



COURSE UNIT DESCRIPTION

Course unit title	Code
Integrated Marketing Communications (IMC)	

Annotation

Lecturer(s)	Department, Faculty
Coordinating: Morana Fuduric, Ph.D. Mfuduric2@net.efzg.hr Other:	Faculty of Economics & Business Zagreb Marketing Department

Study cycle	Type of the course unit
Second	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Classroom/Blended/Online	Fall semester	English

Requisites	
Prerequisites: Knowledge in the field of Models of consumer behavior and measurement	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	32	98

Purpose of the course unit: programme competences to be developed

The aim of the course "Integrated Marketing Communications" (IMC) is to assist students in developing a) skills to create a coherent IMC plan, b) abilities to plan market research for IMC by choosing the most appropriate research methods, c) abilities to critically evaluate the influence of marketing communication tools on consumer behavior.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Create an integrated marketing communications (IMC) plan and program Identify and select research methods for IMC and understand the applicability/suitability of different methods for IMC Evaluate suitability of decisions and activities in IMC Understand specifics of IMC for social media communication Select suitable metrics/indicators of IMC activities	Problem-based teaching, in-class discussions, case study analysis, preparation of individual and group assignments	Quizzes, case study analysis, individual and group assignments, in-class discussions, final exam

Required readings				
Author(s)	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
Required reading				
Belch, G.E. & Belch, M.A.	2014	Advertising and Promotion: An Integrated Marketing Communications Perspective	10 th ed	McGraw Hill Education ISBN-13: 978-0078028977 ISBN-10: 0078028973
Kevin Lane Keller	2016	Unlocking the Power of Integrated Marketing Communications: How Integrated Is Your IMC Program?	Journal of Advertising, 45 (3), 286-301,	https://doi.org/10.1080/00913367.2016.1204967
Tafesse, W., & Kitchen, P. J.	2017	IMC—an integrative review	<i>International Journal of Advertising</i> , 36(2), 210-226.	https://doi.org/10.1080/02650487.2015.1114168
Laurie, S., & Mortimer, K.	2011	'IMC is dead. Long live IMC': Academics' versus practitioners' views.	<i>Journal of Marketing Management</i> , 27(13-14), 1464-1478.	https://doi.org/10.1080/0267257X.2011.627367
Floreddu, P. B., & Cabiddu, F.	2016	Social media communication strategies.	<i>Journal of Services Marketing</i> . 30(5), 490-503	https://doi.org/10.1108/JSM-01-2015-0036
Agostino Vollero, Don E. Schultz & Alfonso Siano	2019	IMC in digitally-empowering contexts: the emerging role of negotiated brands	International Journal of Advertising, 38 (3), 428-449	DOI: 10.1080/02650487.2018.1535221
Barger, V. A., & Labrecque, L.	2013	An Integrated Marketing Communications Perspective on Social Media Metrics	International Journal of Integrated Marketing Communications, Spring.	Available at SSRN: https://ssrn.com/abstract=2280132
Recommended reading				
Batra, R. & Keller, K.L.	2016	Integrating Marketing Communications: New Findings, New Lessons, and New Ideas	Journal of Marketing, 80 (6), 122-145.	Integrating Marketing Communications: New Findings, New Lessons, and New Ideas

Assignments, Class Activities, and Learning Methods		
Activity	Type	Description
Readings	Individual work At home	<p>A tentative list of readings, cases, articles, and optional readings for your future reference is presented in the syllabus for each course topic. Reading involves processing the information so that you can discuss it, criticize it, and apply it in class discussions, exercises, and assignments.</p> <p>You will be expected to integrate material from readings into case analyses and the exam. Not all readings will be discussed in class; however, you will still be responsible for the content. All readings should be completed prior to class for the day they are listed.</p>

		<p>Please note that students that come from a different background (e.g., engineering, natural sciences, etc.) may need to invest more time and effort in understanding the core concepts and readings as compared with students that have a background and experience in business, marketing, and IMC.</p>
Mini project	<p>Group work (3 students per group) At home & in-class</p>	<p>Students will work on a short IMC project in groups of 3 people and should form groups within the first week of classes.</p> <p>The project itself is designed to help you hone market intelligence and planning techniques by giving you hands-on experience. While the process is demanding, it will give you more experience and insight into the process of planning, secondary data analysis, and interpretation, and developing specific and actionable suggestions for IMC managers. The project evolves around the analysis of an IMC campaign that has received the prestigious Effie award (or similar) in the past 5 years, globally or in a specific country/market. The students are free to choose the campaign.</p> <p>Please keep in mind to</p> <ul style="list-style-type: none"> • Plan ahead to successfully complete the project as it is time-consuming and follow the instructions and deadlines. Please note that by working on this project, aside from core strategic marketing planning, you will also learn about project and time management. • Make the most of the assignments and discussions that are designed to help you with the project and guide your thinking. • The project is a group effort, and we strongly advise working together on every stage, and NOT dividing the work. <p><u>The project will be given a grade, and all group members will receive the same grade.</u></p>
Case study analysis	<p>Group work (2 students per group) In-class</p>	<p>Cases facilitate the application of class material, discussion, and debate. Detailed instructions on how to do a case analysis will be available on Moodle.</p> <p>To do well on cases, read the case deeply, analyze the content, and argue a specific point using material from both the case and from the class to craft your argument. Often there is more than one “right” answer to the case. The goal is to argue your point clearly and concisely using the information provided as data; this is often a challenge.</p> <p>We will discuss and further develop the case and apply theoretical frameworks to understand it in class. The idea is to bring together different ideas and ways of thinking about the problem introduced in the case. To achieve this, all students should be prepared to discuss the points made in their write-up as well as develop the case beyond the scope of the assignment. The case write-up is a starting point for class discussion. You are not expected to “cover” what is discussed in class in your write-up.</p> <p>It is considered academic dishonesty to use case-related documents found online, search the company website, borrow case materials/notes from former students, talk with them about the case, or consult with classmates outside of any assigned group doing these things will result in a failing grade and will be reported to the university. All information needed is provided in the case and in your class materials.</p> <p><u>All case write-ups should be submitted through Moodle by the end of the class.</u></p>
Assignments	<p>Individual or group work In-class</p>	<p>In-class assignments will be circulated and explained in class periodically. Their main purpose is to help you develop an understanding of the key concepts, procedures, and processes in marketing and to help you prepare and develop your project.</p> <p>In-class assignments are based on group work and depend on your collaboration, discussions, and engagement in class. Each assignment will be graded, and all group members will receive the same grade.</p>

Contribution and participation	Individual work In-class	<p>Class contribution and participation are evaluated primarily based on your engagement in class and in-class discussions. Your attendance in class is a necessary but not sufficient condition for a good contribution participation grade.</p> <p>Participation is defined as actively adding ideas, perspectives, or approaches to the subject under discussion. This includes thoughtful responses and feedback, as well as useful (constructive) criticism of other students' comments and work.</p> <p>Our aim in class is to ensure a supportive, professional environment. All students are encouraged to share their ideas in class, regardless of language skills or experience participating.</p> <p>Students should be prepared to be called on to talk about readings and in-class exercises even if they do not volunteer.</p> <p>Please be open to other perspectives and new solutions to problems you are studying. You are encouraged to respectfully engage with, challenge, and add to your classmates' comments.</p> <p>Quality of participation outweighs quantity of participation. Quality of participation is indicated through evidence of preparation, thoughtfulness, engagement with the material being covered, insight, ability to make linkages with prior material, and, in general, actions that further the learning of yourself, as well as the other students in the course.</p>
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Student evaluation and grading			
Assessment strategy	Weight %	Deadline	Assessment criteria
Individual/team tasks	50%	Seminars	20% Mini project, 30% Case study analysis and assignments
Final test (exam)	50%	Spring exam session	Mixed format questions (simple multiple-choice, scenario-based multiple-choice questions). To pass the final test (exam) and the course, the students need to obtain a minimum of 50% of points.

Final Grade Scale				
Range	Grade	Numerical	% achieving grade	Elaboration
< 46 %	4, 3, 2, 1	Unsatisfactory	5%	Indicates failing performance. Missing assignments and poor attendance are likely to lead to this grade.
46 – 54 %	5	Weak	10%	Indicates weak performance. The student has missed several assignments and classes and did not actively participate in the vast majority of classes and class discussions.
55 – 64 %	6	Satisfactory	20%	Assignment/exam answers that do not fulfill the assignment are incomplete, have been handed in late, or have severe problems with writing, linking the assignment to the course topic, or provide little to no argumentation for specific answer choices will result in this grade. Participation in the course is below average in terms of attendance, and the student does not actively participate or contribute to the class discussions.

65 – 73 %	7	Average	30%	<p>Indicates average performance. An assignment that fulfills the requirements in a minimal way or has major writing/presentation problems even if the assignment is fulfilled well will usually result in this grade.</p> <p>Infrequent contribution to class discussions, even with regular attendance, is considered average performance.</p>
74 – 82 %	8	Good	20%	<p>Indicates good performance. Turning in an assignment that fulfills the assignment adequately without going deeper will usually result in this grade, if there are no writing/presentation problems.</p> <p>For participation, good performance means relevant contributions to class discussions, although not as frequently.</p>
83 – 91 %	9	Very Good	10%	<p>Indicates very good performance. The assignments are well written, accurate, and provide certain insights and depth of analysis. Contrary to excellent performance, these assignments may still exhibit logical flaws in argumentation.</p> <p>For participation, very good performance means participation and contribution to nearly all sessions.</p>
92 – 100 %	10	Excellent	5%	<p>Indicates exceptional performance. In assignments, excellent performance includes making analytical, deep, and insightful connections between lectures, readings, and the specific assignment. Receiving this grade is not possible when assignments are poorly done. Additionally, the students receiving this grade will be able to confidently present their work and defend their specific choices with valid arguments.</p> <p>For participation, excellent performance includes regular and relevant contributions to all class discussions. Quality of contribution, however, will count for more than quantity.</p>

Grading guidelines and policies	
Grading guidelines	<p>Generally, all assignments, cases, and the project will be graded on the following criteria:</p> <p>Integration with course readings, lectures, and discussions: correctly draws on, applies, and seeks to extend concepts and techniques covered in the class.</p> <p>Depth and quality of analysis: information is used to present an argument in a persuasive manner, argument or data is explained and elaborated on clearly, and new insights are generated and explained. When data is involved, it is properly presented as evidence to create broader arguments.</p> <p>Consistency: Marketing is a process and follows a logical flow. Such logical flow must be evident from your work in such a way that all sections of the project build and expand on the previous sections.</p> <p>Organization & structure: employs a logical framework and identifies a crucial issue for analysis.</p> <p>Writing style: smoothly and professionally written, using appropriate grammar, spelling, and punctuation.</p>
Grading policies	<p>Late Assignments. Late assignments are not accepted for full credit without written medical excuses. 20% of the grade will be deducted for each day an assignment is late if no medical or other serious emergency is documented. With a documented emergency, late assignments must be turned in within three days of your return to class. Assignments are due at the beginning of class.</p>

	<p>Pre-Grading. Instructors and assistants do not “pre-grade” or “preview” assignments.</p> <p>Writing. Although our primary interest is in the content of what you have to say, poor spelling and grammar will hurt your grade, just as it will hurt you in the corporate world. The Department of Business Foreign Languages can work with you if you need to improve your writing skills.</p> <p>Extra Credit. No extra credit will be provided. No amount of points obtained from assignments can substitute points in the final exam.</p> <p>Exam Viewing. Exams are not returned to students. Students are encouraged to view their exams during extended office hours held following the exam period. Please note that during exam viewing you will not be able to compare your test to those of other students. Also, please consider that the point of exam viewing is to learn from your mistakes, not to (re)negotiate your exam points and/or grade.</p> <p>Team Grades. Group assignments are given team grades based on the quality of the assignment handed in. All group members received the team grade. However, peer evaluations will be distributed following each assignment. If teammates report an issue where a group member did not contribute sufficiently to the team’s work or was disrespectful in the group work process, a lower grade might be awarded to the offending team member(s).</p> <p>Retake of the final exam. One retake of the final exam term will be offered according to VU rules and procedures. Please note that the retake exam typically takes place during the first two weeks of a new semester. The course instructors cannot influence this procedure in any way and can only define a specific retake exam date and time within a timeframe given to them by the VU Administration.</p>
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Class Policy	
Class Conduct and Class Courtesy.	<p>Please be respectful of your fellow classmates’ and instructors’ time. Arrive to the class early or on time and submit all your assignments within the defined deadlines.</p> <p>Try to avoid going in and out of class while it is in session. Please note that if you continuously disrupt the class and interfere with your colleague’s work, you will be asked to leave the class.</p> <p>Please do not use group messaging, social media, or browse the internet while the class is in session unless instructed to do so by the course instructor.</p> <p>In this class we have a zero-tolerance policy on any kind of discrimination or mistreatment, hate speech etc.</p>
Recording and sharing of course material.	<p>Audio/video/photographic recording for personal use, broadcasting, or distribution of materials from this class is not permitted and is illegal. If you have special needs that require recording, alert the course instructors and the faculty service for students with disabilities ahead of time or in the first week of class at the latest.</p> <p>The course slides, activities, and assignments are copyrighted materials. Students cannot post or share these materials without prior authorization. This includes posting slides or assignments on the Internet in any form.</p>
Taking responsibility for your grade and course participation.	<p>The only basis for taking a make-up exam is for a certified medical reason. If the students do not present information on this matter at a given time, NO OTHER time will be assigned to that group and the students will not earn points for that activity.</p> <p>Please check your e-mail and Moodle regularly regarding the course and make sure you pay attention to important dates.</p> <p>This course is offered in English which implies the students have a satisfactory level of English language proficiency (writing, speaking, comprehension) to attend the course without experiencing any language-related issues. The course instructors will not adjust the course materials, assignments, group project, or exams for students that do not meet this requirement.</p>
Be an Equal and Active participant in the group project.	<p>If there are issues of unequal participation that you cannot resolve by the time of your presentation, bring them to our attention. The students will be asked to complete a peer evaluation form to evaluate the contribution of each of the group members at the conclusion of the course project. If there is consensus by the group that a member did not contribute a fair share of work to the project,</p>

	the course instructors will consider this feedback in assigning a course project grade for that individual. Also, please note that we will not resolve any personal issues or indifferences between group members.
Abide to academic and ethical principles.	This means that you do not copy someone else's work without adequate citing and referencing. Having stated this, students agree that by taking this course all required papers may be subject to submission for textual similarity review for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.
Office hours	I will be more than happy to assist you in any way I can to make sure you understand the course material and assignments. However, please note that office hours are meant to clarify any doubts that you may (still) have after participating in lectures and studying course material. Having said that, office hours are not to be understood as private tutoring, lecturing, or as a way to review for the test.
Academic equality.	Please note that we will follow the principles of academic equality in this class. This means there will be no exemptions based on your work status, social status, nationality, gender, prior education or language. In other words, we are creating an environment where all students are treated equally, and the same rules and deadlines apply to all students equally. The only exception is medical history, that needs to be supported by official documentation and submitted to the professor in the first week of classes.

Course overview						
Lecture	Topic	L	S	CH	IW	Assignments
Lecture 1	0. Course introduction 1. Introduction to integrated marketing communication: definition, role and key processes	2	2	4	10	Readings: 1. Course syllabus, 2. Belch & Belch (Ch. 1, 2, 5, 6) 3. Keller (2016) 4. Tafesse, W., & Kitchen, P. J. (2017) 5. Laurie, S., & Mortimer, K. (2011) 6. Agostino Vollero, Don E. Schultz & Alfonso Siano (2019) Mini project: form groups In-class assignment: IMC brief
Lecture 2	2. IMC planning process (1): situation analysis and market research for marketing communication. Using AI for market research.	2	2	4	20	Readings: 1. Belch & Belch (Ch. 3, 4) In-class assignment: situation analysis and cluster analysis for segmentation and targeting Quiz.
Lecture 3 & 4	3. IMC planning process (2): determining the communication objectives and budget 4. IMC planning process (3): creative and media strategy. Role of AI in the creative strategy.	2	2	4	12	Readings: 1. Belch & Belch (Ch. 7)
Lecture 4	5. IMC planning process (4): Promotional elements selection: Advertising, Sales promotions, and Public relations	2	2	4	12	Readings: 1. Belch & Belch (Ch. 8-10) Mini project: group formation and topic selection deadline Case study assignment
Lecture 5	6. IMC planning process (5): Promotional elements selection: Personal selling, Direct marketing, and Social media	4	4	8	18	Readings: 1. Belch & Belch (Ch. 11-13) Case study analysis.
Lecture 6						Readings: 1. Belch & Belch (Ch. 17)

Lecture 7	7. IMC planning process (6): Evaluation and control	2	2	4	16	Readings: 1. Belch & Belch (Ch. 14, 15) 2. Floreddu, P. B., & Cabiddu, F. (2016) Case study analysis. Quiz.
Lecture 8	Mini project: project submission and presentations.	2	2	4	10	Readings 1. Belch & Belch (Ch. 18) 2. Barger, V. A., & Labrecque, L. (2013) Extra credit assignment (optional)
	Total	16	16	32	98	
May 20						Final exam (online via Emokymai)

Welcome to the course!
Sveiki atvykę į kursą!