ADVERTISING MANAGEMENT AND MEDIA DISTRIBUTION

GRADO EN COMUNICACIÓN Y MEDIOS DIGITALES
Professor: PETER THOMAS BOLAND
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Academic year: 18-19
Degree course: THIRD
Semester: 2º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES
An open and curious mind!

SUBJECT DESCRIPTION
As part of an integrated communication strategy, Advertising remains a leading discipline that aims to inform and persuade clients or potential clients to try or buy their products, services, ideas and institutions. Typically representing half of the total marketing budget, advertising was previously considered as the base of the marketing strategy but has recently become less effective generally. The distribution of advertising in mass media has also meant that it is seen as entertainment, often transcending its original purpose and entering popular culture through its images, music and catch phrases. This course will provide the process and the tools to successfully manage an advertising campaign.

OBJECTIVES AND SKILLS
The course aims to introduce students to the practice of advertising, and provide them with the tools to plan and develop advertising strategies, within an IMC context, allowing for appropriate measurement and evaluation techniques to validate strategic and creative ideas.

Generic or transversal skills:
- Analysis and synthesis ability.
- Organisation and planning ability.
- Ability in problem-solving.
- Ability in applying analysis of problems and professional criteria based on the use of technical tools.
- Motivation for quality and rigorous work.
- Creativity, initiative and enterprising spirit.
- Inter-disciplinary teamwork.
Professional – Specific Competences

- Skill in writing assessment reports concerning specific situations of companies and markets.
- Ability to jointly apply theoretical and methodological knowledge and marketing and market research techniques acquired through the training process, working as a team, and developing the skill and expertise of a marketing and market research professional.
- Ability to submit and defend a full project which integrates marketing activities, or a marketing plan.

**METHODOLOGY**

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>50.0 %</td>
<td>75 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0 %</strong></td>
<td><strong>150 hours</strong></td>
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PROGRAM

SESSIONS 1 - 2

Fundamental Concepts
In addition to a brief explanation of the programme, students will be introduced to the advertising industry in size and structure; agencies and the typical roles within them. They will understand how advertising is fighting a battle to remain effective and relevant in the digital world and reflect upon different perspectives on advertising's role in society.

SESSIONS 3 - 4

Account Management and the Client Brief
Students will understand the importance of briefing/debriefing and interpreting the client's instructions. They will be briefed on the Group Exercise that will be part of their assessment.

SESSIONS 5 - 6

Account Planning and Understanding the role for advertising
All strategic and creative thinking must be based on sound analysis and diagnosis of the brand and the role that advertising can play in reaching the brand's stated objectives. Students will understand the role of the planner in terms of analysing a marketing and advertising data, identifying key marketing drivers and the potential role for advertising.

SESSIONS 7 - 8

Advertising consumer and media research
Understanding the methodologies of media marketing research (TGI) and its impact on the development of an advertising strategy.
Examples will enable students to appreciate the value of research work in developing strategic recommendations.

SESSIONS 9 - 10

Advertising and media targeting
Students will understand how agencies translate the marketing consumer group into a communication target audience for planning and buying purposes. The groups will work on defining their target audience for their assessed project.

SESSIONS 11 - 12

Competitive Analysis - advertising expenditure
Students will be exposed to how advertising media expenditure is calculated and used to establish strategic goals. They will learn about the concept of "share of spend" and "share of voice" and how both metrics can be used exploited to the brand's advantage.
SELECTIONS 13 - 14

Competitor Analysis - copy

In these sessions, student will learn how to conduct a copy analysis of competitive brands in order to understand the communication battleground and potential territories for our brand.

SELECTIONS 15 - 16

Establishing Objectives and Developing the Advertising Strategy

We will look at establishing advertising/media objectives as a means to achieve the broader marketing communication goals. Students will work on developing their own objectives for their assessed projects.

SELECTIONS 17 - 18

Creative Development

We will discuss different theories on the creative process and how to generate creative concepts. Students will be exposed to various methods to find creative input and inspiration with a view to generating persuasive ideas.

SELECTIONS 19 - 20

Copywriting and Creative Management

Focusing on the creative function of the agency with emphasis on copywriting. Students will be exposed to the management of the creative department and the role of the copywriter in the conceptualization of advertising ideas for printed and audiovisual media.

SELECTIONS 21 - 22

Creative Concept Testing

Students will learn about concept testing and the different techniques to analyse creative concepts with the intended audience to get their feedback and help the creative team to identify the most effective solutions and revise concepts if necessary.

SELECTIONS 23 - 24

Media Planning

Focusing on the media function of the advertising agency with emphasis on media planning. Students will be exposed to techniques and criteria in planning for channel selection across mass as well as digital media.

SELECTIONS 25 - 26

Media Buying

Focusing on the media function of the advertising agency with emphasis on media buying.
Students will be exposed to buying/dealing based on agreements with broadcasting companies, publishers, contractors and other non-traditional media companies are also investigated for a fuller perspective of the media function.

**SESSIONS 27 - 28**

Media Strategy Evaluation

Students will learn how to schedule a campaign and monitor its performance over time, negotiating compensation where appropriate, and reporting results back to clients.

**SESSIONS 29 - 30**

Final Presentations and course wrap-up.
BIBLIOGRAPHY

RECOMMENDED READING:-


Plummer J., Rappaport S. D., Hall T., Barocci R., 2007. The Online Advertising Playbook:


EVALUATION CRITERIA

Your final grade in the course will be based on both individual contribution and group work that will be weighted in the following way:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>60 %</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>20 %</td>
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A. GROUP PRESENTATION AND REPORT

You are also expected to complete a project with your group and present it in written form. The project will give you the opportunity to reflect on what you have learnt in class and apply it to some practical problems. More details of the project will be provided by the start of the course.

You will be graded according to the use of the techniques covered in the advertising process and the quality of your diagnostic and creative solutions, weighted in the following manner.

Peer grades will be requested as a benchmark reference but will not be taken into account for the grading process.

B. CLASS PARTICIPATION

Informed Participation and contribution to the learning atmosphere.

Physical attendances is not enough. Students are expected to participate in class discussions and activities as an important component of this course. Listening carefully is just as important a component of participation as speaking. Please be aware of your own style of participation: if you find it difficult to speak up in class, push yourself to do so. If you realize you tend to dominate discussions, make a point of listening to others. Your participation grade at the end of the semester will be based cumulatively on your contributions over the course of the semester.

Participation is graded using the criteria below, which are adapted from:
Grade 0-4.9 Criteria: When present, not disruptive and tries to respond when called upon but does not offer much. Demonstrates very infrequent involvement in discussion.

Grade 5.0-6.9 Criteria: Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g. straight from the reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called upon. Demonstrates sporadic involvement.

Grade 7-8.9 Criteria: Demonstrates good preparation: knows reading facts well, has thought through implications of them. Offers interpretations and analysis of reading material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds thoughtfully to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.

Grade 9.0-10.0 Criteria: Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (e.g., other readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of class material (e.g., puts together pieces of the discussion to develop new approaches that take the class further). Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.

C. TEAMWORK

Students must demonstrate an empathetic and tolerant approach to group discussion and ideation. Great ideas can be lost through poor group dynamics. Ideas should be conveyed with a spirit of involvement and positive reinforcement.

Workloads should be distributed equitatively.

PROFESSOR BIO

Professor: PETER THOMAS BOLAND
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Academic Background
Peter is a graduate in Modern Languages and Business Studies from Leeds University

Academic Experience
IE: Associate Professor for both BBA and BCDM for Advertising Planning, Advertising and Creative Strategy and Personal Branding subjects.
ESIC: Associate Professor on the Master’s Degree in Marketing and Commercial Management and on the Degree in Marketing Management. Coordinator for the Strategic Brand Management subjects since 2011.
Professional Experience
An independent consultant with 30 years’ experience in multinational companies in both the
marketing and communications disciplines. He specialises in innovation and creativity, and the
strategic planning of brands especially in the field of Communications Planning.
Prior to this, Peter was Chief Strategy Officer of Mediabrands, the media-marketing holding
belonging to IPG, following his earlier role as President of Universal McCann. He spent 8 years as
Managing Director of Carat España although he arrived in Spain as Development Director of CIA
(nowadays mediaedge:cia) with specific responsibility for corporate development.
He started his career with sales and marketing positions in companies such as Coca-Cola &
Schweppes Beverages and Thames TV.
He is a regular speaker at industry events and is a collaborator in the main leading advertising
publications. Boland has served as a jury member at a number of international and national
advertising festivals such as Cannes, the Eurobest Awards and the Genio Awards.
Peter has worked for some of the most widely recognized global advertisers, including Coca-Cola,
Bacardi, Microsoft, L’Oreal, Telefonica, Orange, BBVA, Renault, Disney, Philips, Kraft and BMW.

OTHER INFORMATION

CODE OF CONDUCT IN CLASS

1. Be on time: Students arriving more than 5 minutes late will be marked as “Absent”.
Only students that notify in advance in writing that they will be late for a specific session may be
granted an exception (at the discretion of the professor).
2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty
members and fellow students learn your names.
3. Do not leave the room during the lecture: Students are not allowed to leave the room during
lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and,
therefore, will be marked as “Absent”.
Only students that notify that they have a special reason to leave the session early will be granted
an exception (at the discretion of the professor).
4. Do not engage in side conversation. As a sign of respect toward the person presenting the
lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a
question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to
approach your teacher after class.
If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and,
consequently, will be marked as “Absent”.
5. Use your laptop for course-related purposes only. The use of laptops during lectures must be
authorized by the professor. The use of Social Media or accessing any type of content not related
to the lecture is penalized. The student will be asked to leave the room and, consequently, will be
marked as “Absent”.
6. No cellular phones: IE University implements a “Phone-free Classroom” policy and, therefore,
the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails
expulsion from the room and will be counted as one absence.
7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and
the consequent marking of the student as “Absent.” IE University implements an “escalation policy”:
The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6
above), the student will incur one absence, the second time it will count as three absences, and
from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5
absences.