if any, additional models should be supported.

In the last year, Nissan has adopted a Core Model strategy, focusing on the upcoming launches of our top volume-driving vehicles in its line-up: Altima, Rogue, Sentra, Pathfinder and Versa. The MC segments will play a tremendous role in reaching sales volume goals for these vehicles because each of them has a high composition of MC consumers. Nissan Altima continues to be the leading volume driver for the brand, and the MC segments are no exception. Versa, Sentra, and Rogue are among the top 5 volume drivers within MC as well. Pathfinder has an aggressive sales volume goal for the upcoming launch, which will increase its relative sales share within each MC segment and elevate it to Core Model status.

Top Nissan Nameplates by Ethnic Segment								
Nameplate	African American	% of Total African American	Nameplate	Chinese	% of Chinese Total	Nameplate	Hispanic	% of Total Hispanic
Altima	15,633	31%	Altima	2,668	29%	Altima	22,766	26%
Sentra	6,177	12%	Rogue	1,659	18%	Sentra	14,134	16%
Maxima	5,862	11%	Versa	1,235	13%	Rogue	11,770	13%
Rogue	5,778	11%	Sentra	923	10%	Versa	9,642	11%
Versa	4,864	10%	Murano	707	8%	Maxima	5,776	6%
Murano	2,836	6%	Maxima	420	5%	Frontier	5,023	6%
Frontier	2,234	4%	Cube	364	4%	Murano	4,374	5%
Titan	1,716	3%	Frontier	264	3%	Pathfinder	3,326	4%
Pathfinder	1,446	3%	350Z/370Z	240	3%	Titan	2,753	3%
Armada	1,359	3%	Xterra	204	2%	Cube	2,676	3%
Cube	1,166	2%	Juke	152	2%	Armada	2,510	3%
Xterra	949	2%	Pathfinder	150	2%	Xterra	2188	2%
350Z/370Z	556	1%	Armada	110	1%	350Z/370Z	1155	1%
Juke	355	1%	Titan	102	1%	Juke	991	1%
GT-R	25	0%	Gt-R	52	1%	GT-R	60	0%
Quest	23	0%	Quest	4	0%	Quest	34	0%
TOTAL	50,979	100%	TOTAL	9,254	100%	TOTAL	89,178	100%

Source: 2010 RL Polk (personal Registrations, Make & Model by Ethnicity)

Current General Market Integrated Brand Sponsorship Programs

For the past 5 years (2011 included), Nissan has sponsored the Heisman and NCAA Football, as well as a fitness program recently renamed "Innovation for Endurance."

The Heisman and College Football sponsorship affords Nissan the opportunity to align itself with key Nissan brand attributes: performance, quality and style. It also exposes Nissan products to an extensive breadth of consumer targets including a significant composition of ethnic groups, namely African American and Hispanic. Nissan relies on this sponsorship to position the brand and to quickly disseminate marketing messages across a diverse audience through TV, consumer print, online, and experiential footprints at 10 college football games across the country.

continued >>

“Innovation for Endurance” provides Nissan with another ownable brand affinity, Personal Achievement, based on the discovery that running, cycling and personal fitness are relevant activities among the overall Nissan brand target. This program consists of a partnership with Rodale Publications that involves surrounding the Nissan brand with Rodale content focused on fitness through print and online advertising, a social media hub, and on-site activations at various marathons and cycling events across the country.

Nissan Diversity

As an international corporation, Nissan is committed to diversity because we’re committed to excellence.

At Nissan North America (NNA), diversity means opportunities for our entire workforce, respect for all individuals and inclusion of new ideas and viewpoints. Diversity strengthens us as individuals and as a company, better preparing us to create quality products.

Workplace. Marketplace. Community. Nissan in North America values diversity in all of our relationships.

Marketing and Advertising to Diverse Groups

NNA recognizes the importance of communicating its product offerings in ways that are relevant to the various and diverse groups it serves. To that end, NNA continues to form partnerships with a number of advertising and public relations firms to achieve the right balance and develop advertising that resonates with its diverse consumers.

Acknowledging the need to focus on the growing and influential MC segments, NNA also understands that it is necessary to determine the ideal means to convey the Nissan brand theme of innovation in a meaningful and impactful way.

NNA has pinpointed African American (AA), Hispanic and Chinese Americans as strategic target opportunities.

Nissan Brand Positioning

NNA identified innovation as the unifying theme for its new marketing initiative, and in August of 2010 launched “Innovation for All,” the marketing platform that supports the full line of Nissan products.

Nissan continues to communicate this innovation theme in all marketing efforts. An innovation tagline rooted in the strength of Nissan’s product portfolio has been assigned to each Nissan model and called out in every advertisement, with a similar look and feel across creative executions.

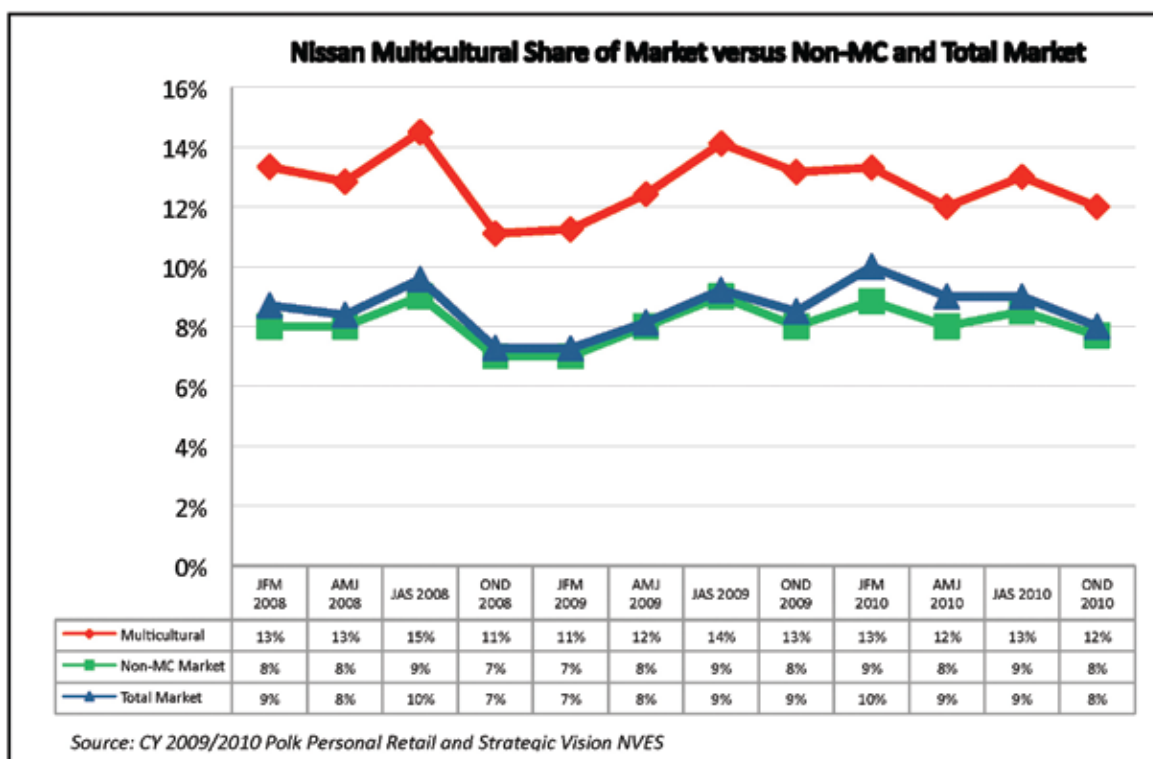




Industry Overview

Nissan competes most directly with the other Japanese Original Equipment Manufacturers (OEMs), Toyota and Honda. However, Chevy, Ford, and increasingly, Hyundai, are also formidable competitors in the MC space and, depending on the specific model and ethnic segment, other competitors such as Chrysler and Buick, may play a role.

Overall, MC share exceeds the total market as of Q4 2010 (OND 2010). However, MC has seen a greater decline in share over the past three years than Non-MC as a result of the reduction in targeted marketing efforts.



Currently, Nissan is in a healthy state with MC consumers. In 2010, Nissan's sales share for each ethnic segment exceeded the total non-luxury share, resulting in higher total Nissan MC composition versus other non-luxury competitors. The largest gaps in share exist with Hispanic and AA audiences, indicating that Asian sales volume has the greatest challenges in terms of market share.

2010 Multicultural Sales Volume					
	Nissan Volume	Nissan Comp	Total Non-Luxury	Non-Luxury Composition	Nissan Market Share
Chinese	9,254	1.48%	110,303	1.56%	8.39%
Hispanic	62,422	9.97%	456,978	6.45%	13.66%
African American	45,144	7.21%	328,471	4.63%	13.74%
Total Multicultural	116,820	18.66%	895,752	12.64%	13.04%
Non-Multicultural	509,349	81.34%	6,191,855	87.36%	8.23%
TOTAL MARKET	626,169	100%	7,087,607	100%	8.83%

continued >>

Overall, Total MC sales volume increased 29% from one year prior, exceeding Total Market growth. Nissan ranks third in terms of total MC market share, picking up year over year (YOY) share growth from Toyota and Honda. Chevy, Ford and Hyundai have had continuous communications to MC audiences, yielding the biggest MC share gains within the competitive set. The charts below also uncover MC consumers' preference for Japanese vehicles while Chevy, Ford, and Hyundai under-index in MC share versus Total Market. According to Polk, approximately 25% of all Toyota and Nissan sales are multicultural.

Total Multicultural Share Q1 2010 vs Q1 2011						
Brand	Q1 2010 Units	Q1 2010 Share	Q1 2011 Units	Q1 2011 Share	Share +/-	Units +/-
Toyota	74,365	25.00%	85,564	22.00%	-2.60%	15%
Honda	52,069	17.00%	64,503	16.60%	-0.60%	24%
Nissan	38,825	13.00%	51,016	13.10%	0.30%	31%
Chevy	29,753	10.00%	41,655	10.70%	0.90%	40%
Ford	26,414	9.00%	37,917	9.70%	1.00%	44%
Hyundai	15,175	5.00%	22,978	5.90%	0.90%	51%
TOTAL	302,791		389,410			29%

Total Market Share Q1 2010 vs Q1 2011						
Brand	Q1 2010 Units	Q1 2010 Share	Q1 2011 Units	Q1 2011 Share	Share +/-	Units +/-
Toyota	289,073	18.40%	321,756	16.20%	-2.20%	11%
Ford	221,886	14.10%	282,443	14.20%	0.10%	27%
Chevy	206,439	13.10%	279,794	14.10%	0.90%	36%
Honda	219,853	14.00%	265,248	13.30%	-0.60%	21%
Nissan	151,259	9.60%	187,840	9.40%	-0.20%	24%
Hyundai	87,891	5.60%	123,393	6.20%	0.60%	40%
TOTAL	1,573,396		1,989,473			26%

Source: RL Polk

Target Overview

NNA has evolved its approach to multicultural marketing to match the needs of the ethnic segments it serves. Each of these segments, AA, Hispanic, and Chinese, has its own nuances that require unique, focused marketing efforts to accelerate market share growth. Closer inspection of each of these segments reveals additional nuances within each of these segments. These distinctions are reflected in their lifestyles, media consumption habits, and language preferences.



However, the MC Millennial which includes all 3 segments, has some similarities that Nissan has identified as relevant attributes for this target:

Authenticity is Key

- Authenticity is about being yourself, being real, and doing it in a unique way.
- For MC Millennials, authenticity is also a sense of cultural acknowledgement and staying true to that identity is also important. In addition to relating to a larger group (African-American, Hispanic, Asian-American), multiculturals also believe it's important to identify with country of origin (Haiti, Mexico, Hong Kong).

Pursuing Passion

- This group leads with their passion. They want to live their passion and pursue it in education and career.

Style & Substance

- Big purchase decisions are based on style, functionality, quality, and reliability from established brands with good reputations.

Brand Nation

- Our target understands that brands are a part of their lives, but would rather be defined by their choice in music, art, and celebrity association.

Eco-Friendly Cool

- Impact on the environment influences product choices. As much as many would love a luxury car, green cars (which were thought to be much more accessible for their budget) is the next category of interest among this target.

Digital is their Domain

- The MC Millennial uses social media to support and seek out brands they like, and to influence others.
- A cause or incentive is necessary to follow a mass brand.
- Facebook, friends' blogs, Gmail, and Yahoo are the most visited sites.
- Smart phones are preferred mobile devices.

Nissan Multicultural Millennial Key Demographics	
Category	%/Index
Multicultural	100
Hispanic	49%
African American	34%
Asian	17%
Men	57%
Women	43%
Household Income (HHI) \$60K +	141
Attended College	132
Working Full Time	103
Working Part Time	127
Sales/Office	160
Arts/Design/Entertainment/Sports/Media	286

Source: MRI/Simmons

Note: Chinese data is not available for all metrics. In these instances, the broader Asian demographic is used.

As a general rule, Nissan has discovered that the Nissan MC Millennial skews male, is educated, more than likely works part-time in a sales capacity, and may also be pursuing their passions in an artistic field.

continued >>

Attitudes

The general attitude of the Nissan MC Millennial can be described as self-assured, confident, secure, and adventurous. This target is a person who:

- pursues challenges, novelty, and change
- likes to try things no one else has
- enjoys keeping in touch with family and friends
- knows things that often surprise other people

The Nissan MC Millennial is quite engaged in life and love, and they enjoy doing new and different, fun things. They want to fulfill all their desires. They are interested in staking their claim in the world, and they want to be known for doing so.

When it comes to cars:

- They love cars...certain types of cars...those that thrill and excite them when they are driving ... those that are go easy on the environment...those that have great new technology...those that they can make their own...
- And since they mostly cannot afford a luxury car, they want to get the best of what their vehicle has to offer, no matter what they drive
- They choose a car based mainly on a combination of looks and styling

Attitudes About Life		Technology Interests		Car Attitudes	
Very Important	Index	Agree Completely	Index	Agree Completely	Index
Achieving Higher Status	147	I am first among my friends and colleagues to try new technology	213	Seek out bold, innovative designs that stand out from others	180
Having Material Possessions	140	I am fascinated by new technology	164	Seek out vehicles that support my commitment to the environment	166
Seeking the Most Attractive Appearance	120	Technology helps make me more organized	134	Having a fun vehicle to drive is a top consideration	152
Achieving a Fulfilling Sex Life	116	I like to read reviews before buying new technology	133	Look forward to technology advances in new vehicles	139
Seeking Adventure and Risk	114	Computers can be a good source of entertainment	116	Enjoy personalizing my vehicle to reflect my individual tastes	134
Being Creative, Imaginative	113	When I find new technology, I typically recommend it to people I know	114	Consider myself to be an automotive enthusiast	125
Having Fun	110			Generally purchase the most expensive model with all luxury appointments	116
Want to get to the very top of my career	141				

Media Preferences

Millennial MC's are quite engaged in all media. The most well-rounded medium for them is the Internet, while all other media is mostly used to relax with and sometimes, to inspire them.

Media	Index
Internet: All 3	186
Television: information & relaxation	207
Magazines: relaxation only	643
Radio: inspiration only	141
Radio: relaxation only	130

Note: Information, Relaxation, and Inspiration = Internet: All 3



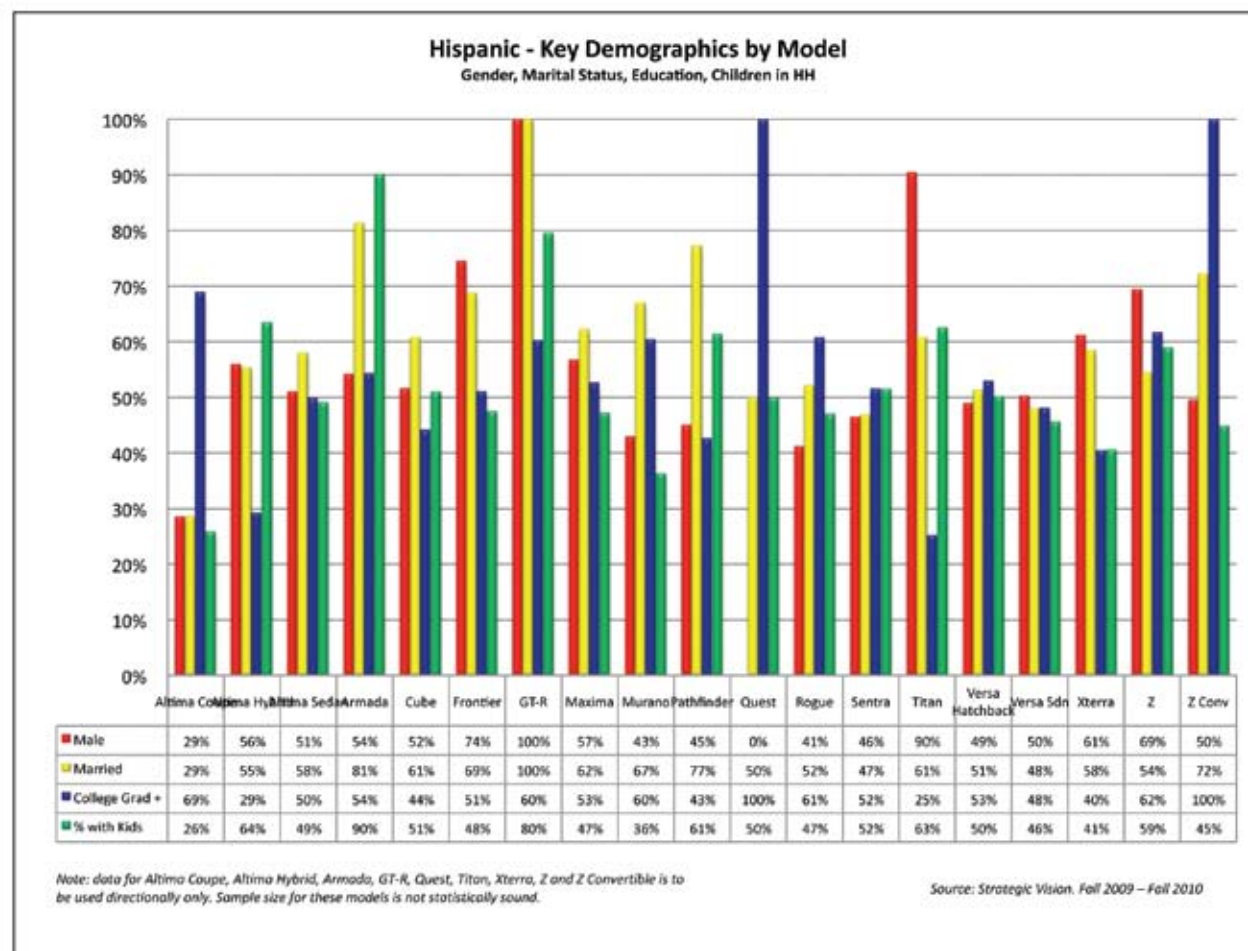
Delving deeper into each segment's individual history and unique attributes reveals relevant information that also helps to shape creative development and media strategy.

Hispanic

Hispanics are the largest ethnic group in the country, making up 16.3% of the total US population. It is also the fastest growing segment, with 55% of U.S. population attributed to Hispanics alone. The highest concentration of Hispanics in the U.S. resides in California and Texas, but growth occurs nationally in both major and minor DMAs.

As with all ethnic segments, Hispanic marketing efforts will always support Nissan's primary core model, the Altima Sedan. In addition to supporting Altima, Nissan has identified the Rogue, Sentra and Versa as primary focus vehicles within this target group. A full-line overview of key demographics by model for the Hispanic market is provided in the charts below.

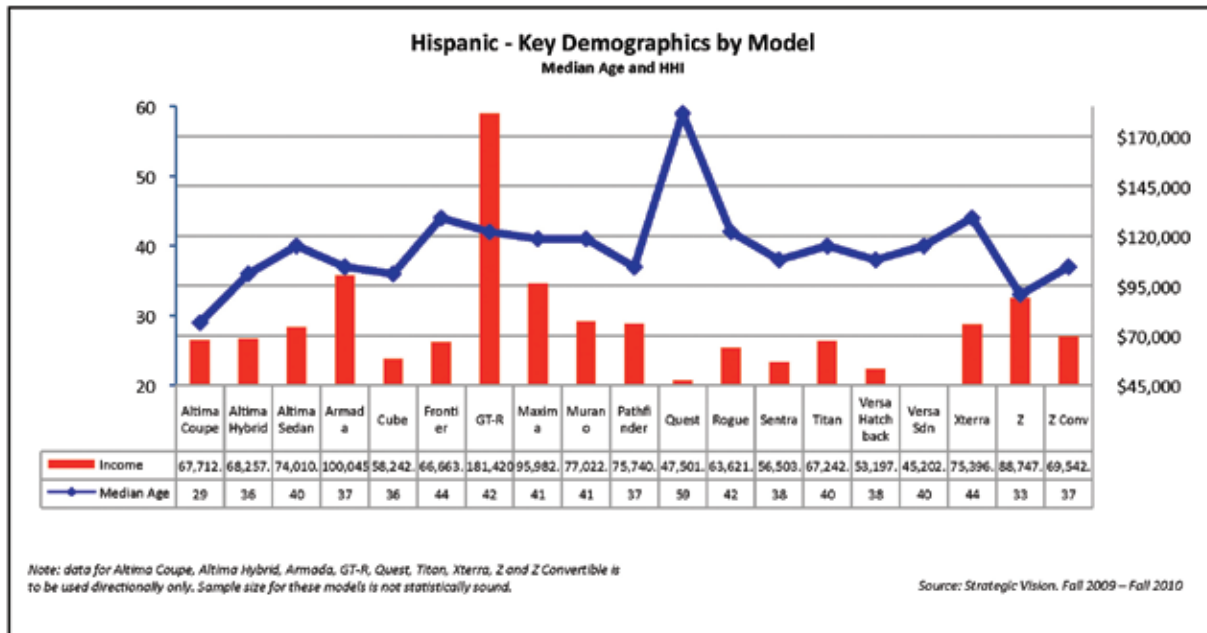
Hispanic Population			
	Population (millions)	% of Population	% growth (00-10)
Nationwide	50.5	16.30%	43.00%
CA	14	37.60%	27.80%
NY	3.4	17.60%	19.20%
NJ	1.6	17.70%	39.20%
TX	9.5	37.60%	41.80%
IL	2	15.80%	32.50%
WA	0.75	11.20%	71.20%
FL	4.2	22.50%	57.40%
NV	0.72	26.50%	81.90%



continued >>

From this data, we see that most Nissans potentially qualify as a family vehicle in the Hispanic segment, with just over half of Hispanic buyers coming from married households with children. More than half the survey respondents are male and college-educated.

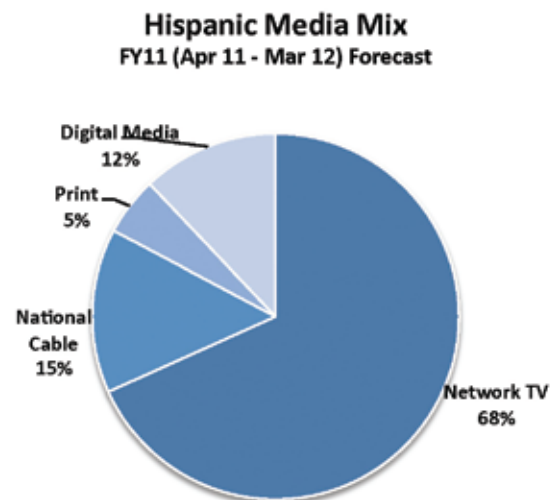
In the following chart, we see that the median age for Hispanic Nissan buyers is 39 and the average Household Income (HHI) is approximately \$68,000.



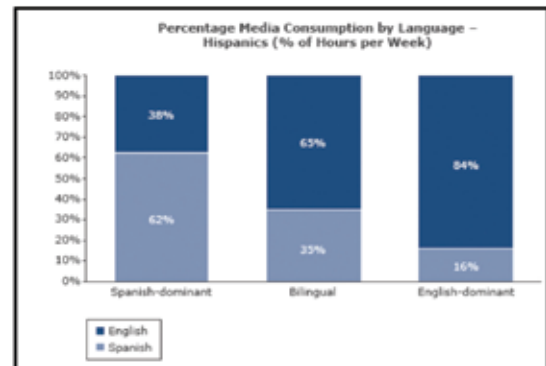
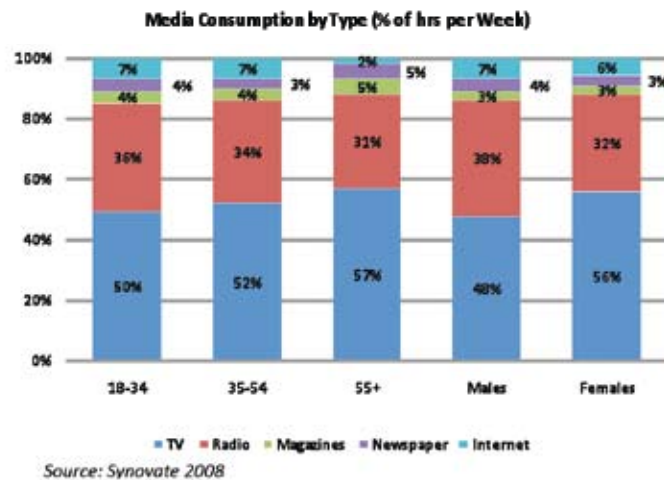
The Hispanic segment has historically garnered the largest multicultural marketing support from Nissan, and for seemingly obvious reasons. Hispanics are comprised of a mixture of Spanish-dominant, Bilingual, and English-dominant Americans that align with generational splits and varying levels of acculturation. These unique traits involve identifying English versus in-language communications, tactics, and targeted media opportunities, and addressing these traits requires increased marketing investment.

Acculturation studies revealed that millennial Hispanics are proud of their Latino heritage while simultaneously merging Hispanic traditions with American customs. The fastest growing ethnic group in the country has become influential in all areas of American lifestyle/culture, speaking a blend of English and Spanish among their peers and consuming both English and Spanish-language media.

Nissan develops all Hispanic advertising in-language, relying upon general market advertising to reach English-dominant Hispanics. This segment also consumes more media per week than the general market. Over 75% of Hispanic media consumption is spent on TV and Radio.



It is also important to note that Hispanics consume a combination of both English and in-language media.



Source: Synovate 2008

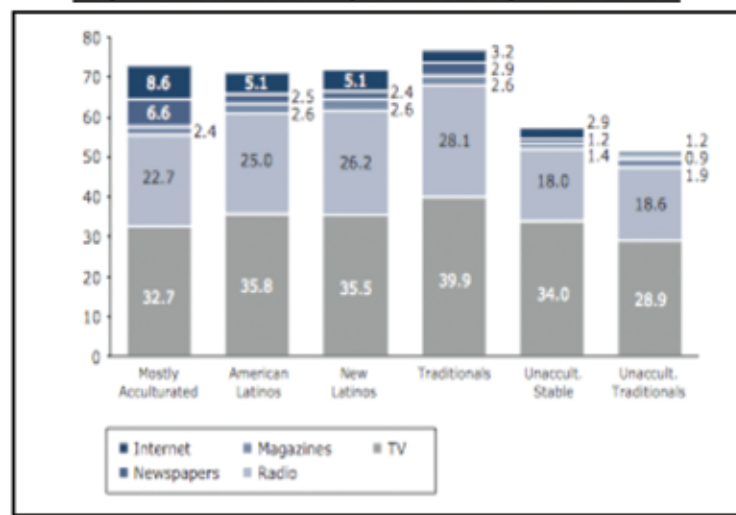
The chart below measures media consumption hours by acculturation of the Hispanic segment, on a scale with the most acculturated consumers on the far left and the most unacculturated consumers on the far right. This data identifies TV and Magazine as the predominant media consumed across each group within this segment, and a majority of consumption hours coming from the Traditionals group.

Competitive Hispanic Activity

Toyota has once a gain solidified its leadership position in terms of market share. In OND 2010, Toyota and Nissan slightly lost share to Honda and Chevy.

- Toyota's major recall in Nov 2009, explains the dip in ad spending during OND 2009 and trailing into JFM 2010. Heavy spend prior to the recall is attributed to the Venza launch, as well as Toyota Brand advertising. Toyota continued to support the Brand after the recall, which explains the return to 25% SOV in AMJ 2010.
- In the first half of 2009, Chevy had no major launches to support and had cut a lot of their spending after having filed for bankruptcy in June of that year. However, by September they were building back up, restoring jobs, and had put a lot of money into advertising in an effort to restore their image, which explains their rise during the time Toyota was cutting. Chevy also invested heavily in advertising during that time to help take

Hispanic Media Consumption Hours by Acculturation

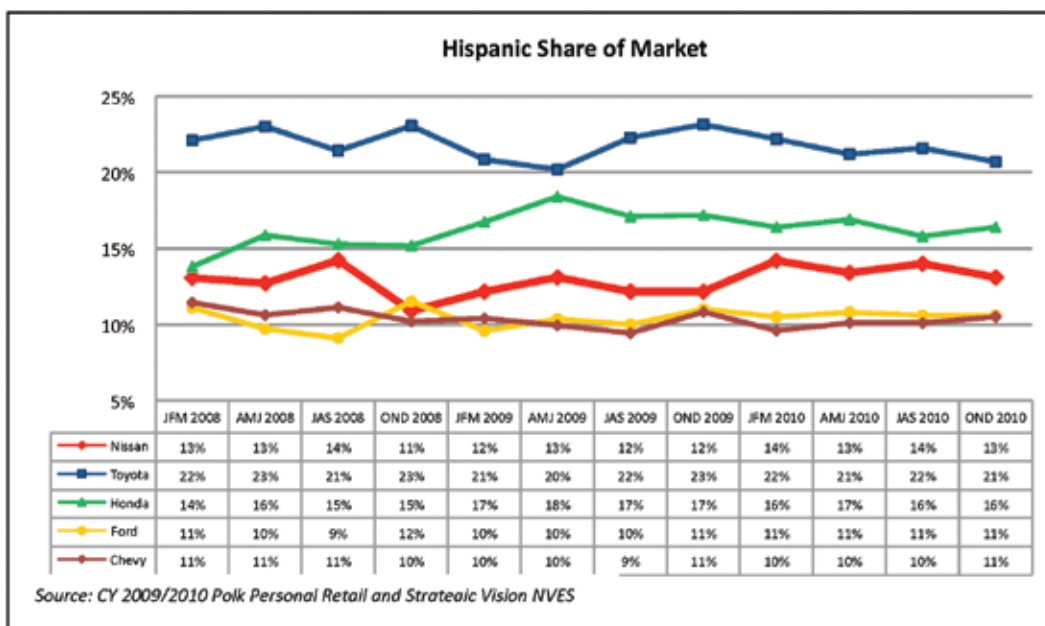


Source: Synovate 2008

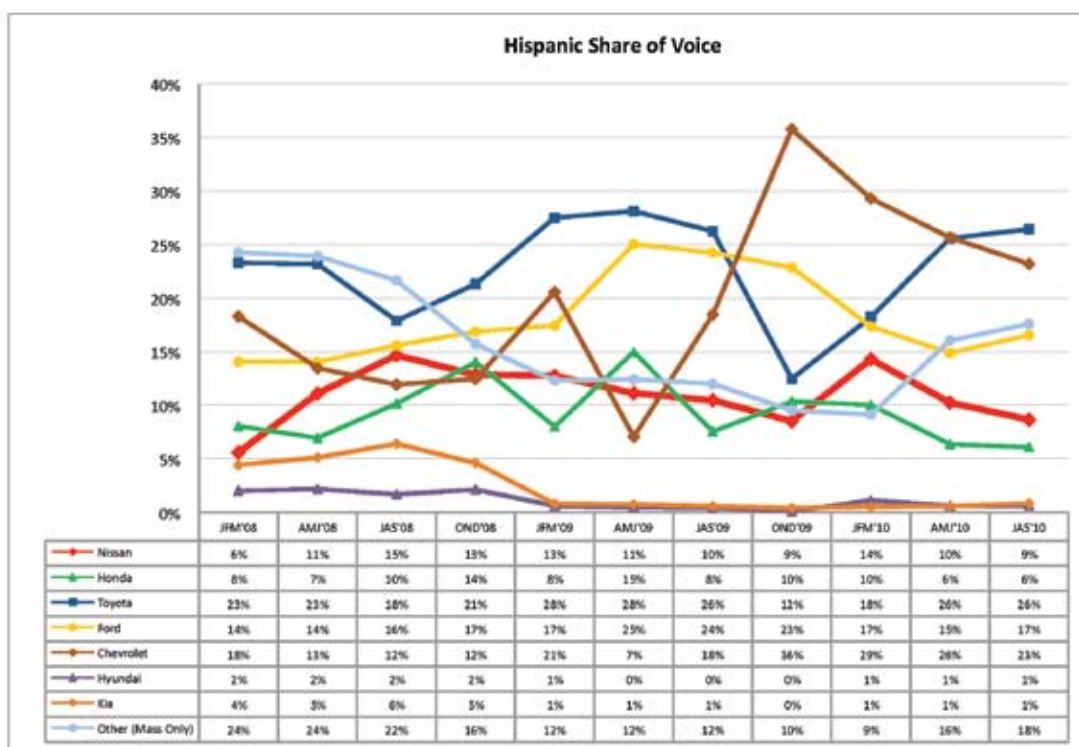
continued >>

Toyota sales while they were down. Along with Malibu, a good portion of their reported spend went to branding and trucks during OND.

- Chevy, Toyota and Ford were the only OEMs who bought heavy integration within Hispanic programming, especially within Telemundo novelas. The Chevy Malibu, Toyota Venza, and Ford Fusion saw the most integration and also show the most TV spending.
- The updated Ford Fusion launched in OND 2009, explaining the heavy investment in the model and integration seen around this time. Ford spends quite a bit on product integrations, where a vehicle is placed within programming content on TV, for example. Therefore, depending on when integrations hit the air, we will see their spend/share levels fluctuate accordingly.



- Chevy and Toyota realized large share gains YOY.
- Toyota and Honda continue to be committed to the market with original and targeted messaging for Hispanics.
- Hyundai expected to increase share of voice (SOV), with a higher conversion rate (buying consideration to purchase intention) than Toyota and Honda and against general market consumers.
- Over the past few years, Nissan's Hispanic SOV has fluctuated between 6–15%. Nissan competitors experienced even higher volatility in terms of SOV during this same period.



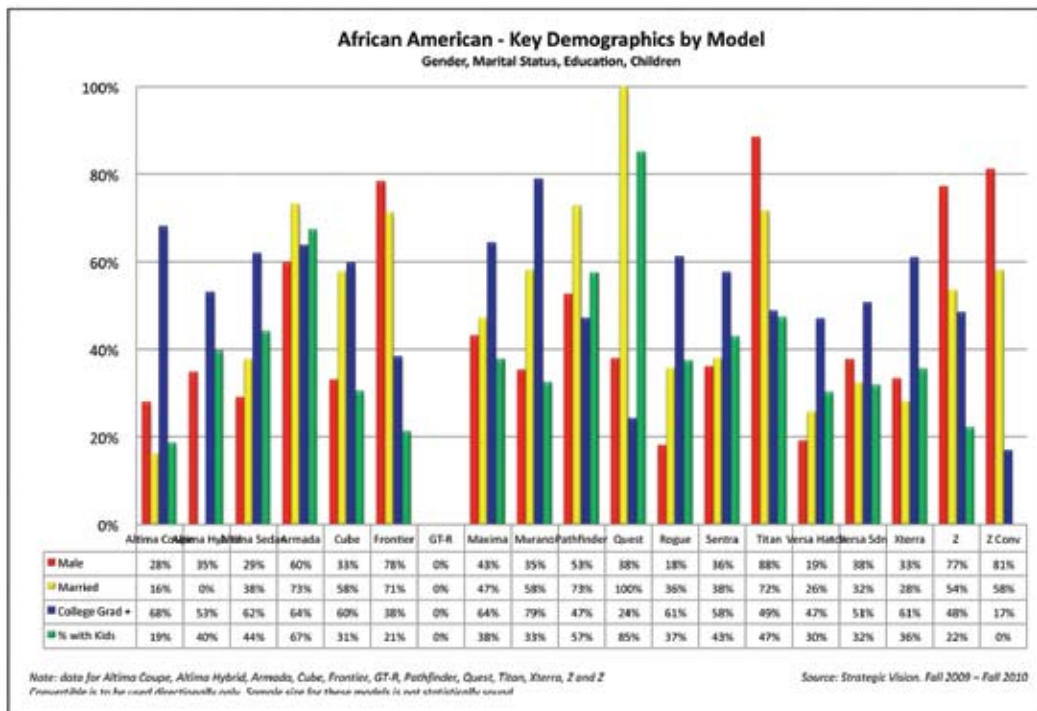
African American Population			
	AA Population (millions)	% of Population	% AA growth (00-10)
Nationwide	38.9	12.60%	12.3%
DC	0.305	50.70%	-9.6%
NY	3	15.90%	-1.1%
NJ	1.2	13.70%	-0.7%
GA	2.9	30.50%	1.3%
IL	1.8	14.50%	-1.1%
TX	2.9	11.80%	0.02%
FL	2.9	16.00%	0.5%
PA	1.3	10.80%	0.3%
NC	2	21.50%	0.6%
SC	1.2	27.90%	2.2%
MI	1.4	14.20%	-0.1%

African American

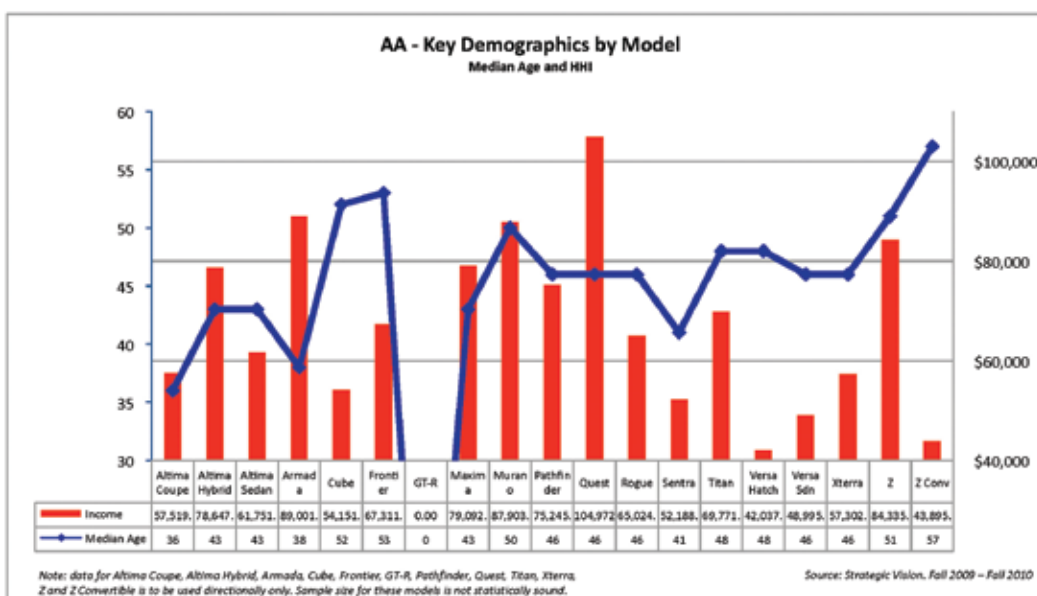
Overall, the U.S. African American population experienced 12.3% growth, which was driven primarily by a reversal of the Great Migration as AAs seek employment, more affordable housing, and better schools in southern states. Simultaneously, there are population decreases throughout traditional AA strongholds in northern states.

continued >>

Nissan's AA efforts have typically supported Altima and Maxima, with AA sales for these models driving a bulk of Nissan's AA sales volume. Pathfinder, Armada, Sentra and Versa have also had focused marketing efforts that targeted this segment.



On average, the AA Nissan consumer is comprised mostly of single, college-educated mothers. The median age is 45, and the HHI is approximately \$66,000.

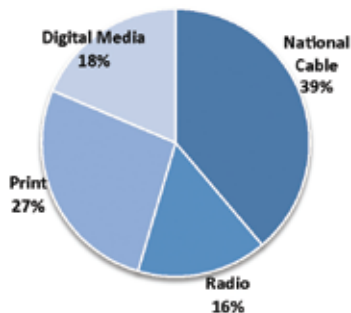




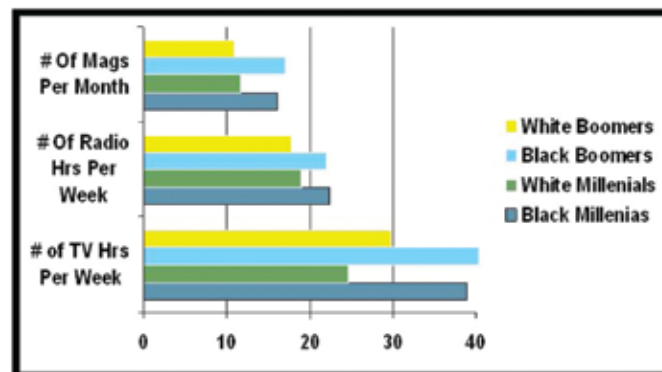
Nissan has always recognized the importance of marketing to the AA segment, which has historically favored Nissan over its competitors until relatively recently.

In terms of media consumption, AAs consume more traditional media than Caucasians as seen in the chart below.

African American Media Mix
FY11 (Apr 11 - Mar 12) Forecast



Media Consumption

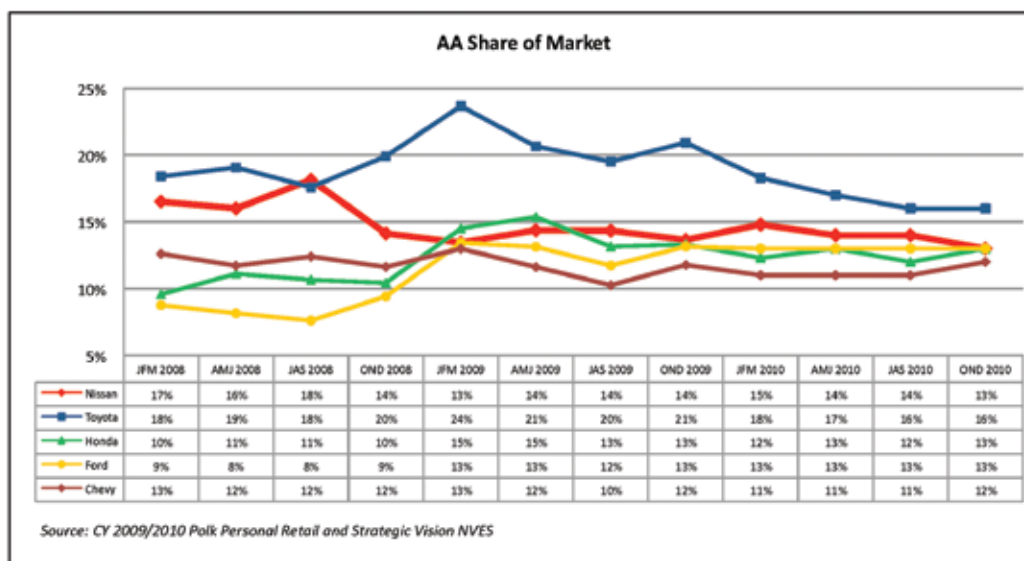


AAs are more than twice as likely to trust Black media than mainstream media and react more positively to targeted TV messaging

- Provides them with relevant information
- Perceived to be less biased than Mainstream media
- Provides more realistic, less stereotypical portrayals of AAs by using appropriate cultural cues

Competitive AA Activity

The recent economic downturn impacted the automotive industry tremendously, and Nissan responded by pulling dollars out of AA marketing efforts. This spending shift has translated into big sales gains for Nissan competitors, and Nissan has lost the large sales volume lead it previously had over its competitors.

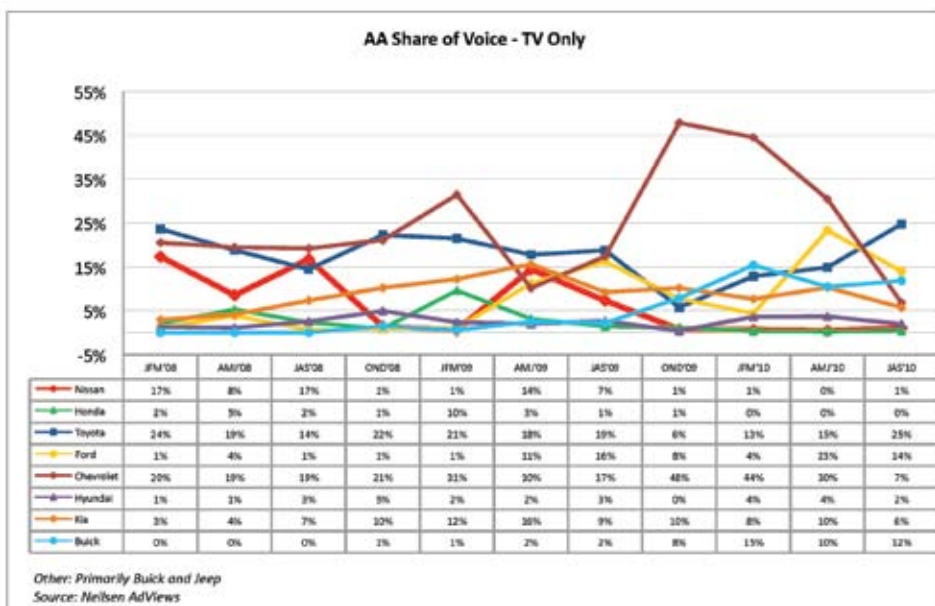
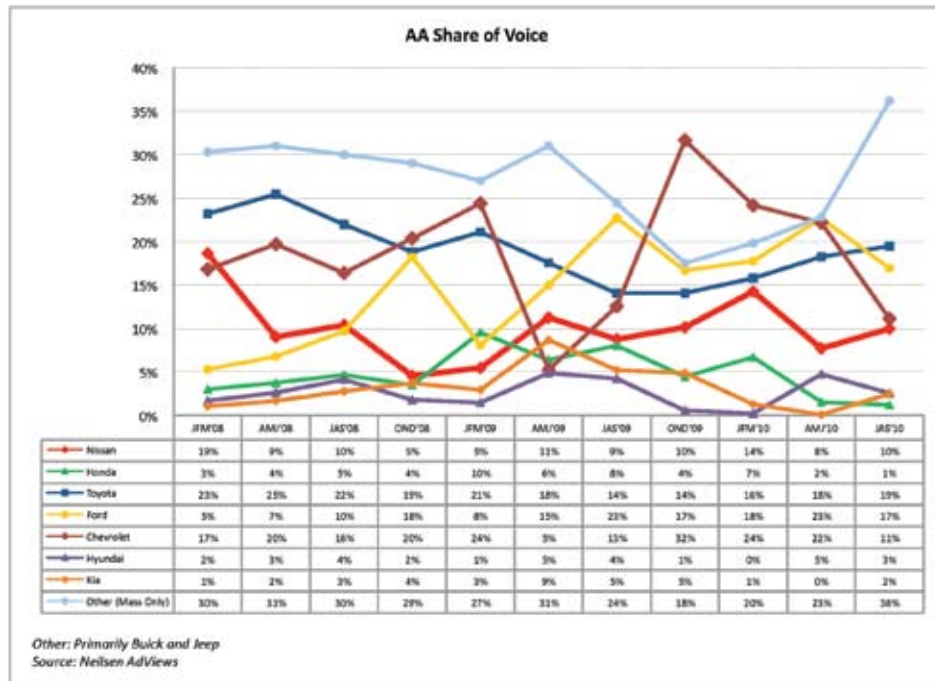


continued >>

In terms of SOV, the big growth stories are with Buick, Ford, and Chrysler with unique campaigns targeting the AA audience. Nissan calculates SOV based on spend, rather than impressions.

Since TV makes up a bulk of advertising spend, it is important to call out the TV spending trend, as it relates directly to the changes we see in AA SOV.

In QND 2008, Nissan pulled all AA targeted TV support. This was a critical time in Nissan's history because it had just launched an all-new Maxima, a vehicle that drives a majority of AA sales for the brand.



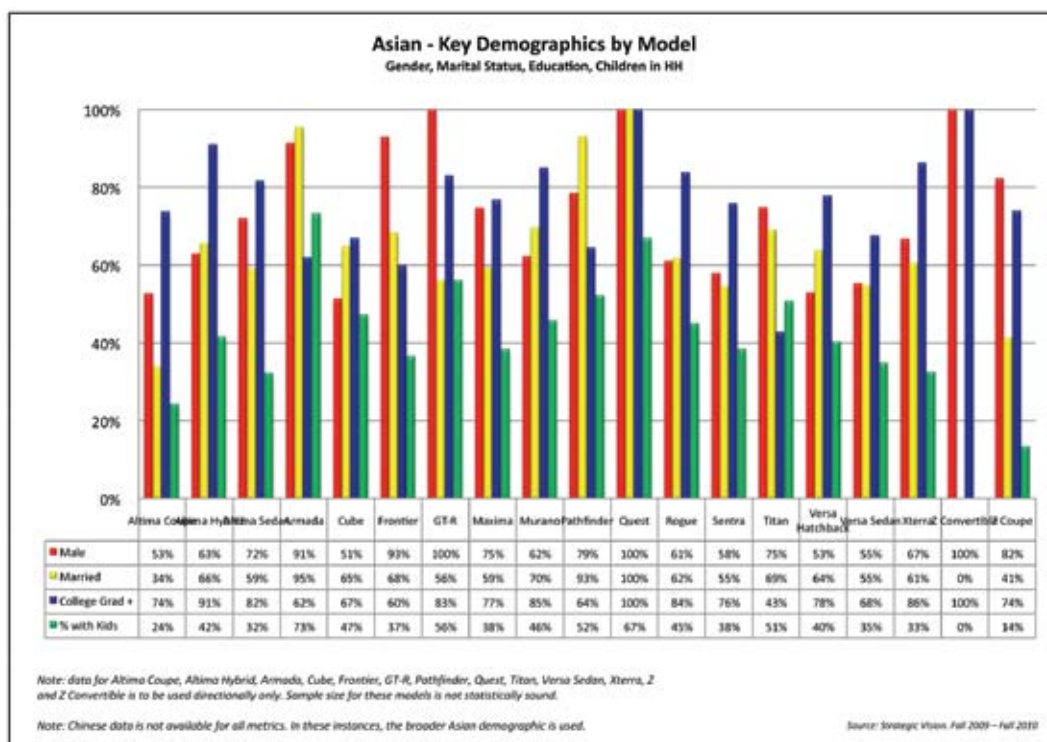


Asian

For many of the metrics pertaining to this segment, the research tools at our disposal for historical data do not break out Chinese from Total Asian with regard to demographic information. However, we do know that Chinese makes up a majority of the Asian American population and a bulk of Nissan sales in the Asian segment. Where possible, Chinese data is provided, otherwise the broader Asian target data is used.

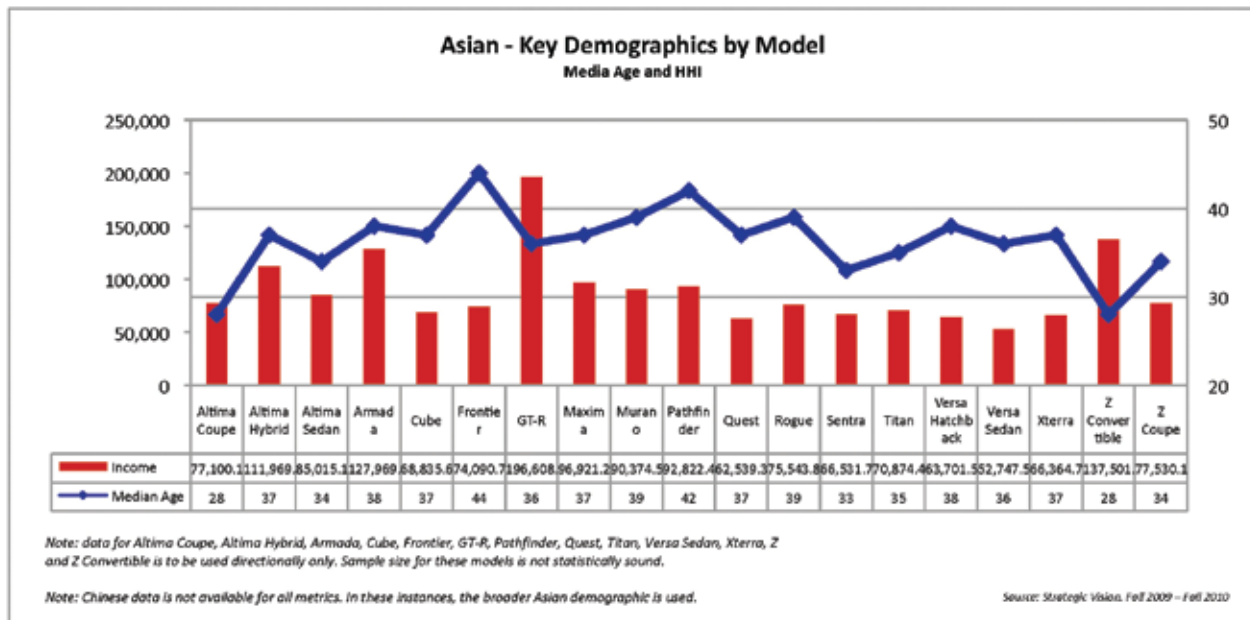
According to the 2010 U.S. Census, Asians have a nationwide growth rate of 43.3%. Chinese is the largest Asian segment in the U.S., comprising 23% of total Asian population. California has the highest Chinese population, followed by New York and New Jersey.

Chinese Population		
	Population (millions)	% of Chinese POP
CA	1.1	37.40%
NY	0.53	17.20%
NJ	0.12	4.00%
TX	0.14	4.60%
IL	0.09	3.20%
WA	0.08	2.70%
DC/MD/VA	0.11	0.1-2.0%
FL	0.06	2.10%



The Asian Nissan consumer skews male, married, overwhelmingly college-educated, with relatively fewer incidence of children in the home. The media age is 36, and average HHI is the highest of the 3 ethnic segments at about \$78,000.

continued >>

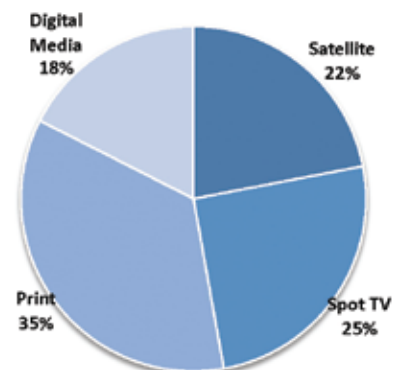


Nissan first began targeting the Asian segment in the Spring of 2008 after the new multicultural agency identified the need to focus on this viable consumer group. Upon closer inspection, it was discovered that Chinese Americans represented the greatest potential for Nissan based on the size of the audience and their propensity to buy Nissan vehicles.

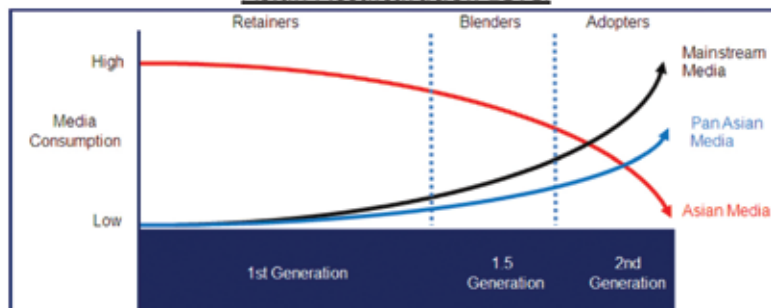
Since then, Nissan has committed to communicate consistently to the Chinese consumer using in-language TV, Online, and newspapers in DMAs with a high concentration of this segment.

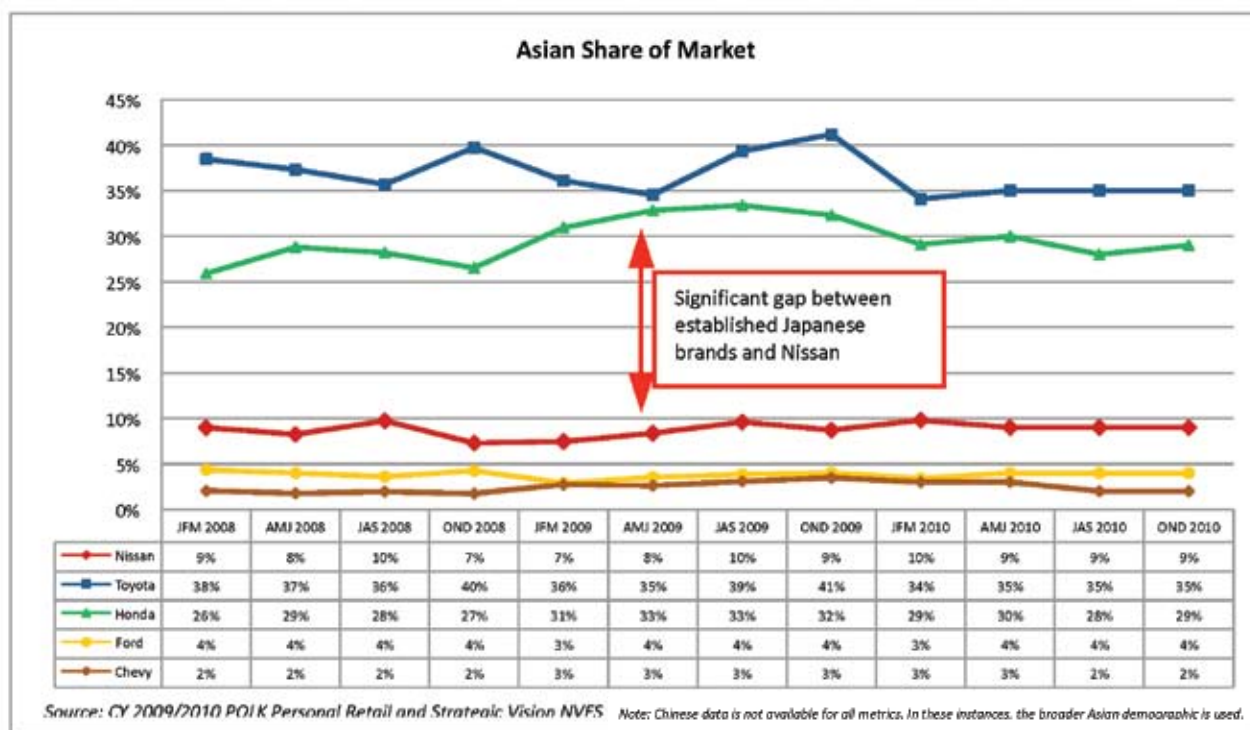
Asian media continues to play a key role in connecting with Asian targets at an emotional level by helping them stay connected to their roots. For English-proficient Asians, consuming Asian media is a matter of choice, not necessity. Chinese media, which is mostly consumed by 1st and 1.5 generation Chinese, is primarily in-language and in-culture. Pan-Asian media, mostly consumed by young 2nd and 1.5 generations, is primarily in English while still in-culture, but appeals to all different Asian segments. This latter form of Asian media is currently limited availability but is growing in number based on population growth and demand.

Chinese Media Mix
FY11 (Apr 11 - Mar 12) Forecast



Asian Acculturation Level

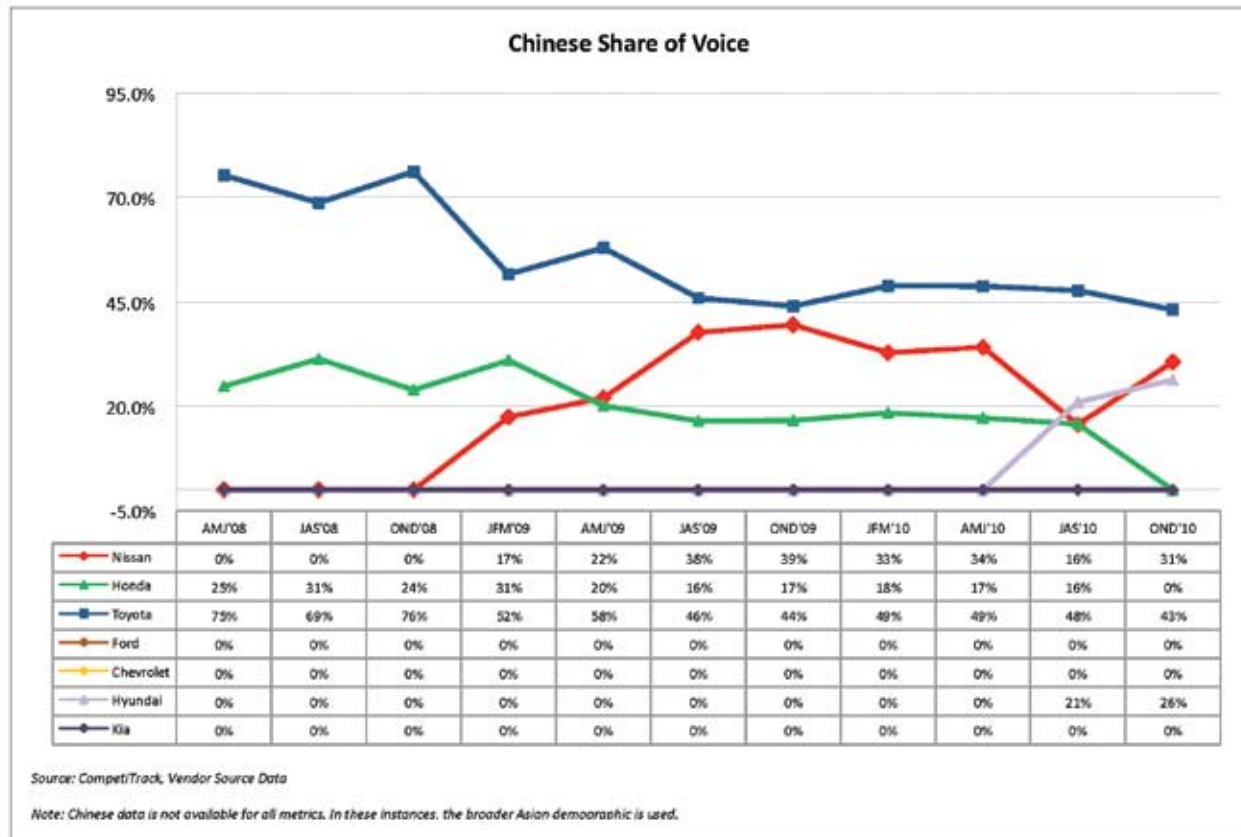




Competitive Asian Activity

- Toyota and Honda remain active players in the Asian community. Nissan lags behind established Japanese brands along with the domestic competitors in terms of sales volume.
- Nissan's market share increased by 20% from 2009 to 2010, outperforming Total Market and Total Asian.
- Both Toyota and Honda target the most in-language dependent Asian sub-segments: Chinese, Korean, Vietnamese and also the Filipino segment, but the majority of media spending is placed against the Chinese segment.
- The communications mix for both these companies remains traditional, relying on a foundation of print and broadcast, and supplemented with digital media.
- In the past years, Toyota has initiated media activities in non-traditional out of home (OOH), which speak to the target audience in the heart of their communities.

continued >>



Toyota and Honda have a long history of speaking directly to the Asian consumers, but Nissan's foray into this area has shifted share away from these competitors, surpassing Honda's SOV. Hyundai recently began marketing to the Asian segment in AMJ 2010.

- Toyota targets four Asian sub segments: Chinese, Korean, Filipino and Vietnamese.
- The foundation of Toyota's media mix is based on spot TV, Newspaper and supplemented with digital and OOH/non-traditional OOH.
- Similar to Toyota, Honda targets four Asian sub-segments, with primary efforts against the three most in-language dependent groups: Chinese, Korean and Vietnamese.
- Honda's media efforts reside in the East and West Coast areas.
- Automotive marketers' media mix remains traditional and relies heavily on Print, TV, and Radio.
- Automotive marketing efforts are focused within highly populated Asian geographies, namely California and New York. However other locations are not ignored such as Texas, DC, Boston, and Chicago.



NSAC Policies & Procedures

Preface

In addition to hands-on advertising experience, the American Advertising Federation's National Student Advertising Competition (NSAC) gives you an opportunity to relate your strong, personal values to your chosen career. When you enter the NSAC, you become part of a select group of faculty and students who are fiercely competitive but aspire to the highest principles of conduct.

Ethics

Ethics—those high principles—are more than rules. These high principles tell each of us what we should or should not do. For example, the NSAC rules say that all concepts must be the work of students. Although the judges might never know you broke this rule, your own sense of right and wrong tells you that you should not borrow someone else's idea and represent it as your own. It is a matter of personal integrity. The competition relies on participants for a deep commitment to what is right. That commitment to fair play is essential in preparing the campaign and in presenting it, and it is just as important after the scores are tallied and the winners are announced. Adherence to high principles is imperative in the classroom and later in the advertising marketplace. The NSAC puts you in competition with talented students from colleges and universities across the United States. But, just as importantly, the NSAC puts you on your honor. Additionally, because each client is a separate competition, please do not list in your plans book or mention in your presentation at the district and national levels any of your outstanding graduates or past NSAC accomplishments.

Suggestions for Writing a Powerful Plans Book

- Keep long sentences to a minimum. Remember advertising/marketing reports are usually written in a bulleted format.
- Avoid using a small typeface.
- Avoid anything that makes your plans book difficult to read.
- Avoid repeating major sections of information from the case study and repeating previously stated ideas.
- Remember that strategic thinking is critical. Avoid writing only about tactics, as good tactics flow from strong strategies.

Contacting Us

Please e-mail any questions you may have to education@aaf.org. Also, the AAF member site provides valuable information and lists our most up-to-date deadlines. Login to the member site using your username and password.

Purpose

This competition provides undergraduate advertising students with a realistic problem that can be solved through team effort, knowledge and creativity. It is intended to demonstrate the effectiveness of advertising education. The purpose of these Policies and Procedures is to ensure, to the greatest extent possible, a fair and equal competition experience for all students.

continued >>

Competition Rules, Penalties and Procedures

These rules, penalties and procedures cover the 2012 competition. Any rules, penalties and procedures from previous years do not necessarily apply.

Important Dates for the 2011 NSAC Competition

Please note: all forms may be completed online and all documents can be downloaded from the AAF member site.

January 20, 2012	Intent to Participate Form Due to AAF Headquarters
February 1, 2012	Clarification Questions Due
February 15, 2012	Clarification Memo Distributed
March 30, 2012	Names of All Students Participating, including Presenters Due to AAF Headquarters
March 30, 2012	Plans Book Due to AAF Headquarters and District Coordinators
April 2012	District Competitions Held
May 11, 2012	Notification of Wild Card Team
May 11, 2012	AAF Contacts District Winners Regarding Travel to AAF National Conference
June 3–4, 2012	NSAC Finals in Austin, Texas

Part I: Disqualifying Rules

1.01: Students must not receive advice, critiques or additional assistance in the development of the project or the presentation from any professional. All layouts, storyboards, sales promotion pieces, public relations pieces, retail displays, package designs, television commercials, radio commercials, print advertisements and other creative work must be conceptualized, designed and executed by students. Students may use any existing client's creative in the creative part of their presentation. Students may also use any existing professional clip art, music, photos and video in any part of their presentation, including the creative section. Any part of your presentation may be recorded using audio or videotape. You may use any recording and A/V engineering facilities.

1.02: Graduate students or students who already have a four-year college degree in any discipline must not work on this project unless they are enrolled in a class using the project as a class assignment; however, students who have earned a four-year degree of any kind must not be members of your presentation team.

1.03: At both the district and national competitions, each presentation team must have no more than five undergraduate students who are enrolled in school in spring 2012. Only a member of your student presentation team may speak, operate audio, visual equipment, lights or handle displays during the campaign presentation. Even if a student does nothing except operate equipment or handle displays, that student **MUST** be counted as one of the five presentation team members. Students who are not on the presentation team may not signal, speak individually or as part of a group, such as a school cheer, move around the presentation room, or wear costumes during the presentation or the question and answer session.



1.04: Students must be dues-paid 2011–12 AAF college chapter members by March 30, 2012, to be on a presentation team. AAF student memberships are not transferable.

1.05: One printed copy of your plans book and a CD that includes an electronic copy of your plans book in a PDF format must be sent to AAF Education Services at AAF headquarters in Washington, D.C. Ten printed copies must be sent to your district coordinator. All 11 printed copies of your plans books and the CD must be received via courier by 5 p.m. ET on Friday, March 30, 2012 OR date-stamped by an overnight delivery service no later than Thursday, March 29, 2012, to arrive by 5:00 p.m. Friday, March 30, 2012. No exceptions. Hand deliveries will only be accepted from commercial delivery services. All copies of the plans book must be identical.

1.06: Each university or college entering the competition must have an AAF college chapter. To facilitate the district competitions, teams must declare their intent to participate by submitting online the Intent to Participate and Acknowledgement of Policies and Procedures Form on the AAF member site by 5:00 p.m. ET Friday, Jan. 20, 2012. No exceptions. Teams must maintain documentation to verify that AAF headquarters received the Intent to Participate and Acknowledgement of Policies and Procedures Form by the stated deadline.

1.07: If you are the wild card team going to the national competition, you must produce and send six additional books. These extra books must be sent to AAF Education Services within five working of being notified. These copies must be identical to the ones sent to your district coordinator and to AAF Education Services.

1.08: All presenters must use microphones at the National Conference. All presenters in districts that require microphones must use them.

1.09: Teams who advance to the national competition must not make changes or add to their presentation or collateral materials.

Part II: Penalties:

If the following rules are not followed, the consequences are stated; however, no points will be subtracted from your school's score.

2.01: Your plans book is limited to 32 pages of 8.5x11-inch paper (e.g. 32 pages one side, 16 pages both sides or any mix of no more than 32 sides). All inside pages must be numbered. Your plans book cannot include any additional electronic pages. *Consequence: If you include a URL to additional online content outside of the 32-page plan book limit, your district coordinator will remove that page. If you don't number the pages, your district coordinator will number them. Any pages beyond the allotted 32 will be removed. The plans book covers can be up to 9x12 inches, but foldout, half sheets or odd-sized covers will be removed.*

2.02: Plans book pages must be 8.5x11 inches; foldout, half sheets or odd-size pages are not allowed. No items (e.g., post-it notes, CDs, promotional items, plans book boxes or 3-D item of any kind) may be included in the plans book except the pages themselves. *Consequence: Anything other than 8.5x11-inch pages will be removed from the book. Please see the plans book score sheet for suggested content, including an executive summary. The plans book can be prepared and copied by any method. Color may be used with any available process for color reproduction.*

2.03: Plans books must have a front and back cover with your college/university's entire, unabbreviated name and the NSAC logo on the front cover. Teams may substitute a college/university logo only if that logo contains the school's entire, unabbreviated name. *Consequence: If you do not include your school's complete name, your district*

continued >>

coordinator will write it on the cover of all of your books. If you do not include the NSAC logo, your district coordinator will write the NSAC logo on the cover of all books. You may put anything you want on the inside and the outside of the front and back covers. Covers do not count as part of the 32-page limit. You may bind your plans book using any method, but if you use a ring binder, please use one that has a spine that is no more than one-inch wide.

2.04: Because each client is a separate competition, do not list in your plans book or mention in your presentation at the district and national levels any of your outstanding graduates or past NSAC accomplishments. *Consequence: If included, this section of your plans book will be removed.*

2.05: At district and national competitions, each school should provide one copy of a reminder sheet for the judges. This reminder sheet should be flat and one-sided, 8.5x11 inches. The reminder sheet should include the name of your school, a photo of your presentation team (with a caption clearly listing team member names), clear identification of your presentation team and your campaign's tagline. Reminder sheets should be sent with your Plans Books. *Consequence: Your team will lose the opportunity to remind the judges of your team.*

Part III: Competition Structure

3.01: District competitions vary. Some competitions are held in conjunction with a professional district meeting. Others are not. Some districts may only have a few teams. Others will have more than 20. Some districts have competitions that last two days. Others are held for only one day. Some district competitions move from city to city around the district. Others are always held in the same city. However, regardless of how the competitions are held, the same procedures should apply to all competitions. Each AAF district holds a competition among the schools in its area, and the judges choose a first-place team to compete in the national finals. Your team must compete at the district level to be eligible for national competition. If a district only has one team that intends to compete, no district competition will be held, and that team will be eligible for the wild card position. District competitions must be completed by April 30, 2012. Mega-districts that have 18 or more teams by the Intent to Participate Form deadline will follow either of two options to hold their competition. In option one, schools are evenly divided into two randomly selected sub-districts with two different competitions, including two separate sets of judges. First-place winners from both sub-districts will compete at nationals. In order for the second-place winners to qualify for the wild card position, at least 10 schools must compete in a sub-district. In option two, mega-districts hold one competition, use one set of judges and send the first- and second-place teams to compete at nationals. In order for the third-place winner to qualify for the wild card position, at least 20 schools must compete.

3.02: At district competitions each team provides its own transportation, food and lodging expenses. Local AAF clubs or federations are encouraged to help.

3.03: In district or sub-district competitions that have 10 or more teams competing, the team placing second will be eligible for the wild card position. In order for your district or sub-district to be eligible for the wild card, at least 10 schools must submit a plans book and make a presentation. Schools that only submit books cannot be counted as having competed. Those second-place teams will have their plans books scored by a set of judges different from their judges at the district competition and different from the judges who will be at the national level. The judges will use the NSAC plans book score sheet to determine the winner. Teams eligible for the wild card competition will not have to send any additional books. The team receiving the highest score in this wild card judging will advance to the national competition. The NSAC wild card team will be announced on Monday, May 11, 2012.



3.04: At district and national competitions, each school must bring a CD containing its A/V presentation. At district competitions, the district coordinator will collect the CDs. At the national competition, the CDs should be given to the designated AAF representative during registration.

3.05: For district competition, each school must submit the Student Conduct Form signed by all team members, along with their Plans Books, by mail to district coordinators no later than March 30, 2012. At the national competition, the Student Conduct Forms should be given to the designated AAF representative during registration.

3.06: The national finals will be held June 3–4 as part of the AAF National Conference in Austin, Texas. Teams must present on the specified competition days.

3.07: If a team wins at district, the AAF distributes funds from the client grant to subsidize round-trip transportation and hotel expenses for the national finals for each student member of the presentation team and one faculty advisor during the National Conference dates. The client's grant provides free registration to all conference events for each member of the presentation team plus one advisor. The AAF will contact district winners and the wild card team regarding travel to AAF National Conference by May 11, 2012.

3.08: One faculty member, who will be your advisor of record, must accompany your team to the district, and, if you win at district, to the national competition.

3.09: During the preparation of the campaign, if you have questions of any nature about the rules or about the case study, direct them to AAF Education Services. All questions regarding the case study must be submitted to education@aaf.org. Telephone calls will not be accepted. One clarification memo will be distributed to address written questions submitted by schools and will only address questions concerning the case study. Questions regarding Policies and Procedures will be handled directly with the individual school. No school official or any AAF district or local official may make a rules or case study interpretation to apply on the local, district or national level except the district coordinator at their district competition or the Manager of Education Services at the national competition.

3.10: Practitioners in advertising, other disciplines in marketing, media, research or some combination will judge district and national competitions. No person whose basic occupation is in education will judge. Individuals from the sponsoring company may also judge the district and national competitions. District judges will be chosen, when possible, from outside the district. In no case will a district judge have a tie, past or present, or any relationship that could be construed as a tie with any competing school. No individual will be invited to judge the same district competition two years in succession. Judges are prohibited from evaluating more than one district competition in the same calendar year.

3.11: During the judges' caucus, the panel considers the final plans book and presentation score sheets, reflects on the work of all of the teams and determines first- through fourth-place winners.

Part IV: Competition Eligibility

4.01: Only one team from each school may enter. If your university has two or more campuses, teams from all campuses can compete as long as their campuses have separate student bodies, faculties, geographic locations and separate AAF college chapters.

4.02: Students who are not members of your AAF college chapter but are enrolled at your school may work on the project. It can be a college chapter project, a class project or the project of a group of students who get together to work on it.

continued >>

Part V: Outside Sources

5.01: Students must not contact the sponsoring company, its advertising agency or any companies specifically highlighted by the sponsor.

5.02: You may do any primary research anywhere you wish. However, you should adhere to your university's guidelines regarding conducting primary research with human subjects. Remember that schools are not allowed to have professionals critique their work. However, contacting media companies and/or agencies for research to understand the audience and/or product is allowed.

5.03: Mechanical reproduction or use of copyrights and trademarks of the AAF, NSAC and the client logos is permissible. The AAF will provide the NSAC and the client's logos. Students and advisors are encouraged to become familiar with copyright laws and avoid any infractions.

5.04: You may use any music (live, recorded, original songs, jingles, etc.) you wish in any part of your presentation. Costs associated with the use of copyrighted music should be included in your budget.

5.05: If you need sound effects for your presentation or advertising, you may use any prerecorded material.

Part VI: Campaign Presentation

6.01: Presentations at both district and national competitions will be limited to exactly 20 minutes. This 20-minute limit means that your school must not display any of your creative (t-shirts with your creative theme, door hangers in the hotel, QR codes on bathroom mirrors, etc.). Timers at both district and national competitions will start the timing when music begins, when the first slide (other than a school's logo) appears or when a presenter begins speaking, and will stop you when you reach the 20-minute mark, no matter where you are in your presentation. Additionally, if your team moves from the audience, the back of the stage or up the aisle, your 20-minute time will begin when your team begins moving. Your first slide must ONLY include your school's name and/or logo and the name of your agency (if you have one). No creative theme should be shown on the first slide, and your boards or any other supplementary materials must be covered or out of sight before your 20-minute presentation begins. The timekeeper is the official keeper of time, and no other record of time will be acknowledged. Team members may request the timekeeper to give them a one- or two-minute warning. The timekeeper is the only person who may signal the official time remaining during the presentation. Time lost for medical reasons or during repair of any equipment failure will not be charged against your team. This applies whether it is your equipment or equipment furnished at the district or national competition. Only a member of the presentation team may call a time-out and only for equipment failure or a medical emergency. The limit for timeouts will be 15 minutes, after which time the presentation may be rescheduled as long as it still occurs within the course of the current competition being held.

6.02: Your faculty advisor or any student from your team may assist you in setting up before your presentation. At both the district and national competitions, professional suppliers may help set up equipment, but they cannot operate your equipment during your presentation. During a called time-out due to A/V failure, anyone may assist the professional A/V technician if s/he wishes. No one, except for audiovisual technicians, AAF photographer or videographer may enter or leave the presentation room once the actual presentation has begun.

6.03: At district and nationals, all schools will be allowed 30 minutes without the audience's presence to set up for their presentations. If you are the first school in the room on the day of competition, you will be allowed 15 extra minutes. Only students, their relatives and people associated with the schools will be allowed in the presentation rooms during



set-up. Five to 10 minutes before each presentation, the presentation rooms will be opened for audience members to enter. The time allowed for people to enter depends on the number of schools and the number of people.

6:04: Anyone may observe the presentations at both the district and national levels. However, they should remain silent throughout the presentation. No one, except the audiovisual technicians, AAF photographer or videographer may enter the competition room once the doors have been closed for the presentation to begin.

6:05: No video or audio recording or still photography of presentations will be permitted during the district or national competitions unless AAF headquarters or the client is taping the presentation.

6:06: Prior to your district competition, your campaign presentation may not be made to any group or individual other than your own school's faculty and students. Except for concept testing, no portion of your campaign should be posted on the Internet. After your testing is completed, your campaign should be taken off the Internet.

6:07: If you win at district, you may make presentations to AAF groups and other organizations. However, before you make any presentation, you should notify AAF Education Services in writing or by e-mail at least 48 hours before the presentation. Please include the date and place of your presentation, the name of the organization to which you are presenting and indicate that you will neither seek nor accept any advice. If you do not win at district, you may make presentations to any organizations.

6:08: Because your materials from district competition are NOT forwarded to the national competition, if you are going to nationals, please remember the following:

- Bring a copy of the Student Conduct Form.
- Bring a copy of your presentation CD.
- You are prohibited from moving the screen, judges' table and other technical equipment.
- Coaching, advising or feedback from anyone other than students and faculty is strictly prohibited.
- Your team must notify AAF Education Services in writing at least 48 hours before making any presentations.
- Using a formula based on the travel costs from the school's location to the national competition, the AAF will assist teams in the cost of air travel for the presentation team and the faculty advisor.
- The winning wild card team must send six additional books to the AAF headquarters for national judges within five working days of being notified.
- Your team must check in at nationals before the advisor/student orientation meeting. If your team has a co-advisor and that person will be checking in for the advisor, please send that person's name to AAF headquarters.

Part VII: Question and Answer Session

7.01: After your presentation at both district and national competitions, there will be a 10-minute Question and Answer Session. Timers at both district and national competitions will stop you at the 10-minute mark. During the Q&A, only the presenting team members and the judges may enter the discussion. However, all team members may move in front of the judges. The five presenters may call on other team members to answer questions, if necessary,

continued >>

but only students may answer questions. No one should signal any student or assist in answering the questions. At the discretion of your team's faculty advisor and the district coordinator, anyone connected to the school of the team being questioned and corporate and agency recruiters may sit in on the Q&A but may not participate in any way. All other people must leave the room. You may audiotape your Q&A if you so desire. Your question and answer session is separate from your presentation; therefore, no additional creative or supplementary materials, such as a costume character, can be introduced during the question and answer period. See Rule 1.03.

7.02: If you hand anything to the judges during your presentation, you must collect it after your Question and Answer Session. If you do not collect your materials, they will be thrown away.

Part VIII: Equipment

8.01: At district, you will be provided with the following:

- One front-projection screen
- Tables and chairs
- Six easels
- Computer projection equipment and interface cables

At district, students will have to bring their own computer equipment (hardware and software). District will provide one computer projection device that will be Macintosh and IBM compatible given a standard video port. You may use your own projection equipment and interface cables. Students may also bring other equipment, a CD and a DVD player, for example. At some districts, the screen, judges' tables, the stage (if any) and the AV/equipment table may be moved. Your District Coordinator will contact you about the layout of the room; however, all presentation rooms will have the students facing the audience with the judges' backs to the audience. If your team wants an Internet connection, you should contact your District Coordinator; however, you will be responsible for all charges. You should use the facilities' Internet connection at your own risk.

8.02: At the national competition, you will be provided with the following:

- One front-projection screen
- Tables and chairs
- Six easels
- Computer projection equipment and interface cables
- Five microphones

At the national level, students will have to bring their own computer equipment (hardware and software). The AAF will provide one computer projection device that will be Macintosh and IBM compatible given a standard video port. All teams will be alerted to the model and make of the projector prior to the competition. If a team needs additional equipment to ensure that the projector will work with their computer, it is the team's responsibility to provide this equipment. At nationals, the placement of the screen, judges' tables, the stage and the AV/equipment table may not be moved. If your team wants an Internet connection, you should contact AAF Headquarters; however, you will be responsible for all charges. You should use the facilities' Internet connection at your own risk.



Part IX: Scoring

9.01: When considering the areas to develop in your campaign, read the case study and score sheets carefully for specific guidance. The case assignment will be clearly reflected in the score sheets.

9.02: Score sheets for the competition are prepared by the AAF National Education Executive Committee in consultation with the client and are distributed by AAF Education Services. You should refer to the score sheets for guidance on how the different parts of your campaign will be weighted.

9.03: At national and district competitions, points awarded each campaign are based on a combination of plans book, presentation and questions and answers.

9.04: At district and national competitions within one week of the day of presentation, competition coordinators will return a copy of your team's scores and judges' comments to your faculty advisor. Also, your advisor will be informed of your team's ranking and will also be told the total number of points awarded the other competing teams. You will receive the print-out of the individual judges' scores for your school, but you will not receive the original score sheets.

Part X: Awards and Compensation Release

10.01: At district competitions, all students will receive certificates for participation and may receive plaques or other prizes (e.g., first- through fourth-place teams). Students should not expect to receive any "goodies bags" from the clients at district competitions. In some districts, the award ceremony and wrap-up sessions will be separate. The announcement of winners at district will be made in person. The wrap-up session provides the judges with an opportunity to share their general observations about the competition and gives students an educational opportunity. These session(s) should be professional. It is important that the advisors not allow students to act in an unprofessional manner at any time during the competition. Schools that do not adhere may be asked not to participate in the NSAC the following year.

10.02: Following the national competition, first-, second-, third- and fourth-place teams are announced. These four teams receive awards for their schools. All participating teams receive a cash award: first-place: \$3,500; second place: \$2,500; third-place: \$2,000; fourth-place: \$1,000; and all other teams: \$500.

10.03: Additional prizes and awards may be given at the discretion of the sponsoring company.

10.04: By entering a district or national competition, all participants, students and advisors agree that all ideas expressed in written or presentation form become the property of the sponsoring company for any use whatsoever, without compensation of any sort to any person.

continued >>

Plans Book Score Sheet



School: _____ Judge: _____

Date: _____ Location: _____

Judges: Write your scores in this column.

9–10 = Superior

7–8 = Very Good

5–6 = Satisfactory

3–4 = Unsatisfactory

1–2 = Unacceptable

Judges

Please look for the following achievements. Score each section from 1–10 with 10 being the highest. Write your scores in the right column. Write any comments on the reverse side of this page only. Constructive comments are encouraged; they help the students. PLEASE DO NOT WRITE COMMENTS ON THIS SIDE BECAUSE TEAMS WILL NOT SEE THEM.

Strategy & Integration (25% of plans book score)

- Effectively addresses the diverse nature of the young, multicultural target
- Emphasizes creative ideas and thinking that utilize both traditional and non-traditional (i.e. digital, sponsorship, event, guerilla, mobile) marketing elements.
- Demonstrates an effective and synergistic blending of advertising, digital and non-traditional efforts, partnerships, sponsorships, and events
- Suggests other tools as needed

Creative Messaging (20% of plans book score)

- Effectively addresses target audience and objectives of the challenge
- Is distinct yet fits within the scope of the Nissan Brand and Innovation platform
- Is applicable/flexible across multiple media platforms
- Demonstrates a thoughtful process and is substantiated by research
- Innovative, yet takes industry and advertising trends into account

Media Plan (20% of plans book score)

- Effective, efficient, and creative use of budget
- Encompasses consumer touch points across traditional and non-traditional media
- Substantiated by research and applicable to target audience
- Flexible over a year-long campaign
- Provides rationale and illustrates use of media choices
- Recommends a use of sponsorship/events

Research (15% of plans book score)

- Includes both primary and secondary research sources
- Covers the target market (demographic, psychographic, behavioral, etc.), industry specific information, etc
- Is clearly cited and documented throughout the book in either footnotes or an appendix
- The positioning recommendation clearly derives from the research and the case study challenge

Measurement & Evaluation (10% of plans book score)

- Makes recommendations to monitor plan performance
- Clearly represents key performance indicators, benchmarks, and additional implications
- Recognizes potential pitfalls in media and marketing and recommends optimizations

Quality Of The Plans Book (10% of plans book score)

- Professional appearance/ability to serve as a selling tool: logical and clear writing
- Creative in design
- Clarity and quality of communication; readability
- Free of translation, grammatical, spelling, and syntax errors

Plans Book Score Sheet



School: _____ Judge: _____

Date: _____ Location: _____

Comments:

Presentation Score Sheet



School: _____ Judge: _____

Date: _____ Location: _____

Judges: Write your scores in this column.

9–10 = Superior

7–8 = Very Good

5–6 = Satisfactory

3–4 = Unsatisfactory

1–2 = Unacceptable

Judges

Please look for the following achievements. Score each section from 1–10 with 10 being the highest. Write your scores in the right column. Write any comments on the reverse side of this page only. Constructive comments are encouraged; they help the students. PLEASE DO NOT WRITE COMMENTS ON THIS SIDE BECAUSE TEAMS WILL NOT SEE THEM.

Quality of Presentation (25% of presentation score)

- Convincing approaches to satisfying the objective
- Professional in appearance and delivery, engaging, and convincing
- Unique, highlighting individual approach to provide distinction from other groups
- Demonstrates understanding of case study, challenge, and plan recommendations
- Ability to think on your feet and effectively answer judges questions
- Follows a logical order

Creative Messaging (25% of presentation score)

- Is conceptually strong and flexible over a year-long integrated campaign
- Emphasizes use of traditional and non-traditional platforms
- Takes into account current advertising and industry trends
- Is distinctive from key competitors and other agencies (groups) pitching for business

Media Plan (20% of presentation score)

- Demonstrates effective and efficient use of budget
- Combines creativity and research
- Applicable to target audience
- Incorporates multiplatform media, both traditional and non-traditional
- Provides rationale and illustrates use of media choices

Strategy & Execution (15% of presentation score)

- Demonstrates understanding of the case study and effectively addresses the challenge
- Conceptually strong and flexible over a year-long campaign
- Ability to be effective against the target market(s) and their diverse demographic and psychographic makeup
- Demonstrates integration of sponsorships and strategic alliances

Research (10% of presentation score)

- Quality and applicability of research to the challenge and recommended strategies
- Balance of primary and secondary research
- Maintains focus of the target audience and industry
- Clearly supports the plan's positioning statement

Measurement & Evaluation (5% of presentation score)

- Effectively demonstrates methods to monitor plan performance
- Clearly represents key performance indicators, benchmarks, and additional implications
- Explains implementation of ongoing measurement

Presentation Score Sheet



School: _____ Judge: _____

Date: _____ Location: _____

Comments:



Education Services, American Advertising Federation, 1101 Vermont Avenue NW, Suite 500, Washington, DC 20005
www.aaf.org/education, P: (800) 999-2231, F: (202) 898-0159, education@aaf.org