

ADV 388K
INTEGRATED MARKETING COMMUNICATION MANAGEMENT

Unique #06585
W 12:00- 2:50 P.M.
Location: BMC 1.202

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Course Description

Integrated marketing communications/integrated communications management is a concept of communications planning that recognizes the added value of a comprehensive plan that evaluates the strategic roles of a variety of communication disciplines- for instance advertising, event marketing, social media, sponsorship, sales promotions, digital marketing, publicity and public relations. This course is designed to give graduate students insights about marketing management strategies and tactics as they are applied to integrated communication management or integrated brand promotion. This writing-intensive course requires you to think critically as we use the case method. This course will employ primarily case analysis to ensure that students will be able to develop decision-making processes and the ability to solve major integrated communications problems for brands. Students are required to quickly identify and resolve any conflicts, fundamental inconsistencies, or background voids that exist. Advertising and PR management teams form the basis for a significant portion of the course. The ability to work effectively and efficiently in a group is essential to successfully completing this course.

I will teach you about research and implementation of strategy to exceed consumer expectations. These skills are especially important in today's competitive and turbulent marketplace. The key to making sound marketing decisions involves careful analysis of the situation, intelligent use of research, marketing principles, and successful practice. This course will reintroduce the product, place, pricing, and promotional decisions facing a firm or organization.

Prerequisite: Graduate student standing. Students already have a background in this area of study and have a background in math/business statistics and business principles.

Course Objectives:

After this course, you will have:

-A structured approach to decision-making (i.e., the case method) for addressing

communications management issues in an ever-changing marketplace.

- A wide range of advertising and public relations management situations similar to what you will encounter on the client side and agency side of our business.
- Enhanced writing, quantitative, and business presentation skills.
- Enhanced teamwork skills.
- A strong sense of the current marketing environment.
- he ability to recognize, screen, and evaluate opportunities in the marketplace.
- The ability to critically analyze an industry and a firm within an industry.
- The ability to apply economic and behavioral concepts to form a market strategy.
- The ability to access and manage business and market risk.
- Knowledge of how to apply marketing analytics to business problem solving.
- The insights to use market information to access or estimate the impact of external factors of the firm, decisions, and behaviors.

Required Materials: You are responsible for acquiring the materials for all assignments.

Textbook- *A Framework for Marketing Management*, by Kotler and Keller, Pearson Prentice Hall, 5th ed, 2012. 0132102927

Cases: <http://cb.hbsp.harvard.edu/cbmp/access/58296309> (follow this link and register your email address with Harvard Business School cases for access to our case packet; it is approximately \$42.00 for the ten cases and any supplements; each student should get their own case packet; do not share/post cases online as this is intellectual property of the case writers).

Online Learning Platform- In this class, we use Canvas for emails to the professor and TA, group communication and grade posting. Be sure you have a valid email address connected with Canvas. ***Please use Canvas messages to the professor and TA instead of e-mail. E-mails will be politely replied with a request to please message us as this helps us with management.*** Any additional materials listed on this syllabus will be distributed via Canvas.

Schedule *Our course may be selected for a key guest speaker from Advertising Education Federation; as such the ad exec will travel in and as such we will accommodate the speaker that day (TBA) and I'll give as much advance notice as possible for that.

Date	Topic	Assignment
1/18	Syllabus, Class Structure, Introductions Team assignments made (by instructors) Professor gives example of a case presentation Market update- Carl's Jr. Used Live Ads to Sponsor a 72-hour Livestream	Download/purchase case pack (link above) Purchase/rent textbook Review Syllabus/Key Dates
1/25	Understanding and conducting case briefs- Writing an (ICM) case brief for clients/managers Professor shows example of a case brief (problem statement, critical factors, 2 alternatives/options for the client to consider, pros & cons of each alternative, client recommendation)	

	Professor gives example of a case presentation Market update- Instagram's shoppable tags	
2/1	Understanding marketing management (refer to Ch. 1-3 Kotler & Keller, Marketing Management) Droga5- Case analysis Market update- You tube allows influencers to add "paid promotion" disclaimer	Quiz 1 Group 1 case pitch (ppt slides and case brief due on canvas prior to class start) Ch. 4-7
2/8	Connecting with customers (refer to Ch. 4-7 Kotler & Keller, Marketing Management) Starbucks- Case analysis (spreadsheet, video) Market update- More advertisers say they are buying into podcasts	Quiz 2 Group 2 case pitch (ppt slides and case brief due on canvas prior to class start) Ch. 8-9
2/15	Building strong brands (refer to Ch. 8-9 Kotler & Keller, Marketing Management) Groupon- Case analysis Market update- Sponsored locations on Pokemon Go	Quiz 3 (note: this "quiz" is focus-group styled, in class and not like the other quizzes) Ch 10-12 Group 3 case pitch (ppt slides and case brief due on canvas prior to class start)
2/22	Shaping market offerings (refer to Ch. 10-12 Kotler & Keller, Marketing Management) Demand Media- Case analysis Break Even Analysis (see p. 188) in class quantitative exercise Market update- Google video ad experiments	Quiz 4 Group 4 case pitch (ppt slides and case brief due on canvas prior to class start) Ch. 15-17
3/1	Delivering value (refer to Ch. 13-14 Kotler & Keller, Marketing Management) Harrahs- Case analysis (spreadsheet, video) Market update- Cognitive capabilities make event mobile apps more engaging	Quiz 5 Group 5 case pitch (ppt slides and case brief due on canvas prior to class start)
3/8	Communicating value (refer to Ch. 15-17 Kotler & Keller, Marketing Management) Dell Social Media Culture-Case analysis Team Peer Evaluation (on Canvas) from all teams about your team's 1 st case; any team member whose average peer evaluation by their team is unsatisfactory will be docked a letter grade on the associated case brief and accompanying presentation as team members are expected to contribute to both the paper and presentation Market update- GE is using Instagram stories to promote its Snapchat series about Volcanoes	Quiz 6 Group 1 case pitch (ppt slides and case brief due on canvas prior to class start) Team Peer Evaluation (1 of 2)
3/15	<i>Spring Break</i>	

3/22	<p>Creating successful long-term growth (refer to Ch. 18 Kotler & Keller, Marketing Management)</p> <p>Google in 2014- Case analysis</p> <p>Market update- REI #OptOutside this Black Friday</p>	<p>Quiz 7</p> <p>Group 2 case pitch (ppt slides and case brief due on canvas prior to class start)</p> <p>Midterm course evaluation (on Canvas)</p>
3/29	<p>Creating successful long-term growth (refer to Ch. 18 Kotler & Keller, Marketing Management)</p> <p>IKEA- Case analysis (note you may also want to use the accompanying spreadsheet in the case pack although details of those are not on quiz)</p> <p>Market update- Programmatic media buying: Header bidding</p>	<p>Quiz 8</p> <p>Group 3 case pitch (ppt slides and case brief due on canvas prior to class start)</p>
4/5	<p>Facebook- Case analysis</p> <p>Market update- Facebook's inflated ad numbers</p>	<p>Quiz 9</p> <p>Group 4 case pitch (ppt slides and case brief due on canvas prior to class start)</p>
4/12	<p>Creating consumer experience</p> <p>Dove - Case analysis (note you may also want to use the accompanying spreadsheet, video in the case pack although details of supplements are not on quiz)</p> <p>Market update- Snapchat is letting more brands run ads between friends' stories- capped at 3 times per day</p>	<p>Quiz 10</p> <p>Group 5 case pitch (ppt slides and case brief due on canvas prior to class start)</p>
4/19	<p>Presentation from Ad Agency*</p> <p>Team peer evaluation due for Case 2 (on Canvas) from all teams about your team's 2nd case; any team member whose average peer evaluation by their team is unsatisfactory will be docked a letter grade on the associated case brief and accompanying presentation as team members are expected to contribute to both the paper and presentation</p> <p>Market update- Reality check: Nielsen's cutting edge research on virtual reality in advertising</p>	<p>Team peer evaluation due for Case 2 (on Canvas)</p>
4/26	<p>I will distribute a case for you. You then write a 1-2 page case brief (individually) in the same format that you have been doing with your team all semester. (Individual, no discussion permitted on this case) You will type the case brief and submit it to Canvas by 5/3 at noon.</p> <p>Market update- Using artificial intelligence to improve branding</p>	
5/3	<p>Final Case Due (Individual, no discussion permitted on this case) You will type the case brief and submit it to Canvas by class start (noon).</p> <p>Market Update- Creativity in IBP- Burger King uses gibberish</p>	<p>Final- individual case brief due (noon)</p>

Course Requirements & Assessment

Grading:

a. Case Quizzes (10 @ 3% each)	30%
b. Case Briefs-Team (2 @ 10% each)*	20%
c. Case Presentation (Pitch)- Team (2 @10% each)*	20%
d. Case Brief-Individual (“Final Exam” style)	15%
e. Participation/professionalism/in-class contributions	15%
*Team peer evaluations (2) (any team member whose average peer evaluation by their team is unsatisfactory will be docked a letter grade for all team grades)	required
<hr/> Total	<hr/> 100%

There is no opportunity to make up missing or late assignments; they are scored a zero. (University sponsored activities that we know of a week in advance are ok- please let us know of such in a canvas message with documentation one week prior to quiz).

Late assignments are not accepted and are scored a zero.

a. Quizzes

Each class with a case in the schedule will begin with a quiz over the case. The main point of these is to ensure that you have read the case, and that you have an understanding of some of the concepts in the case. While some questions are somewhat detailed (e.g., in the case, what is Google’s market share?), they are generally multiple choice. Other questions are broad (e.g., what key problem is this brand facing?). ***Any cases that have a quantitative component will have related non-multiple choice questions, where you will be expected to show your work.*** When every student reads the case, then our course discussions go much better. Make sure to be here for the quizzes as there are no make-ups. The quizzes are at the beginning of class, and usually take 15-20 minutes. Anyone arriving so late that another student has already submitted the quiz will not be permitted to take the quiz.

b. Case Briefs- Team

You, with your team, will turn in 2 case briefs. Grades are based on the case brief rubric. They (along with the power point slides of the accompanying presentation) are due uploaded to Canvas on or before class time *begins*. Late work is not accepted. The case briefs are “brief” with a 1 page, single spaced, 12 point Times new Roman 1” margins format. Note that any team member whose average peer evaluation by their team is unsatisfactory will be docked a letter grade for the associated team case brief and presentation.

The template for the briefs is:

1. Problem Statement (attempt to frame within ICM or IBP- Integrated Brand Promotion)

In the lens of integrated communication management, state the problem facing the brand or company or organization or management. Note not to state the symptoms of the problem, but the problem itself. Note, in some cases, the big problem is literally listed and you may modify this to cover one or more aspects of integrated communication management. In other cases, you have to

come up with the problem. Warning- some cases have multiple problems or more commonly multiple symptoms of a big problem. It is up to you and or your team to discern which is the overarching problem that is relevant to ICM.

In the event literally there are zero problems nor symptoms of a problem, you may change this to an “Opportunity Statement” and instead of listing the problem, state the overarching opportunity for the brand, client, etc. with respect to integrated communications management.

2. Critical Factors

Label and list critical factors or facts in the case that are critical to the ICM managerial decision. For example, Pricing: The product was once priced at \$33.00 and is now priced at \$40. List the critical factors in order of importance. If it is a fact, but not critical to the solution of the problem, don’t list it. It is tough sometimes to discern what facts/information is critical to client and which is somewhat irrelevant or even distracting information. Refer to rubric for details.

3. Alternative Solutions (give 2 compelling potential solutions to the problem or opportunity identified based on information in the case- these solutions are not based on anything else rather than the case. Solutions should be framed within the scope of integrated communications management and not other business functions where possible. For instance, a solution could be to redo the firm’s accounting procedures, yet that is not part of ICM. No outside research is necessary, and any solutions not from the case facts (critical factors especially) are not recognized. The alternative solutions should be a real choice for the management/client; they should not be able to do both. They are mutually exclusive. See rubric for details.

4. Pros and Cons (of both alternative solutions)

List the pros and cons of both alternative solutions to the problem you identified. See rubric for details.

5. Managerial Recommendation (Recommended Solution)

Based on the pros and cons identified for both options, select the one you think is best for the client/company/brand. Choose an option, and “sell it”. Explain why it is the best option in light of the critical factors from the case and the pros and cons.

c. Case Presentations- Team

You, with your team, will give 2 case pitches that accompany your case briefs. The same format for the case briefs (problem statement, critical factors, etc.) will be used for your presentations. Grades are based on the case presentation rubric. The case brief and presentation should be congruent (e.g., the problem statement identified in the case brief should be the same as the one in your presentation). You will present to the rest of the class and the TA and professor. Presentations are 20 minutes max with another 20 minutes max to account for Q&A. They (along with the accompanying case brief document in word) are due uploaded to Canvas on or before class time *begins*. Late work is not accepted in this course. Note that any team member whose average peer evaluation by their team is unsatisfactory will be docked a letter grade for the associated team case brief and presentation.

d. Case Brief- Individual (“Final Exam” style)

I will distribute a case for you as a take-home final exam style. It is due by class start on the last day of class. You have a week to read it and do an individual case brief in the same manner you have done with your teams all semester. This is individual. ***Discussion and working with anyone else- including team members is not permitted and is an honor code violation.***

e. Participation/professionalism/in-class contributions

Class participation will be accounted for by a scoring system developed by the professor and will be maintained in class by the TA. The scoring system considers quality over quantity of comments and participation in discussion. To do well, attend each class, actively participate, make substantive in-class contributions, build off of comments from other students, and be professional in class and in class communications. Examples of non-professional behavior here include but are not limited to: missing classes, being late, doing other work during class, side conversations, playing on social media/texting etc. during class, etc. Professionalism is not just expected towards me, but towards our TA and your peers.

***Team Peer Evaluation:** Your peers on your team will grade your performance; this includes your attendance and participation in your team meetings and effort and contributions towards your group papers and presentations. While your presentation and paper grade is the same for all team members at first, any problematic issues that come up in the evaluations (by multiple team members, average showing non-contributions) may hinder the associated team grades for that non-contributor etc. by a letter grade for those assignments. The peer evaluations are posted on canvas. It is required to do these. They will remain confidential among the TA and I.

Grade System:

Letter Grade	GPA Grade	Scale (100%)
A	4.00	92.5-100
A-	3.67	89.5-92.4
B+	3.33	86.5-89.4
B	3.00	82.5-86.4
B-	2.67	79.5-82.4
C+	2.33	76.5-79.4
C	2.00	72.5-76.4
C-	1.67	69.5-72.4
D+	1.33	66.5-69.4
D	1.00	62.5-66.4
D-	0.67	59.5-62.4
F	0.00	<59.4

UT Class Related Policies

More information can be found at: <http://registrar.utexas.edu/catalogs/gi09-10/index.html>

Religious Holy Days Observance Policy:

The Texas Education Code specifies that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who misses classes or other required activities, including

examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. Please notify me of your pending absence at least 7 days prior to the date of observance of a religious holy day.

Documented Disability Statement:

If you have a documented disability that requires academic accommodations, please contact Services for Students with Disabilities (SSD) at (512) 471-6259. Faculty are not required to provide accommodations without an official accommodation letter from SSD.

http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Policy on Scholastic Dishonesty:

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. <http://deanofstudents.utexas.edu/sjs/scholdis.php>

Emergency Evacuation

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, Police Department, or Fire Prevention Services office.

www.utexas.edu/emergency

Behavior Concerns Advice Line (BCAL)

The Behavior Concerns Advice Line is a service that provides The University of Texas at Austin's faculty, students and staff an opportunity to discuss their concerns about another individual's behavior. This service is a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP) and The University of Texas Police Department (UTPD). An individual can either call the line at 512-232-5050 or report their concerns using the online submission form available at

<http://www.utexas.edu/safety/bcal>