

# INTEGRATED COMMUNICATION STRATEGIES

**IE University**

Professor: **PETER THOMAS BOLAND**

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Academic year: 22-23

Degree course: THIRD

Semester: 1<sup>o</sup>

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 than one-way messaging.

## 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

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	10.67 %	16 hours
Discussions	9.33 %	14 hours
Exercises	20.0 %	30 hours
Group work	40.0 %	60 hours
Other individual studying	20.0 %	30 hours
TOTAL	100.0 %	150 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

#### 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.

The SOSTAC model as proposed by PR Smith will be introduced as the strategic planning process.

Reading to be done in advance of Chapters 7 and 9 of PR Smith's Marketing Communications.

### SESSIONS 2 - 3 (LIVE IN-PERSON)

Understanding marketing objectives and the **role of communication** in creating brand equity.

All strategic and creative thinking must be based on sound analysis and diagnosis of the brand, its competitive environment and the role that communication can play in reaching the brands stated objectives.

Students will analyse a marketing and advertising brief, identify key marketing drivers and carry out a SWOT analysis of the brand.

### SESSIONS 4 - 5 (LIVE IN-PERSON)

#### The Group Case Study

Students will analyse the Case Study brief and carry out a SWOT analysis of the brand, identifying the role of communication in achieving marketing or business objectives as stated.

*Practical Case: Bacardi Case Study*

### SESSION 6 (ASYNCHRONOUS)

Discussion forum on **Identifying target groups and Insights** based on reading of Chapters 4 and 5 of PR Smith's Marketing Communications.

## **SESSION 7 (ASYNCHRONOUS)**

**Positioning** - Students will understand the concept of the **Value Proposition** and analyse how brands can build differentiation and relevance through marketing communication. Reading of Chapter 2 of PR Smith's Marketing Communications and other supporting material to be supplied in advance.

## **SESSIONS 8 - 9 (LIVE IN-PERSON)**

**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 and the Brand Promise.

## **SESSION 10 (ASYNCHRONOUS)**

**Individual assignment**

You will be asked to conduct a short analysis of a "mini" case study as part of a non-class session.

## **SESSION 11 (ASYNCHRONOUS)**

**The Campaign** - a discussion forum to analyse Chapter 4 of Pete Barry's The Advertising Concept Book.

*Book Chapters: Chapter 4 of Pete Barry's The Advertising Concept Book. (See Bibliography)*

## **SESSIONS 12 - 13 (LIVE IN-PERSON)**

**Generating Strategies**

Students will learn how to develop strategy through the use of the Communication Platform.

Students must read Chapter 6 of Pete Barry's The Advertising Concept Book

*Book Chapters: Chapter 6 of Pete Barry's The Advertising Concept Book (See Bibliography)*

## **SESSIONS 14 - 15 (LIVE IN-PERSON)**

**Developing the Integrated Creative Concept**

Having developed their initial ideas, students will learn how to develop an integrated approach to achieve their communication goals.

Students must read

*Book Chapters: Chapter 13 of Pete Barry's The Advertising Concept Book. (See Bibliography)*

## **SESSION 16 (ASYNCHRONOUS)**

**Mid-term submissions**

Groups will prepare and submit their Situation Analysis, Segmentation of the Market, Target Group Insights and initial Strategy as a "mid-term" control of their Bacardi projects.

The work will not be graded.

## **SESSION 17 (ASYNCHRONOUS)**

Mid-term assignment **feedback** will be given to groups to ensure that they have correctly grasped and applied all relevant theories and techniques until now.

## **SESSIONS 18 - 19 (LIVE IN-PERSON)**

### **Developing Creative Concepts further**

Having developed the main concepts for the advertising campaign, students will learn how to develop ideas into "copy" and work in their groups to practice on their case study.

Students must have read Chapter 11 of Pete Barry's *The Advertising Concept Book*

*Book Chapters: Chapter 11 of Pete Barry's The Advertising Concept Book (See Bibliography)*

## **SESSION 20 (ASYNCHRONOUS)**

Channel Strategy - Advertising

Students will be introduced to the theories of communication advertising effectiveness and communication vehicle selection.

Reading of Chapters 12 of PR Smith's *Marketing Communications* plus additional material that will be supplied in advance.

*Book Chapters: Chapters 12 of PR Smith's Marketing Communications (See Bibliography)*

## **SESSION 21 (ASYNCHRONOUS)**

Channel Strategy - Social Media & PR

Students will be introduced to the theories of communication advertising effectiveness and communication vehicle selection.

Reading of Chapters 13 and 20 of PR Smith's *Marketing Communications* plus additional material that will be supplied in advance.

*Book Chapters: Chapters 13 and 20 of PR Smith's Marketing Communications (See Bibliography)*

## **SESSIONS 22 - 23 (LIVE IN-PERSON)**

### **Channel Strategy - Sponsorship, Branded Content, Events and Promotions**

Students will be introduced to communication vehicle selection across BTL channels.

Reading of Chapters 14, 15 and 17 of PR Smith's *Marketing Communications*.

*Book Chapters: Chapters 14, 15 and 17 of PR Smith's Marketing Communications.*

## **SESSIONS 24 - 25 (LIVE IN-PERSON)**

### **Channel Strategy - CRM and Owned Media**

Students will be introduced to communication vehicle selection across owned media.

Reading of Chapters 16 of PR Smith's *Marketing Communications*.

*Book Chapters: Chapters 16 of PR Smith's Marketing Communications. (See Bibliography)*

## **SESSIONS 26 - 27 (LIVE IN-PERSON)**

### **Channel Strategy Evaluation**

Students will learn about campaign evaluation and how it relates to the marketing and communication objectives. They will ensure that appropriate metrics are being applied to their case studies.

## **SESSIONS 28 - 29 (LIVE IN-PERSON)**

**Final Presentations** and course wrap-up.

This double session will serve not only to showcase work but also to demonstrate that using a "standardised" process does not hinder creativity or original thinking.

## **SESSION 30 (ASYNCHRONOUS)**

**Final Exam (Open book)**

A written test will allow students to show their understanding of the process by developing an IMC strategy for a well-known brand.

## **BIBLIOGRAPHY**

### **Compulsory**

- PR Smith & Ze Zook. (2019). *Marketing Communications Integrating Online and Offline, Customer Engagement and Digital Technology*. 7th. Kogan Page. ISBN 9780500292679 (Digital)

- Pete Barry. (2016). *The Advertising Concept Book: Think Now, Design Later*. 3rd. Thames & Hudson. ISBN 1789666953 (Digital)

### **Recommended**

- Malcolm Gladwell. (2006). *The Tipping Point*. Little, Brown and Company.. ISBN 9780316679077 (Printed)

## **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:

<b>Criteria</b>	<b>Percentage</b>	<b>Comments</b>
Group Presentation	40 %	
Class Participation	10 %	
Other	20 %	
Individual Work	30 %	

### **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](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. OTHER

You will be asked to conduct a short analysis of a "mini" case study as part of of non-class session.

## D INDIVIDUAL WORK

In the last session, a non-class individual essay will reflect upon the development of a short creative exercise that will be supplied.

## **PROFESSOR BIO**

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### **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**

Head of Strategy at Nateevo, a leading digital consultancy, Peter has over 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**