



GEORGETOWN UNIVERSITY
School of Continuing Studies
Integrated Marketing Communications

Georgetown University, MPS IMC | FALL 2016

MPMC-702-01: The Management of IMC

Class Meets: Wednesday, 5:20 PM – 7:50 PM

Class Location: 640 Mass Ave Washington, DC 20001

Professor: Bob Fiddler

Office Hours: Arranged by appointment.

COURSE DESCRIPTION

This course will help students develop a deeper understanding of the operational and business aspects of integrated marketing communications—from both agency and client perspectives. In other words, this course teaches how to structure, operate and support IMC oriented marketing departments and agencies. In addition, students will develop skills that will help them contribute to the financial objectives of an organization— whether it's for-profit, nonprofit, or government. How do communications agencies become financially successful in an ongoing way? How do organizations effectively contract and manage marketing and communication services to achieve strategic objectives? How can a professional communicator contribute to the financial objectives of an organization or an agency, in addition to achieving the marketing and communication objectives? In this course, students will learn skills that will specifically help them to: use and understand financially related concepts and terminology; develop and manage a communications budget; articulate the value of communications-related expenditures and develop return on investment analyses; prepare a budget, write an RFP, and write a proposal; and learn how to sell, purchase, and manage communication services effectively, including project management and client service-related issues.

LEARNING OBJECTIVES

By the end of the semester, students will be able to:

1. Develop the organizational structure and resources for an IMC oriented marketing communications department.
2. Develop an IMC budget.
3. Choose appropriate external resources to execute an IMC program.
4. Write an effective RFP.
5. Manage external communications resources effectively.
6. Describe what makes a marketing communications agency valuable to its clients and profitable.
7. Develop organizational structures for a marketing communications agency.
8. Develop a proposal and pitch for marketing communications work.

TEACHING PHILOSOPHY

To learn is to gain knowledge and skills. If the knowledge and skills we gain aren't meaningful or lasting, what's the point? I believe (and research has shown) that we all learn best (i.e. most lastingly) from a combination of information gathering, critical thinking, engagement, synthesis and practice. This course is designed to employ all of those activities. You will gather information through required reading, as well as class presentation; you will answer discussion questions about your reading, which will require critical thinking; you will engage in class discussion; you will synthesize your knowledge and practice new skills through case study and project work, both individually and in teams. This combination of activities is most powerful when impelled by interest, rather than promises of rewards or fear of

negative consequences. While the subject matter of this course—the organizational execution of IMC—may not be the sexiest, its lack can spell doom for the most inspired IMC plan. If only for that reason, I hope you have a natural interest. My goal is to build that interest.

ATTENDANCE

In-class discussion and practice are essential to mastering the content of this course. Students are expected to attend every class and arrive on time. If you are detained from attending a class or arriving before it begins, you are responsible for notifying me via email prior to the start of class. *Missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-)*. Absences from classes, beyond the initial two, will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course.

If you encounter any special circumstances at any point in the semester, it is imperative that you discuss them with me immediately. My contact information is located at the beginning of this syllabus. If at any point you are experiencing an academic difficulty or life circumstance please let me know early in the challenge so we can identify a solution.

WORK SUBMITTED

Work should be submitted electronically on Blackboard. Discussion questions should be posted on the designated discussion boards. Other work should be posted as Word or Pages docs. Please include your name, course number, the assignment title, page numbers and the date on all written submissions. They are always due before the beginning of class. The discussion questions may be due well before class time, so that we all have the chance to review them before class. I will be specific about deadlines in the specific assignment postings on Blackboard.

Your score for late work will be dropped by one point for each day it is late. If you are not present for an in-class activity, no makeup will be given, except in cases of documented emergencies. If you have extenuating circumstances or need special accommodations, please see me before the due date, and I will do my best to accommodate you.

In all that you do, remember that grammar, spelling and style are important to your ability to be a strategic and effective communicator, including your Blackboard Group Discussion postings. Please refer to the recommended reading section for additional resources. We will discuss grading criteria for all major assignments prior to the assignment due date so we have a common understanding of expectations.

COURSE POLICIES

- Phones should be silenced and all digital devices closed during class. You should be prepared to take notes by hand. Though this may seem Luddite, it reduces distraction during class. Also, research has shown that taking notes by hand rather than by keyboard, significantly increases retention and leads to deeper understanding of the material. (See: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>).
- I will not offer incomplete grades, except in the most exceptional, unforeseeable circumstances. Job requirements do not qualify.
- You are responsible for classroom information and instructions, whether you are present in class or not. If you must miss a class, it is your responsibility to make arrangements to obtain class notes. I will post the PPTs that accompany each class online, but they tend to be light on bulleted information—classroom lecture, demonstration and discussion generally carry most of the in-class content.
- I encourage you to ask questions during class. Chances are if you're wondering about something, at least one of your colleagues will be also. Always feel empowered to raise your hand and voice your

question. Use each question as an opportunity to apply what we are learning about critical thinking and presentation skills.

- You should also know that I do cold-call and “warm-call” (allow some time for thought) students during class. This isn’t done with the intent of embarrassing anyone, but to energize class discussion, encourage everyone to remain involved, and ensure we hear from every student. This will necessitate each student every student displaying a table tented name sign in class, because I will have difficulty remembering names at first, and no one likes being called Hey You.

REQUIRED READINGS

The resources for this course include articles, book excerpts, case studies, multimedia, RFPs and two key books. The readings are chosen to give you a solid foundation for understanding and internalizing the coursework. Often there are readings that may give you differing viewpoints on the same topic

Required Texts:

Jugenheimer, Donald W.. and Kelley, Larry D. *Advertising Management*. Routledge, 2015 ISBN 978-0-7656-2260-0 | \$53.93

Webb, Rick. *Agency: Starting a Creative Firm in the Age of Digital Marketing*. Palgrave MacMillan, 2015 ISBN 978-1-137-27986-6 | \$28.50

HBR Cases:

The following required cases are available as a course pack at this link:

<http://cb.hbsp.harvard.edu/cbmp/access/51655489>

- MINI USA : Finding a New Advertising Agency (A & B)
- Havas: Change Faster, Multimedia Case
- Impact Marketing & Communications
- Butler Shine, Stern & Partners
- Mekanism: Engineering Viral Marketing

All other articles, book excerpts, cases, and multimedia listed on the course schedule will be distributed in advance, via the class Blackboard group. Readings not included in the initial syllabus will be provided later in the semester, so we can review real-time cases and current events.

RECOMMENDED READINGS

Coughter, Peter. *The Art of the Pitch*. Palsgrave MacMillan, 2012 ISBN978-0-230-12051-8 | \$19.04

LIBRARY RESOURCES FOR MPMC

<http://guides.library.georgetown.edu/researchcourseguides>

<http://guides.library.georgetown.edu/MPMC>

ASSIGNMENTS

You are expected to submit work on time and of high quality. Please refer to the course schedule and plan your timetable for completing assignments in advance. I encourage you to actively ask questions prior to submitting any assignment. As long as you submit your assignments for review (with a specific question in mind) at least three business days before the assignment is due, I would be happy to review your specific question and discuss it with you. Feedback on all final assignments will be provided in a timely manner; no more than 2 weeks after the assignment was turned in. All grading criteria, including page length and essential content, will be distributed in advance and discussed in class.

Discussion Questions – 30 points (10 questions @ 3 pt. each)

There will be (at least) 10 discussion questions during the course. These are questions that require critical thinking about the readings for that day’s class session. Answers should be no more than 300 words. Students must post their responses on the designated discussion board on Blackboard by noon of the day of class. This gives me time to review responses in preparation for class. Each discussion question is worth a maximum of 3 points, based on how completely the student answers the question.

Individual Cases – 60 points (2 cases @ 30 pt. each)

There are 5 cases to be completed by students individually. Cases should be no more than 3 pages, double-spaced, 12-pt. type, submitted electronically to Blackboard. Each case will be worth a maximum of 10 points, based on the quality of responses to the questions asked.

Team Cases – 60 points (2 cases @ 30 pt. each)

There are 2 team cases, each of which will involve both a written deliverable (length TBD) and a presentation (ungraded).

Final Project — 50 Points (paper 40 pt., presentation 10 pt.)

The final team project will consist of a proposal in response to an RFP and a corresponding pitch.

GRADING

Graduate course grades include A, A-, B+, B, B-, C, and F. **There are no grades of C+, C-, or D.**

Your course grade will be based on the following:

Discussion Questions	30
Individual Cases	60
Team Cases	60
Final Project	50
Total =	200

Grading Metrics:

Students will have the opportunity to earn a **total of 200 points** this semester. Please reference the below grading scale and assignments:

Grading Scale:

A	100 - 93
A-	92 - 90
B+	89 - 88
B	87 - 83
B-	82 - 80
C	79 - 70
F	69 and below

The instructors will provide a warning by mid-semester to any student who appears to be on track for a poor final grade.

UNIVERSITY RESOURCES

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

- MPS Writing Resource Program
202-687-4246
<http://writingcenter.georgetown.edu/>
- Academic Resource Center
202-687-8354 | arc@georgetown.edu
<http://ldss.georgetown.edu/>
- Counseling and Psychiatric Services
202-687-6985
<http://caps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
(202) 687-4798
<https://ideaa.georgetown.edu/>

STUDENTS WITH DISABILITIES POLICY

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

GEORGETOWN HONOR SYSTEM

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

PLAGIARISM

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

SYLLABUS MODIFICATION

The syllabus may change to accommodate discussion of emerging topics. Also, the schedules of guest speakers may require some shifting of the agenda. The instructors will make every effort to provide as much advance notice as possible for any alterations.

COURSE SCHEDULE

#	Date	Topic	Reading Due	Assignment Due	In-Class Activities
1	9/7	<ul style="list-style-type: none"> Introduction What an IMC-oriented Marcom Dept. Does 	<ul style="list-style-type: none"> Syllabus <i>What Does a Marketing Department Do?</i> (http://bit.ly/1TMIwIP) <i>Problems in Implementing IMC</i> (http://bit.ly/26lqfNI) 	Discussion question on BB	<ul style="list-style-type: none"> Discussion Form Teams
2	9/14	<ul style="list-style-type: none"> Marcom Dept. Org Structures How IMC-Oriented Marcom Dept. Relates to the organization 	<ul style="list-style-type: none"> <i>J/K Text Part I: Advertising Management Fundamentals (1 - 26)</i> <i>The Marketing Department of the Future</i> (http://bit.ly/1OV1zqV) <i>New Marketing Department Design</i> (BB) <i>The Ultimate Marketing Machine</i> (BB) <i>CMO's Guide to Marketing Structure</i> (BB) 	Discussion Questions on BB	<ul style="list-style-type: none"> Discussion Teams Work through organizational scenarios
3	9/21	<ul style="list-style-type: none"> Creating an Organization The Value of Outsourcing How to determine appropriate IMC outsources 	<ul style="list-style-type: none"> <i>Why Outsource Your Marketing?</i> (BB) <i>Should You Outsource Your Social Media?:</i> (http://bit.ly/1oGKGFr) <i>Why Outsource?</i> (BB) <i>What Matters Most When Choosing an Ad Agency</i> (BB) <i>The Art of Choosing an Ad Agency</i> (BB) 	<ul style="list-style-type: none"> Discussion Questions on BB 	<ul style="list-style-type: none"> Discussion Teams work through outsource cost/benefit scenario Assign MINI USA case
4	9/28	<ul style="list-style-type: none"> How to Find Resources How to Write an RFP 	<ul style="list-style-type: none"> <i>How to Hire an Advertising Agency</i> (http://onforb.es/1q4iznq) https://www.agencyspotter.com/ http://www.agencyfinder.com/ <i>How to Write an RFP</i> (BB) <i>How to Write a Great Website RFP</i> (http://bit.ly/1UsDcpW) 	Discussion Questions on BB	<ul style="list-style-type: none"> Discussions Team Outsource Search Exercise
5	10/5	<ul style="list-style-type: none"> MINI USA How to Be a Successful Client 	<ul style="list-style-type: none"> <i>How to Be a Better Agency Client</i> (BB) <i>How to Be a Good Client</i> (BB) 	<ul style="list-style-type: none"> MINI USA Case: Team RFP Discussion Questions on BB 	<ul style="list-style-type: none"> Teams Present & Discuss MINI USA Case RFPs Discussion
6	10/12	<ul style="list-style-type: none"> How to do a case study 	<ul style="list-style-type: none"> <i>A Guide to Case Analysis</i> (BB) 	Discussion Question on	

			<ul style="list-style-type: none"> • <i>American Textbook Mini-Case</i> (BB) • 	BB	
7	10/19	<ul style="list-style-type: none"> • Budgeting IMC • Budgeting a Marcom Department 	<ul style="list-style-type: none"> • <i>J/K Text</i> Part III: Advertising Financial Matters • <i>J/K Text</i> Part V: Advertising Budget Management • <i>Determining the Advertising Appropriation and Budget</i> (BB) 	Discussion Questions on BB	<ul style="list-style-type: none"> • Discussion • Team Budgeting Exercises
8	10/26	<ul style="list-style-type: none"> • What is an Agency? • How does an Agency do? • What defines a “good” agency? 	<i>Webb Text</i> ; Pg. 1 - 94	<ul style="list-style-type: none"> • Discussion Questions on BB • IMPACT Marketing Case (Individual) 	<ul style="list-style-type: none"> • Discussion • IMPACT Marketing Case
9	11/2	<ul style="list-style-type: none"> • Agency Organizational Structures • Agency Financials 	<i>Webb Text</i> ; Pg. 157-270 <i>Agency Organizational Structures</i> (http://bit.ly/24Crg8f)	<ul style="list-style-type: none"> • Discussion Questions on BB 	<ul style="list-style-type: none"> • Discussion • Teams work through <i>Agency Profitability</i> Mini-Case or <i>Agency Billing</i> Mini-Case •
10	11/9	How Agencies are Changing with Digital Transformation	HAVAS Case	<ul style="list-style-type: none"> • HAVAS Case (Individual) 	<ul style="list-style-type: none"> • Discussion • HAVAS Case • Introduce “Create a Marcom Firm” Team Project
11	11/16	Specialist or Full Service?	<i>Mekanism</i> Case	<ul style="list-style-type: none"> • <i>Mekanism</i> Case 	<ul style="list-style-type: none"> • <i>Mekanism</i> Case
12	11/23	Create Your Own Marcom Firm	None	“Create an Marcom Firm” Team Project	<ul style="list-style-type: none"> • Teams Present Marcom Firms • Assign <i>Butler, Shine, Stern & Partners</i> Case (Final Team Project)
13	11/30	<ul style="list-style-type: none"> • New Business • Responding to RFPs 	<i>Webb Text</i> ; Pg. 95-156 <i>Proposal Formats & Templates</i> (http://bit.ly/1Pv391F) <i>The 10 Things you Need to Know When Responding to RFPs</i> (http://entm.ag/1Nm7WYz) <i>Delta Media Proposal</i> (BB) <i>Butler, Shine, Stern & Partners</i>	<ul style="list-style-type: none"> • Discussion Questions on BB 	<ul style="list-style-type: none"> • Discussion • Assign <i>Mekanism</i> Case

Case					
14	12/7	Pitching	<i>How to Pitch a Brilliant Idea</i> (BB) Cougher— <i>The Art of the Pitch</i> (optional)	Discussion Questions on BB	Discussion Work on Final Project
15	12/14	Final Project Pitch	None	<i>Butler, Shine, Stern & Partners</i> Team Proposal & Pitch	Teams Pitch