

Integrated Marketing Communications
MNGT 4357
(Elective)

Dr Julien Cayla

Session 3, 2008

Class Dates: 15-18, 20-23 Nov 2008
Payment Due: 17 October 2008
Examination: 7 January 2009

Course aims / objectives:

Around 10 years ago, it became relatively obvious that traditional marketing approaches to the development of brand identity and equity were no longer working effectively. Advertising in particular was no longer considered as effective because of media fragmentation, increased consumer scepticism and the increasing impact of the internet.

IMC is a methodology and a way of thinking about communication which was created to manage brands in the new brand communication landscape. The essence of IMC is that everything a company does, and sometimes what it doesn't do, can send a powerful brand message. Much of IMC is still about advertising but it just goes much deeper and is much wider in scope. It looks at the different ways for companies to communicate about their brand, in an integrated fashion, which takes advantage of the differences between media and leverages their strengths.

This class will profile a number of frameworks and theories to elaborate and evaluate communication initiatives. The overall structure of the class is designed to answer the following question: how do we communicate to build brand value?

This course will appeal to students planning a career in general management, consulting, product management and entrepreneurship. The overall emphasis is on developing sound approaches to addressing marketing communication problems and relating these decisions to the firm's strategic orientation.

The course is organized to follow the structure of an integrated communications campaign, from collecting data and planning, to execution and evaluation. At the end of the course, you should be able to:

- Analyse communication problems
- Design research to solve communication problems
- Write and evaluate professional briefs
- Evaluate the effectiveness of communication campaigns

I will try to make this class as interactive as possible. To increase interactivity, this course utilizes a variety of teaching approaches: lectures, case analyses, exercises and guest speakers. The cases have been chosen to help you keep a real-life focus and will augment the lectures and discussions.

Assessment:

Group Project:	35%
Group Presentations	10%
Final examination:	45%
Class participation:	10%

Group Project

35% of your grade will come from a group project on integrated marketing communications.

Group Presentations

10% of your grade will come from a group presentation, done in class, on examples of very good or very bad communication.

Final Exam

45% of your grade will come from the final exam. It will be based on a case study and a series of theoretical questions. More information about the exam will be given throughout the class.

Participation

10% of your grade will come from your class participation. Your grade will be based on your attendance, your ability to synthesize and add to others' comments. If for any reason you are not able to attend a class, e-mail me beforehand. I expect you to be prepared for every class.

Academic honesty and plagiarism:

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html>

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Instructor Profile

Julien Cayla is a Lecturer at the Australian School of Business where he teaches MBA and Executive MBA courses in marketing, in Sydney and Hong Kong. In his research, he tries to integrate anthropological theories and methodologies to the study of marketing in the global marketplace. His most recent work on Asian brands is forthcoming in the Journal of Consumer Research, the most prestigious academic publication in consumer research. Other publication outlets include the International Marketing Review, the Advances for Consumer Research, the Handbook of International Marketing and the Handbook of Qualitative Research Methods in Marketing.

Julien received his PhD from the University of Colorado (Boulder, United States) where he majored in marketing and minored in cultural anthropology. His dissertation examined the way companies learn about culture in the context of their work with ad agencies. This work received the prestigious Alden Clayton Prize from the Marketing Science Institute as well as the Sheth Foundation Best Doctoral Dissertation Prize. Most recently, he received the ASB Non-Professorial Research Award, a school-wide award designed to recognize outstanding research achievements. A French citizen, he has worked, studied and lived on four continents. He speaks French, English, Spanish and is trying his best to learn Hindi.

Course details / modules:

**This is a preliminary course outline; details of readings for each module will be advised shortly.

Module 1 Saturday, 15 November (2:00pm – 8:00pm)

Course Introduction

- Introductions
- Lecture: an Introduction to the Marketing Communication Process.
- Introduction of the Group Project
- How to Write Good Briefs

Module 2 Sunday, 16 November (10:00am – 7:00pm)

Evaluating Communication Campaigns

- Mountain Dew Case Study.

Module 3 Monday, 17 November (7:00pm – 10:15pm)

Planning and Situation Analysis

- Lecture: Segmentation, Targeting and Positioning for Marketing Communication

Module 4 Tuesday, 18 November (7:00pm – 10:15pm)

Customer Analysis

- Lecture: Customer Analysis.

Module 5 Thursday, 20 November (7:00pm – 10:15pm)

Using non-traditional communication techniques

- Case Study Discussion and Lecture

Module 6 Friday, 21 November (7:00pm – 10:15pm)

Creativity in Marketing

- Guest Speaker
- Lecture and Exercises on Creativity

Module 7 Saturday, 22 November (2:00pm – 8:00pm)

Global Marketing and Advertising

- Case Study Discussion and Lecture

Module 8 Sunday, 23 November (10:00am – 7:00pm)

Global Marketing and Advertising

- Lecture
- Group Presentations
- Typical Exam Questions and their Answers

Course materials and text/s:

The recommended text for the class is: George E. Belch and Michael A. Belch, Advertising and Promotion: An Integrated Marketing Communications Perspective, Irwin, 6th ed., 2004 (you are free to buy another edition of the same book if you wish to do so). This text is not mandatory for this class but will be especially helpful to do your group project. However, I will not strictly follow this textbook's structure.

There will also be a course pack available, including cases, articles and a CD Rom.

Preparing for case discussion:

You probably are pretty familiar with marketing cases. Some of the cases in this course are similar to those covered in the core marketing course. Others are more specifically intended to illustrate communication techniques and are more like exercises. Just to reiterate, cases often don't have all the data you would like. Nevertheless, you have to come up with recommendations and answers based on the data you have. Cases are different from reality. To highlight specific issues, facts may be distorted and important situational factors might be omitted. Therefore, you should not try to rely on information about the case from outside sources. You should also not try to find out what really happened to the company or business as a basis for making your decision.

Etiquette:

These are basic ground rules that will hopefully help us develop a classroom environment that enhances the learning experience for all students. Students are expected to adhere to common standards of classroom etiquette based on the following key principles:

- **Attendance:** Students are expected to attend every class. As a courtesy, when students are unable to attend class, due to illness or for other work or school related reasons, they should notify the lecturer in advance.
- **Punctuality:** Students are expected to arrive for class on time so that the lecturer may start and end the class according to schedule.
- **Exiting and Entering:** Students are expected to remain in the classroom for the duration of the class. If a student must depart early due to unavoidable circumstances, the student should inform the lecturer prior to the start of class. Students should ensure they return from classroom breaks at the specified time.
- **Respect for the classroom:** Students should demonstrate respect for the lecturer and fellow students during the class period. Students are expected to refrain from activities unrelated to class material, such as holding side conversations, checking e-mail or eating during class time.
- **Network policy:** During the first 10 minutes of class time, you may download any files that you will need to use during the class. After the initial 10-minute period, no network connections are allowed without the consent of the lecturer. Web surfing and email are distracting to me and to your classmates and are unacceptable at any time during the class.

Instructor as a resource:

You should feel free to see me outside of class time if you have trouble understanding any of the material covered in class or if you would like to know more about a particular topic. I will be glad to suggest additional readings or to discuss any other issues with you.

Lecturer details:

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