



**JINDAL GLOBAL
BUSINESS SCHOOL**
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



O.P. Jindal Global University
A Private University Promoting Public Service
NAAC Accreditation - 'A' Grade

Jindal Global Business School
Course Manual

Table 1

Course Title	Integrated Marketing Communications
Core or Elective course	Elective
Program and Batch	MBA 2, IBM 4, IBM 5
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	Marketing
Name of the Faculty Member(s)	Dr. Suchi Aeron
Contact Details of the Faculty Member(s)	Suchi.aeron@jgu.edu.in
Contact Details of Support Staff	Jgbs-ee@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBA

Introduction to the Course

This course provides students with an understanding and appreciation of integrating various communication tools (traditional media channels, direct marketing, public relations, sales promotions and personal selling, digital marketing) to make decisions on planning, research and execution of IMC programs in business contexts so as to maximize the impact on customers and other stakeholders.

Course Learning Outcomes

In addition to the specific course related objectives, this course is designed to achieve the following learning goals

CLO1: Students will identify and discuss promotion mix components like advertising, sales promotion, public relations, personal selling, and direct marketing.

CLO2: Students will conduct research and effectively communicate ideas through both written and verbal presentations across various settings and contexts, from local to global.

CLO3: Students will showcase effective teamwork skills, understanding individual roles, managing conflict, and compromising to achieve team goals.

Programme Competency Goals- MBA

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant techniques and tools for better business decision making.	1. Understand relevant business technologies 2. Understand future business technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues 4. Demonstrate sensitivity towards ethical issues 5. Demonstrate sensitivity towards social issues 6. Address societal issues
3	Effective communication: Ability to effectively exchange ideas and information	7. Present their ideas with clarity 8. Prepare an organized and logical business document 9. Use technology for effective communication
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems 11. Examine information from different sources 12. Draw inferences from analysis 13. Evaluate alternatives 14. Summarize and conclude
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative 16. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO 10, PLO 11, PLO 12, PLO 13, PLO 14,	PCG 4	A1, A2, A3, A4
PLO 3, PLO 4, PLO7, PLO8	PCG 2, PCG 3	A2, A3, A4
PLO 15, PLO 16	PCG 5	A2

Table 3: Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1. Class participation	10%	Individual	Continuous	PLO 10, PLO 11, PLO 12, PLO 13, PLO 14
A2. Case study Presentation	30%	Group	TBD	PLO3, PLO4, PLO7, PLO 8, PLO 10, PLO 11, PLO 12, PLO 13, PLO 14, PLO 15, PLO 16
A3. Project	30%	Individual	TBD	PLO 3, PLO 4, PLO7, PLO 8, PLO 10, PLO 11, PLO 12, PLO 13, PLO14
A4. End-term Exam	30%	Individual	End Semester	PLO 10, PLO 11, PLO 12, PLO 13, PLO 14, PLO 3, PLO 4, PLO7, PLO8

Description of Assessments:

A1. Class Participation:

Students' participation and engagement in class will be assessed by the instructor on a continuous basis from session 2-14.

The rubrics for the assessment will be shared with the students.

A2. Group Case Study Presentation:

Assessment task 2 is based on an in-depth examination of a case-study. Students will be allocated into groups and will present case-studies assigned to them.

The main purpose of this assignment is to develop understanding of concepts, the ability to apply theory and logic, undertake research and analysis, and communicate effectively.

Each group will identify the problem in the case, think of relevant theories, research a minimum of 5 references (a minimum of 3 of these references must be scholarly articles, other references could be from credible online sources), finally, provide recommendations.

Students task will also be to bring the Case Study up to date by identifying all new and current issues regarding the case study.

A suggested structure would include the following sections:

1. Introduction
2. A brief background on the case, identification of key issues, and current situation
3. Introduction of relevant theories
4. Application of theories to the case. If successfully applied, how and to what extent. If not, whether the business should have applied identified theories, and how.
5. Recommendations for future action
6. Conclusion
7. References

The group size can be 5-6 members. Each group will summarize the Case-Study in 300-350 words, along with references for distribution, and will also make a Power-Point presentation (not exceeding 20 minutes) in a creative and structured format. Be prepared for a short Q&A session (between 3-5 minutes). All group members are expected to contribute equally and to be present in class.

The Assessment Rubrics would be as follows:

Criteria	Weight	Fail (0–49)	Pass (50–64)	Credit (65–74)	Distinction (75–84)	High Distinction (85–100)
Research	10%	Not	Minimum	2–3additional	4–5 additional	6 or more

Quality & Number of Peer-Reviewed Articles		attempted or plagiarized. Insufficient number of quality articles.	number of or one additional quality article indicating relevant theories.	quality articles indicating relevant theories.	quality articles indicating relevant theories.	additional quality articles indicating relevant theories.
Analysis – Application of Research Theories to Topic	40%	Not attempted or plagiarized. Minimal application of theories.	Some application of theories, little/no detail or explanation.	Frequent application of theories with some detail/explanation.	Consistent application with detail and some insight.	Consistent, highly insightful application with plentiful detail, clearly explained.
Logical Flow, Organisation & Audience Engagement	20%	Not attempted or plagiarized. Organisation unclear, poor engagement	Organisation sometimes unclear. Basic techniques used to develop interest.	Organisation generally clear. General use of techniques to develop interest.	Organisation clear. Variety of techniques used well to sustain interest.	Organisation extremely clear. Innovative techniques sustain audience interest throughout.
Quality of Discussion	20%	Not attempted or plagiarized. Audience invited but no real discussion.	Basic questions asked/answered.	Interesting questions posed and/or helpful answers given.	Questions/answers create spontaneous and solid discussion.	Stimulating, sustained discussion from thoughtful questions and strong answers.
Attention to Detail: Group cohesion/synergy, Clarity of speech/eye contact/pacing & enthusiasm, Visual tools Citations & referencing	10%	Not attempted or plagiarized. Problems in one or more areas prevented understanding.	Problems in one or more areas reduced understanding.	Performance in listed areas mostly assisted understanding.	Performance in all areas considerably assisted understanding.	Performance in all areas was of high quality and greatly assisted understanding.

A3. Project:

The main purpose of this assignment is to develop understanding of concepts, the ability to apply logic, undertake research and analysis, and communicate effectively.

Students will write a research report providing in-depth analysis of the Integrated Marketing Communication (IMC) strategy of a selected/assigned company.

The objective is to evaluate the effectiveness of the company's IMC efforts, identify areas for improvement, and propose actionable recommendations.

Deliverables: A comprehensive research report detailing the findings and recommendations (Specific to be informed).

The Assessment Rubrics would be as follows:

Criteria	Weight	Fail (0–49)	Pass (50–64)	Credit (65–74)	Distinction (75–84)	High Distinction (85–100)
Analysis: Connecting Theory to Real-World Setting	20%	Very limited or no connection between theory and campaign. Theoretical background absent or unclear.	Basic connections made, but lacking depth or integration.	Adequate connections with some integration of theory and practice.	Clear and consistent connections, with well-developed theoretical background.	Highly insightful and seamless integration of theory with real-world application.
Quality of Discussion & Reflection	30%	Reflection absent or superficial. Problem statement and theoretical implications missing.	Basic reflection with limited depth. Some mention of trends or comparisons.	Adequate reflection with some problem statement and implications. Trends and comparisons moderately addressed.	Strong reflection with clear problem statement, implications, and competitor/trend analysis.	Thoughtful and critical reflection with deep insights, strong problem statement, and well-developed competitor/trend analysis.
Campaign Effectiveness & Recommendations	20%	Little or no analysis of effectiveness. Recommendations missing or unclear. Conclusion absent.	Some analysis present. Recommendations weak or underdeveloped. Conclusion basic.	Adequate analysis with some gaps identified. Recommendations moderately practical. Conclusion clear.	Strong analysis with clear identification of gaps and actionable recommendations. Conclusion well-developed.	Deep and insightful analysis with innovative recommendations. Conclusion strong and compelling.
Logical Flow & Organisation of Ideas	15%	Report poorly organised. Introduction or campaign overview missing. Lack of structure.	Organisation uneven. Introduction and overview present but limited.	Organisation generally clear with some use of headings/visuals	Clear and logical organisation with effective use of headings/visuals	Extremely clear and coherent organisation with excellent flow and engaging use of visuals/example

Quality of Written Document	15%	Formatting, grammar, or referencing errors hinder understanding. Visuals absent or ineffective.	Formatting and grammar mostly correct. Referencing and visuals present but inconsistent.	Adequate formatting and grammar. Visuals moderately effective. Referencing mostly consistent.	Strong formatting and grammar. Visuals effective. Referencing accurate with minor errors.	High-quality formatting and grammar. Visuals highly effective. Referencing consistent and accurate throughout.
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A4: End Term Exam:

The end term examination will be of 30 marks of 1.5 hours duration. This will be an invigilated exam according to the mode, modalities and process as decided by CoE.

Teaching Method

The approach of this course is to combine conceptual information with real world practice via in-class discussion, presentations and assignments. Prescribed readings and books provide information and detail on concepts. The course emphasizes continuous learning through class activities and assessments. You will be expected to familiarize yourself with sources of marketing information such as industry organisations, publications, academic databases and journals.

Textbook / Course Package / Other Readings:

Clow, K.E., & Baack, D.E. (2014). *Integrated Advertising, Promotion, and Marketing Communications*. 6th Edition. New Delhi: Pearson.

Table 6: Guest Lectures

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1	Dr. Suchi Aeron	TBA	9

Session Plan

Session 1	Integrated Marketing Communications (IMC)	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> How communication takes place; what an integrated marketing communications program is; trends affecting IMC; creating value; and the IMC program. 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8
Subtopics to be covered	Communication Process; Trends affecting IMC	
Readings	Chapter 1: Integrated Marketing Communications	
Case Title	Airel #ShareTheLoad: Integrated Marketing Communication Campaign	
Pedagogy	Lecture/ Class Discussion	
Session 2		
Session 2	Brand Image and Brand Management	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> How a brand's image affects consumers, other businesses, and the company itself; and the elements involved in identifying, creating, rejuvenating, or changing a corporation's image; and the different types of corporate names; and the characteristics of effective logos. 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8
Subtopics to be covered	Identifying and Creating Corporate Image, brand names, Characteristics of Effective Logos	
Readings	Chapter 2: Corporate Image and Brand Management	
Case Title	Not Applicable	
Pedagogy	Lecture/ Class Discussion	
Session 3		
Session 3	Buyer Behaviors	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> The elements involved in internal and external information searches by consumers, as part of the purchase process; the three models that explain 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13,

	how individuals evaluate purchasing alternatives; and how roles played by various members of the buying center and the factors that influence them impact business purchases.	PLO 14
Subtopics to be covered	Five stage Model, Factors Influencing Buying Center Roles	
Readings	Chapter 3: Buyer Behaviors	
Case Title	Metabical: Positioning and Communications Strategy for a New Weight Loss Drug	
Pedagogy	Lecture/ Class Discussion	
Session 4		
Session 4	The IMC Planning Process	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> How the marketing communication objectives interact with the other elements of the IMC planning process; relationships between communications expenditures and company sales; and other IMC components that are selected as part of the IMC planning process, in addition to advertising. 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO9, PLO 13, PLO 14
Subtopics to be covered	Integration of Marketing Communication Objectives with IMC Planning	
Readings	Chapter 4: The IMC Planning Process	
Case Title	Not Applicable	
Pedagogy	Lecture/ Class Discussion	
Session 5		
Session 5	Advertising Management	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> How to review the role of advertising in IMC efforts; how to select an in-house or external advertising agency; developing an advertising campaign management strategy; and how to write a complete creative brief. 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13, PLO 14
Subtopics to be covered	Role of Advertising in IMC Efforts	

Readings	Chapter 5: Advertising Management	
Case Title	Not Applicable	
Pedagogy	Lecture/ Class Discussion	
Session 6		
Session 6	Advertising Design: Theoretical Frameworks and Types of Appeals	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> Advertising design theories; visual and verbal imaging; and advertising appeals. 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13, PLO 14
Subtopics to be covered	Advertising Design Theories	
Readings	Chapter 6: Advertising Design: Theoretical frameworks and types of appeals	
Case Title	Not Applicable	
Pedagogy	Lecture/ class discussion	
Session 7		
Session 7	Advertising Design: Message Strategies and Executional Frameworks	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> How the three main types of message strategies used to increase advertising effectiveness; and the types of executional frameworks help to deliver quality advertising messages. 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13, PLO 14
Subtopics to be covered	Message Strategies; Types of Executional Frameworks	
Readings	Chapter 7: Advertising Design: Message strategies and executional frameworks	
Case Title	Super Bowl Storytelling	
Pedagogy	Lecture/ Class Discussion	
Session 8		
Session 8	Traditional Media Channels	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> What a media strategy is; the elements and 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7,

	individuals involved in media planning; the advantages and disadvantages associated with each of the traditional advertising media; and how the marketing team can use the media mix to increase advertising effectiveness.	PLO8, PLO 13, PLO 14
Subtopics to be covered	Key elements of media planning, including target audience analysis, media objectives, media selection criteria, budget allocation, and scheduling.	
Readings	Chapter 8: Traditional Media Channels	
Case Title	Not Applicable	
Pedagogy	Lecture/ Class Discussion	
Session 9		
Session 9	Digital Marketing & Guest Lecture	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> • What is digital marketing; how the transition to Web 4.0 has affected the field of marketing communications; how online social networks, blogs, consumer-generated reviews, e-mail, and viral marketing have become key components of market communication programs; and the methods that can be used to effectively employ product placements and branded entertainment. 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13, PLO 14
Subtopics to be covered	Defining digital marketing as the use of digital technologies, such as the internet, social media, mobile devices, search engines, and other digital channels, to promote products or services.	
Readings	Chapter 9: Digital Marketing	
Case Title	Not Applicable	
Pedagogy	Lecture/ Class Discussion	
Session 10		
Session 10	Sales Promotions	PLOs Covered
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> • The differences between consumer and trade promotions; and how various forms of consumer promotions help to pull consumers into the stores 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13, PLO 14

	and push products onto the store shelves.	
Subtopics to be covered	Different promotional strategies to attract consumers. Examples- discounts, coupons, free samples, etc.	
Readings	Chapter 11: Sales promotions	
Case Title	Culinarian Cookware: Pondering Prices promotion	
Pedagogy	Lecture/ class discussion	
Session 11 Public Relations and Sponsorship Programs PLOs Covered		
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> The relationships that exist between public relations and the marketing activities performed by the company; and what types of positive, image-building programs are used by companies as part of a public relations program. 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13, PLO 14
Subtopics to be covered	Relationships Between Public Relations and Marketing Activities	
Readings	Chapter 12: Public relations and sponsorship programs	
Case Title	Bombay Shaving Company: Bullying Through the “Never get Bullied” Campaign	
Pedagogy	Lecture/ class discussion	
Session 12 Evaluating and Integrated Marketing Program PLOs Covered		
Objective of the session	At the end of this session, you will learn: <ul style="list-style-type: none"> The three broad categories of evaluation tools used to evaluate IMC systems; how marketing teams match evaluation methods with IMC objectives. and the forms of message evaluations conducted to assess IMC programs. 	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13, PLO 14
Subtopics to be covered	Output based evaluation; process based evaluation; outcome based evaluation	
Readings	Chapter 14: Evaluating an integrated marketing mix	
Case Title	Not Applicable	
Pedagogy	Lecture/ Class Discussion	

Session 13	Group Presentations	PLOs Covered
Objective of the session	This session will aim to have all the group presentation.	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13, PLO 14, PLO 15, PLO 16
Subtopics to be covered	Not Applicable	
Readings	Not Applicable	
Case Title	Not Applicable	
Pedagogy	Not Applicable	
Session 14 and 15		
	Course Revision and End-term Examination*	PLO 10, PLO 11, PLO 12, PLO 3, PLO 4, PLO7, PLO8, PLO 13, PLO 14
Objective of the session	These sessions will provide revision opportunity and end term assessment	
Subtopics to be covered	Not Applicable	
Readings	Not Applicable	
Case Title	Not Applicable	
Pedagogy	Not Applicable	

*Elective Endterm Examinations may take place in the last week of classes.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability->

support-committee/

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to **disabilitysupportcommittee@jgu.edu.in**

Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.