

THE UNIVERSITY OF  
NEW SOUTH WALES



Australian School of Business  
School of Marketing

**MARK6021**  
**INTEGRATED MARKETING COMMUNICATIONS**  
**(IMC)**

**COURSE OUTLINE**  
**SESSION 2, 2008**

(VERSION 5: 11/07/2008)

## **1. COURSE BACKGROUND**

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 skepticism 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?

## **2. COURSE STAFF**

Lecturer: Dr. Julien Cayla

Location: UNSW Room 3021

Quadrangle Building

Email: [julienc@agsm.edu.au](mailto:julienc@agsm.edu.au)

Alternative email: [juliencayla@gmail.com](mailto:juliencayla@gmail.com)

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.

## **2.1 Communication with Staff**

You should feel free to see me outside of class 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. You can e-mail me to set up an appointment at [julienc@agsm.edu.au](mailto:julienc@agsm.edu.au)

## **3. INFORMATION ABOUT THE COURSE**

### **3.1 Teaching times and Locations**

Lectures will take place in Quadrangle 1046 on Tuesdays, starting on the 29<sup>th</sup> of July, from 6:00 pm to 9:00 pm.

### **3.2 Units of Credit**

The course is an elective on the Master of Marketing degree, carrying three units of credit. It is denoted by the abbreviation “IMC”.

### **3.3 Relationship of This Course to Other Course Offerings**

IMC is *not* a first course on marketing communications (marcoms). It is assumed you have previously studied marcoms, as conventionally taught on business courses. If you do not have this background I suggest you familiarise yourself with a standard marcoms textbook. See, for example:

Belch, G.E. & Belch, M.A. (2004) *Advertising and Promotion* (7<sup>th</sup> edition), McGraw-Hill/Irwin, New York, NY.

## **4. COURSE AIMS AND OUTCOMES**

This course is designed for postgraduate students who seek careers in which they will make marketing communication decisions. The overall emphasis is on developing sound approaches to addressing marketing communication problems and relating these decisions to the firm's strategic orientation.

At the end of the course, you should be able to:

- Contrast the different stages of communication development
- Analyze communication problems
- Design research to solve communication problems
- Write and evaluate briefs
- Evaluate the effectiveness of communication campaigns

## **5. LEARNING ASSESSMENT**

Your performance in this course will depend on how well you do in the exams, exercises and assignments as well as on how effectively you participate in class sessions.

### **5.1 Assessment Details**

Your grade will be based on the following weights:

### **Class Participation (10%)**

At various times, I will ask you to comment on marketing communication problems and advertising concepts. As I expect you to have read the material assigned for the class, a good level of preparedness is essential to obtain a good participation grade. Just as in real business situations, you will sometimes be asked for your informed judgment (a.k.a. “cold call”) during the class discussions. Therefore, it is important that you notify me in advance by e-mail or by coming to see me, if you have not prepared for class. I have listed the factors contributing to your performance in appendix. Of course, it is essential that you attend all classes in order to obtain a good participation grade. In addition, you will be expected to contribute to discussions posted on WebCT. You will be notified by email when new discussion themes are posted. You are highly encouraged to draw from your work experience and from your readings outside of class to enrich these discussions.

### **Short Exercises (25%)**

25% of your grade will be based on two short exercises, a packaging exercise and an exercise designed to help you create compelling creative briefs. See appendix for more details on these exercises. You will need to deliver these exercises before class, in essay box 1 in the School of Marketing, Quadrangle Building, third Floor.

### **Group Presentation: Group Communication Exercise (25%)**

25% of your grade will come from a group presentation where you will be asked to present examples of great communication, and contrast them with examples of very bad communication, which destroys brand value. See appendix for more details. You will not have to submit a group report.

### **Final Exam (40%)**

40% your grade will come from the final exam. The final exam will consist of questions derived from a short case study and a few theoretical questions which will be based on course material. This is a closed-book exam. However, you are not expected to retain every single detail and example covered in class. You will be evaluated on your ability to provide a structured answer, based on your knowledge of the frameworks and theories covered in class. In particular you will be expected to be very familiar with:

- the structure and objectives of a creative brief
- the structure of a marketing audit
- The differences between traditional and non-traditional marketing approaches
- the different ways to build a brand without mass media
- the concept of involvement and how it impacts the way you should communicate with target consumers.

## **6. 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>

## **7. SUPPORT MATERIAL**

Most of the support material will be available on WebCT before each class. It is your responsibility to print presentation slides and articles from WebCT before class.

The recommended text for the class is: George E. Belch and Michael A. Belch, Advertising and Promotion: An Integrated Marketing Communications Perspective, Irwin, 7th edition. 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 if you do not have any background in marketing communications. However, as you will notice, I will not strictly follow this textbook's structure.

The class will rely on two cases, which you have to buy from the UNSW Bookstore. The cases we will use during the class are the following:

- Mountain Dew: Selecting New Creative
- Launching The BMW Z3 Roadster

The Mountain Dew Case is a CD Rom case. You will be required to download Realplayer on your computer to be able to play it. You can obtain a free copy of the software at <http://www.realplayer.com.au/>

There is no need to print every page of the Mountain Dew case. Instead, prepare the case by answering the case preparation questions and print only those elements of the case which you reference in your answer. You will not have to submit your answers to these questions but you are strongly encouraged to do this seriously as it will impact your participation grade.

## **8. STUDENT RESPONSIBILITIES**

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 throughout the term. 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 professor in advance.
- Punctuality: Students are expected to arrive for class on time so that the professor 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 professor 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 professor 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 instructor. Web surfing and email are distracting to me and to your classmates and are unacceptable at any time during the class.

### **Writing Style**

This is a class on marketing communications and I expect you to apply some of the class principles to your own writing. Try to be brief, concise and succinct, and to write clearly in a way that communicates to the intended audience. Failure to write clearly will have an impact on your grade, especially if it is impossible to assess your understanding of marketing concepts because of problems with your written English. In short, be professional in both content and presentation.

### **Submission of written material**

All written material should be submitted in hardcopy – do not submit using email. Deliver your assignments in Essay Box 1, in the School of Marketing, Quadrangle Building, Level 3. Allow a 2cm margin, use 12-point font size and 1.5 line-spacing. You are advised to make a copy of all work submitted for assessment, and keep returned marked assignments and essays.

## 9. COURSE SCHEDULE

<b>Class 1</b>	<b>Course Introduction</b>	<b>29th</b>	<b>of</b>
		<b>July</b>	

### Reading:

- Course Outline.

### Agenda

- Introductions
- Lecture: an Introduction to the Marketing Communication Process.
- Video: “Behind the Scenes, The Advertising Process at Work.”
- Creative Brief Examples
- Marketing Audit

<b>Class 2</b>	<b>Evaluating Communication</b>	<b>5th</b>	<b>of</b>
		<b>August</b>	

### Essential Preparation:

- Multimedia Case: Mountain Dew: Selecting New Creative (you will have to download Realplayer on your computer to explore this case)
- Holt, Doug (2003), “What Becomes an Icon Most,” *Harvard Business Review*, March, 43-49.
- G. Duckworkth, “Creative Briefing,” in L. Butterfield, *Excellence in Advertising*, (2<sup>nd</sup> edition), 135-157.

### Lecture:

- Mountain Dew Case Discussion
- Packaging discussion
- Brands and Branding (if time permits)

**DUE:**           **Exercise 1 (packaging exercise; see appendix for instructions)**

**Optional Exercise:** Apart from the packaging exercise, I will also ask you to prepare a creative brief based on the Mountain Dew case. I encourage you to do this exercise and to submit your brief if you seek some feedback about your creative briefing skills. You can hand in your brief in class. We will discuss your briefs in class so bring two copies. See my instructions below.

You are in the position of the account planner working for advertising agency BBDO. The case indicates the situation you are dealing with: “In 1999, Mountain Dew became the third largest carbonated soft drink at retail, overtaking Diet Coke. However, part of this success in gaining share had to do with the sustained weakness of Pepsi and Coke. In 1999, the problems that the colas were facing seemed to be spreading to Mountain Dew, Sprite, and Dr. Pepper. All of the leading CSDs began to show real weakness as alternative non-carbonated drinks began to attract a great deal of trial, especially amongst teens. While Mountain Dew sales began to lag, all of the "brand health" indicators remained strong. And the advertising continued to

significantly outperform competition. Your assignment: develop a one-page creative brief designed to address the communication problems of Mountain Dew and inspire your creatives to develop great communication. Use the reading on “Creative Briefing” by Duckworth to help you with the structure of the brief. The most important questions the brief has to answer are: what is the problem we are trying to address/ what are the objectives? Who are we talking to? What is our positioning / our unique selling proposition?

This exercise is designed to help you practice your creative briefing skills, in preparation for exercise 3, which is graded, and for your final exam, which will most probably include a creative brief component. **Length:** Approximately 300 words

<b>Class 3</b>	<b>Positioning and Target Audience Selection</b>	<b>12<sup>th</sup></b>	<b>of</b>
		<b>August</b>	

Guest Speaker: Sheba Nandkeolyar, Managing Director, Multicultural Marketing Group

Essential Preparation:

- Sternthal, Brian and Tybout, Alice (2001), “Segmentation and Targeting,” in *Kellogg on Marketing*, ed. Dawn Iacobucci. New York: Wiley, 3-30.

Agenda

- Lecture: Segmentation, Targeting and Positioning.

**DUE:** Email list of group members to [julienc@agsm.edu.au](mailto:julienc@agsm.edu.au)

<b>Class 4</b>	<b>Creative Strategy</b>	<b>19<sup>th</sup></b>	<b>of</b>
		<b>August</b>	

Guest Speaker: Andrew Kirk, General Manager, Hill and Knowlton

Essential Preparation:

- Cialdini, Robert (2001), “Harnessing the Science of Persuasion,” *Harvard Business Review*, 72-79.
- Dru, Jean-Marie (1996), “Disruption” in *Disruption, Overturning Conventions and Shaking Up the Marketplace*, Wiley and Sons.
- Kapferer, J.-N., Laurent, G. (1985/1986), “Consumer involvement profiles: a new practical approach to consumer involvement”, *Journal of Advertising Research*, 25 (6), 48-56.
- Argenti, Paul (2002), “Crisis communication: Lessons from 9/11,” *Harvard Business Review*, 80 (12), 103-109

<b>Class 5</b>	<b>Developing a Media Strategy</b>	<b>26<sup>h</sup></b>	<b>of</b>
		<b>August</b>	

Essential Preparation:

- Case: Launching the BMW Z3 Roadster.
- “Building Brands Without Mass Media,” *Harvard Business Review*, January-February 1997.

Case Preparation Questions:

- What is the strategic significance of the Z3 launch?
- What are the benefits and risks of NT (non-traditional) marketing?
- What other examples of NT marketing did you come across (see for example, article in the course packet on non-traditional media)
- Is James Bond a good fit for BMW?

Agenda

- Case Discussion
- Lecture on Media Mix

**DUE:**            **Exercise 2 (see appendix for instructions)**

<b>Class 6</b>	<b>Group Presentations: Group Communication Exercise</b>	<b>2<sup>nd</sup></b>	<b>of</b>
		<b>September</b>	

## **APPENDIX 1**

### **Exercises**

These exercises are meant to help you establish links between the assigned readings, the cases and the frameworks covered in class. I have given an approximate number of words for each assignment. This is not restrictive, just indicative of the length that is usually required to answer each assignment. An objective is to enhance your ability to communicate in a concise manner. Marketing communications often means communicating less, reducing the problem to a core, essential idea.

#### **Exercise 1**

##### **Packaging Exercise (DUE 5<sup>th</sup> of August / Week 2)**

Prior to class, go to a local store and spend some time looking at the packaged goods. Choose a package to bring in to class that you think is either very bad or very good in terms of marketing communication. Write a description (one page maximum) of why you think that the package reflects either really good communication or really bad communication. Focus on strategic issues such as positioning. If you are going to talk about marketing communication effectiveness, issues such as positioning effectiveness and / or competition are bound to arise. You need to go beyond describing the packaging and analyze the packaging. What does analyzing mean? It could involve differentiating this packaging from others in the market, analyzing the connotations of the logo, colors and other visual elements; linking the packaging to the company's strategy. Does the packaging convey the right positioning for the brand? Is it right for the target? If you can, try to bring your packaging to class in Week 2.

Length: **Approximately 300-500 words**

#### **Exercise 2 (DUE 29<sup>th</sup> of August)**

This exercise is based on the BMW case. The first part of this assignment consists in writing a creative brief. We are in January 1996. You are in the position of the account planner at the advertising agency Fallon McElligott, working for your client BMW. You are responsible for defining the objectives of Phase II of the BMW Z3 promotion. For this exercise you will have to develop a creative brief that is media-neutral. In other words, you should develop a brief which can be used by advertising creatives, someone working in event management or a direct marketing agency. Your brief will have the same basic structure as a creative brief but it will also be broader, in the sense that it seeks to generate creative executions across media formats. The basic structure should be the usual though. The most important questions the brief has to answer are: what is the problem we are trying to address/ what are the objectives? Who are we talking to? What is our positioning / our unique selling proposition?

In the second part of this assignment, explain briefly the rationale behind the brief: 1) how did you decide on the most important communication objectives in Phase II? 2) How did you identify the specific target profile for this phase II? 3) What are the media that can most effectively help you meet your objectives for this Phase II (TV advertising; internet advertising; direct mail; events etc...)?

See the evaluation criteria for this assignment in appendix 2.

**Length:** Approximately 600 words (200 words for the brief; 400 words for the justification of your brief).

### **Exercise 3: Group Communication Exercise (2<sup>nd</sup> of September)**

This is a group exercise. For this, you will have to form a group of 4 to 5 people and email them the names of the group members before the 12<sup>th</sup> of August.

*Overview:* You will have to collect ads or pieces of communication 1) in a particular sector (e.g. telecommunications; food; perfume; cars); 2) or addressing a specific segment (e.g. seniors; women; executives). I especially encourage you to make your presentation as visual as possible by taking or using photographs, for example billboard ads (that you can photograph using a digital camera), print ads, banner ads. You may also use a company's annual report, its website, photographs of its retail space: anything which according to you, communicates about the company. The more interesting presentations usually go beyond television ads and look at other pieces of the company's strategy as communication. For example, in the past a group has intelligently looked at the way companies communicate in a retail environment.

*Objectives:* This exercise seeks to improve your ability to make structured, concise and well-argued evaluations of marketing communication

*Structure:* You will have to present examples which illustrate really poor communication and really good communication. You may structure your presentation to devote half of your time to each. Your examples do not have to be from the same company.

You can use the framework we saw in class for evaluating ads, as an inspiration to evaluate these five different pieces but you need to adapt it to the problem at hand. The framework we will see in the Mountain Dew case is more specifically adapted to television commercials. Use the Mountain Dew template as a starting point but think of ways to develop your own frameworks to evaluate communication.

*Format:* your presentation will take place on the 2<sup>nd</sup> of September at the usual time. I will email the order of appearance for groups beforehand. You have 20 minutes to complete your presentation. You are responsible for insuring that you do not go over time, to insure that every group has the same amount of time to present.

Make sure you rehearse your presentation and download your presentation slides on the classroom's computer beforehand. Be especially careful if you intend to present audio-visual materials. In the past, students who have tried to use Youtube or show video clips have had numerous IT problems. If you are going to use videos as part of your presentation, make sure you play your presentation in the same room beforehand and that there are no glitches. You are responsible, like in a professional setting, for insuring that there are no IT glitches during your presentation.

See the evaluation criteria for this assignment in appendix 2.

**APPENDIX 2**

**Exercise 1 (Packaging Exercise)  
Evaluation Criteria**

	Poor	Less than Average	Fair	Above Average	Outstanding	Maximum points	Points
Ability to establish Links between the packaging and intended positioning						25	
Ability to establish Links between the packaging and the profile and consumer behavior of the target						25	
Depth of analysis (simplifying; categorizing; differentiating; contrasting; relating)						25	
Structure and quality of the writing						25	
<b>TOTAL</b>						<b>100</b>	

**Exercise 2 (BMW creative brief)  
Evaluation Criteria**

	Poor	Less than Average	Fair	Above Average	Outstanding	Maximum points	Points
Clarity and brevity						10	
Potential to inspire						25	
Objectives						25	
Description of the target						25	
Positioning						15	
<b>TOTAL</b>						<b>100</b>	

Exercise 3: Group Communication Exercise  
Evaluation Criteria

	Poor	Less than Average	Fair	Above Average	Outstanding	Maximum points	Points
Ability to structure presentation with a framework; ability to build upon previous frameworks but adapt them						25	
Ability to move beyond an aesthetic judgment of communication to include <u>strategic business issues</u>						25	
Originality and diversity of examples. Do you go beyond television and print ads to look at different firm activities as communication?						25	
Ability to <u>connect</u> with the audience and provide a concise, yet impactful presentation						25	
TOTAL						100	

## **Assessment of Participation**

The assessment of your class participation will be made using the following five criteria. Each criterion describes a type of behavior that will facilitate group learning in the class setting. Your feedback will, where possible, indicate where you might focus to improve.

You are expected to attend all of the class sessions, and a part of the participation assessment mark is obviously contingent on your attendance. The other criteria are listed below, with some explanation of the components of it.

### **Your ability to synthesize and add to others' comments**

This ability is concerned with a preparedness to listen to others comments, respect their ideas and add constructively to the group understanding. It is concerned with skills of analysis and synthesis.

Low \_\_\_\_\_ High

### **Your level of preparedness.**

At a basic level, I expect you to be familiar with assigned readings but to obtain maximum participation points, you will need to synthesize and critically analyze information contained in the readings. Overall, the emphasis will be on knowledge creation rather than simply knowledge acquisition.

Low \_\_\_\_\_ High

### **Your ability to apply theoretical frameworks to marketing communication problems**

This criteria focus on your ability to move from the practical to the theoretical, and to offer theoretical underpinnings to explain real world phenomena.

Low \_\_\_\_\_ High

### **Your use of practical experiences and examples to illustrate theory and/or augment discussions**

This criteria focus on your ability to move from the theoretical to the practical, and to offer real world examples to assist understanding.

Low \_\_\_\_\_ High

### **Your active participation in all classes**

This criteria focus on your demonstration of a positive attitude to learning and the subject including interest and motivation, attentiveness in class, a willingness to contribute to discussion, and the support for those with initial difficulty.

Low \_\_\_\_\_ High

#### **APPENDIX 4**

Peer Evaluation: Before the 9<sup>th</sup> of September, submit the peer evaluation form for your group presentation, by dropping it in the mailbox. But do not wait until this time to indicate if there is a serious problem in your group.

#### **Peer Evaluation Form (DUE BEFORE 9<sup>TH</sup> OF SEPTEMBER)**

The purpose of this form is to allow you to evaluate the relative contribution of the members of your group to the group project. In making your evaluation, you should divide 100 points among the members of the group, other than yourself. Thus, the total in each column should be 100. Please hand in or email this form to the instructor before your final presentations.

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Your name:

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Team members

Contribution score

Total Contribution

100

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Please provide some comments to justify your evaluation:

**Thank you very much for your input!**