



TITLE PAGE	
ASPIRE PILOTING MODULE No: 2	
TITLE OF MODULE: Marketing - Creating Awareness Campaign Strategies	
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MODULE DESCRIPTION

Type: Introductory module

Semester: VII

Target Audience: Undergraduate students in the final year of studies or Master students with specialization of Economics, Management, Marketing, Public Relations

Teacher expertise:

- Teacher is familiar with contemporary concepts of Public Relations, Advertising, Marketing and different forms of communications for Social Change.
- The teacher is experienced in conducting interactive and student centered sessions, has excellent presentation skills and the ability to engage the students through various teaching strategies

Teacher: Arevik Ohanyan (Eurasia International University)

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Language: Armenian, Materials are provided in English

Prerequisites: Marketing Theory

Restrictions: N/A

Supplementary regulations:



The course materials are available at EIU Moodle Environment to students (with passwords) and guests (please select “Login as a guest” user) <http://moodle.eiu.am/course/view.php?id=456>

Summary:

This course provides a broad introduction to integrated marketing communications (IMC) and its role in the marketing mix. The participants gain an understanding of how to plan and implement an integrated marketing communications plan. The course provides an integrative approach to the study of the promotion mix, including marketing, advertising, public relations.

Emphasis is placed on understanding the role for advertising and other promotional tools in the IMC program of an organization to achieve effective marketing campaigns based on clear objectives, market segmentation and target marketing, within established time and cost parameters. The development of an IMC program requires an understanding of the overall marketing process, communications theory and processes, marketing communications tools, consumer behavior, and marketing communications organization structures and operations.

This course will examine the process by which integrated marketing communications programs are planned, developed, executed and measured.

Topics include the customer analysis; formulation and analysis of promotional goals; planning, organizing, and controlling the promotion function; in-depth discussions of strategic advertising, public relations, relationship marketing and customer relationship management, online and social media marketing, sales promotion and sponsorships.

Overall aim:



- To ensure the participants know the linkages and synergetic effects of different communication forms and understand the integration of communication processes.
- To ensure the participants are able to plan communications campaigns.

Learning outcomes:

Knowledge and understanding

1. Describe integrated marketing communications (IMC), design and evaluate strategic marketing communication plan
2. Understand the synergetic effects among different communication forms, including marketing, advertisement, public relations and
3. Writing Integrated Marketing Communication Plan

Subject specific understanding & skills

4. Develop an awareness of the connection between marketing communications tools, and how each can be used effectively- individually or in an integrated mix.

Key skills

5. Obtain a practical, real-world application of IMC theory
6. Demonstrate interactive communications skills
7. Demonstrate use of information technology
8. Apply critical thinking skills to complex communication problems
9. Be able to use analytic skills in addressing communication problems



10. Analyze a marketing strategy and recognize appropriate and inappropriate marketing alternatives

MODULE STRUCTURE

ECTS credits: 2

Study Hours: 60Hrs (24 in class meetings and 36 independent work)

Taught Hours: 24Hrs

Day 1: 2 academic hours (80 minutes)

Day 2: 2 academic hours (80 minutes)

Day 3: 2 academic hours (80 minutes)

Day 4: 2 academic hours (80 minutes)

Day 5: 2 academic hours (80 minutes)

Day 6: 2 academic hours (80 minutes)

Day 7: 2 academic hours (80 minutes)

Day 8: 2 academic hours (80 minutes)

Day 9: 2 academic hours (80 minutes)

Day 10: 2 academic hours (80 minutes)

Day 11: 2 academic hours (80 minutes)

Independent Hours: 36 Hours

Total: 60 Hours

Assessment scheme



Types of assessment:	Units	Weighting	Learning Outcomes
Pre-test –awareness assessment Knowledge indication test	1	Not relevant	Specific to the topic
Assignment 1. Group Presentation N1	1	<u>15 %</u>	5-10
Assignment 2. Group Presentation N 2	1	<u>15 %</u>	5-10
Participation	1	<u>10 %</u>	1-10
Mid-term exam (test based on reading assignments)	1	<u>30%</u>	1 and 2
Final Exam (test based on reading assignments)	1	<u>30%</u>	3 and 4
Post-test –awareness assessment Knowledge indication test	1	Not relevant	Specific to the topic

DESCRIPRION OF ASSESSMENT

The course will concentrate on the awareness rising of disability issues in higher education, as well as communications for social change in this specific domain. All of the assignments will be on this issue, although the literature and the class discussions go beyond involving business practices also. The best presentations will be presented during the “Awareness Day” (for disability issues) in Armenia and the best students will



join the work group (responsible for organizing the day), as volunteers.

Assignment 1: Group Presentation N1 (20%)

Suggest in the physical environment, infrastructure and services of the university adaptations to target, recruit and service people with special needs based on the 7 Ps of Marketing Mix (Product, Place, Promotion, Price, People, Physical Environment, Processes). Research international practices and contrast with universities existing environment and services, come up with recommendations based on that.

Assignment 2: Group Presentation N2 (20%)

Create and present a Communication Plan for the National Awareness Day (on Disability issues) held each year in Armenia on April 30, based on the template provided at the beginning of the course (see Handout 1).

Exams (30%+30%) :Both mi term and final exams will be based on the book readings assigned, additional reading materials provided.

Presentation of **Assignment 1 and 2** to be presented by the students at the end of the course

COURSE PLAN

Activity day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment forms



<p>Day 1</p>	<p>General overview</p>	<p>a) Pre-Test: Quick check of prior learning 20 minutes</p> <p>b) Presentation by the teacher about ASPIRE project, goals and objectives, the role of the course within the project 20 minutes</p> <p>c) Q&A 10 minutes</p> <p>d) General overview presented by the teacher 20 minutes</p> <p>e) Q&A 10 minutes</p> <p>Assignment 3: Read chapter One and prepare for the discussion of the next class</p>	<p>20 minutes</p> <p>20 minutes</p> <p>10 minutes</p> <p>20 minutes</p> <p>10 minutes</p>		<p>Pre-test</p>
<p>Day 2</p>	<p>An Introduction to Integrated Marketing Communications</p>	<p>a) Discussion on the assigned reading (Chapter One) 40 minutes</p> <p>b) Discussion on the assigned short case: "An Army of One" Campaign Accomplishes Its 40 minutes</p>	<p>40 minutes</p> <p>40 minutes</p>	<ul style="list-style-type: none"> • Understand the concept of integrated marketing communications (IMC) and consider how it has evolved, • Understand the reasons for 	<p>Participation 10%</p> <p>Midterm exam 30%</p>



		<p>Mission</p> <p>Assignment4: Read chapter two and prepare for the discussions of the next class</p>		<p>the increasing importance of the IMC perspective in planning and executing advertising and promotional programs,</p> <ul style="list-style-type: none"> • understand the various elements of the promotional mix and consider their roles in an IMC program, • understand the model of the IMC planning process and examine the steps in developing a marketing communications program 	
Day 3	The Role of IMC in the Marketing Process	<p>a) Discussion on the assigned reading (Chapter Two)</p> <p>b) Discussion on the assigned short case: Look Out Sony—The Koreans Are Coming!</p> <p>Assignment 5. Read chapter five</p>	<p>40 minutes</p> <p>40 minutes</p>	<ul style="list-style-type: none"> • understand the marketing process and the role of advertising and promotion in an organization’s integrated marketing program. 	<p>Participation 10%</p> <p>Midterm exam 30%</p>



				<ul style="list-style-type: none"> • know the various decision areas under each element of the marketing mix and how they influence and interact with advertising and promotional strategy. • understand the concept of target marketing in an integrated marketing communications program • recognize the role of market segmentation and its use in an integrated marketing communications program. 	
Day 4	The Communication Process	<p>a) Discussion on the assigned reading (Chapter Five)</p> <p>b) Discussion on the assigned short case: Whirlpool Connects with 21st-Century Women</p>	<p>40 minutes</p> <p>40 minutes</p>	<ul style="list-style-type: none"> • To understand the basic elements of the communication process and the role of communications in 	<p>Participation 10%</p> <p>Midterm exam 30%</p>



				<p>marketing.</p> <ul style="list-style-type: none"> • To examine various models of the communication process • To analyze the response processes of receivers of marketing communications, including alternative response hierarchies and their implications for promotional planning and strategy • To examine the nature of consumers' cognitive processing of marketing communications. 	
Day 5		<p>Midterm exam: Chapter 1, 2 and 5</p> <p>Assignment 6. Read chapter six</p>	80 min		<p>Midterm exam 30%</p>



<p>Day 6</p>	<p>Source, Message, and Channel Factors</p>	<p>a) Discussion on the assigned reading (Chapter Six)</p> <p>b) Discussion on the assigned short case: Do Humorous Ads Wear Out Too Fast?</p> <p>Assignment 7. Read chapter seven</p>	<p>40 minutes</p> <p>40 minutes</p>	<ul style="list-style-type: none"> • understand the major variables in the communication system and how they influence consumers' processing of promotional messages • examine the considerations involved in selecting a source or communicator of a promotional message • examine different types of message structures and appeals that can be used to develop a promotional message • understand how the channel or medium used to deliver a promotional message influences the 	<p>Participation 10%</p> <p>Final exam 30%</p>



				communication process.	
Day 7	Establishing Objectives and Budgeting for the Promotional Program	a) Discussion on the assigned reading (Chapter Seven) b) Discussion on the assigned short case: Does It Really Matter What We Spend on Advertising? Assignment 8. Read chapter 10	40 minutes 40 minutes	<ul style="list-style-type: none"> recognize the importance and value of setting specific objectives for advertising and promotion. understand the role objectives play in the IMC planning process and the relationship of promotional objectives to marketing objectives understand the process of budgeting for IMC. 	Participation 10% Final exam 30%
Day 8	Media Planning and Strategy	a) Discussion on the assigned reading (Chapter 10) b) Discussion on the assigned short case: The Best Media Plans Finalize the Assignment 1 and get ready for presentations	40 minutes 40 minutes	<ul style="list-style-type: none"> understand the key terminology used in media planning know how a media plan is developed. be familiar with sources of media information and 	Participation 10% Final exam 30%



				characteristics of media.	
Day 9	Presentation of Assignment 1	Student presentations: Assignment 1	80 minutes (will be divided equally to the enrolled student number)		15% of the total grade
Day 10	Preparation for Assignment 2	Finalize the Assignment 2 in groups and get ready for presentations	80 minutes		
Day 11	Presentation of Assignment 2	Student presentations: Assignment 2	80 minutes (will be divided equally to the enrolled student number)		15% of the total grade
Day 12	Final Exam	Final Exam. Chapter 6, 7 and 10	80 min		30% of the final grade



TRAINERS GUIDE		
Activity title	Activity description	Suggested materials
<p>Day 1: Introduction, pre-test assessment</p>	<ul style="list-style-type: none"> • Evaluate Prior Learning of Students by conducting quick pre-test • Present the syllabus, assessment forms and other requirements • Present the major 2 Assignments and the template for the second assignment • Divide the students into groups for the two team assignments (not more than 5 students in each) • Assign Chapter 1 from the Textbook, for preparation of the next class (only very briefly touch upon the major concepts, but the presentation of the material leave for the next class, when the students will have acquainted themselves to the assigned material). 	<ul style="list-style-type: none"> • Syllabus if the course • Template of the second assignment. Handout 1
<p>Day 2. An Introduction to Integrated Marketing Communications</p>	<p>The teacher interactively presents the following concepts, through active discussions. Note that the students should have read the First chapter, including</p>	<ul style="list-style-type: none"> • Presentation of Chapter 1: An Introduction to Integrated Marketing Communications • Video 1. What is Integrated advertising



	<p>the case study before the class (An Army of One” Campaign Accomplishes Its Mission) and have general idea on the material). The following areas should be discussed:</p> <ol style="list-style-type: none">1. Integrated marketing communications (IMC) and its evolvement,2. reasons for the increasing importance of the IMC perspective in planning and executing advertising and promotional programs,3. various elements of the promotional mix and their roles in an IMC program,4. model of the IMC planning process and the steps in developing a marketing communications program <p>The suggested teaching method is “Teaching through asking” (Socratic method). At the end of the chapter a list of questions is available, which the teacher may use as a guideline.</p>	<ul style="list-style-type: none">• Video 2. Coca Cola Commercial URL• Video 3. Advertising based on fear URL
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	<p>Throughout the class, when relevant, the teacher may show the mentioned videos, as examples of communication, stressing specific emotions (in this case fear, humor etc.).</p> <p>To summarize the class a video N 1 is presented by the teacher.</p> <p>The teacher should assign to read the chapter 2 and get prepared for the next class discussion.</p>	
<p>Day 3. The Role of IMC in the Marketing Process</p>	<p>The teacher interactively presents the following concepts, through active discussions. Note that the students should have read the Second chapter, including the case study before the class (Look Out Sony—The Koreans Are Coming!) and have general idea on the material):</p> <p>The following areas should be discussed:</p> <ul style="list-style-type: none"> • the marketing process and the role of advertising and promotion in an organization’s integrated 	<p>Presentation of Chapter 2. The Role of IMC in the Marketing Process</p>



	<p>marketing program</p> <ul style="list-style-type: none"> • the various decision areas under each element of the marketing mix and how they influence and interact with advertising and promotional strategy • the concept of target marketing in an integrated marketing communications program • the role of market segmentation and its use in an integrated marketing communications program <p>The suggested teaching method is “Teaching through asking”. At the end of the chapter a list of questions is available, which the teacher may use as a guideline.</p> <p>The teacher should assign to read the chapter 5 and get prepared for the next class discussion.</p>	
<p>Day 4. The Communication Process</p>	<p>The teacher interactively presents the following concepts, through active discussions. Note that the students should have read the Fifth chapter, including the case study before the class (Whirlpool Connects</p>	<p>Presentation of Chapter 5. The Communication Process</p>



	<p>with 21st-Century Women) and have general idea on the material):</p> <p>The following areas should be discussed:</p> <ul style="list-style-type: none">• basic elements of the communication process and the role of communications in marketing.• various models of the communication process• the response processes of receivers of marketing communications, including alternative response hierarchies and their implications for promotional planning and strategy• the nature of consumers' cognitive processing of marketing communications. <p>The suggested teaching method is "Teaching through asking". At the end of the chapter a list of questions is available, which the teacher may use as a guideline.</p> <p>The teacher should assign to read the chapter 6 and get prepared for the next class discussion.</p>	
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<p>Day 5. Midterm exam</p>	<p>The test should cover the chapters 1, 2 and 5.</p>	
<p>Day 6. Source, Message, and Channel Factors</p>	<p>The teacher interactively presents the following concepts, through active discussions. Note that the students should have read the Sixth chapter, including the case study before the class (Do Humorous Ads Wear Out Too Fast?):</p> <p>The following areas should be discussed:</p> <ol style="list-style-type: none"> 1. the major variables in the communication system and how they influence consumers' processing of promotional messages 2. the considerations involved in selecting a source or communicator of a promotional message 3. different types of message structures and appeals that can be used to develop a promotional message 4. how the channel or medium used to deliver a 	<ul style="list-style-type: none"> • Presentation of Chapter 6. Source, Message, and Channel Factors • Video 4. Social advertisement with humor URL • Video 5. Advertising with humor Indian chewing gum URL



	<p>promotional message influences the communication process.</p> <p>The suggested videos may be shown at the end of the case discussion.</p> <p>The suggested teaching method is “Teaching through asking”. At the end of the chapter a list of questions is available, which the teacher may use as a guideline.</p> <p>The teacher should assign to read the chapter 7 and get prepared for the next class discussion.</p>	
<p>Day 7. Establishing Objectives and Budgeting for the Promotional Program</p>	<p>The teacher interactively presents the following concepts, through active discussions. Note that the students should have read the Seventh chapter, including the case study before the class (Does It Really Matter What We Spend on Advertising?)</p>	<p>Presentation of the Chapter 7. Establishing Objectives and Budgeting for the Promotional Program</p>



	<p>The following areas should be covered during the discussions:</p> <ol style="list-style-type: none"> 1. the importance and value of setting specific objectives for advertising and promotion. 2. the role objectives play in the IMC planning process and the relationship of promotional objectives to marketing objectives 3. the process of budgeting for IMC. <p>The teacher should assign to read the chapter 10 and get prepared for the next class discussion.</p>	
<p>Day 8. Media Planning and Strategy</p>	<p>The teacher interactively presents the following concepts, through active discussions. Note that the students should have read the tenth chapter and should cover the following areas.</p> <ol style="list-style-type: none"> 1. the key terminology used in media planning 	<p>Presentation of Chapter 10. Media Planning and Strategy</p>



	<p>2. media plan development.</p> <p>3. sources of media information and characteristics of media.</p> <p>Assignment.Finalize the Assignment 1 and get ready for presentations</p>	
<p>Day 9. Presentations of Assignment 1</p>	<p>The teacher should have divided the students into groups consisting not more than 5 students beforehand. Each student should take part in the presentation. The students individually and as a team may be evaluated.</p>	
<p>Day 10. Preparation for assignment 2</p>	<p>The students work in groups, finalize the presentations. The teacher advises upon request of students.</p> <p>Assignment. Finalize the Assignment 2</p>	
<p>Day 11. Presentation of assignment 2</p>	<p>In the same groups the students present the Assignment 2 both orally and hand in the developed Communication plan to the teacher (with the template provided beforehand: Handout 1).</p>	



Tempus



Day 12. Final exam	The test should cover the chapters 6, 7 and 10.	Handout 1. Template of Communication Plan
STUDENT COURSE MATERIAL		
Required reading		
<ul style="list-style-type: none">• Textbook: “Advertising and Promotion: An integrated Marketing Communications Perspective”, George E. Belch and Michael A. Belch, 2003, 6th edition, The McGraw–Hill Companies		
Additional		
<ul style="list-style-type: none">• Integrated Marketing Communications Campaign, IKEA, Leyda Hernández, West Virginia University• Integrated Marketing Communication and Brand Management: the Case Study of Fiat 500, SimonettaPattuglia, DSI Essays Series• Journal of Integrated marketing communications 2011		