

**293NMARV572B– Advertising Management**  
**Study program: BA in Business and**  
**Management 2018, spring**

<b>Course leader:</b>	
<b>Lecturer(s):</b>	
<b>Department:</b>	Institute of Marketing and Media Department of Marketing, Media, and Design Communications
<b>Office hours:</b>	
<b>Availability:</b>	
	<a href="http://marketing.uni-corvinus.hu">http://marketing.uni-corvinus.hu</a> <a href="http://facebook.com/corvinusmarketing">http://facebook.com/corvinusmarketing</a>
<b>Course type:</b>	elective
<b>Prerequisites:</b>	marketing
<b>Credits:</b>	
<b>Number of hours per semester</b>	2+2
<b>Time of class:</b>	
<b>Venue:</b>	see above

**Aims and objectives and description of the course:**

The aim of the course is to give an established understanding of international / global marketing communications practices. Participants of the course will understand the planning and evaluation of marketing communications

strategy, tactics and tools with the implication of international and local adaptation. The course is designed to provide help for the student:

1. To achieve an understanding of advertising in an international setting as a part of the overall marketing strategy as a part of the overall communication mix
2. To establish a knowledge of the phenomenon of culture and its consequences in marketing communication planning
3. To understand the basic elements of advertising decision making, their underlying conceptual structure and theoretical base, with respect to strategic questions of local versus global formats, standardized versus adapted formats
4. To provide a framework and knowledge for making more effective internationally oriented advertising decisions (including selecting appropriate messages, execution and media in a given cultural setting)
5. To understand the difference and the importance of major marketing communication tools from classical advertising to special forms of communications like one to one marketing, interactive communication or consumer incentives
6. To get acquainted with the major research questions and available methods of culturally oriented advertising and communication research
7. To improve communication skills and team spirit by analyzing, writing and presenting cases and projects

### **Course description**

This is an advertising management, especially practice oriented course. The overall aim is to create a deep understanding of marketing communication planning and evaluation in general and to make participants of the course able to efficiently translate local specialties into international communication programs with respect to cultural differences

### **Methodology to be used:**

The course is a combination of short lectures, discussions and presentations.

The course is designed to generate active student contribution during the sessions, therefore each session is built on the introduction of a theoretical concept that is illustrated with real life examples either brought in by students, industry experts or the instructor.

Examples brought in the session serve as a basis for discussion, as the phenomenon of advertising only comes to life in practice.

Each session will be a combination of the instructor or students' short introduction to the assigned topic, students' short presentations of a chosen area (e.g. product, market, cultural setting, brand, piece of advertisement, etc.) and group discussion of the illustration.

Industry experts, representatives of the international advertising practice will make theoretical concepts more applicable and vivid for students.

**Detailed class schedule, 1<sup>st</sup> – 15<sup>th</sup> weeks:**

*Tentative schedule, subjects may change*

#	Date	Lecture	Seminar
1	feb 5	Introduction to the course	Introduction to the course
2	feb 12	Relating Marketing and Marketing Communications - STP strategy	Relating Marketing and Marketing Communications - STP strategy
3	feb 19	Traditional advertising	Traditional advertising – Classical and Nonclassical forms of advertising
4	feb 26	The advertising industry; Advertising agencies Briefing	Briefing
5	mar 5	Creativity in advertising	Panel discussion (1.) Creative media
6	mar 12	Creating advertisements and commercials (Copywriting) – Industry-specific solutions	Panel discussion (2.) Hidden advertising
7	mar 19	Experiential marketing, event marketing	Panel discussion (3.) Experiential marketing
8	mar 26	Direct Mail, Sales Promotion	Panel discussion (4.) Direct Mail, Sales Promotion
	apr 2	(Spring break)	
9	apr 9	Public relations	Panel discussion (5.) The role of user-generated content in marketing communications
10	apr 16	B2B advertising	Digital and social media in advertising
11	apr 23	Digital and social media in advertising	Digital and social media in advertising
13	apr 30	(Labor Day long weekend)	
12	may 7	Marketing strategy and advertising planning – Integrated marketing communications (IMC)	Summary of the class

15	may 14	(First exam week)	
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### **Assessment, grading:**

1. Class participation – Individual work: 20 %
  - Class attendance: basic requirement (see below)
  - Individual project: collecting marketing communications examples: 20 % – 20 points (see below)
2. Group project: panel discussions on theoretical topics: 30 % – 30 points (see below)
3. Final exam: 50 % – 50 points
  - ▣ **students are required to obtain at least 25 points (i.e. 50%) at the final exam to receive a pass grade, *independently* of their overall score!**

### **Compulsory readings:**

Dahlén, Micael, Lange, Fredrik, & Smith, Terry (2010). Marketing communications: a brand narrative approach. Chichester, UK: John Wiley & Sons. ISBN 978-0-470-31992-5

### **Group project: panel discussions on theoretical topics:**

The seminar will be divided into 5 groups; group members will work together during the semester.

The groups will have 4 different roles during the panel discussions throughout 5 seminars:

- (1) organizer and moderator role
- (2) academic, scientific role
- (3) professional, practical role
- (4) professional reflection writer (this one is an individual assignment).

Evaluation: 7.5 points for each role.

### **Description of group roles**

1. Discussion organizer and moderator (7.5 points)

In this role the group must **provide a framework** for the topic of the week: they are the ones who **introduce** the topic, **connect** the academic and the professional presentations, and **motivate the audience to participate**. They are advised to work together with the two other preparing teams (i.e. academic and professional).

Their role is to activate the group: inspire them about the topic, and maintain a debate and discussion. Recommended tools for motivation: games, competitions, [kahoot.it](https://kahoot.it), etc.

## 2. Academic, scientific role (7.5 points)

In this role the team must **process and give a 15-20-minute presentation** of a given **pool of articles** for the class about a given topic. Their task is not to give a linear presentation of the articles but to transmit an overall understanding of the issue in question in an **academic point of view**.

The presentation should be made in such a way that the presentation slides (which will be shared with the whole class) be **able to serve as a learning material** for the whole group for the exam about the given topic. (*For the list of articles to present for each week, see the lecture's Moodle page.*)

## 3. Professional, practical role (7.5 points)

In this role the team must **illustrate** the weekly topic with **professional examples**. This can be either the **in-depth analysis** of one (interesting, peculiar) case, or a **structured comparison** of multiple examples (best/worst cases in connection with the topic). They can also invite a professional expert in the topic. Their time limit is 15-20 minutes.

## 4. Individual reflection - in writing (7.5 points)

During the panel discussions, the team in this role must **pay special attention in class**, since they have to **write a summarizing essay** about both presentations and the conclusions.

This is an **individual work**, each team member should write this essay individually! The members should add their own professional insights, experiences, **thoughts about the presentations and the topic** itself. The essays should not be solely about the presentations: these should be used as a starting point, but the essay should go further and **add insights** gained from relevant complementary sources (e.g. further academic articles, practical articles, information from handbooks etc.) that the authors may have found subsequently to the presentation.

The essay should be 10,000 to 15,000 characters long (+references) (Times New Roman, 12 pt, single spacing).

**Panel discussion groups:**

	Discussion organizer and moderator	Academic, scientific role	Professional, practical role	Individual reflection writing
Panel discussion 1 – Creative media / March 5.	Group 1	Group 5	Group 2	Individually, by members of Group 4
Panel discussion 2 – Hidden adv. / March 12.	Group 2	Group 4	Group 3	Individually, by members of Group 1
Panel discussion 3 – Experiential m. / March 19.	Group 3	Group 2	Group 1	Individually, by members of Group 5
Panel discussion 4 – DM / March 26.	Group 4	Group 3	Group 5	Individually, by members of Group 2
Panel discussion 5 – UGC / April 9.	Group 5	Group 1	Group 4	Individually, by members of Group 3

**Individual project: collecting marketing communications examples:**

The exercise involves students individually **collecting personal examples**, throughout the whole semester, of manifestations of marketing communications on various platforms that they encounter in various moments of their life.

The aim of the exercise is, first, to make students aware of the marketing communications messages and impulses that they are bombarded with throughout their everyday life, and second, to make them think through these messages and impulses utilizing a professional approach (i.e. to understand, in a given situation, what a client/agency wanted to accomplish with a given message at a given moment, to what audience the message is targeted at, etc.).

Assessment: Students are provided with 5 possibilities to complete the task, out of which they are required to complete 2 (and only 2!) tasks of their preference. The completion of each exercise is worth 10 points. In order to obtain the full 10 points, the documents handed in must comply both in form and in substance with the requirements presented below in detail.

**1. Collecting examples of creative direct marketing activities – Coupons**

Collect various coupons that you come across during the semester. For more information, see the exercise template.

**Submission:** By uploading the document to the corresponding exercise uploading module on the lecture's Moodle page. For the full 10 points, students must upload a word document (.docx format) that contains the detailed log and a subsequent min. 7,000character-long analysis. For the full 10 points, the log must include at least 30 pieces/sources of coupons, out of which at least 15 from non-digital sources. **Deadline:** May 12., 8 p.m. [ 20:00 ]

## 2. Collecting examples of creative outdoor advertising activities (ambient media)

If you **personally** encounter creative/interesting/shocking/etc. ambient outdoor advertising activities during the semester, think about documenting them (take 1-2 pictures and/or a small video with your mobile phone). (*Please do note the difference between creative messages of traditional outdoor advertising and ambient media, the two things are different!*)

Naming your submissions:

- Use the following naming template: "brand\_date\_place\_comment\_nr.jpg" (.png, .avi, .mov etc.), where:
- *brand*: the identified brand of the ambient advertisement
- *date*: date when the ambient advertising was encountered (and the pictures taken) (date format: YYYYMMDD – e.g.: February 5, 2018 will be: "20180205")
- *place*: place where the picture/video was taken – use an identifiable name (e.g. town + street/square name etc.)
- *comment*: short, one- or two-word comment/context to the image, if necessary (e.g. name of the event [e.g. festival] where the picture/video was taken)
- *nr*: item number (if there are more than 1 pictures for the same ambient advertisement)
- all parts divided each time by an underscore ("\_") symbol
- e.g. "soproni\_20110827\_budapest\_buda castle beer festival\_01.jpg"

Write a min. 7,000-character-long analysis of your experience during the semester, along the following criteria:

- In what life situations did you meet ambient advertising?
- In your experience during the semester, were ambient manifestations used as standalone activities, or rather in conjunction with other media (e.g. by "augmenting" a traditional billboard/citylight poster)?
- How would you compare your own experience during the semester with the 'famous' examples of ambient advertising that can be seen on the internet (in terms of creativity, memorability, etc.).

- Can ambient advertising transcend the traditional outdoor (billboard/citylight/vehicle) advertisement tools? If yes, based on your own experience, how?

**Submission:** *By uploading a compressed archive file (accepted formats: .zip, .7z, or .rar) (containing a min. of 10 different ambient advertising situations and a word [.docx] file containing your analysis) to the corresponding exercise uploading module on the lecture's Moodle page. The uploaded materials must follow the above formal requirements in order to be taken into consideration! If your compressed archive file is bigger than the course upload limit imposed by Moodle (100 Mb, please contact your seminar leader in time for setting up alternative ways of submitting your work.)* **Deadline:** May 12., 8 p.m. [ 20:00 ]

### 3. Collecting examples of product placement in movies/series

If you come across a scene in a movie or an episode of a tv-series where you think you are facing a form of product placement, make a screenshot. Save this screenshot onto your computer following the naming guide below (*all submissions that do not follow the naming guide will not be considered!*)

Write a min. 7,000-character-long analysis of your experience during the semester, along the following criteria:

- In what type of program did you most encounter product placement?
- What kinds of brands did appear this way? In your opinion, why?
- What different kinds of product placement techniques can you differentiate between? Which of these do you deem successful, and which ones unsuccessful? Why?

Naming your screenshots:

- file name in case of movies: "*title\_time\_brand.jpg*" (or: .png), where:
  - *title*: the movie's title
  - *time*: moment (rounded to a minute) within the movie where the product placement is visible (format: 3 digits) (e.g. 1st minute of the movie: "001"; at 1h17mins: "077", etc.)
  - *brand*: the identified brand of the product placement
- all three parts divided each time by an underscore ("\_") symbol
- for compatibility, when naming your files, always only use characters of the English alphabet (don't use accented characters, or non-latin characters etc.)
- e.g.: *the book of eli\_077\_motorola.jpg*
- file name in case of tv-series: "*title\_season/episode\_time\_brand.jpg*" (or: .png), where:



- *title*: the title of the tv-series
- *season/episode* – format: “S##E##” (e.g.: episode 17 of season 1 will be: “S01E17”)
- *time*: moment (rounded to a minute) within the movie where the product placement is visible (format: 3 digits) (e.g. 1st minute of the movie: “001”; at 1h17mins: “077”, etc.)
- *brand*: the identified brand of the product placement
- all three parts divided each time by an underscore (“\_”) symbol
- for compatibility, when naming your files, always only use characters of the English alphabet (don’t use accented characters, or non-latin characters etc.)
- e.g.: *dexter\_S05E10\_042\_hp.jpg*

Supplementary information/conditions:

- To make a screenshot, use e.g. VLC Media Player (“Video” menu → “Take Snapshot” command)
- We advise you to find examples from the last 1-2 years.
- Do not base your submission of images on only one movie/episode (even if you could otherwise find the required amount of images within it). Use at least 4 different sources.
- Do not submit the exercise with only one brand’s placement found

**Submission:** *By uploading a compressed archive file (accepted formats: .zip, .7z, or .rar) (containing a min. of 30 image files and a word [.docx] file containing your analysis) to the corresponding exercise uploading module on the lecture’s Moodle page. The uploaded materials must follow the above formal requirements in order to be taken into consideration!*

**Deadline:** *May 12., 8 p.m. [ 20:00 ]*

#### 4. Collecting examples of internet memes with brand relevance

When you come across funny internet memes that (also) concern brands, save them as a picture (.jpg, .png, .gif) to your computer. You should also consider the connection to the brand (direct/indirect – see example below).

- *Internet meme*: usually (but not necessarily) funny user-generated contents (in the present exercise: images, but memes can also be videos, texts, etc.) that spread through the internet and vary over time, the most successful being included into so-called meme templates
- *Direct connection to the brand*: The meme uses (among other things) the brand’s message while transmitting its own message (see e.g. [1] below)

- *Indirect connection to the brand:* While transmitting its own message, the meme refers to elements having some kind of connection to the brand – even though the brand itself does not appear within the meme (or, also, when the brand is only present upon the meme image by chance and the meme has no other intended connection with the brand’s message whatsoever etc.) (see e.g. [2] below)

- E.g.



[1] *Direct connection to the brand:* “A Lannister always pays his debts – for everyone else there’s Mastercard”: The brand’s renowned slogan repurposed for the Game of Thrones universe, giving a direct thematic connection to the motto House Lannister.



[2] *Indirect connection to the brand:* “Is a dwarf, sentenced to death twice – Still made it through 4 seasons of GOT #respect”: the hashtag was first used in mass in internet communications by Twitter. Users will likely associate to this brand seeing the sign – even though the brand is not directly present in the meme, or its message.

Write a min. 7,000-character-long analysis of your experience during the semester, along the following criteria:

- In what type of memes did you most encounter the use of brands’ messages in the expression of one’s own message?
- How did brand appear within these memes? What was their role in the transmission of the message? Which elements of the brand were used?
- What was the reason behind using a brand’s message? Did the meme keep the original brand-generated message/direction, or did it rather hijack it?
- What kinds of brands did appear this way? In your opinion, why?
- In your opinion, how did the appearance of the brand’s message within the memes that you saw influence the brand itself?

Naming your memes:

- The respective sources of your memes must be identifiable!
- Use the following naming template: “*brand\_in/direct\_date\_source.jpg*” (.png, .gif), where:
- *brand:* the identified brand in the internet meme
- *in/direct:* “direct” or “indirect” connection to the brand (see above)
- *date:* date when you saw/saved the meme onto your computer (date format: YYYYMMDD – e.g.: February 5, 2018 will be: “20180205”)
- *source:* the exact source where you encountered the internet meme – shortened with Google’s URL shortener service (<http://goo.gl>). The file in the below example originates from the following address:

<http://www.demotivalo.net/view/96945/egylannister-mindig-megfizeti-az-adossagait>, which was then shortened to <http://goo.gl/vPii0C>. Your file name must contain only the part after the last "/" (i.e. here: "vPii0C")

- all three parts divided each time by an underscore ("\_") symbol
- e.g. "mastercard\_direct\_20150204\_vPii0C.jpg"

**Submission:** By uploading a *compressed archive file* (accepted formats: .zip, .7z, or .rar) (containing a min. of 30 image files and a word [.docx] file containing your analysis) to the corresponding exercise uploading module on the lecture's Moodle page. The uploaded materials must follow the above formal requirements in order to be taken into consideration!

**Deadline:** May 12., 8 p.m. [ 20:00 ]

## 5. Collecting examples of brand placement in influencer videos/images on youtube/instagram

Influencer marketing is becoming a new hit in digital advertising. It is ever more difficult to distinguish between directly paid-for advertisement (brand placement) on social media channels of influencers (content where Youtube or Instagram explicitly inform users of the presence of branded content), other forms of influencer marketing (e.g. sending samples to influencers to try out), or user-initiated mentions. During the semester, try to be vigilant about the ways brands you encounter when you watch your favorite Youtube and/or Instagram channels.

Make screenshots of these brand encounters (e.g. using your mobile phone's screenshot feature – but don't forget about renaming the file according to the below template!).

Write a min. 7,000-character-long analysis of your experience during the semester, along the following criteria:

- What kind of influencers did you observe? What kinds of target groups/audiences can they reach?
- In what kinds of topics did you most encounter brand placement on youtube?
- What kinds of brands did appear this way? In your opinion, why?
- What different kinds of product placement techniques can you differentiate between? Which of these do you deem successful, and which ones unsuccessful? Why?
- Do the brand placements that you encountered affect the influencer's credibility? How do they manage being endorsed by a brand or by more brands?
- To what extent did the brand placements you encountered and the influencers who displayed them "fit"?

Naming your screenshots:

- Use the following naming template: “channel\_brand\_type\_date\_time\_source.jpg” (.png), where:
- *channel*: name of the channel/influencer whose video contains the brand placement - *brand*: the identified brand in the video
- *type of brand placement*: put “advertising” if youtube/instagram expressly informs you of the brand placement (Youtube: at the beginning of the video; Instagram: “Paid partnership with” text displayed in the post’s header), “direct” when it is obvious (e.g. the influencer explicitly mentions it in his/her speech), “indirect” if it’s hidden in some way, or “user” if you believe that the brand mention is initiated by the channel, without being endorsed by the brand.
- *date*: date when you saw the video/saved the image onto your computer (date format: YYYYMMDD – e.g.: February 5, 2018 will be: “20180205”)
- *time (only in case of Youtube)*: moment (rounded to a second) within the video where the brand placement is visible (format: 2-2 digits) (e.g. at 17 minutes 15 seconds of the video: “17-15”, etc.) Put “00-00” if the video contains many placements of the same brand, or if the video seems to (or expressly) have been made to promote the brand.
- *source (Youtube)*: the exact source where you encountered brand placement – shortened to Youtube’s identifier. E.g. the file in the below example originates from the following address: <https://www.youtube.com/watch?v=v7YBCgCgcoE> – if you click on the “share” button on youtube, it displays as: <https://youtu.be/v7YBCgCgcoE>. Your file name must contain only the part after the last “/” (i.e. here: “v7YBCgCgcoE”).
- *source (Instagram)*: the exact source where you encountered brand placement – shortened to Instagram’s identifier. E.g. the file in the below example originates from the following address (to get the link of the post on mobile, tap “•••” above the post, then “copy link”): <https://www.instagram.com/p/Bel1byBnSAD/?hl=hu&takenby=vfruszj>. Your file name must contain only the part after the “instagram.com/p/” part (i.e. here: “Bel1byBnSAD”).
- e.g. (Youtube): “viszkok fruzsi\_cocacola\_direct\_20160511\_00-00\_v7YBCgCgcoE.jpg”
- e.g. (Instagram): “viszkok fruzsi\_cocacola\_advertising\_20180119\_Bel1byBnSAD.jpg”

**Submission:** By uploading a compressed archive file (accepted formats: .zip, .7z, or .rar) (containing a min. of 30 image files and a word [.docx] file containing your analysis) to the corresponding exercise uploading module on the lecture’s Moodle page.

The uploaded materials must follow the above formal requirements in order to be taken into consideration!

**Deadline:** May 12., 8 p.m. [ 20:00 ]

### **Class attendance:**

Class attendance is mandatory. **Participation in lectures** is an important part of the process and understanding of the subject, and tutors have the right to make a so-called 'positive attendance sheet'. Based on the 'positive attendance sheet' the tutor can give 5% extra points beyond all the points obtainable for the final grade. **Attendance of the seminars is compulsory.** The acceptable level of absence is  $\frac{1}{4}$  of all lessons (i.e. 3 seminars). **In exceptional cases** (hospital treatment, permanent illness) provided that the total absence is less than 50%, the tutor can (if he/she so decides) give an opportunity for supplement. *Study and Examination Regulations – 21§ (3) and (5)*

Simple doctor's certificates will not be accepted. If the student has exceeded the maximally allowed number of absences, only verifiable, official hospital- or treatment center documentation proving hospital treatment or permanent illness shall be accepted.

Students whose absence from the seminars exceeds the maximally allowed 3 occasions (partial seminar attendance is counted as absence), will be given a "not signed" (aláírás megtagadva) grade. Students receiving the "not signed" grade will not have the option of taking either the final or any of the retake examinations, but shall have to retake the course in a subsequent semester.

Students who in any way disrupt a class (lecture or seminar) will be warned once. If the student's disruptive behavior continues after the first warning, the tutor has the right to send the student out of the room and note that the student has been absent from the given class.

### **Cheating, plagiarism**

Any attempt at cheating or plagiarism in quizzes, assignments or at examinations shall result in an automatic "F" (fail) grade and the student will not be able to take either the final examination or the retake examinations, but shall have to retake the course in a subsequent semester.

### **Examinations and retake examinations**

In keeping with the Corvinus Study and Examination Regulations, a total of 3 examination opportunities shall be offered (except for the CIEE courses where – in keeping with the American Educational Regulations only a single examination opportunity will be given, or the elective courses where professors can decide to offer only 2 opportunities). All examinations will be

comprehensive (covering the whole semester's material.) The examinations will be spaced out during the official examination period, although the first examination (taking into consideration the foreign exchange students) will be held during the first week of the final examination period. Students returning home prior to the end of the official examination period do so at their own risk as no special consideration shall be given in such cases.)

Students must sign up for exams through the Students Information System (Neptun) .... The chosen exams may be modified not later than 24 hours prior to its start. Examinations held on Mondays are exceptions, since exams on Mondays must be signed up for no later than 72 hours prior to the start. (*Study and Examination Regulations 22.§ 2.*) Students not signed up for a given examination will not be allowed to take it.

Students signed up for a given exam but failing to take it will be given a “not present” (“nem jelent meg”) grade. While such a grade will not decrease the total number of times they can attempt the examination, it will result in a special administrative fee.

**Grading:** Please refer to the ISP's official grading scale and conversion table below.

**Grade Conversion Table for FBA Programs and Courses taught in English**

<i>Percentage achieved</i>	<i>Hungarian Grade</i>	<i>ECTS equivalent</i>	<i>International grade</i>	<i>Explanation for the Hungarian grade</i>
97-100	5	A	A+	Excellent
94-96			A	
90-93			A-	
87-89			B+	
84-86	4	B	B	Good
80-83			B-	
77-79			C+	
74-76	3	C	C	Satisfactory
70-73			C-	
67-69			D+	
64-66	2	D	D	Pass
60-63			D-	
0-59	1	F	F	Fail
	Nem jelent meg	DNA		Did not attend (no credit)
	Nem vizsgázott	I		Incomplete (no credit)

	<b>Aláírva</b>	<b>S</b>		<b>Signed (no credit)</b>
	<b>Megtagadva</b>	<b>R</b>		<b>Refused (no credit)</b>