**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет**

**"Высшая школа экономики"**

Факультет Санкт-Петербургская школа экономики и менеджмента

Департамент менеджмента

**Рабочая программа дисциплины «Integrated Marketing Communications»**

**(на английском языке)**

для майнора «Коммуникации в бизнесе»

для образовательной программы «Востоковедение»

направления подготовки 58.00.00 Востоковедение и африканистика;

для образовательной программы «История»

направления подготовки 46.00.00 История и археология;

для образовательных программ «Экономика»,

«Логистика и управление цепями поставок»

направления подготовки 38.00.00 Экономика и управление;

для образовательной программы «Политология и мировая политика»

направления подготовки 41.00.00 Политические науки и регионоведение;

для образовательной программы «Социология и социальная информатика»

направления подготовки 39.00.00 Социология и социальная работа;

для образовательной программы «Филология»

направления подготовки 45.00.00 Языкознание и литературоведение;

для образовательной программы «Юриспруденция»

направления подготовки 40.00.00 Юриспруденция,

уровень бакалавриат

Согласовано академическим руководителем майнора

 «\_\_\_\_\_»\_\_\_\_\_\_\_\_\_2019 г.

Санкт-Петербург - 2019

*Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения разработчика программы.*

**Аннотация**

|  |  |
| --- | --- |
| Название дисциплины | Интегрированные маркетинговый коммуникации |
| Образовательная программа | Майнор «Коммуникации в бизнесе» |
| Тип дисциплины | По выбору |
| Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты) | Знание английского языка. Общий / стратегический менеджмент и корпоративные коммуникации. |
| Объем з.е. | 5 |
| Объем в часах | Аудиторная работа | Самостоятельная работа  | Всего |
| 60 | 130 | 190 |
| Краткое описание курса | Курс дает представление о роли и месте маркетинговых коммуникаций в маркетинговой стратегии и стратегии развития компании. Курс требует знания английского языка. Целью курса является обучение студентов эффективному использованию интегрированных маркетинговых коммуникаций (ИМК) в бизнес-коммуникациях. В рамках курса рассматриваются основные правила успешного планирования, внедрения и контроля ИМК. Студенты узнают, как разрабатывать стратегии ИМК, применять инструменты, управлять репутацией компании и распознавать потребности различных заинтересованных сторон компании. Кроме того, обсуждаются различия в управлении стратегиями ИМК в компаниях B2B и B2C. |
| Образовательные результаты по дисциплине | В результате освоения дисциплины студент осваивает следующие компетенции:

| **Компетенция** | **Код по ОС ВШЭ** | **Дескрипторы – основные признаки освоения (показатели достижения результата)** | **Формы и методы обучения, способствующие формированию и развитию компетенции** | **Форма контроля уровня сформированности компетенции** |
| --- | --- | --- | --- | --- |
| Способен учиться, приобретать новые знания, умения, в том числе в области, отличной от профессиональной | УК-1 | Анализирует проблемы, связанные с коммуникацией в профессиональной деятельности, распознает причины их возникновения и способен к прогнозу перспектив их разрешения | Лекции, семинарские занятия, самостоятельная работа | Домашнее практическое задание, аудиторная работа, экзамен |
| Способен работать с информацией: находить, оценивать и использовать информацию из различных источников, необходимую для решения научных и профессиональных задач (в том числе на основе системного подхода) | УК-5 | Использует инструменты кейс-стади, работать с источниками информации, составлять базы данных (медиа-карту), способен систематизировать и синтезировать сведения, полученные разными способами | Лекции, семинарские занятия, самостоятельная работа | Домашнее практическое задание, аудиторная работа, экзамен |
| Способен грамотно строить коммуникацию, исходя из целей и ситуации общения | УК-8 | Предлагает тему, организует дискуссию, включается в обсуждение проблем, предложенных другими | Лекции, семинарские занятия, самостоятельная работа | Домашнее задание, его презентация и обсуждение, аудиторная работа |

 |
| Краткое содержание дисциплины | 1. Введение в маркетинговые коммуникации и ИМК
2. ИМК-микс
3. Психология и этика маркетинговых коммуникаций
4. Модели ИМК и стратегии ИМК
5. Планирование и внедрение ИМК в стратегию компании
6. Контроль ИМК и коммуникационный бюджет
7. Инструменты ИМК на рынке B2B. Маркетинг взаимоотношений и CRM.
 |
| Образовательные технологии | Курс предполагает ознакомление с аналитикой как основой для разработки ИМК стратегии, практических заданий, дискуссионных панелей. * Решение кейс-стади;
* Исследовательский метод;
* Метод проектов;
* Cеминары, проводимые экспертами;
* Самостоятельные исследования и домашние задания.
 |
| Формы контроля | Итоговая накопительная оценка за курс вычисляется согласно следующей формуле:* Работа на семинарах (25%);
* Контрольные работы на лекциях (25%);
* Анализ соответствующих кейсов (25%);
* Финальный проект (25%).

Все оценки в рамках данного курса выставляются по шкале 1-10 баллов.  |
| Литература | Основная:1. Shin K. Y. The executor of integrated marketing communications strategy: Marcom manager’s working model. Springer Science & Business Media, 2013. URL: https://link.springer.com/book/10.1007%2F978-3-642-38091-4
2. Broderick A., Pickton D. Integrated marketing communications. - Pearson Education UK, 2005. URL: https://www.academia.edu/8472500/Integrated\_Marketing\_Communication\_2015

Дополнительная:1. Diehl S. et al. (ed.). Handbook of Integrated CSR Communication. - Springer International Publishing, 2017.
2. Falat L., Holubcik M. The Influence of Marketing Communication on Financial Situation of the Company - A Case from Automobile Industry//Procedia engineering. 2017. Vol. 192. P. 148-153.
3. Holm O. Integrated marketing communication: from tactics to strategy //Corporate Communications: An International Journal. 2006. Vol. 11(1). P. 23-33.
4. Kitchen P. J., Burgmann I. Integrated marketing communication: Making it work at a strategic level //Journal of Business Strategy. 2015. Vol. 36(4). P. 34-39.
5. Kumar N. N. Vodafone marketing communications //Emerald Emerging Markets Case Studies. 2012. Vol. 2(8). P. 1-8.
6. Luxton S., Reid M., Mavondo F. Integrated marketing communication capability and brand performance //Journal of Advertising. 2015. Vol. 44(1). P. 37-46.
7. Reid M., Luxton S., Mavondo F. The relationship between integrated marketing communication, market orientation, and brand orientation //Journal of advertising. 2005. Vol. 34(4). P. 11-23.
8. Tocquer G. Pepsodent: marketing strategy at the bottom of the pyramid //Emerald Emerging Markets Case Studies. 2017. Vol. 7(4). P. 1-16.
9. Vel К. P., Sharma R. Megamarketing an event using integrated marketing communications: the success story of TMH //Business strategy series.
 |
| Преподаватель | Райтер Ксения Алексеевна, Конникова Ольга Анатольевна |

**Course Syllabus**

|  |  |
| --- | --- |
| Title of the course | **Integrated Marketing Communications** |
| Title of the Academic Programme | Minor «Communication in Business» |
| Type of the course  | Optional |
| Prerequisites | English Language. General / strategic management and corporate communications. |
| ECTS workload | 5 |
| Total indicative study hours | Directed Study | Self-directed study | Total |
| 60 | 130 | 190 |
| Course Overview | This course is designed to give an idea of the marketing communication role in marketing strategy and company development strategy. The course requires knowledge of English. The goal of the course is to teach students the effective use of integrated marketing communications (IMC) in business communications. The course discusses the core principals of successful IMC planning, implementation and control. Students will learn how to develop IMC strategies, apply the tools, manage the company reputation and recognize different stakeholder’s needs. In addition, we will discuss the difference between IMC strategies in B2B and B2C companies.  |
| Intended Learning Outcomes (ILO) | The course explains the foundations of relationship marketing and the use of integrated marketing communications for the purpose of reaching strategic goals of the company. The students will be acquainted with the principles of using various marketing communications technologies, as well as with the means of integrating and synchronizing them for ensuring desired impacts on key stakeholders of the company.Intended Learning Outcomes are as follows:* being able to lead and structure communication process based on communication aims and surrounding environment;
* being able to develop company’s marketing strategy as well as plan, implement and monitor the actions that are aimed at its successful realization.
 |
| Teaching and Learning Methods | The course implies giving insights into analytics as the basis for marketing strategy development, new media resources and practice-based assignments, discussion panels. * Case studies as an integral part of studies;
* Survey elaboration and conducting with further results discussions;
* Doing webinars in teams: creating content, generating traffic and leads, performance results discussions;
* Workshops held by experts;
* Self-directed studies and home assignments.
 |
| Content and Structure of the Course |
| **№** | **Topic / Course Chapter** | **Total** | **Directed Study** | **Self-directed Study** |
| **Lectures** | **Tutorials** |
| 1 | Topic 1. Introduction to Marketing Communications and IMC (integrated marketing communications) | 27 | 5 | 4 | 18 |
| 2 | Topic 2. The IMC Mix (“traditional” and digital communication instruments) | 27 | 5 | 3 | 19 |
| 3 | Topic 3. Marketing Communications Psychology & Basics of Consumer Behavior | 27 | 5 | 4 | 18 |
| 4 | Topic 4. IMC Models and IMC Strategies | 27 | 5 | 3 | 19 |
| 5 | Topic 5. The IMC Planning & Implementation  | 27 | 5 | 4 | 18 |
| 6 | Topic 6. IMC Control & Communication Budget  | 27 | 4 | 4 | 19 |
| 7 | Topic 7. IMC Tools in B2B Market. Relationship Marketing and Customer Relationship Management | 28 | 5 | 4 | 19 |
| **Total study hours** | **190** | **34** | **26** | **130** |
| Indicative Assessment Methods and Strategy  | **Assessment methods:*** Work in seminars (25%);
* Tests in lectures (25%);
* Analysis of relevant cases (25%);
* Final project (25%).

**Assessment strategy:**The **final cumulative assessment** will represent the sum of the assessments for each type of control. All grades in this course are set on a scale of 1-10 points. |
| Readings / Indicative Learning Resources | Mandatory 1. Shin K. Y. The executor of integrated marketing communications strategy: Marcom manager’s working model. Springer Science & Business Media, 2013. URL: https://link.springer.com/book/10.1007%2F978-3-642-38091-4
2. Broderick A., Pickton D. Integrated marketing communications. - Pearson Education UK, 2005. URL: https://www.academia.edu/8472500/Integrated\_Marketing\_Communication\_2015

Optionally:1. Diehl S. et al. (ed.). Handbook of Integrated CSR Communication. - Springer International Publishing, 2017.
2. Falat L., Holubcik M. The Influence of Marketing Communication on Financial Situation of the Company - A Case from Automobile Industry//Procedia engineering. 2017. Vol. 192. P. 148-153.
3. Holm O. Integrated marketing communication: from tactics to strategy //Corporate Communications: An International Journal. 2006. Vol. 11(1). P. 23-33.
4. Kitchen P. J., Burgmann I. Integrated marketing communication: Making it work at a strategic level //Journal of Business Strategy. 2015. Vol. 36(4). P. 34-39.
5. Kumar N. N. Vodafone marketing communications //Emerald Emerging Markets Case Studies. 2012. Vol. 2(8). P. 1-8.
6. Luxton S., Reid M., Mavondo F. Integrated marketing communication capability and brand performance //Journal of Advertising. 2015. Vol. 44(1). P. 37-46.
7. Reid M., Luxton S., Mavondo F. The relationship between integrated marketing communication, market orientation, and brand orientation //Journal of advertising. 2005. Vol. 34(4). P. 11-23.
8. Tocquer G. Pepsodent: marketing strategy at the bottom of the pyramid //Emerald Emerging Markets Case Studies. 2017. Vol. 7(4). P. 1-16.
9. Vel К. P., Sharma R. Megamarketing an event using integrated marketing communications: the success story of TMH //Business strategy series.
 |
| Indicative Self- Study Strategies | **Type** | **+/–** | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | + | 50 |
| Assignments for seminars / tutorials / labs | + | 50 |
| E-learning / distance learning (MOOC / LMS) | + | 5 |
| Fieldwork | - | 0 |
| Project work | + | 15 |
| Other (please specify) | - | 0 |
| Preparation for the exam | + | 10 |
| Academic Support for the Course | Academic support for the course is provided via LMS, where students can find guidelines and recommendations for self-study and sample questions for exam preparation.  |
| Facilities, Equipment and Software | Projector/screen/computer with access to the Internet are required during the lectures and the seminars. |
| Course Instructor | Ksenia A. Rayter, krayter@hse.ruOlga A. Konnikova, olga.a.konnikova@gmail.com |

**Intended Learning Outcomes (ILO) Delivering**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme ILO(s)** | **Course** **ILO(s)** | **Teaching and Learning Methods for delivering ILO(s)** | **Indicative Assessment Methods of Delivered ILO(s)** |
| UC-1. The ability to acquire new knowledge and abilities, including in areas outside of the student’s professional area. | Students shouldknow how to analyze the communication problems of professional activities, recognize the causes of their occurrence and is able to predict the prospects of their resolution | Lectures, tutorials, self-study.Additional reading.Analysis of publications inleading academic journals. | ExamReportsIn-class discussion |
| UC-5. The ability to work with information; to find, evaluate and use information, from various sources, that is necessary to solve scientific and professional assignments (including assignments that have to be solved in a systematic way). | Students shouldknow how to use case study tools, in-depth interviews to create a picture of intra-organizational communications, is able to systematize and synthesize information obtained in different ways. | Lectures, tutorials, self-study.Analysis of publications inleading academic journals.Individual projects.E-learning.Additional reading. | ExamReportsIn-class discussion |
| UC-8. The ability to build effective methods of communication based on the objectives and situation of the communication | Students shouldknow how to choose proper topic, organize a discussion, is able to include in the discussion of problems proposed by others | Lectures, tutorials, self-study.Presentations anddiscussions of real-lifeissues.Individual projects. | ExamReportsIn-class discussion |

**Annex 1**

**Course content:**

**Topic 1. Introduction to Marketing Communications and IMC (integrated marketing communications)**

Definition of marketing communications. Goals and principles of marketing communications. Marketing communications as part of the marketing mix. The difference between marketing communications and integrated marketing communications (IMC). The IMC Framework: IMC Process Model, IMC Planning Model, IMC Mix Model. Definition and core ideas of IMC. The object of IMC - stakeholders.

**Topic 2. The IMC Mix (“traditional” and digital communication instruments)**

Types of marketing communication (ATL, BTL, TTL). PR and publicity, event marketing, advertising, direct marketing. Sales promotion, merchandising and point of sale. Personal selling, interactive marketing.

**Topic 3. Marketing Communications Psychology & Basics of Consumer Behavior**

Marketing communications psychology. Communication models. Marketing communications and buyer behavior. Stages in decision-making. Retaining vs. attracting customers dilemma. Emotional marketing. Marketing communications ethics. Ethical concerns in IMC. Integrated CSR communication.

Topic 4. IMC Models and IMC Strategies

Types of IMC models. Internal and external IMC. The role of marketing communications in marketing strategy and company development strategy. Branding as a tool of IMC. E-media. CRM, customer loyalty, brand loyalty. Database marketing.

**Topic 5. The IMC Planning & Implementation**

Marketing communications plan. Market segmentation. Identifying target audiences and profiling target markets. Setting objectives, developing strategy and tactics. Scheduling and budgeting. The creative process, the role of creative brief. The media implementation cycle. Guidelines, brief and tactics. Target audience decisions. Media budget, selection and scheduling. Media evaluation.

**Topic 6. IMC Control & Communication Budget**

Evaluation before, during and after the campaign. Integration rules and stages. Evaluation of specific campaign elements. The visual identity of the brand. The components of a package. Methods of Communication Budget calculation.

**Topic 7. IMC Tools in B2B Market. Relationship Marketing and Customer Relationship Management**

IMC tools for promotion in B2B market. Direct marketing and exhibitions. Exhibitions in the IMC mix. Reasons, planning and evaluation of exhibitions. Alternative tools in the IMC mix.

**Annex 2**

**Assessment Methods** **and Criteria**

**Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** |
| **1 term** |
| Formative Assessment | Test |  |
| Report/Presentation | \* |
| Project | \* |
| In-class Participation | \* |
| Exam  | \* |
| Summative Assessment |  |  |

**Assessment Criteria**

**In-class Participation**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.  |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.  |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions.  |

**Project Work**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion. |
| «Good» (6-7) | Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. |
| «Satisfactory» (4-5) | Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Written Assignments (Essay, Test/Quiz, Written Exam, etc.)**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;  |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Presentation of the Team-Based Case-Studies**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.  |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.  |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions.  |

**Annex 3**

**Recommendations for students about organization of self-study**

Self-study is organized in order to:

* Systemize theoretical knowledge received at lectures;
* Extending theoretical knowledge;
* Learn how to use legal, regulatory, referential information and professional literature;
* Development of cognitive and soft skills: creativity and self-sufficiency;
* Enhancing critical thinking and personal development skills;
* Development of research skills;
* Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student’s own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students’ past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

* Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
* Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

**Recommendations for essay**

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*

2.*Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.

3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

**Annex 4**

**Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.