



**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 Outline

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| Course Title | Integrate Marketing Communications |
| Core or Elective | Elective |
| Program and Batch | BBA-2024, BBA-BA-2024, BBA-FB-2024, BBA-FM-2024 |
| Semester & Academic Year | Fall 2026 |
| Credits | 3 |
| Discipline/Area | Marketing |
| Name of the Faculty Member/Course Instructor | Prof. Robin Roy Prof. Diksha Agarwal |
| Contact Details of the Faculty Member | robin.roy@jgu.edu.in diksha.agarwal@jgu.edu.in |
| Contact Details of Support Staff | jgbs-eo@jgu.edu.in |
| Faculty Member's Open Office Day/s & Time | TBA |

Introduction to the Course

Marketing Communications Strategies (MCS) is a vital function of Marketing. It is the process of creating an operational Marketing Communications Strategy for synergistic effects - thereby multiplying impact and reducing costs.

It involves, on one side, the hard-headed approach of a stringent planner and budget maker and on the other, the creative expression of an artist. At the same time, the strategy maker is also cajoled into being sensitive to his target audience, who is, in most cases, the consumer/customer. Even when a marketing manager is not directly involved in the creation and planning of marketing communications, he might be called upon to judge the capability of the agency to choose one that fits his purpose. In the context of the dynamic business environment, which is now catering to local, global and global markets, understanding the nuances of marketing communications and designing workable strategies becomes extremely relevant. It is precisely this multidimensionality of the role of communication in the marketing mix that makes it complicated and at the same time interesting.

The goal of the elective course is to facilitate assimilation (by students) of useful methods for analysing, planning, implementing and monitoring the marketing communication strategy.

Course Learning Objectives

CLO1: Each student will be able to identify key issues and discuss the integrated nature of components of the promotion mix: advertising, sales promotion, public relations, personal selling, and direct marketing; further, develop a perspective that is supported with relevant information and integrative thinking, to draw and assess conclusions.

CLO2: Each student will use research and communicate ideas effectively in both written and verbal presentations in a range of settings and contexts from local to global.

CLO3: Each student shall demonstrate an ability to work effectively in a team, exhibiting behaviour that reflects an understanding of the importance of individual roles and tasks and the ability to manage conflict and compromise so that team goals are achieved.

Programme Competency Goals

| BBA Programme Competency Goals (PCGs) | | BBA Programme Learning Objectives (PLOs) |
|---------------------------------------|--|--|
| | | Students will be able to: |
| 1 | Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues | 1. Understand local business issues |
| | | 2. Understand global business issues |
| | | 3. Demonstrate sensitivity towards ethical issues |
| | | 4. Demonstrate sensitivity towards social issues |
| 2 | Effective communication: Ability to effectively exchange ideas and information | 5. Present their ideas with clarity |
| | | 6. Write in a coherent manner |
| | | 7. Use technology for communication |
| 3 | Critical Thinking: Ability to identify, analyze business problems and propose effective solutions | 8. Identify main issues of business problems |
| | | 9. Examine information from different sources |
| | | 10. Draw inferences from analysis |
| 4 | Teamwork: Ability to work and contribute effectively in group settings | 11. Understand the factors to work effectively in groups |
| | | 12. Contribute effectively in groups |

PLO-PCG Assessments Mapping Matrix

| Program Objectives (PLOs) | Learning | Program Competency Goals (PCGs) | Course Assessment Items |
|---|-----------------|--|---|
| 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 |
| PLO1, PLO2, PLO8 | | PCG1, PCG3 | A1, A4, A5, A6 |
| PLO1, PLO2, PLO5, PLO8, PLO9, and PLO10 | | PCG1, PCG2, PCG3 | A2, A3 |
| PLO5, PLO6, PLO8 | | PCG 2, PCG3 | A5 |
| PLO6, PLO9, PLO10, PLO11, PLO12 | | PCG 2, PCG3, PCG4 | A4 |
| PLO1, PLO2, PLO3, PLO4, PLO8 | | PCG1, PCG3 | A5, A6 |

Evaluation Schema

The course grade will be determined based on:

| Assessment Task | Weightage (Percentage) | Nature (Individual/Group) | Week of Assessment | PLOs to be Assessed |
|---------------------------------|-------------------------------|----------------------------------|------------------------------------|---|
| A1: Class Participation | 10% | Individual | Continuous | PLO1, PLO2 and PLO8 |
| A2: Guest Lecture Participation | 5% | Individual | Guest Lecture Sessions | PLO8, PLO10 |
| A3: Case Study Participation | 10% | Individual | Continuous | PLO1, PLO2, PLO3, PLO4, PLO8, and PLO10 |
| A4: Group Project Presentation | 25% | Group | 27 and 28 th Sessions | PLO6, PLO9, PLO10, PLO11, PLO12 |
| A5: Midterm | 20% | Individual | In the Midterm Week | PLO1, PLO2, PLO3, PLO4, PLO8 |
| A6: End-term Examination | 30% | Individual | In the JGU Examination period/week | PLO1, PLO2, PLO3, PLO4, PLO8 |

Description of Assessments:

A1. Class Participation: It covers the ongoing class discussion and activities. This assessment will continue throughout the course. General conduct in classroom and the amount of contribution in class proceedings (both during lecture and group activities) – to be measured by the instructor.

A2. Guest Lecture Participation: An active guest lecture participation and discussion is expected from the students; accordingly, the students will be assessed.

A3. Case Study Participation: An active case discussion and participation are expected from the students; accordingly, the students will be assessed.

A4- Project presentation- The class would be divided into different groups consisting of a minimum of 5-6 students. Presentations will be 8- 10 minutes long (including discussion) and will include: an overview of a company and their communication objectives (problem- that is related to a marketing communication), how it affects the current growth (based on its current marketing activities that the company engages in), market extension possibility, marketing communication, strategies, and what the implications might be.

The final submission will be in the form of a 12-15-slide (maximum) presentation, excluding the cover slide. Furthermore, students are required to submit a 1500-2,000-word (max., excl. references) project report on a set topic and submit it to the JGU UMS for grading. To be submitted before the last Session. Submissions will undergo a plagiarism check on Turnitin (10% maximum permitted text matching).

An assessment rubric is found below:

| | Not Attempted 0 | Fail 0-49 | Pass 50-64 | Credit 65-74 | Distinction 75-84 | High Distinction 85-100 |
|--|---|--|---|--|--|---|
| Identification of problem/question (25%) | Not attempted or entirely or significantly plagiarized from other articles/sources. | An attempt is made to identify the problem but not sufficient to describe/establish the problem. | Very basic understanding of the problem/identification of the problem; lacks clarity and logic. | Some basic understanding of the problem but not through a detailed and logical discussion | There is a consistent but basic understanding of the problem. Nevertheless, it required more logical explanation and insights. | A proper understanding of the problem, along with proper logic and insights, are needed. |
| Analysis and application (25%) | Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible or evidence of academic dishonesty is present. | An attempt is made to analyse the problem identified, but no connections are made between scholarly concepts/theory. | Very basic connections established between theory/ scholarly concepts; little or no detail/ explanation how theory/concept links to analyze the problem identified. | Some connections established between theory / scholarly concepts, showing some detail/ explanation of how theory links to the problem. | Consistent connections established between scholarly concepts / theory and problem identified. Consistently uses detail from scholarly sources to provide some insight into the application of | Consistent and highly insightful connections established between theory / scholarly concepts and problem identified; plenty of insights from scholarly sources used to build deep |

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| | | | | | concepts/theory | insight into application of concepts/theory |
| Suggestions/recommendations (30%) | Not attempted or entirely or significantly plagiarized from other sources. | An attempt is made to provide suggestions/recommendations regarding the problem identified, but no connections are made between scholarly concepts / theory. | Provided some basic recommendations with regard to the problem identified but very basic connections established between theory / scholarly concepts; little or no detail/ explanation of how theory/concepts help to offer the recommendation is required. | Provided recommendations for the problem identified but some connections established between theory / scholarly concepts, showing some detail/ explanation of how various concepts/theories can be applied to overcome the problem. | Provided recommendations regarding the problem with a consistency of theory and practice. Nevertheless, more insights and explanation. | Detailed discussion of the recommendations by considering the application of theory (guiding questions) to the context of the problem chosen by the group |
| Logical flow (10%) | Not attempted or entirely or significantly plagiarized from other sources. | The organization of ideas is not clear. The report does not develop audience interest due to poor engagement techniques. | Organization of ideas sometimes unclear, attempt to structure report. Problem statement and topic sentences are developed but poorly defined; report displays basic use of techniques (visuals / headings / subheadings / literary touches etc) that develop audience interest. | The organization of ideas is generally clear, and the report is solidly structured, incl. paragraphs with defined thesis statements and topic sentences. The report displays the general use of techniques (visuals/headings/subheadings / literary touches etc) that develop audience interest. | The organization of ideas is clear, and the report is well structured. Paragraphs, problem statements, and topic sentences are solidly constructed. The Report uses various techniques (visual headings/subheadings / literary touches etc) that are used well to sustain audience interest. | The organization of ideas is extremely clear, using a very strong and tight report structure with a well-developed thesis statement and topic sentence. It uses varied and innovative engagement techniques (visuals/headings/subheadings / literary touches etc) to sustain audience interest throughout |
| Overall Quality (10%) | Not attempted or entirely or significantly plagiarized from other sources. | The problems in one or more of the areas listed prevented readers from understanding. | The problems in one or more of the areas listed reduced the reader's understanding. | Performance in the areas listed mostly assisted the reader in understanding. | Performance in all areas listed considerably assisted reader understanding. | Performance in all areas listed was of a high quality and greatly assisted reader understanding. |

A5 Midterm- The midterm examination will be of 20 marks with a maximum duration of 90 minutes duration. This will be a pen and paper invigilated exam held on the JGU campus.

A6 End term examination- The end term examination will be of **30 marks for 1.5 hours**. This will be an invigilated exam held on the JGU campus according to the mode decided by CoE.

Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning ‘what to do’, the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students’ and managers' different experiences.

Textbook / Course Package / Other Readings

Clow, K.E., & Baack, D.E. (2021). Integrated Advertising, Promotion, and Marketing Communications, Global Edition. 9th Edition. New Delhi: Pearson.

Additional Reference Books/Readings:

- Principles of Advertising and IMC, 2e, Tom Duncan, Tata McGrawhill, 2005
- Integrated Advertising, Promotion, and Marketing Communication, 2e, Kenneth E. Clow and Donald Black, Prentice Hall India, 2013
- Advertising Management, Rajiv Batra, John G Myers and David Aaker, Pearson Education, 2002
- Marketing Communications: An Integrated Approach, 4e, P.R. Smith and Jonathan Taylor, Kogan Page, 2005

Session Plan

| Session Details | Topics | PLOs Covered |
|--------------------------|---|---------------------|
| Session 1 | Introduction to IMC | PLO1, PLO2 |
| Objective of the session | At the end of this session, you will learn the basic concepts of communication and how marketers communicate with their target audiences. | |
| Subtopics to be covered | What is marketing communication, its various aspects, and importance | |
| Readings | Textbook: Chapters: 1 | |
| Case Title & Number | Ariel's #ShareTheLoad: Integrated Marketing Communication Campaign Case-Reference no. A12-21-0011. | |
| Pedagogy | Class Discussions | |
| Session 2-3 | Branding Communication & Perspective on Consumer behavior | PLO1, PLO2 and PLO8 |
| Objective of the session | At the end of this session, you will learn Corporate Image and Brand communication through marketing communication | |

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|--------------------------|---|------------------------------------|
| Subtopics to be covered | What is brand communication How a corporate image and brand communication influence consumers, other businesses, and the company itself. The elements involved in identifying, creating, rejuvenating, or changing a corporation's image | |
| Readings | Textbook: Chapters: 2 & 3 | |
| Case Title & Number | Rebranding Union Bank of India Case-Reference no. 512-015-1. The 'Incredible India' Campaign: Marketing India to the World Case-Reference no. 506-085-1. | |
| Pedagogy | Class Discussions | |
| Session 4 | Experiential Learning Session 1 | PLO1, PLO2, PLO3, PLO4, PLO5, PLO8 |
| Objective of the session | Hands-on experience of concepts and work in teams | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | 'Game of Thrones' TV Series: HBO's Integrated Marketing Strategy Case-Reference no. 517-0206-1. | |
| Pedagogy | Class activity and in-class exercise | |
| Session 5 | Buyer Behaviors | PLO1, PLO2, PLO8 |
| Objective of the session | At the end of this session, you will learn how buyers behave in various circumstances | |
| Subtopics to be covered | The elements involved in internal and external information searches by consumers, as part of the purchase process; the three models that explain how individuals evaluate purchasing alternatives how roles played by various members of the buying centre and the factors that influence them impact business purchases. | |
| Readings | Chapter 3: Buyer Behaviors | |
| Case Title & Number | Baahubali Films: A Marketing Communication Success Story Case-Reference no. 519-0097-1. Siemens Enterprise Mis(s)Communications Case-Reference no. 509-031-1 | |
| Pedagogy | At the end of this session, you will learn how buyers behave in various circumstances | |
| Session 6-7 | The IMC Planning Process | PLO1, PLO2, |

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| Objective of the session | Understanding how marketers plan the whole integrated marketing communication process | PLO8 |
| Subtopics to be covered | At the end of this session, you will learn, how the marketing communication objectives interact with the other elements of the IMC planning process; relationships between communications expenditures and company sales | |
| Readings | Chapter 4: The IMC Planning Process | |
| Case Title & Number | Clean India Campaign (Swachh Bharat Abhiyan): Effective Use of Integrated Marketing Communication Tools (IMC Tools) Case-Reference no. 521-0047-1. | |
| Pedagogy | Class Discussions | |
| Session 8 | | |
| Experiential Learning Session 2 | | PLO1, PLO2, PLO3, PLO4, PLO5, PLO8 |
| Objective of the session | Hands-on experience of concepts and work in teams | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | Digital Marketing at Nike: From Communication to Dialogue Case-Reference no. 912-023-1. | |
| Pedagogy | Class activity and in-class exercise | |
| Session 9 | | |
| Creative Strategy in Marketing Communication | | PLO1, PLO2, PLO8 |
| Objective of the session | Understanding creativity is important in marketing communication and attracts the interest of consumers. | |
| Subtopics to be covered | Importance of creativity in marketing communication, advertisement developments, what is a creative strategy and how it will impact consumer decision making and firm performance. | |
| Readings | Textbook: Chapters: 10 | |
| Case Title & Number | NA | |
| Pedagogy | Class Discussion | |
| Session 10 | | |
| Guest Lecture 1 | | PLO1, PLO2, PLO8 |
| Objective of the session | Practical aspects of IMC | |
| Subtopics to be covered | As per the guest's agenda | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | GL and Class Discussion | |

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| Session 11-12 | Advertising Campaign Management | PLO1, PLO2, PLO8 |
| Objective of the session | Understanding how advertising theories shape the management of advertising processes, the connection between advertising spending and its effectiveness, and the circumstances that lead a company to hire an external agency. | |
| Subtopics to be covered | The impact of advertising expenditures, in-house versus external advertising agencies, roles of advertising personnel, Advertising Campaign Parameters | |
| Readings | Textbook: Chapter 5: Advertising Campaign Management | |
| Case Title & Number | NA | |
| Pedagogy | Class discussion: | |
| Session 13 | Advertising Design | PLO1, PLO2, PLO3, PLO4, PLO8 |
| Objective of the session | Understanding Theoretical Frameworks and Types of Appeals associated with Advertising Design | |
| Subtopics to be covered | Various modes of advertisements, message strategies, advertising appeals, executional frameworks, sources and Spokespersons | |
| Readings | Textbook: Chapter 5&6 | |
| Case Title & Number | NA | |
| Pedagogy | Class discussion/Case discussion | |
| Session 14 | Media Planning & Budgeting | PLO1, PLO2, PLO8 |
| Objective of the session | At the end of this session, you will learn the importance of media plan and budgeting in marketing communication | |
| Subtopics to be covered | What is media planning and budgeting, importance and impact | |
| Readings | Textbook: Chapters: 4-5 | |
| Case Title & Number | NA | |
| Pedagogy | Class discussion | |
| Session 15 | Direct Marketing and Personnel Selling | PLO1, PLO2, PLO8 |
| Objective of the session | Understanding the importance of direct marketing and personal selling | |
| Subtopics to be covered | Direct marketing- importance and elements & Personal selling-importance and elements | |
| Readings | Textbook: Chapters: 5 & 11 | |

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| Case Title & Number | NA | |
| Pedagogy | Class discussion | |
| Session 16 | Sales promotion | PLO1, PLO2, PLO8 |
| Objective of the session | Understand the relevance of sales promotion | |
| Subtopics to be covered | What is sales promotion, considerations, elements, importance and impact | |
| Readings | Textbook: Chapters:12 | |
| Case Title & Number | NA | |
| Pedagogy | Class discussion | |
| Session 17 | Experiential Learning Session 3 | PLO1, PLO2, PLO3, PLO4, PLO5, PLO8 |
| Objective of the session | Hands-on experience of concepts and work in teams | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | eSports Marketing Communications Strategy for a Luxury Brand: Is It a Good Idea? Case-Reference no. 519-0159-1. | |
| Pedagogy | Class activity and in-class exercise | |
| Session 18-19 | Digital and Interactive Media | PLO1, PLO2, PLO7, PLO8 |
| Objective of the session | Understanding digital and interactive media marketing strategies | |
| Subtopics to be covered | E-commerce, mobile marketing, digital strategies, Web Advertising | |
| Readings | Textbook: Chapters: 8-9 | |
| Case Title & Number | KFC India's Digital Marketing Campaigns Case-Reference no. 521-0012-1. | |
| Pedagogy | Class discussion | |
| Session 20-21 | Database and direct response marketing | PLO1, PLO2, PLO3 |
| Objective of the session | How sales promotion works in IMC | |
| Subtopics to be covered | Database marketing Database-driven marketing communications Database-driven marketing programs Direct response marketing | |
| Readings | Chapter 12: Sales promotions | |
| Case Title & Number | Marketing and Communication Strategy of Titan Industries' Watch Division Case-Reference no. 506-006-1. | |

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|--------------------------|---|--|
| Pedagogy | Class discussion/case discussion | |
| Session 22 | Experiential Learning Session 4 | PLO1, PLO2, PLO3, PLO4, PLO5, PLO8 |
| Objective of the session | Hands-on experience of concepts and work in teams | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | Celebrity Endorsed Viral Marketing at Pepsi Max: Cola in Disguise Case-Reference no. 520-0044-1. Maison Singulier: Marketing Communications for an Online Vintage Furniture Store Case-Reference no. W25404. | |
| Pedagogy | Class activity and in-class exercise | |
| Session 23-24 | Alternative marketing | PLO1, PLO2, PLO8 |
| Objective of the session | Understand alternative marketing programs | |
| Subtopics to be covered | Alternative marketing programs Product placement and branded entertainment In-store marketing Brand communities | |
| Readings | Chapter 13: Public Relations and Sponsorship Programs | |
| Case Title & Number | Pepsi's Kendall Jenner Ad: Communication Gone Wrong Case-Reference no. 517-0152-1. | |
| Pedagogy | Class discussion | |
| Session 25 | Guest Lecture 2 | PLO1, PLO2, PLO8 |
| Objective of the session | Practical aspects of IMC | |
| Subtopics to be covered | As per the guest's agenda | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | GL and Class Discussion | |
| Session 26 | Role of Support Media | PLO8 |
| Objective of the session | Understand the role and scope of Support Media as a IMC Component | |
| Subtopics to be covered | Components of Support media: Out of Home (OOH) DOOH Experiential/Ambient Media Retail Media Network | |

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|--------------------------|---|--|
| | Should Support Media be considered core of IMC? Challenges of Support Media | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | Class Discussion | |
| Session 27-28 | Final Project Presentation | PLO1, PLO2, PLO5, PLO8, PLO9, PLO10, PL011, PLO12 |
| Objective of the session | Assessing students' learning through the projects developed/completed by students during the course | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | Presentation and Discussions | |
| Session 29 | Reading & Revision Week/ Examination Week* | |
| Objective of the session | NA | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
| Session 30 | Reading & Revision Week/ Examination Week* | |
| Objective of the session | NA | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | NA | |

*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 wellbeing. 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.