

Integrated Marketing and Brand Communication
MARK 4600
Course Syllabus

TERM Spring 2008

INSTRUCTOR

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OFFICE HOURS

Mon./Wed./Fri. 11:10 am – 12:10 pm
 And by appointment

REQUIRED TEXT AND COURSE MATERIAL

Advertising and Promotion, An Integrated Marketing Communications Perspective,
Belch and Belch

Note and case packet available from Bel-Jean Copy Center

COURSE DESCRIPTION

The study of marketing communications of business firms and organizations. Attention focuses on the process and the challenges involved in developing effective communication strategies. Key issues in effective advertising are illustrated using business cases.

PREREQUISITES

Prerequisite: MARK 3000

Final class rosters will be reviewed after Drop/Add. Any student not meeting prerequisites will be administratively withdrawn from the class.

COURSE OBJECTIVES / EXPECTED LEARNING OUTCOMES

Upon completion of this course, each student should be able to:

- Identify the role of advertising as it relates to other marketing functions and other promotional activities.
- Understand the advertising industry and the environment in which it operates.
- Develop the theoretical and analytical skills necessary for the initiation, execution, and evaluation of advertising strategies.
- Develop, write, and present an Integrated Marketing Communications plan.
- Present and defend their recommendations, and critically examine and discuss the recommendations of others.
- Demonstrate effective teamwork, teambuilding, leadership, listening, critical thinking, problem solving and communication skills.

TOPICAL OUTLINE

- Introduction to Integrated Marketing Communications and its role in the marketing process.
- Brand building and its relationship with communications
- Role of Advertising Agencies
- Consumer Behavior and its relevance to advertising and communication
- Developing marketing communications creative strategy.
- Media planning and strategy
- Evaluation of broadcast and print media
- Types of and use of support media
- Direct Marketing
- The internet and interactive media
- Sales promotion
- Public relations, publicity and corporate advertising
- Measuring the effectiveness of the promotional program
- The marketing communication process
- Source, message and channel factors
- Objectives and budgeting for marketing communications

EVALUATION METHODS

Final grades in the course will be based on the following individual (60%) and team work (40%):

<u>Required Assignments</u>	<u>Possible points:</u>
Attendance / Class participation / Individual case recommendations	10
Take-home assignments	10
Case Write-up	5
Case Presentation	5
4 Exams (10 points each)	40
IMC Plan (product proposal / updates / final written report)	15
IMC Plan (presentation)	15
Total	<u>100</u>

Final letter grades will be assigned using the following cut-off points:

A	93 and above
A -	90 – 92.9
B +	87 – 89.9
B	83 – 86.9
B -	80 – 82.9
C +	77 – 79.9
C	73 – 76.9
C -	70 – 72.9
D	60 – 69.9
F	59.9 or below

EXAMINATION MAKE-UP POLICY

Make-up exams will be given only for legitimate absences (i.e.: verifiable medical emergency, family funeral, university activity). In case of a medical emergency, you must present a written excuse from a doctor **that shows you were excused from school for the day of the exam.** A time stamp showing that you visited the health center the day of the exam is **not** sufficient. In any other situation, you must present justification and **receive written approval from Dr. Grantham in advance of the scheduled exam date.** Except in cases of medical emergencies, if you do not take an exam as scheduled without prior written approval you will receive a zero (0) on the exam. Make up exams may be all essays.

ATTENDANCE POLICY

Attendance and participation are **fundamental requirements** of this course. Attendance will be taken during the semester. The course consists of a combination of lecture and discussion. The lecture will cover the assigned topic, but will not necessarily cover the material as presented in the text. The course will be conducted as a business professional course. Hence, you must be in your seat, prepared, and ready to begin class prior to the professor's lecture introduction. Please be on time to every class session and remain throughout the entire class session. Consistent lateness will result in a drop in your class participation score. If you have 3 or more unexcused absences, you will not receive a grade for class participation. Students are responsible for all materials covered in class, including announcements (made in class, or posted electronically in WebCT (<https://webct.uga.edu>)).

Course notes, announcements, and other postings will be available in WebCT. Please check the course postings and instructions in WebCT before coming to each class.

ACADEMIC INTEGRITY

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. Please review the policy at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Specifically for this class, all exams, quizzes, and homework assignments are to be individual work. Each of the following activities is considered to be a violation of test taking and exercise taking procedures in this course. I will automatically institute academic dishonesty procedures if any of these activities occur.

- reading another student’s exam booklet or scantron during an exam
- allowing another student to read your exam booklet or scantron during an exam
- sharing information about exam questions on an exam which you have taken with anyone, prior to the time graded exams are returned.
- recording, in any format, questions from any exam during the exam period
- ***having a cell phone visible during an exam period***
- having notes, review sheets, or textbook content visible during an exam period
- using any physical materials or any source other than your own knowledge during an exam
- collaborating (discussing approaches, possible answers) on homework assignments
- copying someone else’s homework assignment

WITHDRAWAL POLICY

The midpoint withdrawal date this semester is March 4th. Any withdrawals after that time are automatically assigned a grade of WF by the university, regardless of your performance to date in the class. Withdrawals made before that time will reflect your grade in the class up to the point of withdrawal.

CLASS CONDUCT

This is a professional business class in which a major portion of learning will take place by actually practicing business principles. Mutual respect is expected when the professor or a fellow classmate has the floor during class. Specifically, “do unto others as you would have them do unto you.” **Please show respect when I or others are presenting, asking questions, or making comments that contribute to the class discussion.** All students must adhere to the following guidelines:

- Do not read the newspaper, work the crossword puzzle, or do assignments for other classes while in the classroom. In addition, please do not engage in side conversations with your neighbors during class. In order to learn, everyone must listen and be able to hear. Hence, once again (repeating for clarity and stressing for importance), please do not talk with your neighbors during class.
- On days that you are presenting, you are expected to dress in professional/business attire.
- All pagers and cell phones are to be turned OFF prior to entering class.

STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during regular office hours or by appointment.

COURSE REQUIREMENTS and EVALUATION

Required Assignments

1. **DAILY CLASS PARTICIPATION:** Students are expected to read the assigned chapter and case prior to each class session. In addition, students are expected to prepare a 2-paragraph recommended course of action for each of the seven cases that your team is not assigned to. These 2-paragraph recommendations are to be submitted via WebCT by 11:00 pm the day prior to the case discussion in class. WebCT will not accept submissions after 11:00 pm (and no credit will be given for hard copies). These individual case recommendations should include your recommended course of action, and support for your recommendation, that you should be prepared to discuss and defend during class.

Active participation (especially during case discussions / in-class exercises) will also solidify your participation grade. To obtain a grade for participation, you must attend each class session. Please Email me in advance if you are unable to attend a class session. The nature of this course is case-based, which means that a significant focus of your class participation will center on your individual and the team's case analysis. Please refer to Pages 13 - 15 of the syllabus for guidelines on analyzing the cases. These guidelines will assist in your individual preparation of each case, as well as your team's preparation of the case for which your team is responsible. At a minimum, when your team is not presenting a case, you should be prepared to discuss and defend your individual recommended course of action, and support for your recommendation. Class participation is an important component of your grade, and the quality of your contributions (e.g., questions, comments, examples, etc.) will be noted at each class session.

A class participation rating of 2, 1 or 0 will be given to each student based on his or her contributions during each class. A 2 rating will be awarded to students who provide excellent contributions to class discussions. A 1 rating will be awarded to students who provide positive contributions to class discussions. A 0 rating will be awarded to students who do not participate in class discussions or provide negative contributions. Class participation is based on both attendance and my impression of the quality of each student's contribution to the class discussion. In general, ratings for class participation will be based on the following Participation Rating Scale.

Table1. Participation Rating Scale

Participation Domains	Excellent Performance: <i>2 Rating</i>	Average/Good Performance: <i>1 Rating</i>	Poor/Unacceptable Performance: <i>0 Rating</i>
Relevance of Contribution	Initiates information relevant to topics discussed.	Shares relevant information.	Engages in irrelevant conversations and / or disruptive toward others (e.g., sarcastic, rude, or disrespectful).
Accuracy of Knowledge Base	Accurately exhibits thorough knowledge of assignment content.	Demonstrates some knowledge of reading assignments.	Does not demonstrate accurate knowledge of readings.
Quality of Feedback	Exhibits excellent listening skills as demonstrated by insightful comments.	Exhibits good listening skills by providing relevant feedback to classroom group discussions.	Offers occasional input, but often irrelevant or unrelated to topic.
Initiative	Actively participates in classroom exercises.	Willingly participates in classroom exercises.	Fails to participate even when specifically asked.
Depth of Contribution	Demonstrates the ability to analyze/apply, as well as evaluate and synthesize course material.	Demonstrates some ability to analyze/apply course material.	Shows up to class and does nothing, demonstrating no familiarity with course material.
Leadership	Demonstrates willingness to take risks in attempting to answer unpopular questions.	Demonstrates willingness to attempt to answer most questions.	Does not demonstrate willingness to answer questions.

2. EXAMS: Students will be given four exams consisting of short-answer, multiple-choice, and/or case-based analysis questions. Exam questions are a combination of definition, comprehension, and application-based questions in which you must apply your knowledge to analyze a particular issue or problem. Exams will be closed book and will cover the text, assigned readings, and all material covered in class including lectures, discussion, cases, and videos. The textbook authors explain the basics of IMC in a relatively straightforward manner. The book is easy and interesting to read and understand therefore, all chapter material will not be extensively covered in class, but may appear on the exams. You will not be allowed entry into the test room once an examination has been distributed. You are not allowed to leave class and return to class to finish an examination.

3. TAKE HOME ASSIGNMENTS: To provide exposure to advertising issues in the business world you will have to write one article summary and complete one print media activity, due on the specific dates as indicated in the class schedule. For the article summary, each student individually will be asked to write-up a short summary of a current article relating to advertising and/or communications strategy. You may choose your own article from a prestigious business publication like Advertising Age, Adweek, the Wall Street Journal, the Journal of Advertising, or other advertising publications. Please follow the recommended format on Page 12. Be sure to attach a copy of the article to your summary. I will ask you to briefly summarize your article in class the day that you hand it in. Instructions for the print media activity will be given closer to the due date.

4. CASE ANALYSIS: Students will select a team of five class members to analyze and present one case per team. Students will be randomly assigned to dates/cases to fulfill this requirement. For the case analysis presentations and team case write-ups each group should follow the guidelines and use the format outlined on Pages 13 - 15 of the syllabus. Team case write-ups are to be submitted prior to the start of class. No case reports will be accepted after the start of class. An upper limit of **2,000 words** (approximately 7 double spaced pages, using a 12-point font) and **five (5) exhibits** has been set for the written case reports. Please note that for all written assignments, violation of the word limit will result in a penalty of 10 points of your grade.

5. INTEGRATED MARKETING COMMUNICATIONS (IMC) PROJECT: Each team of five students is to complete a comprehensive IMC project. Student teams will choose a local company / organization at the beginning of the semester, and each team will develop an IMC plan for their company / organization throughout the semester. By the end of the course, each student team will have a plan to be presented to the class and company owners, and submitted for evaluation. Specific assignments given will apply the material covered in each chapter. These assignments are posted in WebCT. Throughout the semester, I will ask for these assignments to be submitted to assess your progress toward completion of your IMC project. The team project should include the headings/subheadings of the IMC plan based on the Evaluation Forms on Pages 16-17 of the syllabus. The objectives of the team project are:

- To develop an IMC plan for a local company / organization with an emphasis on the development of a new and improved communications mix.
- To develop an understanding of the synergistic effects of the communications mix.
- To resolve issues and develop a plan within a team.

The final presentation will involve presenting to the class and the company owners the IMC plan for the company / organization. **By 5:00 pm the day before the scheduled final presentation,** each group will be required to submit to Dr. Grantham the final IMC plan written report, AND a printed version of their PowerPoint slides along with relevant notes/points. On the day of the presentation, each team should also submit a copy of the IMC plan written report to the company owners. The plan should be 15 pages maximum, not including financial projections and appendices. More details will be provided as the semester progresses.

Peer Evaluation

Following the completion of both your case analysis report and presentation, and your IMC plan report and presentation, team members will be asked to assess the contributions made by each student on his/her team. This assessment will be used to determine what percentage of the group score each person will receive. If two or more team members allocate less than 100% to a non-participating team member, I average the two or more team members' evaluations, and allocate that percentage of the team grade to the non-participating team member. See Peer Evaluation form on Page 18 of the syllabus.

Grading Criteria for Team Presentations

Your team will be graded on the following criteria for the in-class presentations:

- Communication Skills: Voice, Eye contact, Clarity, Posture, Professionalism
- Issue Analysis: A reflection of the strategic issues and challenges faced by the corporation as well as the creative resolution of these issues.
- Organization and Team Participation: Slides, Sequence, Time management, Transitions, Preparation
- Visual Appeal: Layout of Slides, Uniformity and Clarity
- Creativity and Innovation: In every aspect of the presentation.

CHANGES TO THIS SYLLABUS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. You are responsible for keeping up with all assignments, even if you miss the class in which an assignment was announced.

MARK 4600, Spring 2008
COURSE ASSIGNMENTS AND DUE DATES

You are responsible for any changes announced in class.

Wk	Date	Topic	Chapter	Case / Assignment	Case Analyst Group
1	Jan 7	Introduction and Course Requirements An Intro to IMC	1	N/A	
	Jan 9	An Intro to IMC	1		
	Jan 11	An Intro to IMC	1	N/A	Video: American Airlines
2	Jan 14	Role of IMC in the Marketing Process Video clip: Jez Frampton, Interbrand Global CEO - Business Week Online	2	Submit team name, team members, & project preference, if applicable	
	Jan 16	Role of IMC in the Marketing Process	2		
	Jan 18	Role of Ad Agencies	3	Team assignments & Social Responsibility Roles given	
3	Jan 21	Role of Ad Agencies Video clip: Alan Siegel, Business Week Online	3		
	Jan 23	Consumer Behavior	4		
	Jan 25	Consumer Behavior	4		
4	Jan 28	Consumer Behavior	4		
	Jan 30	Exam 1	Ch. 1 – 4		
	Feb 1	The Communication Process	5		

Wk	Date	Topic	Chapter	Case / Assignment	Case Analyst Group
5	Feb 4	The Communication Process	5	Social Responsibility Debate	
	Feb 6	The Communication Process Video clip: Shelly Lazarus, CEO @ Ogilvy and Mather (12/7)	5		
	Feb 8	Source, Message, and Channel Factors	6	Charlotte Beers at Ogilvy & Mather Worldwide (A)	Team 1
6	Feb 11	Source, Message, and Channel Factors	6	Article Summary Due and Initial Client Meeting Review	
	Feb 13	Objectives and Budgeting for IMC Programs	7		
	Feb 15	Objectives and Budgeting for IMC Programs	7	Warner – Lambert Ireland: Nikonil	Team 2
7	Feb 18	Creative Strategy	8		
	Feb 20	Creative Strategy	8		
	Feb 22	Creative Strategy	9	Hilton Hhonor Worldwide	Team 3
8	Feb 25	Creative Strategy	9		
	Feb 27	Exam 2	Ch. 5 – 9		
	Feb 29	Media Planning and Strategy	10		
9	Mar 3 Midpoint W/drawal Deadline – Mar 4	Media Planning and Strategy	10	IMC Plan Update: In-Class Review	
	Mar 5	Evaluation of Broadcast Media	11	Mountain Dew	Team 4
	Mar 7	Evaluation of Broadcast Media	11		
10	Mar 10-14	<i>Spring Break</i>			

Wk	Date	Topic	Chapter	Case / Assignment	Case Analyst Group
11	Mar 17	Evaluation of Print Media	12		
	Mar 19	Evaluation of Print Media	12	Print Media Activity Due	
	Mar 21	Support Media	13	Snibbie A&B	Team 5
12	Mar 24	Direct Marketing Video clip: Lester Wunderman, "Father of Direct Marketing"	14		
	Mar 26	Direct Marketing	14		
	Mar 28	The Internet and Interactive Media	15	Emerge Magazine	Team 6
13	Mar 31	Exam 3	Ch. 10 - 14		
	Apr 2	The Internet and Interactive Media	15		
	Apr 4	Sales Promotion	16	Benetton Group	Team 7
14	Apr 7	Sales Promotion	16		
	Apr 9	PR, Publicity, and Corporate Advertising	17		
	Apr 11	PR, Publicity, and Corporate Advertising	17	MasterCard and World Championship Soccer	Team 8
15	Apr 14	Personal Selling	18		
	Apr 16	Monitoring, Evaluation and Control	19		
	Apr 18	Exam 4	Ch. 15 - 19		
16	Apr 21	IMC (PPt and Rpt due)	Team 1	Team 2	
	Apr 23	IMC (PPt and Rpt due)	Team 3	Team 4	
	Apr 25	IMC (PPt and Rpt due)	Team 5	Team 6	
17	Apr 28	IMC (PPt and Rpt due)	Team 7	Team 8	

Take Home Assignment

Article Summary Format

(Typed - double spaced - 2 Pages - #12 size font)

Section 1

Synopsis. Briefly describe the article in your own words.

Section 2

Identify and describe the three key points from the article

Section 3

State two critical thinking questions that you identified during your review of the article. These two questions should be used as discussion points during class. How is this article relevant to what we have been talking about in class?

Section 4

Your opinion/critique of the article. Does this article make you think of any interesting and relevant communication ideas or solutions to communication problems?

Section 5

Indicate the source of article. Please sign at the bottom of the page indicating that the assignment was completed by you as an individual, without giving or receiving assistance.

Points to remember:

- Please type your name and your class section in upper right hand corner of first page.
- Please devote enough time so as to write a thoughtful and insightful analysis based on the material discussed in class
- Be sure to attach a copy of the article to your summary
- Please submit articles at the start of class on the date indicated on the syllabus. **Late submissions will not be accepted.**

Case Analysis

In this class, cases are viewed as vehicles for learning diagnostic skills and for applying concepts and frameworks introduced in readings and lectures. The learning from a case comes in two ways. The first involves pre-class preparation that encompasses the ability to diagnose case problems and issues, to select and apply appropriate forms of analysis (e.g., quantitative, logic, experience, conceptual), and to make decisions about case solutions. Each student should make a decision about what should be done before coming to class, and document that solution on the basis of analysis.

The second part of learning from cases comes from realizing that other people do not always diagnose, analyze, and solve problems the way you do. Understanding others' positions, learning from them and countering them with your own are a critical part of the learning experience. To do so, you must listen to each other, as well as talk in class. Only when you have tried to defend your position can you fully understand its strengths and weaknesses. There is rarely a single right answer for a case, just as there is rarely a single right marketing decision in actual practice.

Analysis is more than noting that certain facts pertain to one of the central points around which the case is being analyzed. The facts must be noted, but then reasoning must be applied to determine how and in what way these facts affect the points in the case.

Finally, information regarding the strategies actually selected by the firms in the cases should be incorporated with caution. Firms make many mistakes, and strategies they actually pursue are often inferior to alternative strategies they could have chosen. Strategic decision-making entails coordinating seemingly unrelated facts so that they provide support for a particular course of action. The cases assigned are intended to give you practice in assembling data to support a decision. In addition, there is not necessarily a one to one correspondence between the chapters of the book and the cases. As is often the case in actual practice, cases may not have all the data you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of the information available. Cases are to be analyzed in the context that they are presented.

Listed below are guidelines on preparing and presenting a case analysis, as well as common errors to avoid in case analysis writing.

The following are general guidelines for preparing an effective case write-up:

- Provide a coherent, well-organized analysis, not simply a set of notes pieced together from different sections in the case.
- Be concise. Provide a strong, logical flow throughout your paper. Do not spend time rehashing or paraphrasing the details of the case.
- Decisions should be practical, cost-effective, and appropriate to the timing (short-term or long-term) of the problem at hand. The supporting analysis should be thorough, carried out correctly and consistently, and should draw, whenever relevant, on material presented in class.
- Marketing strategies should be specific and support the overall objectives and recommendations.

- Tie your exhibits to the text of the report.
- Specifically address and answer all of the case preparation questions in your write-up.
- Proofread/spell-check the report.

Common Errors in Case Writing

1. Problem and Recommendation sections are too long. No more than half a page is generally needed for each of these sections.
2. Focus centers on minor issues or issues for which there is little or no data. Let the case facts guide you to the selection of issues. If there is little or no data addressing an issue, do not dwell on it in your analysis.
3. Rehashing of case data. Assume that the reader is familiar with the case. Present case data only when it is needed to support a line of reasoning you are developing. Do not summarize the case situation as a preamble to your analysis, and do not present case facts unless you are going to drive home a point with them.
4. Non-critical evaluation of case data. Before you use evidence presented in the case, ask yourself if it was collected in a sound manner and whether it is relevant to the issue which you are addressing. This does not give you a license to eliminate all data. Rather, you want to qualify the conclusions you reach by evaluating the quality of the data on which a conclusion is based.
5. Failure to provide a rationale for eliminating alternatives not chosen. It is important to show that the recommended course of action is likely to deal effectively with the problems identified. It is equally important to provide a rationale for dismissing unchosen alternative courses of action.
6. Failure to present analytical work in an understandable manner. When doing computations, be sure your presentation (usually in an exhibit) is sufficiently detailed so the reader can replicate the analysis. This requires you to indicate where the data came from and show how they were analyzed.

Writing up a Case

In the formal write-up, use the following headings:

1. Strategic Issues and Problems

A concise paragraph that defines the problem and specifies the constraints and options available to the organization.

2. Analysis and Evaluation

This is the heart and bulk of your written report. It entails marshalling factual data which support your problem identification and your recommended course of action. In essence, it provides the link between the problem and the recommendations. This section includes an assessment of the industry, market and buyer behavior, the organization, and the alternative courses of action (i.e., appropriate sub-headings depending on relevance). Please note: this section should not contain a rehashing of case facts.

3. Recommendations

State the manner in which each of the problems you have identified should be resolved. A set of operational recommendations should be given with references to the analysis section.

The following Evaluation forms will be used for the case presentation and written report. The class, as well as the Instructor will evaluate all team presentations.

Marketing Communication – Case Analysis Presentation Evaluation

Team Name: _____ **Case:** _____

Date: _____ **Evaluator:** _____

The team's case presentation clearly and concisely details:

	did not include	mentioned components without solid grasp or ownership of the concepts	thoroughly covered all components with elaboration and ownership of the concepts	Total for Each Category
1) The strategic issues, problems, and constraints of the organization	0	.5	1	
2) Analysis and Evaluation (includes an assessment of the industry, market and buyer behavior, the organization, and the alternative courses of action)	0	1	2	
3) A set of operational recommendations	0	.5	1	
4) Appropriate team participation (voice projection, poise, professionalism, and eye contact), organization, visual appeal, and creativity	0	.5	1	
Comments:			Grand Total	

Marketing Communication – Written Case Analysis Evaluation

Team Name: _____ **Case:** _____

Date: _____

The team's written case report clearly and concisely details:

	did not include	mentioned components without solid grasp or ownership of the concepts	thoroughly covered all components with elaboration and ownership of the concepts	Total for Each Category
1) The strategic issues, problems, and constraints of the organization	0	.5	1	
2) Analysis and Evaluation (includes an assessment of the industry, market and buyer behavior, the organization, and the alternative courses of action)	0	1	2	
3) A set of operational recommendations	0	.5	1	
4) Organization/structure, legibility, and correct grammar	0	.5	1	
Comments:			Grand Total	

Marketing Communication – Written IMC Plan Evaluation

Team Name: _____ **Product/Service:** _____

Date: _____

	briefly mentioned subset of the required components	mentioned components without solid grasp or ownership of the concepts	included all components with an adequate grasp of the concepts, with little elaboration	covered all components with some elaboration	thoroughly covered all components with elaboration and ownership of the concepts	Total for Each Category
1) Review of Marketing Plan -Overall mrktg. plan and objectives -Role of advertising and promotions -Competitive analysis -Environmental influences	.25	.5	1	1.5	2	
2) Analysis of Promotional Program Situation -Internal analysis Promotional dept. organization Firm's ability to implement promo prog. Review of previous program results -External analysis Consumer behavior analysis Market segmentation / target mrktg. Market positioning	.25	.5	1	1.5	2	
3) Analysis of Communications Process -Receiver's response processes -Source, message, channel factors -Communications goals and objectives	.25	.5	1	1.5	2	
4) Budget Determination -Tentative mrktg. commun. budget (allocation in #5 below)	.25	.5	1	1.5	2	
5) IMC Program -Advertising (objectives, budget, message, media strategy) -Direct marketing (objectives, budget, message, media strategy) -Interactive/Internet mrktg. (objectives, budget, message, media strategy) -Sales promotion (objectives, budget, message/tools, media strategy) -Public relations/publicity (objectives, budget, message, media strategy) -Personal selling (objectives, budget, message, roles/responsibilities)	.25	.5	1	1.5	2	
6) Integrate and Implement Marketing Communications Strategies -Integration of promo mix strategies -Creation of ads -Purchased media time, space -Implementation of program elements stated in #5 above	.25	.5	1	1.5	2	
7) Monitor, Evaluate, and Control IMC Program -Evaluation of promo program results -Measures to control / adjust strategies	.25	.5	1	1.5	2	
8) Structure, organization, grammar	.25		.5		1	
Comments:					Grand Total	

Marketing Communication – IMC Plan Presentation Evaluation

Team Name: _____ Product/Service: _____

Date: _____ Evaluator: _____

The team's IMC presentation clearly and concisely details:

	briefly mentioned subset of the required components	mentioned components without solid grasp or ownership of the concepts	included all components with an adequate grasp of the concepts, with little elaboration	covered all components with some elaboration	thoroughly covered all components with elaboration and ownership of the concepts	Total for Each Category
1) Review of Marketing Plan	.25	.5	1	1.5	2	
2) Internal / External Analysis of Promotional Program Situation	.25	.5	1	1.5	2	
3) Analysis of Communications Process	.25	.5	1	1.5	2	
4) Budget Determination	.25	.5	1	1.5	2	
5) IMC Program	.25	.5	1	1.5	2	
6) Integration and Implementation of Marketing Communications Strategies (stated in #5)	.25	.5	1	1.5	2	
7) Monitoring, Evaluation, and Control of IMC Program	.25	.5	1	1.5	2	
8) Appropriate voice projection, poise, and eye contact	.25		.5		1	
Comments:					Grand Total	

**Team Case Analysis and IMC Plan Peer Evaluation
(Confidential)**

Please complete the following Peer Evaluation for the case analysis and IMC team projects. A team member pulling his/her fair share of the workload should be allocated 100%. Any person not pulling his/her fair share of the team workload should be allocated up to 100%, based on your assessment. For example, if your team had five team members, and you believe that each member contributed equally to the projects, you should allocate each team member 100% of the team grade. If your team members did not contribute equally, then give each person the percentage of the group grade that you feel fairly represents each member's contribution.

Team Number / Section Time _____

IMC Plan Project _____

Your Name _____

<i>Names of Team Members</i>	<i>Percentage</i>

Comments: Please feel free to comment on the contributions of individual team members to both the case analysis and the IMC projects.