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BMKT 343.01: Integrated Marketing Communications

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BMKT 343

Integrated Marketing Communications

Fall 2014

**School of Business Administration
University of Montana**

Tuesday/Thursday at 8:10 – 9:30am in GBB L13 (71202)
Tuesday/Thursday at 9:40 – 11:00am in GBB L13 (70524)

Instructor: Dr. Joan Giese
GBB 342
joan.giese@business.umt.edu
406.243.6868 (office)
541.954.0842 (mobile)

Office Hours:
Tuesday 1:00-3:00pm
Wednesday 1:00-3:00pm
or by appointment

Prerequisite for BMKT 343 (3 credits):
BMKT 325 (MKTG 360) – Principles of Marketing & a junior standing in Business

SoBA Mission

The **University of Montana's School of Business Administration** enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

A professional business education combined with solid grounding in the liberal arts and sciences prepares men and women to meet difficult challenges and to participate in the molding of the future.

Course Description

Integrated Marketing Communications (IMC) is a multi-faceted course in communication *strategy*.

This course will help you understand the tools of IMC as they exist in the business world today. After completing this course, you should be able to make decisions about how to best communicate with different types of consumers through message, media, and communication strategies related to the goals and objectives of a business.

Course Objectives & Learning Goals

The IMC course provides students with a broad exposure to marketing communications, from both a theoretical and managerial perspective. This course is designed to be application oriented and experiential; students will be required, in a team environment, to develop a communication strategy based on an in-depth analysis of market, competitive, and communication issues relevant to an existing company or organization.

Upon completion of this course, students should be able to:

- Demonstrate how marketing communication tools and strategies integrate with marketing principles, consumer behavior, brand strategy, and overall marketing strategy.
- Identify the different purposes, advantages and disadvantages, and integration of a variety of marketing communication options.
- Apply theories of communication and persuasion to explain consumer attitude and behavior changes as well as to develop brand strategy.
- Evaluate the effectiveness and efficiency of different marketing communication tools for particular product-market situations.
- Utilize communication strategies to more effectively compete in a competitive professional environment.

Specific Course Objectives:

Upon completion of this course, students should be capable of:

1. Demonstrating competence with basic marketing communication concepts, including applicable theoretical principles;
2. Developing a comprehensive, professional Integrated Marketing Communication Plan;
3. Writing basic communication briefs;
4. Strategically communicating business information; and
5. Exhibiting awareness of global and ethical issues and trends related to marketing communications.

As part of our assessment and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SOBA graduates will understand the global business environment in which they operate.

Course Organization

The format of each class meeting will consist of lectures, readings, videos, guest speakers, and class discussions. In addition, a team project and assignments will apply important concepts to “real world” marketing communication issues. The course is designed to be interactive and students are encouraged to ask questions and actively participate. This course will be most interesting and effective for you, and the above objectives can only be achieved, through a combined effort.

Course Materials & Resources

Required Text – *Promo2* by Thomas C. O’Guinn, Chris T. Allen, and Richard J. Semenik, South-Western, Cengage Learning, 2013. ISBN: 1-133-62617-3

Required Readings – See Course Schedule (last two pages of this syllabus) for **readings** that pertain to specific class discussions.

Suggested Readings – Current periodicals and blogs, such as *The Wall Street Journal*, *Advertising Age*, *Fast Company*, www.emarketer.com, www.blog.hubspot.com, www.twistimage.com/blog, www.marketingcommunicationsblog.com, etc.

Assignments and Grading:

| | PERCENT | POINTS | Your Score |
|--|----------------|-------------------|-------------------|
| INDIVIDUAL WORK: | | | |
| 2 Mid-term Exams | 30.0% | 180 points | |
| Final Exam (Take-Home) | 7.5% | 45 points | |
| 2 Readings Posts on Discussion Forum | 5.0% | 30 points | |
| Blog Post | 5.0% | 30 points | |
| Personal Elevator Opportunity | 1.7% | 10 points | |
| Class Participation/Discussion/Research & In-Class Assignments | 5.0% | 30 points | |
| “Getting to Know You” forms | .8% | 5 points | |
| TEAM WORK: | | | |
| IMC Plan: 1) Team Agreement 2) Project Proposal 3) Communication Analysis Report 4) IMC Plan: Strategy and Implementation Deck & Notes | 30% | 180 points | |
| Practice Presentation | 2.5% | 15 points | |
| IMC Presentation | 12.5% | 75 points | |
| Team Feedback (Individual) | (-5%) | (-30) points | |
| TOTAL | 100% | 600 points | |

Exams: **UNLESS PRIOR ARRANGEMENTS ARE MADE, A MISSED EXAM WILL BE GIVEN A ZERO SCORE.** If it is absolutely necessary to miss an exam, a make-up exam will be scheduled which will consist of all short-answer questions. Contact the professor **prior** to the scheduled test time to arrange for a make-up exam. Students will not be allowed to take the in-class exam if they arrive late and other students have already completed their exams.

There will be three exams: two in-class midterm exams and a take-home final. Exams will consist of multiple-choice and short answer (not fill-in-the-blank) questions. The exams will cover textbook, lecture, and discussion material, including video, guest speaker, and activities material. Exams will consist of multiple choice and short answer/essay questions. Specific details on these exams will be provided during class prior to each exam.

Assignments, Class Participation/Discussion and In-Class Assignments: During the term, there will be many opportunities to engage in the class discussion. There are several assignments, class preparation activities, research opportunities, and readings for discussions that will be assigned during this term (see course schedule). In addition, I use this grading category to reflect your level of participation. Active class participation is expected! All reading assignments must be read before class. Please stay current with the readings and textbook materials.

- Out-of-class assignment information will be posted on Moodle. Due dates are included in the course schedule. Late papers will be deducted 10% if submitted within 24 hours of due date/time; after 24 hours, late papers will be graded for ½ credit. Posts to discussion forums must be during the designated time frames and will be graded based on the degree of substantive contribution. In addition, these posts will be used for in-class discussion.
- In-class participation will include attendance/learning reflections related to guest speakers and other class activities, as well as verbal and/or written participation in class discussions, projects, and activities. At times, out-of-class preparation (besides just doing the readings) will be required to participate in class. These short out-of-class activities will be assigned in class and posted with class slides on Moodle. If these assignments are submitted in class for credit, no late papers will be accepted.

“Getting to Know You” Forms: This form allows me to get to know you a little better. These forms will be handed out in class on the first day. Student ID Forms are due on September 4.

IMC Project: This team project will be a major focus of the course, with the idea being that the skills you learn over the term will give you the ability to independently generate a complete Integrated Marketing Communication (IMC) Plan for an organization. This term we will take a very realistic, integrated approach working with the University of Montana to develop IMC plans around specific tracks of academic experiences. In addition, selected teams may choose to develop IMC plans for a Montana association.

The IMC Project assignment with due dates and grading criteria will be described in a separate document and posted on Moodle.

Final Comments on Grading: This is an upper division marketing course; and I have high expectations for you. Challenge yourself and your teammates to do the best possible.

The following scale is used to determine a letter grade for the individual and team work associated with this course. Typically, I do not give extra credit assignments.

| GRADE | PERCENT |
|--------------|----------------|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | Below 60% |

Grades during the term and final grades will be posted on Moodle.

Course Policies and Procedures

Class Preparation and Participation: You are expected to attend, be prepared, and participate in all class meetings! For each class I will expect you to have **read the assigned readings and completed assigned activities**. To meaningfully participate, you must be in attendance; if, under unavoidable circumstances you cannot attend class, I would appreciate it if you let me know. I will randomly take attendance during the term.

Due Dates: Assignments are due at the beginning of class on the date designated. There will be no extensions to due dates.

Communication: Moodle will be used for class information, materials, assignment details, other communication, and grades.

Notification of Course Cancellation: If I must cancel class for any reason, I will email the class, post an announcement on Moodle, and put a notice on the classroom door.

Email Expectations: According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their UM accounts. Email from non-UM accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email. All email communications should be professional in tone and content.

Class Conduct: Coming to class late, leaving early, or going in/out of classroom are not professional behaviors – treat class sessions like business meetings! However, if, for unavoidable reasons, you are late or must leave early, please let me know and sit where you make the least disruption. The classroom is a place for respectful collaboration. If at any time you are not displaying respectful behavior (e.g., unauthorized talking with a neighbor), you may be asked to leave. Do not use your cell phones for any purpose during class. Laptops and tablets may be used for class purposes ONLY!

Academic Integrity: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php. It is the student's responsibility to be familiar with the Student Conduct Code.

The School of Business Administration endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is in the SoBA Professional Code of Conduct at

<http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>. If at any point

a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

Examples of behavior that constitute academic misconduct include but are not limited to: copying from another student, consulting unauthorized materials (any material not authorized by the instructor), possessing old exams, submitting online homework on behalf of another student, submitting electronic files copied from another student (even if modified), revealing exam content to a student who has not yet taken an exam, plagiarism, facilitating someone else's academic misconduct, and submitting false information (including lying to the instructor). If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

Disability Services for Students: Students with disabilities will receive reasonable modifications in this course. The student's responsibilities are to request them from me with sufficient advance notice and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>. I am happy to make accommodations to facilitate your learning.

Grievance Procedures: The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime *after* course grading is concluded. Students with concerns or complaints during the semester should first communicate these to the instructor. This step almost always resolves the issue. If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration.

TENTATIVE CLASS SCHEDULE

| WEEK | DATE | TOPIC | READINGS, ASSIGNMENTS, & ETC. |
|--|-------|---|---|
| Understand the IMC Landscape & Approach | | | |
| 1 | 8/26 | Course Overview | |
| | 8/28 | IMC Tools (no class today) | Chapter 1: <i>IMC in Marketing</i> |
| 2 | 9/ 2 | IMC Overview & History Tools, Trends & Challenges Career Nugget: “Personal Elevator Opportunity (PEO)” | Chapter 3: <i>Evolution of IMC</i> (skim) In-Class Activity |
| | 9/ 4 | IMC Tools Overview Regulation & Ethical Issues Communication Planning & IMC Projects Career Nugget: Presentation Guidelines | Chapter 6: <i>Regulatory & Ethical Environment</i> DUE: “Getting to Know You” Forms (submit in class) |
| 3 | 9/ 9 | PROJECT OVERVIEW GUEST SPEAKERS: Mario Schulzke, Asst VP for UM Marketing; Blake Nicolazzo, Founder & CEO-Bonfire Branding | IMC Team Assignments |
| | 9/11 | IMC Trends & Challenges | DUE: Tools, Trends & Challenges Slide Deck (present in class) |
| Assemble an Arsenal of Communication Tools | | | |
| 4 | 9/16 | Advertising Basics & Objectives , including Cross-Cultural Communications | Chapter 7: <i>International Market Environment</i> DUE: Team Agreement (present in class) |
| | 9/18 | Direct Marketing & Sales Promotions Career Nugget: Story Telling & Remarkable Content | Chapter 10: <i>Direct Marketing</i> Chapter 11: <i>Sales Promotion & POP</i> |
| 5 | 9/23 | Social Media & Online Communication, including Blogs | Reading: IBM White Paper (February 2013), “Social Media Analytics: Making Customer Insights Actionable” DUE: Reading Post (Individual) DUE: Project Proposal (Statement of Work) |
| | 9/25 | Sponsorships, Product Placements, & Public Relations | Chapter 12: <i>Sponsorships, Placements, & Entertainment</i> Chapter 13: <i>PR, Influencers, & Corporate Advertising</i> (pp. 262-272; 277-280) |
| 6 | 9/30 | Professional Selling Career Nugget: SPIN Selling | Chapter 14: <i>Personal Selling</i> (pp. 282-297) Reading: Kotler et al. (2006), “Ending the War between Sales & Marketing,” <i>Harvard Business Review</i> , July-August, 68-78. |
| | 10/ 2 | GUEST SPEAKER: Matt Olson, Sales Consultant | |
| 7 | 10/ 7 | | EXAM #1 |

| WEEK | DATE | TOPIC | READINGS, ASSIGNMENTS, & ETC. |
|--|----------------|--|---|
| <u>Develop a Communication Plan:</u> Build a Cohesive Channel Strategy that Successfully Addresses Customer Needs at each Touch Point | | | |
| | 10/9 | Audience & Competitive Analyses (Part 1) | Chapter 4: <i>Segmentation, Targeting, & Positioning</i> <u>Reading:</u> Court, et al. (2009), "Consumer Decision Journey" <i>McKinsey Quarterly</i> , 3, 1-11. DUE: Reading Post (Individual) |
| 8 | 10/14 | Audience & Competitive Analyses (Part 2) Career Nugget: Opportunity Thinking | Chapter 5: <i>Understanding Buyers</i> <u>Reading:</u> Divol et al. (2012), "Demystifying Social Media," <i>McKinsey Quarterly</i> , 2, 66-77. DUE: Reading Post (Individual) |
| | 10/16 | Revisiting Objectives/Tracking Progress/Marketing Metrics | Chapter 15: <i>Measuring Effectiveness</i> DUE: Blog Entry (Individual) |
| 9 | 10/21 | Career Nugget: Creativity Workshop | Chapter 8: <i>Messaging & Media Strategies</i> DUE: Communication Analysis Report (in slide format) |
| <u>Develop a Communication Plan:</u> Unite Channels through Brand Strategy to Differentiate and Boost Market Traction | | | |
| | 10/23 | Communicating the Brand Communicating with & through Agencies Brand Identity Standards/Personality Brand Community built by Communication | Chapter 2: <i>The Promotion Industry</i> (skim) <u>Reading:</u> Fournier and Lee (2009), "Getting Brand Communities Right," <i>Harvard Business Review</i> , April, 105-111. DUE: Reading Post (Individual) |
| 10 | 10/28 | Brand Engagement GUEST SPEAKER: Katrina Galas on Branding the Olympics 2010/2012 | |
| | 10/30 | | EXAM #2 |
| 11 | 11/4 | NO CLASS: Election Day | Get out & VOTE! |
| | 11/6 | In-Class Work Day (finalize projects) | |
| Deliver Relevant Experiences through a Compelling Contact and Content Strategy | | | |
| 12 | 11/11 | NO CLASS: Veterans Day | |
| | 11/13 | Client-Agency Relationships GUEST SPEAKER: TBD | DUE: IMC Project |
| 13 | 11/18 | In-Class Work Day (help with presentations) | |
| | 11/20 | Official Presentation Practice (in class) | |
| 14 | 11/25 | | IMC Projects returned for editing |
| | 11/27 | THANKSGIVING BREAK | |
| 15 | 12/2 &/4 | IMC PRESENTATIONS | |
| FINALS WEEK | 12/10 (WED) | | DUE: FINAL EXAM (BY NOON) |