INTEGRATED COMMUNICATION STRATEGIES

GRADO EN COMUNICACIÓN Y MEDIOS DIGITALES

Professor: PETER THOMAS BOLAND
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Academic year: 18-19
Degree course: THIRD
Semester: 1º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES
An open and curious mind!

SUBJECT DESCRIPTION
Although for many years advertising was the most important and powerful communication activity, the impact of technology and the birth of other specialist communication disciplines over recent years, however, have led to a more integrated approach from marketers: Integrated Marketing Communications. IMC enables businesses to manage all commercial communication strategically within the entire brand experience and not just as a stand-alone campaigns. In recent years, social media have brought a 2.0 dimension to IMC, thus making the process more complex but at the same time potentially more successful.

OBJECTIVES AND SKILLS
The course aims to introduce students to the practice of IMC strategic development, and provide them with the tools to plan and develop integrated communication strategies, allowing for appropriate measurement and evaluation techniques to validate strategic and creative ideas.

Generic or transversal skills:
- Analysis and synthesis ability.
- Organisation and planning ability.
- Ability in problem-solving.
- Ability in applying analysis of problems and professional criteria based on the use of technical tools.
- Motivation for quality and rigorous work.
- Creativity, initiative and enterprising spirit.
- Inter-disciplinary teamwork.

Professional – Specific Competences
- Skill in writing assessment reports concerning specific situations of companies and markets.
- Ability to jointly apply theoretical and methodological knowledge and marketing and market research techniques acquired through the training process, working as a team, and developing the skill and expertise of a marketing and market research professional.
- Ability to submit and defend a full project which integrates marketing activities, or a marketing plan.

### METHODOLOGY

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>10.0 %</td>
<td>15 hours</td>
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<tr>
<td>Discussions</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>50.0 %</td>
<td>75 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>150 hours</td>
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PROGRAM

SESSIONS 1 - 3
Fundamental Concepts
In addition to a brief explanation of the programme, students will be introduced to the concepts of the brand and strategic brand management; the role of integrated marketing communication within the marketing mix. The communication industry in size and structure; agencies and the typical roles within them.

SESSIONS 4 - 6
Understanding marketing objectives and the role of communication
All strategic and creative thinking must be based on sound analysis and diagnosis of the brand and the role that IMC can play in reaching the brands stated objectives. Students will analyse a marketing and communication brief, identify key marketing drivers and carry out a SWOT analysis of the brand.

SESSIONS 7 - 9
Understanding marketing objectives and the role of communication (Part 2)
Practical examples and exercises of Understanding the Role of Communication

SESSIONS 10 - 12
Setting the Foundations – Identifying target groups and Positioning
Students will receive an introduction to major theories & tools for segmentation analysis and how to position brands through communication. They will exercise their ability to understand targets as consumers of brands and media (consumer segmentation) in addition to learning how to transmit values and brand promises.

SESSIONS 13 - 15
Setting the Foundations – Identifying target groups and Positioning (Part 2)
Practical examples and exercises of targeting & Positioning

SESSIONS 16 - 18
Establishing objectives & developing IMC Strategy
The definition of the objectives for an integrated communication strategy and determining appropriate measurement is an essential part of the advertising process. Students will learn how to develop a communication platform to achieve goals based on consumer insights.

SESSIONS 19 - 21
Establishing objectives & developing Strategy (Part 2)
Practical development of a Comms Platform.

SESSIONS 22 - 24
Channel Strategy and evaluation
Students will analyse touch-points and make channel/vehicle selection to distribute creative messages. Students will learn how to schedule a campaign and monitor its performance. Students will be introduced to the media market and its structure; audience measurement and campaign evaluation; theories of advertising effectiveness and media vehicle selection.

SESSIONS 25 - 27
Channel Strategy and evaluation (Part 2)
Practical work on touchpoint strategy.

SESSIONS 28 - 30
Final Presentations and course wrap-up.
Final Presentations and course wrap-up.
Final Presentations and course wrap-up.
BIBLIOGRAPHY
RECOMMENDED READING:-

Buy Your Books Here

EVALUATION CRITERIA

Your final grade in the course will be based on both individual contribution and group work that will be weighted in the following way:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>60 %</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>20 %</td>
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A. GROUP PRESENTATION AND REPORT

You are also expected to complete a project with your group and present it in written form. The project will give you the opportunity to reflect on what you have learnt in class and apply it to some practical problems. More details of the project will be provided by the start of the course.

You will be graded according to the use of the techniques covered in the IMC process and the quality of your diagnostic and creative solutions, weighted in the following manner:-

UNDERSTANDING OF BRIEF (10%)
SITUATION ANALYSIS (10%)
TARGET AUDIENCE (10%)
COMMS OBJECTIVES (10%)
PLATFORM (10%)
IDEAS (10%)
CHANNEL SELECTION (10%)
ARCHITECTURE (10%)
MEASUREMENT (10%)
OVERALL QUALITY (10%)

Peer grades will be requested as a benchmark reference but will not be taken into account for the grading process.

B. CLASS PARTICIPATION
Informed Participation and contribution to the learning atmosphere.
Physical attendances is not enough. Students are expected to participate in class discussions and activities as an important component of this course. Listening carefully is just as important a component of participation as speaking. Please be aware of your own style of participation: if you find it difficult to speak up in class, push yourself to do so. If you realize you tend to dominate discussions, make a point of listening to others. Your participation grade at the end of the semester will be based cumulatively on your contributions over the course of the semester.

Participation is graded using the criteria below, which are adapted from:
http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.ht
Grade 0-4.9 Criteria: When present, not disruptive and tries to respond when called upon but does not offer much. Demonstrates very infrequent involvement in discussion.
Grade 5.0-6.9 Criteria: Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g. straight from the reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called upon. Demonstrates sporadic involvement.
Grade 7-8.9 Criteria: Demonstrates good preparation: knows reading facts well, has thought through implications of them. Offers interpretations and analysis of reading material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds thoughtfully to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.
Grade 9.0-10.0 Criteria: Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (e.g., other readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of class material (e.g., puts together pieces of the discussion to develop new approaches that take the class further). Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.

C. TEAMWORK

Students must demonstrate an empathetic and tolerant approach to group discussion and ideation. Great ideas can be lost through poor group dynamics. Ideas should be conveyed with a spirit of involvement and positive reinforcement.

Workloads should be distributed equitably.

PROFESSOR BIO

Professor: PETER THOMAS BOLAND
E-mail: ptboland@faculty.ie.edu

Academic Background
Peter is a graduate in Modern Languages and Business Studies from Leeds University
Academic Experience
IE: Associate Professor for both BBA and BCDM for Advertising Planning, Advertising and Creative Strategy and Personal Branding subjects.
ESIC: Associate Professor on the Master's Degree in Marketing and Commercial Management and on the Degree in Marketing Management. Coordinator for the Strategic Brand Management subject since 2011.

Professional Experience
An independent consultant with 30 years’ experience in multinational companies in both the marketing and communications disciplines. He specialises in innovation and creativity, and the strategic planning of brands especially in the field of Communications Planning.
Prior to this, Peter was Chief Strategy Officer of Mediabrands, the media-marketing holding belonging to IPG, following his earlier role as President of Universal McCann. He spent 8 years as Managing Director of Carat España although he arrived in Spain as Development Director of CIA (nowadays mediaedge:cia) with specific responsibility for corporate development.
He started his career with sales and marketing positions in companies such as Coca-Cola & Schweppes Beverages and Thames TV.
He is a regular speaker at industry events and is a collaborator in the main leading advertising publications. Boland has served as a jury member at a number of international and national advertising festivals such as Cannes, the Eurobest Awards and the Genio Awards.
Peter has worked for some of the most widely recognized global advertisers, including Coca-Cola, Bacardi, Microsoft, L’Oreal, Telefonica, Orange, BBVA, Renault, Disney, Philips, Kraft and BMW.

OTHER INFORMATION

CODE OF CONDUCT IN CLASS

1. **Be on time:** Students arriving more than 5 minutes late will be marked as “Absent”.
   Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).
2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.
3. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.
   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).
4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.
   If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.
5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.
6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.