

**UNIVERSITAT POMPEU FABRA**  
**Department of Economics and Business**  
**New Topics in Marketing 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 how to design *effective* marketing communications. The course concentrates on three crucial inputs that contribute to a communication's effectiveness: Research, creativity, and an understanding of consumer behavior (stemming from knowledge of behavioral theories relevant to the domain of persuasion).

The first third of the course thus focuses on learning how to plan and implement a thorough situation analysis, with the aim of using derived insights in the design of an effective message strategy. The second third of the course focuses on the learning and application of a set of eight award-winning creative tools, with the aim of using them in the implementation of the message strategy. The final third of the course focuses on the learning of specific consumer behavior theories and models relevant to persuasion, with the aim of using them to make adjustments to the designed communications to maximize their impact.

### **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, including target markets
- Setting communication objectives
- Message strategy design
- Creative tactics (message strategy implementation)
- Understanding consumers (message strategy implementation)
- Measuring communication effectiveness

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

I expect you to attend classes and **contribute** to class discussion, come to class prepared, and 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; 17% each
- Group work:
  - Creative tactic example presentation 10%
  - Group project written report 36%
  - Group project presentation 10%
- Individual class participation 10%

**IMPORTANT: 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 normally last 45 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 Work: Creative Tactic Example Presentation: Your group will be assigned a creative tactic, and you will have to find a real-life example of it and make a short presentation on the second seminar (on Jan 31<sup>st</sup>). The presentation should last no more than 10 minutes. During your presentation you should explain in detail to the audience how exactly the example chosen illustrates the application of the assigned tactic. If in doubt, please consult me.

Group Work: 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 message strategy sections of the campaign). 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 your campaign at the end of the term.

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” a few hours in advance of every theory session.

## **6. METHOD OF INSTRUCTION**

There will be 20 theoretical sessions of 90 minutes each. To get the maximum out of each lecture, 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, for deepening understanding of the creative tools learned in class, and 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.

### **NEW TOPICS IN MARKETING MANAGEMENT—TENTATIVE CLASS SCHEDULE**

WEEK	DATE	TOPIC	NOTES   READINGS
1	7 Jan	<ul style="list-style-type: none"> <li>Course introduction, norms, methodology</li> <li>The group project: Introduction to social marketing</li> </ul>	"Focusing the concept of social marketing"
2	13 Jan	• Situation analysis	
	14 Jan	<i>Class cancelled</i>	
3	20 Jan	• Analysis of target markets	• <i>Group members list due</i>
	21 Jan	<ul style="list-style-type: none"> <li>Setting communication objectives</li> <li>Designing the message strategy</li> </ul>	
4	27 Jan	QUIZ 1	
	28 Jan	• Creative tactics I: Unification, Activation	"Cracking the ad Code – Ch. 1-2"
5	3 Feb	• Creative tactics II: Metaphor, Subtraction	"Cracking the ad Code – Ch. 3-4"
	4 Feb	• Creative tactics III: Extreme consequence, Absurd alternative	"Cracking the ad Code – Ch. 5-6"
6	10 Feb	• Creative tactics IV: Inversion, Extreme effort	"Cracking the ad Code – Ch. 7-8"
	11 Feb	• Creative tactics: Review	
7	17 Feb	QUIZ 2	
	18 Feb	• Understanding consumers I: Consumer needs, Consumer Processing Model	"Harnessing the science of persuasion"
8	24 Feb	• Understanding consumers II: Elaboration Likelihood Model, Cialdini's principles of Persuasion	
	25 Feb	• Understanding consumers III: Evaluative Conditioning Theory, Regulatory Focus Theory	
9	3 Mar	• Using behavioral theories to improve communication design	
	4 Mar	• Measuring communication effectiveness	
10	10 Mar	<ul style="list-style-type: none"> <li>Wrap-up</li> <li>Review of material for quiz 3</li> </ul>	
	11 Mar	QUIZ 3	

Week 3	24 Jan	SEMINAR 1	<ul style="list-style-type: none"> <li><i>Project topic due</i></li> <li><i>Planning the research</i></li> </ul>
Week 4	31 Jan	SEMINAR 2	• <i>Interpreting results of situation and target market analyses</i>
Week 5	7 Feb	SEMINAR 3	<ul style="list-style-type: none"> <li><i>PART I OF REPORT DUE</i></li> <li><i>Designing the message strategy</i></li> </ul>
Week 6	14 Feb	SEMINAR 4	<ul style="list-style-type: none"> <li><i>Presentation of creative tactic example</i></li> <li><i>Implementing the message strategy</i></li> </ul>
Week 8	28 Feb	SEMINAR 5	<ul style="list-style-type: none"> <li><i>PART II OF REPORT DUE</i></li> <li><i>Project consultation</i></li> </ul>
Week 9	7 Mar	SEMINAR 6	<ul style="list-style-type: none"> <li><i>FINAL REPORT DUE</i></li> <li><i>Group project presentation</i></li> </ul>