COMM 5590/6590 Integrated Marketing Communication
Spring 2015
Monday and Wednesday 3:00 PM
LNCO 1110

Instructor: Ken Foster
LNCO 2425
801-520-6166
Office hours: by appointment
Canvas (class site) or ken.foster@utah.edu or kensfoster@yahoo.com

Introduction

This class engages Integrated Marketing Communication. Students focus on the integration, or synthesis, of marketing communications with strategic marketing. You are introduced to the IMC concept and important communication and marketing theoretical concepts used to build the IMC model.

Objectives

The objectives of COMM 5590/6590 are to: (1) recognize the importance of integration in the marketing communication process; (2) emphasize the stature and importance of IMC as it is practiced against a backdrop of ever-changing social, economic and competitive developments in local, regional, national and global markets; and (3) produce knowledgeable marketing communicators who are equipped with the necessary knowledge and skills to introduce, practice and manage integrated marketing communications in their organizations.

Questions Engaged

- How can you strategically plan and manage all the varied marketing communication tasks as a system?
- How can you coordinate the various elements of marketing communication to ensure consistency?
- How can you create a learning system that will help you make periodic adjustments in the communication elements to achieve better performance?
- How can you plan and manage the marketing communications tools to ensure the attainment of corporate, marketing, and marketing communication goals?
- How can you assemble the elements of the marketing communications mix and adjust them periodically in such a way to achieve corporate, marketing, and marketing communication goals?
- How are the various IMC approaches applicable in the digital world of e-commerce?
All organizations --business, government, nonprofit, education, religious, and volunteer--need marketing communicators. Marketing is synonymous with communicating. A marketer is a communicator. A marketer cannot not communicate.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>175</td>
</tr>
<tr>
<td>Class presentation</td>
<td>75</td>
</tr>
<tr>
<td>Assignments</td>
<td>50</td>
</tr>
<tr>
<td>Pop quizzes</td>
<td>xtra</td>
</tr>
</tbody>
</table>

Total Points 300

Final Grades

So there are no surprises at the end of the semester, I encourage you to keep track of your point percentage throughout the semester.

A = Outstanding - beyond expectations 100-92%
A- = 92-90%
B+ = 89-88%
B = Good - above average 87-84%
B- = 83-80%
C+ = 79-78%
C = Satisfactory - meets minimum requirements 77-74%
C- = 73-70%
D+ = 69-68%
D = Unsatisfactory - does not meet some requirements 67-64%
D- = 63-60%
F = Failing - does not meet requirements Below 60%

Consultation

Feel free to contact me anytime with questions, feedback, explanations of your presentation material, or for any other academic advising. Again, so there are no surprises at the end of the semester, I encourage you to keep track of your points and match them to the percentages provided above.
Texts

Readings and URLs are provided throughout the course, but the following texts, although not required, are regularly consulted.


Don Schultz over time has become the most highly recognized champion of the IMC communication/business model and process. He promotes the following IMC definition:

*Integrated marketing communication is a strategic business process used to plan, develop, execute, and evaluate coordinated, measurable, persuasive brand communication programs over time with consumers, customers, prospects, and other targeted, relevant external and internal audiences.*

Schultz explains that his IMC definition has four key elements:
1. IMC is promoted from marketing tactic to business strategy
2. IMC involves the whole organization and spans the entire spectrum of brand, customer, product, and service contacts the firm has with all stakeholders at all levels.
3. IMC requires ongoing measurement, evaluation, and accountability for return on the IMC investment.
4. IMC is an ongoing process that boosts performance in the long term and builds relationships with customers over time

Schultz continues: To effectively communicate with customers in today's interactive, noisy, and demanding business markets requires professional discipline, intense focus, sharp tools, management commitment, and a new way of thinking and doing. Starting with customers and involving and integrating them in all you do are critical. **Integration has never been so important but not just integration of communication and marketing elements but integration of the firm.**

IMC educators Hutton and Mulhern agree with Schultz and say that regardless of how it is accomplished organizationally, the key to truly integrated marketing communication is the integration of marketing communications at all levels in an organization:

• Integration at the tactical level
• Integration at the strategic level
• Integration at the organizational level
• Integration at the education-and-training level
• Integration at the interpersonal level
• Integration at the theoretical level
• Integration at the process level
Northwestern's IMC is a concept of marketing communications planning that represents the added value of a comprehensive plan that evaluates the strategic roles of a variety of communication disciplines—general advertising, direct response, sales promotion, and public relations—and combines these disciplines to provide clarity, consistency and maximum communication impact.

Colorado’s Tom Duncan and Sandra Moriarty, push (or pull) IMC to the next level when they say: The fuel that drives any relationship—personal or commercial—is communication. There is no way to have a relationship without some form of communication. For this reason, communication is the lifeblood of integrated marketing.

Marketing consultant Thomas Harris says IMC, is in a word, synergy. When all product and corporate messages are strategically coordinated, the effect is greater than when advertising, sales promotion, direct marketing, public relations and the other tools and tactics of marketing are planned and executed independently, with each area competing for budgets and power and, in some cases, sending out conflicting messages.

A summary of what we know about IMC will be engaged.

1. Coordination of Tactical Communication Efforts
2. Redefinition of the Scope of Marketing Communication
3. Application of Information Technology
4. Financial and Strategic Integration
5. The Agency Role: A Global Perspective
6. Leveraging of Customer Information through Data Application.

Students will be introduced to a thorough study of the five-stage IMC process proposed by Don Schultz, the undisputed guru of IMC.

1. Identifying Customers and prospects.
3. Planning Communication Messages and Incentives
4. Estimating Return on Customer Investment
5. Post-program Analysis and Future Planning
Week of Jan 12

Introduction of Marketing and Integrated Marketing Communication versus Integrated 4 Ps
Marketing Mix
Product, price place and promotions mix

Week of Jan 19 (MLK - NO CLASS MONDAY) and Jan 21

Readings/Presentations: Class members may choose the topic they'd like to present to the class. You may team up in pairs. (PLEASE LET ME KNOW IF ANY OF THE LINKS ARE DOWN OR CHANGE.)

Predicting Consumer Behavior
• Introduction to Theoretical Grounding of IMC

PR/Advertising, Marketing, Consumer Behavior (Jessica Salaz)
http://www.utwente.nl/cw/theorieenoverzicht/Theory%20clusters/Public%20Relations%20Advertising%20Marketing%20Consumer%20Behavior/

Mass Media Theories (Jenae Payne)
http://www.utwente.nl/cw/theorieenoverzicht/Theory%20clusters/Mass%20Media/

Communication and Information Technology (Joshua Atkins)
http://www.utwente.nl/cw/theorieenoverzicht/Theory%20clusters/Communication%20and%20Information%20Technology/

Communication Theories (Austin Burke)
http://www.utwente.nl/cw/theorieenoverzicht/

Marketing Promotion Push and Pull Strategies (David Numan)
http://tutor2u.net/business/marketing/promotion_pushpull.asp

Marketing, Methods, Models and Theories (Carolyn Call)
http://www.12manage.com/i_m.html

Learning and Memory (Addison Butler)

Classical and Operant Conditioning (Nighina Jamili)
http://www.wagntrain.com/OC/#Learning

Memory Models (Jade Wong)
http://en.wikipedia.org/wiki/Long-term_memory
Assignment 1: Contact Points (Zachary Bellamy)

**Week of Jan 26**

Forgotten Wisdom - Customer-centric outside-in thinking

IMC: A Systems Model (Macy Webb)
http://www.entarga.com/mktgplan/imc.htm

Consumer Motivation, Mood and Involvement (Kelly Moffet)
http://crab.rutgers.edu/~ckaufman/ConsumerbehaviorMotivationnotes.html

Means-End Analysis (Christian Butler)

**Means-End Analysis**

**Week of Feb 2**

Guiding Principles of Value-Based IMC

Consumer Decision Making Decision Rules (Jonathan Arnell)

**Week of Feb 9**

IMC: A Five-Step Process
Step 1: Identifying Customers and Prospect (Andrew Taylor)

How to Define Customers and Prospects According to Behavior (Anders Fornelius)
Reading: Schultz – Chapter 4

Market Aggregation or Segmentation By Buyer Behavior (Colten Carver & Kody McGregor)

How to Qualify Prospects (Glen Fernelius)
http://www.allbusiness.com/sales/selling-techniques/1360-1.html
http://www.sideroad.com/Sales/sales-questions-prospect-qualifying.html
http://blog.morebusiness.com/2010/05/how-to-qualify-your-prospects/

Vals™ Segmentation Categories
Week of Feb 16 TO 18 (NO CLASS ON MONDAY TH 16TH--PRES DAY)

IMC: A Five Step Process
Step 2: Estimating the Value of Customers and Prospects (Jaimee Rivera)

How to Determine Financial Values of Customers and Customer Groups
Reading: Schultz – Chapter 5

Calculating Customer Value
Acquisition, Retention, Migration and Growth Strategies (Taylor Smedley)

Reading: Lifetime Customer Value Calculator (Justina Tran)

Week of Feb 23

IMC A Five-Step Process
Step 3: Planning Messages and Incentives

Planning MARCOM Delivery Positioning Strategies (Ashley Newhall)
Reading: Schultz – Chapter 7

Planning MARCOM Content (Yulin Yin)
Reading: Schultz – Chapter 8

Week of Mar 2

Net Promoter.com (Hannah Davidson)
http://www.netpromoter.com/netpromoter_community/index.jspa
http://www.netpromoter.com/np/index.jsp

Behavior Based Advertising (Kimberly Rodriguez)
http://mashable.com/2009/03/14/behavior-based-advertising/

Self Regulation of Behavior Advertising (Shelby Cravens)
http://www.fastcompany.com/1692936/ad-industry-self-regulates-behavioral-advertising
http://www.iab.net/public_policy/behavioral-advertisingprinciples
Week of Mar 9

Seven Self Regulatory Principles of Advertising (Songyi Han)
http://www.iab.net/media/file/ven-principles-07-01-09.pdf

Post-purchase: Customer Satisfaction/Retention (Connor Heatherly)
http://www.adamssixsigma.com/Newsletters/customers_results.htm
http://www.customerfocusconsult.com/customer-retention.htm
http://www.customerfocusconsult.com/customer-satisfaction-measurement.htm

No Class on March 16-20 -- Spring Break

Week of Mar 23

Catch Up on Presentations

NetPromoter
Short and Long Term ROI

Survey Research
Online Survey Research
Survey Monkey

Conjoint Analysis (Brandon Leedy)
http://www.decisionanalyst.com/services/ChoiceModeling.dai?gclid=CN62pJTS2pACFRcBiQodYAgPA
http://en.wikipedia.org/wiki/Conjoint_analysis_(in_marketing)
http://consulting.ajjan.com/conjoint.htm

Multi-Dimensional Scaling (Brian Fillmore)
http://en.wikipedia.org/wiki/Multidimensional_scaling
http://www.tonycoxon.com/KUB/Module%201/Chapter%201%20TUG%20.pdf

Week of Mar 30 - Apr 1

IMC A Five-Step Process
Step 4: Estimating Term Return on Customer Investment

Basics of IMC Measurement (Seth Hendy)
Reading: Schultz – Chapter 9

Estimating Short-term Return on Customer Investment (Jordyn Black)

Reading: Schultz – Chapter 10

Estimating Long-Term Return on Customer Investment (Will Taylor)

Reading: Schultz – Chapter 11

Consumer Attitudes and Attitude Change (Marjean Hooser)
http://crab.rutgers.edu/~ckaufman/ConsumerbehaviorAttitudenotes.html

ASSIGNMENT 3 DUE (DO NOT DO THIS YET... WE'LL SEE HOW IT GOES)
New media plan – Write a 5 to 7 page paper that will consist of a new media/social media plan explaining the outline that will be provided. The results will be presented in class.

Week of April 6

IMC A Five-Step Process
Step 5: Post Program Analysis and Future Planning

Post Program Analysis (Britnee Bartlett)
Reading: Schultz – Chapter 12

Building Share Value into the Future (Kristina Khamsouk)
Reading: Schultz – Chapter 13

Week of April 13

Motivation Research – Projective Techniques (Vincent Ninh)

or

Diffusion of Innovation (Minki Kim)

Week of April 20:

Analytics
Web Analytics (Peter Yin)

Readings:
The Next Generation of the IMC Database – Confession of a Believer
Schultz – Chapter 14: Methods of Measuring Brand Equity
Davenport and Harris: Chapters 1, 2 and 3, pages ix through 56.
Competing on Analytics with Internal and External Processes *(Katherine Harris and Kelsey Hanna)*

UNIVERSITY OF UTAH ACADEMIC CALENDAR -- SPRING 2015

<table>
<thead>
<tr>
<th>Events</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class schedule available</td>
<td>Monday, September 29</td>
</tr>
<tr>
<td>Registration dates available</td>
<td>Monday, September 29</td>
</tr>
<tr>
<td>Admission/readmission deadline</td>
<td>Saturday, November 1</td>
</tr>
<tr>
<td><strong>Deadline to apply for graduation</strong></td>
<td>Monday, November 3</td>
</tr>
<tr>
<td>Registration dates begin</td>
<td>Thursday, November 6</td>
</tr>
<tr>
<td>Open enrollment</td>
<td>Monday, November 24</td>
</tr>
<tr>
<td><strong>House Bill 60 registration</strong></td>
<td>Tuesday, January 6</td>
</tr>
<tr>
<td><strong>Martin Luther King Jr. Day holiday</strong></td>
<td>Monday, January 19</td>
</tr>
<tr>
<td><strong>Tuition payment due</strong></td>
<td>Monday, January 26</td>
</tr>
<tr>
<td>Census deadline</td>
<td>Monday, February 2</td>
</tr>
<tr>
<td><strong>Presidents’ Day holiday</strong></td>
<td>Monday, February 16</td>
</tr>
<tr>
<td><strong>Spring break</strong></td>
<td>Sun-Sun, March 15-22</td>
</tr>
<tr>
<td>University Commencement &amp; Convocation Exercises</td>
<td>Thurs-Fri, May 7-8</td>
</tr>
<tr>
<td>College of Law Graduation Exercises</td>
<td>Friday, May 15</td>
</tr>
<tr>
<td>Grades available</td>
<td>Tuesday, May 19</td>
</tr>
<tr>
<td>School of Medicine Graduation Exercises</td>
<td>Saturday, May 23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Events</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Monday, January 12</td>
</tr>
<tr>
<td>Last day to add without a permission code</td>
<td>Monday, January 19</td>
</tr>
<tr>
<td>Last day to drop (delete) classes</td>
<td>Wed., January 21</td>
</tr>
<tr>
<td>Last day to add, elect CR/NC, or audit classes</td>
<td>Monday, January 26</td>
</tr>
<tr>
<td>Last day to withdraw from classes</td>
<td>Friday, March 6</td>
</tr>
<tr>
<td>Last day to reverse CR/NC option</td>
<td>Friday, April 24</td>
</tr>
<tr>
<td><strong>Classes end</strong></td>
<td>Tuesday, April 28</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Wed, April 29</td>
</tr>
<tr>
<td><strong>Final exam period</strong></td>
<td>Thurs-Wed, April 30-May 6</td>
</tr>
</tbody>
</table>
REQUIRED INFO

Academic Dishonesty
No matter the point value of a requirement, no matter your level of work or how far into the semester, if you engage in academic dishonesty, policy requires you fail the course and receive an E as a final grade. As always, you are responsible for knowing what constitutes Academic Dishonesty according to University policy.

The Americans with Disabilities Act
The ADA requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please do not hesitate to contact me to discuss your need for any accommodations for this course.

U of U Accommodation Policy
This policy addresses two different types of accommodations: course scheduling accommodations and course content accommodations. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the University. Because the burdens and appropriate criteria are different for scheduling accommodations and content accommodations, granting of one type of accommodation has no bearing on the granting of the other type.

Absences due to extracurricular involvement
If possible, submit to me by the second week of class a list of dates this semester you’ll miss because of official extracurricular involvement (debate, theater, athletics, student government, etc.) Regardless of classes missed due to extracurricular activities, all assignments are expected by their scheduled due dates.

Schedule Changes
I reserve the right to change the scheduled dates of topics to accommodate class speakers’ needs or other scheduling conflicts. The assigned readings, due dates of assignments, and scheduled test dates likely will not change. You are responsible for regularly checking for changes.

UNIVERSITY POLICIES

ADA Accommodation: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodation in this class, reasonable prior notice must be given to the Center for Disability Services, 162 Olpin Union Bldg, 801-581-5020 (V/TDD), http://disability.utah.edu/. CDS will work with you and the instructor to make arrangements for accommodations. All written
information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Content Accommodation: The University recognizes that students’ sincerely-held core beliefs might make it difficult for students to fulfill some requirements of some courses or majors. It is the student’s obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student’s sincerely-held core beliefs. [http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf](http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf)

The Student Code: The U of U student code explains rights of students in the classroom as well as conduct, including cheating on exams, collusion and plagiarism, with which you should be familiar.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Other university policies:**
Academic Integrity: [http://www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html)
Fall 2013 calendar: [http://registrar.utah.edu/academic-calendars/fall2013.php](http://registrar.utah.edu/academic-calendars/fall2013.php)

Cell Phones etc:
Please respect our guest speakers and your classmates by turning OFF electronic devices except those used for the class material.