

**BMA255**  
**Marketing Communications**

*Semester 1, 2009*

This unit will be offered in:

**Hobart & Launceston**

The lecturing team responsible will be:

**Tommy Wong (Lecturer-in-Charge)**

Room: 310

Phone: +61 3 6226 2849

Email: Tommy.Wong@utas.edu.au

**Dr Kim Lehman**

Room: A266 (Launceston)

Phone: 6324 3001

Email: Kim.Lehman@utas.edu.au

<http://www.utas.edu.au/mgmt/student.htm>

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## Introduction to the Unit

Marketing Communications focuses on the selection of appropriate marketing messages for an organisation to communicate. Fundamentally, it rests upon the management of key tools and media which can be used to deliver marketing messages in an effective and integrated way while achieving communications and higher-order objectives. During the course of this unit you will focus upon a contemporary approach to marketing communications which considers how integration of messages may achieve maximum impact, primarily through the coordinated use of tools such as advertising, sales promotion, direct marketing, interactive media, personal selling and public relations. This approach to communications planning considers the strategic use of a range of traditional and emerging media. As such the unit explores the nature of the various channels available to aid you in understanding selection of appropriate media options. These central topics are placed in the context of more general marketing communications issues faced by organisations of all sizes including the establishment of objectives, budgeting and organising for effective coordination and delivery of promotional messages. You will find that understanding the complexities and issues involved in marketing communication processes will be of value to you when making both marketing and general business decisions in the future.

### Enrolment in the unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School cannot guarantee:

- that any extra assistance will be provided by the teaching team in respect of work covered in the period before enrolment; and
- that penalties will not be applied for the late submission of any piece or pieces of assessment that were due during that period.

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## Learning Outcomes

On completion of this unit, you should be able to:

- Explain how an IMC campaign can be used to influence consumer behaviour.
- Evaluate given marketing communications situations and apply knowledge of IMC to suggest feasible solutions.
- Describe the strategic value of a range of marketing communications tools and describe how they can be integrated to produce an effective IMC program.
- Demonstrate an ability to work both independently and/or cooperatively as required, to effectively access, organise and then communicate information in written and/or oral form.

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## Generic Graduate Attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

### Knowledge

- Through drawing on and expanding previous knowledge of the role of promotion in marketing strategies, as learned through completion of BMA151.
- Through researching, analysing, and synthesising information from current literature on IMC theory and practice.
- Through evaluation of specific IMC programs which have been developed in response to opportunities or problems in the marketplace, and recommendation of future directions.

- Through the ability to describe the various marketing communications tools and media, explain the strengths/weaknesses of each and discuss their strategic uses.

#### Communication Skills

- By undertaking the activities specified in the unit outline, notably preparation and delivery of the individual written work, tutorial exercises and discussion questions, students will enhance their ability to gather and analyse information from a variety of sources, and present well-reasoned arguments in a logical and coherent manner across a range of contexts.
- Through listening to and providing feedback on the information and ideas of others.
- Through working effectively with others.

#### Problem Solving Skills

- Through undertaking a range of activities that require the conceptualisation of problems, and application of critical analysis and creative thinking to formulate possible solutions to those problems.

#### Global Perspective

- Students will gain an understanding of the growth and importance of IMC practices in Australia and globally.

#### Social Responsibility

- Based on the concept of ethically dealing with all stakeholders in the development and management of international business and in dealing with staff and students in team based and individual work.

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## Prerequisites

BMA101 Introduction to Management and BMA151 Principles of Marketing.

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## Texts

### Prescribed Texts

Belch, G.E., Belch, M.A., Kerr, G. & Powell, I.H. 2009. *Advertising and promotion: An integrated marketing communications perspective*. North Ryde: McGraw-Hill Irwin.

### School Publications

Students must obtain the following electronic publications which are available from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

*Writing Assignments: A Guide*

*School of Management Referencing Style*

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## Recommended Reading

The publications listed below are highly recommended for further reading on the topics covered in the unit.

### Books

Belch, G.E. & Belch, M.A. 2007. *Advertising and promotion: An integrated marketing communications perspective* (7<sup>th</sup> ed.). New York: McGraw-Hill Irwin.

Blythe, J. 2006. *Essentials of marketing communications* (3<sup>rd</sup> ed.). Essex: Prentice Hall.

Burnett, J. & Moriarty, S. 1998. *Introduction to marketing communications*. Upper Saddle River, New Jersey: Prentice Hall.

Chitty, W., Barker, N., & Shimp, T.A. 2005. *Integrated marketing communications* (1<sup>st</sup> Pacific Rim ed.). Victoria, Australia: Thomson.

Clow, K.E. & Baack, D. 2007. *Integrated advertising, promotion and marketing communications* (3<sup>rd</sup> ed.). New Jersey: Prentice Hall.

De Pelsmacker, P., Geuens, M & Van den Bergh, J. 2004. *Marketing communications: A European perspective* (2<sup>nd</sup> ed.). London: Prentice Hall.

Duncan, T. 2005. *Principles of advertising and IMC* (2<sup>nd</sup> ed.). New York: McGraw-Hill.

Egan, J. 2007. *Marketing communications*. London: Thomson.

Fill, C. 2006. *Marketing communications: Engagement, strategies and practice* (4<sup>th</sup> ed.). London: Prentice Hall.

Kitchen, P.D. 1999. *Marketing communications: Principles and practice*. London: Thompson.

Lane, W.R., King, K.W. & Russell, J.T. 2005. *Kleppner's advertising procedure* (16<sup>th</sup> ed.). Upper Saddle River, New Jersey: Prentice Hall.

Pickton, D. & Broderick, A. 2001. *Integrated marketing communications*. Essex: Prentice Hall.

Rossiter, J.R. & Bellman, S. 2005. *Marketing communications: Theory and applications*. Sydney: Prentice Hall.

Semenik, R. 2002. *Promotion and integrated marketing communications*. Ohio: South-Western Publishers.

Shimp, T. A. 2007. *Advertising, promotion and other aspects of integrated marketing communications* (7<sup>th</sup> ed.). Ohio: Thompson.

Wells, W., Moriarty, S. & Burnett, J. 2006. *Advertising: Principles and practice* (7<sup>th</sup> ed.). Englewood Cliffs: Prentice Hall.

Wells, W., Spence-Stone, R., Moriarty, S. & Burnett, J. 2008. *Advertising: Principles and practice* (Australasian ed.). NSW, Australia: Pearson.

## **Journals and Periodicals**

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

*B&T Weekly (incorporating Australian Professional Marketing)*

*The Australian*

*Academy of Marketing Science*

*Australasian Marketing Journal*

*European Journal of Marketing*

*International Journal of Service Industry Management*

*Journal of the Academy of Marketing Science*

*Journal of Advertising*

*Journal of Advertising Research*

*Journal of Brand Management*

*Journal of Consumer Behaviour*

*Journal of Marketing*

*Journal of Marketing Research*

*Journal of the Market Research Society*

*Sloan Management Review*

*The Journal of Product and Brand Management*

### *Periodicals & Newspapers*

*Business Review Weekly*

*Australian Financial Review*

*Harvard Business Review*

*Financial Times*

*The Wall Street Journal*

*Business Week*

*Fortune*

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## Flexible Learning: MyLO

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web-based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See **Learning Online** <http://uconnect.utas.edu.au/> for computer software you will need.

**Note:** Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a Word document from the School of Management website: <http://www.utas.edu.au/mgmt/student.htm>

### Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy.

If you have any concerns about your privacy in MyLO please contact the lecturer-in-charge of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website on <http://www.utas.edu.au/courseonline/privacy.htm>.

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## Assessment

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each item of Coursework are provided in the Assignment Topics section.

Method of Assessment	Value	Due Date	Length*
<b>Coursework</b>			
<i>In-tutorial test (1)</i>	10	Week 4 (tutorial 3)	40 multiple-choice questions / 40 minutes
Group assignment	20	Wednesday, 22 April 2009	2500 words <i>maximum</i>
<i>In-tutorial test (2)</i>	10	Week 12 (tutorial 11)	2 out of 4 essay questions / 40 minutes
<b>Examination</b>	60	Exam Period	Three hours
Total Marks	100		

\* **Word Limit:** The word count includes such items as headings, in-text references, quotes and executive summaries. It **does not** include the reference list at the end of the assignment.

## **Study Week**

All undergraduate units offered by the School of Management are scheduled to include a Study Week. The dates for this Semester are shown in the attached Study Schedule.

The purpose of the Study Week is to allow students an opportunity to consolidate their studies thus far, and to research coming assignments.

## **Examination**

### ***Format***

The final examination will be closed book. It will be of three hours duration. The examination is worth 60 per cent of your assessment and will cover material from the whole unit. The examination is comprised of two parts. Part A will require you to answer two compulsory essay questions worth 30 marks. Part B will require you to complete three short essay questions from a choice of five. All questions in Part B are worth 10 marks for a total mark of 30.

The best preparation for the exam is consistent work throughout the semester.

This assessment is specifically linked to learning outcomes one, two, three and four.

### ***Scheduled date and place***

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances.

**Note that you will be expected to sit the examination at your recorded study centre.**

### ***Supplementary Examination***

Except in special circumstances and on the recommendation of the lecturer-in-charge or the Head of School, a student who fails will not be granted a supplementary examination.

## **Special Consideration and Student Difficulties**

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Catalyst Officer, who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Catalyst Officer is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/index.html>

Should a student require assistance in accessing the Library, visit their website for more information at <http://www.utas.edu.au/library/>

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website:

[http://www.studentcentre.utas.edu.au/examinations\\_and\\_results/forms\\_files/index.htm#eits](http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits)

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated, that is, it must have no notes written in it. In order to use a bilingual dictionary students must request permission from the Student Centre.

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## Submission of Coursework

### Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet and Title Page attached, both of which are available as a blank template from the School of Management website:

<http://www.utas.edu.au/mgmt/student.htm>

**All assignments must include the tutor's name on the assignment Cover Sheets when they are handed in. If this is not done the assignment will not be accepted and therefore marked.**

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most 'perfect' of systems, items sometimes go astray.

Note that you may also be required to submit an electronic copy of your Coursework. More details of this will be given in Lectures.

*Hobart students:* Lodge in assignment box near room 321, Commerce & Economics Building.

*Launceston students:* Lodge in assignment box beside room A170.

**All coursework must be handed in at 2.00 pm on the due date.**

### Late Coursework

#### *Written Work*

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be **made in writing** to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought.

Late assignments which have **not** been granted an extension will, at the lecturer's discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than six days late will normally not be accepted by the lecturer-in-charge.

#### *Tests*

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered 'compassionate grounds') may request that they be permitted to submit alternative Coursework.

Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the lecturer-in-charge prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

## **Return of Coursework**

Coursework will be returned during classes or it can be collected from the lecturer's or tutor's room at nominated times; it will not be available from the School's offices.

## **Plagiarism**

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source;
- using an author's ideas without proper acknowledgment and citation; or
- copying another student's work.

**If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor** for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/plagiarism/> & <http://www.academicintegrity.utas.edu.au/>

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline—Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/ord9.pdf>

**The University reserves the right to submit (or to require you to submit) assignments to online plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.**

## **Occupational health and safety (OH&S)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: [http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

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# Tutorial Program

## Tutorial Questions for Discussion

Note that the tutorial program does not start until Week 2 of semester.

### *Tutorial 1 (Week 2) – The Context of IMC*

Organise groups for group assignment.

#### *Discussion questions:*

Be prepared to discuss answers to the following questions from your text:

Chapter 1	Page 31	Questions 1 and 7
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Chapter 2	Page 52	Questions 2 and 6
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### *Tutorial 2 (Week 3) – The Communication Process*

#### *Discussion questions:*

Be prepared to discuss answers to the following questions from your text:

Chapter 4	Page 121	Questions 3, 4, 6 and 9
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### *Tutorial 3 (Week 4) – In-tutorial Test (1)*

### *Tutorial 4 (Week 5) – The Consumer & Branding Relationships and Planning & Budgeting for IMC*

#### *Discussion questions:*

Be prepared to discuss and present answers to the following questions from your text:

Chapter 5	Page 156	Question 3
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Chapter 6	Page 181-182	Question 5
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Chapter 7	Page 219-220	Question 1
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Chapter 8	Page 264	Question 3
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### *Tutorial 5 (Week 6) – Media Strategy and Execution*

#### *Discussion questions:*

Be prepared to discuss and present answers to the following questions from your text:

Chapter 9	Page 310	Questions 2, 4, 5 and 9
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### ***Tutorial 6 (Week 7) – Study Week***

### ***Tutorial 7 (Week 8) - Media and Contact Strategy***

***Discussion questions:***

Be prepared to discuss and present answers to the following questions from your text:

Chapter 10                      Page 352-353      Questions 2, 3, 5 and 6

### ***Tutorial 8 (Week 9) – Media Choices & Options***

***Discussion questions:***

Be prepared to discuss and present answers to the following questions from your text:

Chapter 11                      Page 413              Questions 2, 5, 7 and 10

### ***Tutorial 9 (Week 10) – Direct & Interactive Marketing***

***Discussion questions:***

Be prepared to discuss and present answers to the following questions from your text:

Chapter 13                      Page 497              Questions 3, 5, 7 and 10

### ***Tutorial 10 (Week 11) - Public Relations***

***Discussion questions:***

Be prepared to discuss and present answers to the following questions from your text:

Chapter 14                      Page 527              Questions 1, 2, 3 and 4

### ***Tutorial 11 (Week 12) – In-tutorial Test (2)***

### ***Tutorial 12 (Week 13) – Sales Promotion, Personal Selling and Review***

***Discussion questions:***

Be prepared to discuss and present answers to the following questions from your text:

Chapter 15                      Page 567-568      Question 3

Chapter 16                      Page 597              Question 9

Review

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## Assignment Topics

### Assessment Item 1: In-tutorial Test (1)

**Due Date:** Held during Tutorial 3 (Week 4)

**Length :** 40 questions/ 40 minutes

**Value:** 10 marks

The test will contain 40 multiple-choice questions. The questions will be drawn from material covered in Lectures 1 – 3 in the study schedule. A time limit of 40 minutes will apply for this test.

### Assessment Item 2: Group case study report

**Due Date:** Wednesday, 22 April 2009 (week 8) 12.00pm

**Length:** 2500 words *maximum* excluding Reference List

**Value:** 20 marks

Read the case below and answer the questions that follow.

The guidelines for this assignment are as follows:

- **The assignment is to be completed in groups (maximum 3 per group).**
- It should be presented in the form of a report.
- Given the limited word count of this assignment you should not overuse headings.
- An executive summary and a contents page are not required.
- The word count includes such items as headings, in-text references and quotes. **It does not include the reference list at the end of the assignment. The word limit is final – over length assignments will be penalised.**
- This is an academic assignment and you are expected to support your conclusions with at least four (6) references to the relevant and contemporary academic literature. **Avoid referencing coursework from other universities or from non-academic websites, eg Wikipedia.**

### The Nike KTBA SMS Challenge

#### The Challenge

In October 2003, the sporting event of the year arrived in Australia – the Rugby World Cup (RWC). The RWC is the third-largest sporting event in the world behind the Soccer World Cup and the Summer Olympics, and the marketing team at Nike Australia identified it as a fantastic opportunity to create a buzz around the Nike brand. However, any marketing campaign the Nike team created had to overcome two significant challenges. First, although Nike already had a relationship with rugby through a partnership with three of the top five teams competing in the RWC, it had no access to the Australian Rugby Team. Second, of the four

separate football codes played in Australia, rugby was the smallest in terms of participation, attendance at games and general interest among Nike's youth target.

The 'Keep the Ball Alive' campaign started with a TV advertisement that centred on a spontaneous game of rugby being played on the streets showcasing the creative and risk-taking football for which Nike is famous. The ad was impressive, but the marketing team at Nike knew, from experience and recent market research, that the youth marketplace put very little trust in advertising, and that they respond better to interactive communications that speak to them on their own level and in their own environment. With this in mind, their brief was to develop a campaign that would engage the youth target, which had little or no understanding of rugby, and get them actively involved in the campaign.

### **The answer**

The answer was a simple, integrated and extremely involving SMS game: The Nike Keep the Ball Alive (KTBA) SMS Challenge. Armed with their mobile phones, players embarked on a race to track down the meaning, or 'secret code', of each of the five rugby icons. The game utilised the techno-savvy make-up of today's youth – the first generation to have grown up with the internet and wireless phones. By using the mobile medium, Nike created a game that could be played on the streets, reflecting the street concept depicted within the TV advertisement. Furthermore, the Nike KTBA SMS Challenge was an exciting and unexpected game, with provided the youth target with a non-passive media experience – a game they could participate in and share with their mates, while competing with each other at the same time.

Each of the five icons chosen to communicate the 'secret codes' represented a unique and special skill or attitude that brings the game of rugby to life. Their release was designed to create intrigue and mystery with the youth target and to leave them wanting to find out more. The only way they could find out more about the icons was to register for the Nike KTBA SMS Challenge.

### **The teaser campaign**

From 14 September to 10 October 2003, Nike released uncoded icons on to the streets to drive pre-registration to the game. As the digital game was designed to be played on the streets, Nike's media plan was also designed to give them a high street visibility and street feel. As such, the teaser campaign included posters, transit media, TV advertisements, online advertising, street press, stadium media, radio, stickers and business cards, and the promotional material was designed to resemble the in-vogue graffiti style of stencil art. To achieve maximum exposure among the target audience, the posters, stickers and business cards were located in places that had high traffic among the core target market, such as those close to schools and universities, and entertainment and shopping districts.

Interested individuals were encouraged to register to play the game by SMSing the word 'ALIVE' to a mobile phone number. Once registered, players received a pre-recorded voice message from one of the stars of the KTBA TV advertisement. Players also received an SMS message directing them to the KTBA website to find out more about the game.

### **The digital game**

After a three-week registration period, the Nike KTBA Challenge started on 10 October 2003, to coincide with the opening ceremony and first game of the RWC. At this time, players received a second voice message informing them that the game had begun, and an SMS message advising them that the first secret code, the cockroach, had been released on to the streets. At this time, all the elements of the teaser campaign that had been used to drive registration to the KTBA Challenge were changed to release the secret code for the first icon – 'Never Say Die'.

Once players found the cockroach code and messaged it to Nike, they received an SMS message congratulating them on their find, and driving them online to collect their digital rewards. Over the six weeks of the RWC, and icon code was release every eight to nine days. As a new icon code was about to be released, players who had not found the icon code they were currently looking for received an SMS 'hint' helping them to locate the elusive code. Many of these hints encouraged players to visit specific websites or view specific TV programs to find the 'secret code'.

To keep the 'street' feel to the KTBA Challenge, the game was exclusively played through SMS. The website was purely functional and acted as a tool to help play the game, not the game itself. The website explained in detail how to play the game, allowed players to track their progress in the game and to claim rewards once

they had found the 'secret codes', gave players access to the KTBA TV advertisements, provided 'clues' on where to find the icons, and encouraged players to challenge their friends to play.

To keep players interested in a competition that continued for six weeks, Nike needed to provide sufficient content to motivate players to find all five icons and continue playing the game. Each time a player unlocked a code, they were given access to the digital content relating to that code (ring tones, wallpapers and screen logos). Each code collected also gave players an extra entry into the draw to win daily prizes of Nike-Philips MP3 players, CD player and FM tuners, as well as the grand prize of a Plasma TV.

### **The results**

Before the game started, Nike had set a target of 20,000 participants. At the end of the three-week registration period, 23,000 players had pre-registered to play the Nike KTBA SMS Challenge; by the end of the RWC, 73,864 people had registered. Despite the fact that players were not required to visit the KTBA website to play the game, traffic to the [www.nike.com.au](http://www.nike.com.au) site increased substantially during the campaign, and Nike became the number 1 ranked sports-branded website in the market. Furthermore, people wanting to discuss the game and to share 'secret codes' they had found opened up a number of chat rooms. In addition, a number of traditional rugby sites placed links to [www.keeptheballalive.com](http://www.keeptheballalive.com) to share the KTBA TV advertisements with their members. Finally, Nike's market share of all sports brands grew considerably, and soared relative to their biggest competitor, Adidas, during the campaign period. Overall, Austin Simms, brand communications coordinator at Nike Australia, believed that the Nike KTBA SMS Challenge was an overwhelming success, 'much better than we had originally anticipated',

### **Questions**

- 1) What do you believe were the objectives of the Nike KTBA SMS Challenge, and how effective was the campaign in achieving them?
- 2) What different forms of promotion were used throughout this campaign, and what consistent communications message was conveyed?
- 3) How important was an understanding of the youth target in the execution of this campaign?
- 4) Why do you believe this campaign was such an overwhelming success?

Case source:

Chitty, W., Barker, N. & Shimp, T. 2005. *Integrated marketing communications* (1<sup>st</sup> Pacific Rim ed.). South Melbourne: Thompson. (pp 79–81)

## **Assessment Item 3: In-tutorial Test (2)**

*Due Date:* Held during Tutorial 11 (Week 12)

*Length:* 40 minutes

*Value:* 10 marks

A 40 minute test will be conducted during Tutorial 11. Students must answer two (2) questions from a choice of four (4). Each question is worth 5 marks and the total value of each test is 10 marks.

Questions will be drawn directly from the discussion questions at the end of Chapters 11, 13, 14 and 15 in the prescribed textbook. That is, they will cover material found in Lectures 8 - 11.

# Study Schedule

Semester 1, 2009

Week	Start of Week	Text Chapter	Topic	Due Dates
1	23 February	1 & 2	The Context of IMC	
2	02 March	4	The Communications Process	
3	09 March	5 & 6	The Consumer & Branding Relationships	
4	16 March	7 & 8	Planning & Budgeting for IMC	In-tutorial Test (1)
5	23 March	9	Media Strategy & Execution	
6	30 March	10	Media & Contact Strategy	
7	06 April		<i>Study Week 6<sup>th</sup> - 8<sup>th</sup> of April &amp; 16<sup>th</sup> - 17<sup>th</sup> of April</i>	
<i>Mid-Semester Break 9<sup>th</sup> - 15<sup>th</sup> of April</i>				
8	20 April	11	Media Choices & Options	Group assignment due on Wednesday
9	27 April	13	Direct & Interactive Marketing	
10	04 May	14	Public Relations	
11	11 May	15	Sales Promotion	
12	18 May	16	Personal Selling	In-tutorial Test (2)
13	25 May	12 & 3	Measuring Effectiveness, Ethics & Review	
A Calendar/Study Planner showing dates is available from School of Management website at <a href="http://www.utas.edu.au/mgmt/student.htm">http://www.utas.edu.au/mgmt/student.htm</a> .				