

**UNIVERSITAT POMPEU FABRA**  
**Department of Economics and Business**  
***Current Topics in Commercial Management***  
**SYLLABUS**

**Degree:** Business Sciences-Management

**Course:** Third and Fourth

**Term:** Second

**Number of ECTS credits:** 5 credits

**Hours of student's dedication:** 125

**Language of instruction:** English

**Instructor:** Prof. Maria Galli (Theory and Seminars) – email: [maria.galli@upf.edu](mailto:maria.galli@upf.edu); Office: 20.1E46

PLEASE READ THIS SYLLABUS CAREFULLY AND CONSULT IT BEFORE RAISING ANY QUESTIONS ABOUT THE COURSE.

### **1. COURSE DESCRIPTION**

In this course you will learn the different steps involved in building an integrated marketing communications campaign. Lectures throughout the course are organized following the structure of a communications plan: Situation analysis, communication objectives, communications strategy design and implementation, media strategy design and implementation, sales promotions, and measuring effectiveness.

Given the importance of creativity in business and management, the middle part of the course will focus on the learning and application of a set of innovative tactics to develop creative solutions to communications problems. You will also learn specific consumer behavior theories and models that are especially applicable to the generation of managerial decisions in a communications setting.

### **2. INTENDED LEARNING OUTCOMES**

Upon completing this course, students should have:

- 1) Developed a **holistic understanding of the specific issues** involved in designing effective marketing communications.
- 2) Gained **analytical, professional, subject-specific, and practical skills** such as the ability to apply theoretical and analytical frameworks (e.g., consumer behavior theories and models) to provide concrete solutions to real world marketing communication problems and cases.
- 3) Developed the following **transferable skills**:
  - be able to communicate and exchange ideas in both large and small group settings;
  - be able to source credible information from academic and practitioner sources;
  - be able to critically evaluate evidence and present a balanced argument.
  - be able to employ analytical and problem-solving skills;
  - be able to structure, write and present marketing reports and campaign evaluations;
  - be able to reflect on their own values with respect to ethical practice.

### **3. COURSE CONTENTS**

- Situation analysis

- Target markets
- Setting objectives and formulating budgets
- Message strategy
- Creative tactics
- Understanding consumers
- Media strategy
- Sales promotion
- Measuring effectiveness

#### **4. COURSE ASSESSMENT**

I expect you to (1) attend classes and **contribute** to class discussion, (2) come to class prepared, and (3) work **with dedication** on the group project and other assignments. You should ask questions during class if any concepts are unclear.

Your coursework will be evaluated in the following manner:

- Quiz 1 – Quiz 2 – Quiz 3: Select the best two out of three; 100 points each
- Group project:
  - Written report 200 points
  - Presentation 50 points
- Individual class participation 50 points

TOTAL = max. 500 points

[Note: the above course assessment components are non-recoverable. To pass the course, it is essential to attend the seminars, at least two of the three quizzes, and to complete the group project.]

Quizzes: They test your knowledge and understanding of the theories, concepts, and techniques that underlie the course. They will consist of multiple choice and possibly short answer questions. The quizzes will last 90 minutes.

Typically, there will be no carryover of topics for the quizzes. However, because topics in the course are interrelated, answering questions in a particular topic may require knowledge of topics discussed earlier.

Group Project Report and Presentation: The group project will consist of the preparation of a campaign intended to market a “social product” to Spanish consumers, specifically, the situation analysis and communications strategy sections. Detailed instructions of what the group project report must include, as well as guidelines for the group project presentation will be given later in class.

The group project is a very important part of this course: Much of what you will learn will come from “doing.” To get the maximum out of it and to help you manage time, you will be required to make two intermediate submissions. You will receive feedback on each of these two intermediate submissions, which will help you improve in preparing the final report.

Your group will be required to present one of these two intermediate “portions” on one of the two dates specified in the class schedule at the end of this syllabus (which group will present on each day will be determined by lucky draw).

As the name indicates, the group project is a group assignment. Every group member gets the same score; thus **all members are expected to make a substantial contribution to the final result**. However, because I realize that this may not always be the case, a peer evaluation system will be in place. You will be required to evaluate your team members’ (except for your own) performance / contribution to the group project at the end of the semester, and this will be used to adjust individual team members’ group project grade.

Class Participation: A portion of your final grade will be earned by participation in class, as sharing your points of view and experiences with other students will be an essential part of your learning. Class participation is evaluated by the quality and the frequency of your comments: *To count, they should make a contribution to the learning experience of the class*. Effective class participation includes: i) sharing your experience or point of view with the class; ii) building on points raised by others; iii) clarifying issues; or iv) relating topics being discussed to previous class topics. Interaction with other students is encouraged—it should be positive and respectful even when in disagreement. It is also important to ask questions if anything is unclear—remember that likely other students have the same question.

## **5. BIBLIOGRAPHY AND OTHER RESOURCES**

Required textbook: “*Cracking The Ad Code*,” by J. Goldenberg, A. Levav, D. Mazursky, and S. Solomon, 1<sup>st</sup> edition, Cambridge University Press.

Additional material as well as the PowerPoint slides will be posted in “Aula Global” in advance of every theory session.

## **6. METHOD OF INSTRUCTION**

There will be 20 theoretical sessions of 90 minutes each. Students should read the material (book chapters or other assigned readings) in advance.

The theoretical sessions will be complemented with six seminar sessions. These sessions will be used for providing guidance on the group project as well as for group project presentations. Please consult the class schedule for specific dates of the seminar sessions.

## **IMPORTANT POLICIES AND PROCEDURES**

- I do not give make-up quizzes, no matter how \*legitimate\* the excuse for missing the quiz may be; it is impossible to make an equivalent quiz without placing the student at either an advantage or disadvantage. Thus, instead of counting all three quizzes, I count the best two out of three.
- *Although I do not expect **cheating** in my class, the penalty is an **F for the course**. You commit cheating when, during a quiz, you talk to other student(s) or look at other student(s) answers. You commit plagiarism when you copy large sections of an author’s material without referencing it. If in doubt, please consult me.*
- Group project written report submissions: The two different parts of the written report (see class schedule for the due dates) are due at the beginning of the seminar on the day in which they are due.
- Attendance is required, and so is arriving on time. Absences and late arrivals (without legitimate excuses) will be penalized by deducting points from the class participation grade. Legitimate excuses include: Illness, death in family, other excuses on a case-by-case basis. Note that legitimate excuses are invalid without supporting documentation. Please do not take this personally – I require supporting documentation because there were students in the past that fabricated reasons.
- Don’t miss class. Getting a classmate’s notes is a poor second choice.
- Although I will try to maintain the class schedule and objectives, unforeseen circumstances may force me to make adjustments.

**CURRENT TOPICS IN COMMERCIAL MANAGEMENT—TENTATIVE CLASS SCHEDULE**  
**(Seminars in yellow)**

WEEK	DATE	TOPIC	NOTES   READINGS
1	7 Jan	Course introduction <i>Discussion of assigned reading</i>	"Focusing the concept of social marketing" <sup>(A)</sup>
	8 Jan	L1: Situation analysis	
2	14 Jan	L2: Target markets	
	15 Jan	L3: Setting objectives & formulating budgets	
	16 Jan [S]		<b>Group member form due / Project topic due</b>
3	21 Jan	L4: Message strategy	
	22 Jan	L5: Creative tactics I	"Cracking the ad Code – Ch. 1-2" <sup>(A)</sup>
	23 Jan [S]		<b>Survey questions due</b>
4	28 Jan	L6: Creative tactics II	"Cracking the ad Code – Ch. 3-4" <sup>(A)</sup>
	29 Jan	L7: Creative tactics III	"Cracking the ad Code – Ch. 5-6" <sup>(A)</sup>
5	4 Feb	L8: Creative tactics IV <i>Review of material for quiz 1</i>	"Cracking the ad Code – Ch. 7-8" <sup>(A)</sup>
	5 Feb	Quiz 1	
	6 Feb [S]	<b>STUDENT PRESENTATIONS</b>	<b>PART I OF REPORT DUE</b>
6	11 Feb	L9: Understanding consumers I	
	12 Feb	L10: Understanding consumers II	"China makes its mark with Times Square ads" <sup>(A)</sup> "Harnessing the science of persuasion" <sup>(A)</sup>
	13 Feb [S]	<i>Feedback on part I of report</i>	
7	18 Feb	L11: Understanding consumers III	
	19 Feb	<i>Review of material for quiz 2</i>	
8	25 Feb	Quiz 2	
	26 Feb	L12: Media strategy	
	27 Feb [S]	<b>STUDENT PRESENTATIONS</b>	<b>PART II OF REPORT DUE</b>
9	4 Mar	L13: Sales promotion	
	5 Mar	L14: Measuring effectiveness <i>Review of material for quiz 3</i>	
	6 Mar [S]	<i>Feedback on part II of report</i>	
10	11 Mar	Quiz 3	
	12 Mar	Wrap-up	"Marketing and the science of persuasion: does advertising promote people's well-being?" <sup>(A)</sup> <b>FINAL REPORT DUE</b>

<sup>(A)</sup> To be read in advance, in preparation for class discussion