Critical Issues to Understanding IMC in the Future - An Academic and Practitioner Developed Integrated Marketing Communications Curriculum for the 21st Century

Francis Farrelly, Sandra Luxton and Jan Brace-Govan

The Delphi technique is applied to establish which concepts and issues prominent communications industry practitioners deem vital to the make-up of a leading edge Masters level subject in marketing communications. The outcomes of the study are twofold. Firstly, it identifies and ranks a series of issues and concepts that experts regard critical to understanding and implementing IMC in the future. Secondly, it provides substantive insight into the way in which a Delphi process can contribute to knowledge that is crucial to the development of a contemporary, vocationally relevant Integrated Marketing Communications course.

Keywords: Integrated Marketing Communications (IMC), Delphi, IMC Curriculum, Marketing Education.

Introduction

Developing IMC curriculum for the 21st Century

Exchange of best practice is a worthy pursuit but one not sufficiently availed within the academic world, particularly as it relates to tracking and evaluating changes in industry (Eagle & Kitchen 2000). To this end there is benefit for practitioners and academics alike in the initiative undertaken by Australia's largest university, as part of the recent development of a communications subject that forms part of a Master of Marketing – delivered via multimedia. The leading edge nature of this undertaking and the opportunity to use the WWW and CD Rom to incorporate (and graphically represent) the most current communication examples into the curriculum made it critical for curriculum design and content to interface between academic direction and the current and anticipated requirements of industry.

Social commentators, practitioners and educators have called on tertiary institutions to strike a more even balance between practical, vocationally oriented skills and current theory (Lawson et al. 1998; O'Brien & Hart 1999). Nowhere is this more applicable than in the ever changing Integrated Marketing Communications arena, and a worthwhile place to start to compile information about what is required for a state of the art course, is with industry leaders. However, industry leaders are inevitably a small group of very busy people and it is often difficult to devise a method to gain their valuable input whilst simultaneously keeping the effort required to provide this input, to a reasonable minimum. Utilising a modified Delphi study solved this predicament. The results of the research provided valuable, detailed input from industry leaders and leading international educators in the field. It also provided a focus for a critical evaluation of the curriculum by academic staff involved in subject development and delivery. The outcome is a leading edge, vocationally relevant Integrated Marketing

Communications subject, and the identification of a range of issues experts deem to be critical to understanding IMC in the future.

Framework for the Delphi Study

Initially developed as a method of forecasting, the Delphi method has been successfully applied as a policy decision-making tool since the 1970's. The Delphi method can be most beneficial as a means of facilitating inductively reasoned arguments that do not rely on inferential statistics. It uses a question and feedback approach which offers participants the opportunity to reconsider first opinions in the context of overall results. Depending on the research question, the number of iterations and the size of the participating group can vary considerably. The process may run through several iterations until objectives are satisfied. Although convergence of opinion, or consensus, is the intention of some Delphi studies, this need not be the case. In this particular study, which intended to generate information about issues and concepts vital to marketing communication over the next five to ten years, there were three steps: the initial research question, a voting and ranking phase, and a response to the summary report.

To be successful this IMC Delphi study needed to achieve a number of interconnected ends. It was necessary to extract expert input that could be interpreted in the design of Masters level marketing communications curriculum. It was also necessary to extract this information in a compact manner, and to ensure each round of expert input was manageable based on participant time constraints, the fact that they were geographically dispersed, and because the results had to be submitted, returned, processed and re-distributed within tight timelines.

Given the primary objective of the study and recognising the requirements noted above, the Delphi method proved to be a very effective research vehicle for systematically deriving informed judgements. Critical to the success of the study itself, and particularly the quality of the elicited information, were the three basic tenets established at the outset by the authors. The first and most important was the composition of the group. The criterion for inclusion was expertise centred on the advertising and promotion industry, particularly in Australia. Respondents had to be seen as industry leaders and/or spokespeople for the industry. Another important aspect of group selection arose from the need to generate information that would help build a theoretically rigorous, internationally relevant course. Two academics who have built their reputations as leading IMC educators on the world stage provided the important international theoretical overlay to the practitioner input.

The second important issue was the research question and how to present it to the group, given its diversity, given the objective of the Delphi, and given the associated time constraints. The principal goal was to maximise input and minimise respondent process time. Part of the task to achieve was to engage the respondent in the issues, to prompt reflection, and to debate the input of others. Most critical to achieving this was the prioritisation and concise representation of initial issues and subsequent debate. A number of respondents noted that that they felt compelled to respond particularly where there was a clear difference of opinion.

The next structure issue was to establish the number of iterations. The number of iterations was crucially connected to our ability to keep the group motivated, and connected to our ability to manage communication with the group. It did not seem necessary to go through four or five cycles, which can be the case in strategic decision, Delphi studies where consensus is often the aim. The intention in this IMC Delphi was to elicit the widest possible number of opinions,

which would then be fed back into the course design. Three rounds proved ample. Initially, by way of introduction to the study, respondents were asked to clarify their acceptance or concerns about the selected concepts, which then allowed for the use of two rounds of questionnaire and a short third round of telephone interviews.

Methodology

To be representative of the marketing communications industry as a whole, senior managers or managing directors from direct marketing, advertising and promotions agencies were included in the respondent cohort. Many of Australia's leading agencies were represented, and two American professors of marketing communication rounded off the ten member expert group. The participants were selected after consulting a range of academics and practitioners as to who was considered to be leaders in the industry. The two American professors were chosen because they were known to be world leaders in the field and because they were known to the authors of this study.

Participants were informed that they were assisting in the design of a marketing communications course for a single semester of 13 weeks. They were also made aware that the subject was offered as part of a Master of Marketing and that they could expect that many of the students would undertake the course would be marketing professionals. Participants were anonymous, consistent with the approach adopted in similar studies (Delbecq et al. 1975; Ziglio 1996).

Stage 1

The first round question that they were asked to consider was:

What do you see as important for business practitioners in 5 to 10 years time?

Academic staff members involved in teaching marketing communications at Monash University 'brainstormed' a list of 21 potential curriculum topics for consideration. Each of the topics chosen had received considerable attention in IMC literature, including related textbooks. Respondents were then asked to think about this question while they assessed the appropriateness of each of these 21 options for a course for postgraduate Master of Marketing students. These options were set out in a grid that allowed space for them to clarify and support their assertions and suggestions.

The first round provoked some interesting and divergent commentary including – on Media Planning, Selection and Buying:

> *"Most media planning (particularly in Australia) is limited to main media ignoring other media such as direct, sponsorship etc. As a result integration fails from the beginning. Media should in many cases be considered first (after target audience and behaviour) - creative should follow"*.

This information was then refined and clarified in accordance with the group's responses and was then integrated into the second questionnaire.

Stage 2

The 21 potential curriculum topics for an IMC course at Master's level were then re-communicated to the participants for the second stage of the study. In addition they were reminded of the Delphi question, though on this occasion they were asked to select their ten preferred subjects in descending order and could see the group's collected commentary in an adjoining box on the grid. In conjunction with a rank order of the ten preferred topics, the participants were also asked to vote on how appropriate they considered the group's comments from round one, using a Likert-type scale ranging from 5 for most agreement to 1 for least agreement. There was a space to vote for each of the 76 comments, which transferred from round one onto the grid for round two. The large accumulation of respondent feedback meant this round was a significant increase in complexity, in terms of both the input and the analysis. The analysis and summary of this second round was condensed into a report, which was then sent to the group along with some descriptive statistics.

Stage 3

The final round involved a short telephone interview between researchers and participants. The interview comprised a series of questions designed to identify the participant's reaction to the Delphi process and the content of the final report. The majority of respondents indicated they were satisfied with both the outcomes from the previous stages, and with the process. Analysis of the information went through a number of stages. First of all the topics were put into a ranked order, based on the actual score given. Then, to get a picture that reduced the impact of extreme scores, the ranks were aggregated in three summaries: a score of 5 and over (out of a possible 10); a score of under 5; and the number of missed ranks where participants had not given a topic any score at all. The outcome was the establishment of a summary of what the group perceived to be important, less important and not important as topics for IMC in the future. As a consequence of the issues raised in these summaries, further analysis was undertaken of the voting on collective commentary from the first round questionnaire. Returning to initial comments helped to identify and clarify any key areas where participants had divided opinions and why. This process also identified where there was consolidated support for curriculum topics.

Results

Together the three stages enabled the researchers to acquire sound insight into the views of some of the leading practitioners and academics on IMC curriculum - a constructive basis from which to build the new course. The overall results reflect the more practical focus of industry leaders in terms of what they perceived to be essential in the teaching of IMC. A summary of responses to each of the proposed topics is presented in Table 1, and is discussed further below.

1. Overall most preferred curriculum topics:

There was strong consensus in terms of the overall positioning and hence significance of most topics. Columns 1, 2 and 3 respectively provide the actual score, the name of the topic and its rank order of response. It can be seen that the first 8 topics listed scored more than 50 (Column 1) out of a theoretically possible, but improbable, score of 100.
The core group of topics is:

1. *Measuring Communication*
2. *The Communication Brief*
3. *Media Planning*
4. *Branding Issues*
5. *Implementing IMC*
6. *Marketing PR*
7. *Direct Response*
8. *Defining the Subject.*

A further three topics scored more than 40, giving a selection of 11 topics with a relatively positive score. These are:

1. *Budgeting*
2. *Sponsorship*
3. *Advertising*

2. Most 'popular' (high scoring) topics

Column 4 represents the general 'popularity' of curriculum topics as evidenced by a high score (depicting rank order according to participants who voted with a high score of 5 or more). In comparison to total rank order response, these results indicate little difference in the significance of topics, however this process clustered the topics into more clearly defined groups and further identified the *Communication Brief* and the ability to *Measure Communication* as crucial topics. Given the earlier comments on the nature of the communication industry, and the increasing emphasis on accountability, financial measures including the ROI of IMC programs (Kitchen and Schulz, 2000), these results were not entirely unexpected.

Topic clusters according to levels of popularity (high scores):

1. *Communication brief*
2. *Sales promotion*
3. *Measure Communication*
4. *International*
5. *Media planning*
6. *Creative process*
7. *Branding Issues*
8. *Account strategy*
9. *Marketing PR*
10. *Communication theory*
11. *Budgeting*
12. *Future directions*
13. *How to implement*
14. *Organisation issues*
15. *Direct response*
16. *Personal selling*
17. *Define subject*
18. *Agency/client relationship*
19. *Sponsorship*
20. *Social/ethical/legal issues*
21. *Advertising*

4. Topic ranking according to the number of 'no scores' received

Column 5 highlights where a subject was left unscored by a group member, which would be a strong indication of it rating poorly. Indeed, Column 5 corroborated the results of Column 4, as the highest scoring top eleven topics of Column 4 were the same as the lowest scoring eleven of Column 5, although in a marginally different order. The dispersion of views is quite visible and this stands as evidence of the level of conviction of the participants and lends support to the order of topics.

5. Least preferred curriculum topics

In terms of the topics that rated less well, very few members of the Delphi panel considered *Personal Selling, Agency and Client Relationships and Social, Ethical, Legal* issues to be particularly useful in a course at this level. The comments from round one suggested that *Agency and Client Relationships* and *Social Ethical and Legal* issues could be incorporated into other topics and received quite a reasonable level of support in round two. However *Personal Selling* drew some quite strongly divided opinions. Some participants commented in round one that *Personal Selling* was not a core element, nor even a marketing topic. Round two votes on the commentary did not support this though and one participant clearly refuted this by stating that *Personal Selling* was "very definitely part of marketing communication".

Table 1. Comparative Summary of All Ranks

1	2	3	4	5	6
Actual score	Topic (in order of score in 'top ten preferred topic selection)	Rank order of response	Rank according to participants who gave score of 5 or more	Rank according to participants who gave no score (n)	Rank according to participants who gave score of under 5 (n)
71	Measure Communication	1st	2nd	$=19^{th}$ (0)	$=14^{th}$ (1)
67	Communication Brief	2nd	1st	$=15^{th}$ (1)	$=17^{th}$ (0)
59	Media Planning	3rd	$=3^{rd}$	$=15^{th}$ (1)	$=4^{th}$ (3)
56	Branding Issues	4th	$=3^{rd}$	$=12^{th}$ (2)	$=10^{th}$ (2)
55	How to Implement	5th	$=7^{th}$	$=10^{th}$ (3)	$=10^{th}$ (2)
51	Marketing PR	$=6^{th}$	$=3^{rd}$	$=15^{th}$ (1)	$=4^{th}$ (3)
51	Direct Response	$=6^{th}$	$=7^{th}$	$=15^{th}$ (1)	$=2^{nd}$ (4)
51	Define Subject	$=6^{th}$	$=7^{th}$	$=19^{th}$ (0)	1st (5)
45	Budgets	9th	$=3^{rd}$	$=19^{th}$ (0)	$=2^{nd}$ (4)
41	Sponsorship	10th	$=7^{th}$	$=12^{th}$ (2)	$=4^{th}$ (3)
40	Advertising	11th	$=7^{th}$	$=10^{th}$ (3)	$=4^{th}$ (3)
34	Sales Promotion	12th	$=12^{th}$	$=12^{th}$ (2)	$=4^{th}$ (3)
30	Account Strategy	13th	$=15^{th}$	$=8^{th}$ (5)	$=10^{th}$ (2)
28	Communic'n Theory	$=14^{th}$	$=15^{th}$	$=4^{th}$ (6)	$=14^{th}$ (1)
28	International/Global	$=14^{th}$	$=12^{th}$	$=4^{th}$ (6)	$=17^{th}$ (0)
28	Future directions	$=14^{th}$	=15th	$=4^{th}$ (6)	$=14^{th}$ (1)
26	Creative Process	$=17^{th}$	$=12^{th}$	$=4^{th}$ (6)	$=17^{th}$ (0)
26	Organisation Issues	$=17^{th}$	$=18^{th}$	$=8^{th}$ (5)	$=4^{th}$ (3)
14	Personal Selling	19th	$=20^{th}$	$=2^{nd}$ (8)	$=10^{th}$ (2)
13	Agency/Client Relo.	20th	$=19^{th}$	$=2^{nd}$ (8)	$=17^{th}$ (0)
8	Social Ethical Legal	21st	$=20^{th}$	1st (9)	$=17^{th}$ (0)

Define Subject and *Budgets* received a mixed scoring. *Define Subject* has exactly half the participants giving a high score of 5 and above and half giving it a score of below 5, with no missed ranking, whilst *Budgets* is divided 6:4 in favour of a high score.

When observing the results, it is also worth noting that the question numbers were well dispersed. That is, there were both high and low numbered questions at both ends of the rank order, demonstrating that participants considered the questions on their own merit and did not lose concentration towards the end of the questionnaire.

Generally speaking, there is corroboration of results across each of the columns and it could be deduced that the upper half of Table 1 comprises the preferred options for a Master of Marketing subject on Integrated Marketing Communication.

Discussion

One striking observation is the respondents' consensus that the most critical aspect of IMC education relates to accountability and measurement. Indeed, the three most highly regarded curriculum topics: *Measure Communication, Define Subject* and *Budgets,* have the distinction of being the only topics every participant gave a rank. *Measure Communication* was particularly highly rated and the fundamental importance given to this issue of evaluation is consistent with the views of academics and practitioners the world over (Eagle and Kitchen, 2000: Kitchen and Schultz, 1998).

The determination to focus on such an issue in postgraduate study may be because there is little agreement on whether the measurement devices currently used can be effective in measuring IMC programs (Kitchen and Schultz, 1998). Eagle and Kitchen (2000) note that the major area against which IMC can be critiqued does not concern what it is, or how it works, but how to measure its effectiveness. *Communication Brief* and *Media Planning,* which ranked 2nd and 3rd most important, also relate to accountability and measurement in the sense that these two processes require articulation of objectives if the true effect of IMC is to be realized.

Branding issues – ranked 4th, is another aspect of IMC which in recent years has been closely focussed on measurement. Marketing managers have come to recognise established brands as valuable assets (Srivastava 1991; Keller 1993). The concept and vital importance of building a brand, beyond just selling a product, is well documented in the academic literature (Aaker & Stayman 1989; Aaker, 1992; Blackston, 1992, Kitchen & Shultz 2000).

The mixed scoring that *Define Subject* received may reflect that lack of consensus on the definition of IMC. As noted earlier, leading researchers continue to disagree over an acceptable definition (Kitchen & Schultz, 1998) yet there is a desire to find a straightforward way to operationalise the concept. Likewise there was mixed scoring on the issue of *Communication Budgets*. One would expect that the importance ascribed to budget reflected financial constraints and the bearing this has on multidimensional communication options, including emphasis on above or below the line activities. One could also reasonably expect a high rating for this topic if accountability and measurement are seen as the drivers of IMC education. While accountability in the current economic climate supports the selection of some topics, such as *Measuring Communication* and *Direct Response*, it does leave the lower placed *Budgeting* less well explained. However, the participants' rating of comments from the first round revealed that they felt *Budgeting* actually should be considered as an integral part of *Measuring Communication* and the *Communication Brief*. A further explanation might be that *Budgeting* is seen as a management function outside the domain of an IMC subject. Therefore, this apparent anomaly lies within the model of accountability. Analysis of the rated commentary assisted in explaining a further anomaly in the data.

It appeared curious that, in an approach apparently so suited to the 21st century, Integrated Marketing Communication, that *International and Global Perspectives* and *Future Directions* should be relatively poorly ranked with only equal 14th position. Most participants felt that incorporating these perspectives and issues into all topic areas was a significant part of designing a leading edge course. One respondent noted that international content should be

integrated throughout the course, in particular an Asian emphasis given Australia's place in the region. Only a few participants felt strongly that these were separate topics and expressed the view by not considering them as such, the rest of the group held on to very traditional views and did not fully understand the IMC perspective.

One topic that rated somewhat lower than expected was the importance of *Communication Theory* (and hence buyer behaviour issues) which was ranked 14th out of the 21 topics. This was interesting given that the potency of IMC resides in the target market focus and in the planning and executional activities that stem from this theory. This result could perhaps be because the respondents felt that the critical understanding of communication theory and buyer behaviour would likely be established in earlier subjects.

The diversity of opinion regarding Personal Selling could perhaps be expected from academics and practitioners in general. Personal Selling is seen, and indeed treated by some, as a separate functional activity within an organization, largely dependent on factors such as the nature of the industry and stage of the product life cycle. For example, a study cited in Rossiter and Percy (1997) reported that consumer goods manufacturers found advertising activities 62% *more* important than personal selling activities, whilst industrial manufacturers found these activities 31% *less* important than personal selling. These results are quite consistent with a similar study conducted by McArthur and Griffin (1997).

The thirteen topics excluded from the 'essential' list received mixed rating from the panel, suggesting that graduates may require a different mix of skills when working in different agencies. It could be that the disparity in these middle rankings reflects the different strengths of the agencies from which the panel of experts was derived. The data also suggests that, although some areas of knowledge are critical, the emphasis of other areas may depend on the emphasis of the employer, and the rated commentary supports this view. Educationally speaking, this suggests that students should be able to choose from a range of topics. Some of these could be: to allow them to concentrate on either the strengths or weaknesses of their employer; to appreciate the differences in orientation between Australia's leading agencies; to encourage strong debate about the role of these topics in the evolving IMC model.

Commentators have noted the rapidly changing interface between business and education and in particular the vocational needs of students (O'Brien & Hart 1999), and the internationalisation of the business curriculum (Lawson et al. 1998) which was especially high in marketing in comparison to other business subjects (Kwok et al. 1994). The mix of options available to students would give some flexibility in course planning while concurrently meeting the dynamic needs of business, especially at the postgraduate level of education.

Overall, the strong agreement for a core group of topics indicates as a consequence that there is also strong support for a course with a balance between tactical issues (*Measuring Communication, the Communication Brief, Implementation*) and strategic issues (*Media Planning, Branding, Marketing PR & Direct Response*). *Defining the subject* could be classified as either a process issue, where many respondents believed that it is critical to provide a measure of subject content, scope and boundaries, or a strategic issue of encouraging students to look at a multifaceted approach to IMC.

Most importantly, flexibility and diversity through the representation of a broad array of 'like concepts' is absolutely critical. In commenting on the responses of the practitioners, one of the leading academics noted that the "mark of a terrific program is that it identifies a series of

communications models, and in an applied way shows when and where they are appropriate based on a given set of conditions…this approach allows students to look for a frame of reference and find a generalisation that works within specific condition sets".

Content Outcomes and Study Conclusions

Participant responses supported the findings of other related studies in New Zealand that suggest IMC is the future as far as the communications industry is concerned (Eagle & Kitchen 2000). It also highlighted the fact that practitioners of the future must have a solid understanding of techniques for evaluating IMC input, and the need to understand IMC as a whole and as the totality of the parts, as opposed to individual dimensions - or as one respondent described it, as a "Gestalt".

The notable changes to the curriculum reflecting the key IMC issues uncovered in the study has been a significant redefining of what should be taught, what should be emphasised, and how it should be taught. The course now reflects for example – better understanding of what IMC is, or is thought to be, and how it works, implementation of IMC strategies, measurement of the effects of IMC, branding issues and understanding the role of buyer behaviour, indeed there would seem to be solid support for continuing to develop curriculum that has an integrated focus.

Future research of IMC for curriculum development purposes will be undertaken. The intent is to accommodate more open-ended questions however as there is a need to capture a richness of views especially important in an ever-evolving area such as IMC. As well as uncovering critical insight about key marketing and communication related issues, it can also serve other practical ends, such as pointing to future directions and opportunities identified by important stakeholders – in this case tomorrow's employers.

References

Aaker DA & Stayman DM (1989). What Mediates the Emotional Response to Advertising: The Case of Warmth, in *Cognitive and Affective Responses to Advertising*. Cafferata, P. and. Tybout, A. M., Massachusetts, USA, Lexington Books, 287-303.

Aaker DA (1992). The Value of Brand Equity, *Journal of Business Strategy* 13(4): 27-32.

Blackston M (1992). Observations: Building Brand Equity by Managing the Brand's Relationships, *Journal of Advertising Research, 32* (3), 79-83

Delbecq A; Van de Ven A & Gustafson D (1975). *Group Techniques for Program Planning. A Guide to Nominal Group and Delphi Processes*. Scott Foresman and Company.

Eagle L & Kitchen J (2000). IMC, brand communications, and corporate cultures Client/advertising agency co-ordination and cohesion. *European Journal of Marketing*, *34* (5/6).

Keller KL (1993). Conceptualising, measuring and managing customer-based

brand equity, *Journal of Marketing, 57*, 1-22.

Kitchen P & Schultz D (1998). IMC – A UK Ad' Agency Perspective, *Journal of Marketing Management*, *14*, 465-485.

Kitchen P & Schultz D (2000). The Status of IMC: a 21st-century perspective. *Admap,* September, 18-21.

Kwok CCY; Folks WR Jr & Arpan J (1994). A global survey of international business education in the 1990s. *Journal of International Business Studies,* Fall, 605-616.

Lawson D; White S & Dimitriadis S (1998). International business education and technology-based active learning: student-reported benefit evaluations. *Journal of Marketing Education, 20*(2), 141-148.

McArthur DN & Griffin T (1997). A marketing management view of integrated marketing communications, *Journal of Advertising Research, 37* (5), 19-27.

O'Brien EM & Hart SJ (1999). Action learning: the link between academia and industry? *Educational Research, 41*(1),77-89.

Rossiter J &.Percy LP (1997). *Advertising Communications and Promotion Management*. New York, McGraw-Hill.

Schultz DE (1991). Integrated Marketing Communications: The Status of Integrated Marketing Communications Programs in the US Today, *Journal of Promotion Management*, *1* (1), 37-41.

Schultz DE & Kitchen P (1998). Integrated Marketing Communications in US advertising agencies: an exploratory study*, Journal of Advertising Research,* 37 (5), 7-19.

Shultz DE & Kitchen P (2000). How to evaluate Integrated Campaigns. *ADMAP*. September,18-21.

Srivasatva RK.& Shocker AD (1991). Brand equity: a perspective on its meaning and measurement., Technical Working Paper, Marketing Science Institute Massachusetts, USA., 91-124.

Tellis GJ (1998). <u>Advertising and Sales Promotion Strategy</u>. MA, USA, Addison -Wesley.

Ziglio E (1996) The Delphi method and its contribution to decision making. Eds M.Adler and E. Ziglio, *Gazing into the Oracle. The Delphi method and its application to social policy and public health*, Jessica Kingsley, London and Bristol, Pennsylvania.

in this study. They also wish to acknowledge the highly valued input of Professor Stephen Greyser of Harvard University.

Francis Farrelly is a Senior Lecturer, Sandra Luxton is a Lecturer and Jan Brace-Govan is a Research Fellow, in the Department of Marketing, Monash University.

Appendix 1 – New curriculum

Week	Topic
1	The role of integrated marketing communication (Delphi=6) • Elements of the integrated marketing communication mix • Marketing communication in the context of marketing • Branding issues related to marketing communication (Delphi=4) • Model for the integrated marketing communication plan
2-3	Measuring marketing communication effects (Delphi=1) • Models of how communication works drawing from buyer behaviour and communication theory (Delphi=14) • Target audiences • Setting communication objectives
4-5	Implementing integrated marketing communication (Delphi=5) • Situation analysis • Communication brief (Delphi=2) • Budget setting and allocation (Delphi=9) • Implementation and integration issues
6	Creative Strategy and Advertising (Delphi =11) • Creativity & the creative process (Delphi=17) • Evaluating creative • Advertising & advertising research inputs
7	Direct marketing, direct response (Delphi=6) communication & the internet • Roles and relationships • Growth & potential • Internet evolution • Objectives, strategies and activities
8	Marketing public relations (sponsorship & publicity) (Delphi=6,10) • Roles and relationships • Objectives, strategies and activities • Measuring effectiveness
9	Sales promotion (Delphi=12) • Roles and relationships • Objectives, strategies and activities • Measuring effectiveness – over time, on branding & positioning
10-11	Media strategy and planning (Delphi=3) • Media terminology • Developing media strategy and the media plan • Media choices & multiplier effects
12	Organising for integrated marketing communication (Delphi=17) • Management structures • Careers in marketing communication • Agency client relationships (Delphi=20)
13	10 Future Directions (Delphi=14) • International & Global influences (Delphi=14) • Social, ethical & legal perspectives (Delphi=21)

(Account Strategy and Personal Selling are only 2 Delphi topics not included as they are covered in separate subjects.)

Critical Issues to Understanding IMC in the Future-An Academic and Practitioner Developed Integrated Marketing Communications Curriculum for the 21 st Century. F Farrelly, S Luxton, J Brace-Govan. Marketing Bulletin 12, 1-16, 2001.Â 5. 2001. Orientation module to increase ease of access to online discussion forum for postgraduate students. J Brace-Govan, S Luxton, P Wagstaff. Meeting at the Crossroads. Critical Issues to Understanding IMC in the Future-An Academic and Practitioner Developed Integrated Marketing Communications Curriculum for the 21 st â€¦ The Delphi technique is applied to establish which concepts and issues prominent communications industry practitioners deem vital to the make-up of a leading edge Masters level subject in marketing communications. The outcomes of the more.Â But rather than replace this established framework altogether, this paper draws from extant literature to argue for the inclusion of an. Critical issues to understanding IMC in the future â€" An Academic and Practitioner Developed IMC Curriculum for the 21. st. Century, Marketing Bulletin, 2001, 12, Article 2. Faulds, D.J. and Mangold, W.G. (2014). Developing a Social Media and Marketing Course, Marketing Education Review, vol 24, no.2, pp127-144.Â â€œIntegrated Marketing Communication: New discipline with an old learning approach: A syllabi analysisâ€ Paper presented at the Conference Proceedings Australia and New Zealand Marketing Academy Conference 2004. Kerr, G., Schultz, D., Patti, C. and Ilchul, K (2008). An inside-out approach to Integrated Marketing Communication: an international analysis, International Journal of Advertising, 27(4), pp511-548. Kilatchko, J. (2008). Integrated Marketing Communications (IMC) was a breakthrough concept when Don Schultz introduced it to marketers in the 1980s. But IMC, which is even more important today as the â€œmarketing mixâ€ has expanded to include many nontraditional activities, has had trouble moving from concept to practical application. Research Article. The Role of Transactional versus Relational Data in IMC Programs: Bringing Customer Data Together.Â In this exploratory study of integrated marketing communications (IMC), we bring together relational and transactional data, and sales and marketing views, to investigate whether firms can enhance their position in the market in terms of both marketing-oriented and sales-based performance benchmarks.

Critical Issues to Understanding IMC in the Future-An Academic and Practitioner Developed Integrated Marketing Communications Curriculum for the 21 st … The Delphi technique is applied to establish which concepts and issues prominent communications industry practitioners deem vital to the make-up of a leading edge Masters level subject in marketing communications. The outcomes of the more. A bibliometric approach has been applied for the first time to detect and visualize conceptual sub-domains and identify the most salient themes within IMC research via combining co-word analysis and science mapping. Creating an integrated marketing communications campaign requires clear alignment and buy-in from every team involved in the process. By agreeing with an overarching vision and objectives upfront, a campaign team can start acquiring audience insight and develop a creative idea. This will underpin every element within the campaign (from direct mail to TV) and give the brand the best opportunity to reach the target consumers and generate results. In the 21st century, marketing has continuously evolved due to the rise of social media, email marketing, machine learning, personalization, and a multitude of innovative platforms changing the digital landscape. As a marketer, it's essential to understand digital strategy, as you will depend on a variety of digital channels to reach your customers in new ways. Without understanding each customer touchpoint, and the role they play in a customer's experience with your brand, your experience will remain siloed and fragmented. With a degree in Integrated Marketing Communications (IMC) online, you can explore a career in marketing, communications, advertising, social media, and public relations. Integrated Marketing Communications (IMC) was first defined by Shultz, Tannenbaum and Lauterborn (1993) as a "concept of marketing communications planning that recognises the added value of comprehensive plan that evaluates the strategies role of a variety of communication disciplines (such as advertising, direct response, sales promotion, etc.) and combines them to provide clarity." (Fill,2013). Iddiols (2000) sees the benefits of IMC being a larger player in the eye of the consumer. He identifies that integration represents a coherent approach as it is both a value driver, proposition driver and mnemonic driver. By implementing an integrated approach at the strategic level he argues it "provides short-cuts to understand what the brand stands for.