

## 1. BASIC DETAILS

<b>Course</b>	Strategy Laboratory II
<b>Degree</b>	Bachelor's Degree in Advertising
<b>School/Faculty</b>	Social and Communication Sciences
<b>Year</b>	4º
<b>ECTS</b>	3 ECTS
<b>Type</b>	Optional
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	On campus
<b>Semester</b>	2nd semester

## 2. INTRODUCTION

This laboratory goes more deeply into the study of advertising strategies, focusing on strategic planning and creative execution of advertising campaigns. Real projects are worked on so that students can acquire skills and knowledge that allow them to design, implement and assess effective advertising strategies.

Throughout the course, students will explore the tools and techniques required to prepare strategic plans in advertising, identify the key elements to prepare a creative briefing, analyse consumer insights and trends, develop creative ideas and learn to assess the impact of the advertising campaign.

New trends in digital advertising will also be covered and successful cases of advertising campaigns at an international level will be analysed. Students will work as a team, encouraging critical thinking and collaboration, and they will present their final projects to a panel of advertising professionals.

At the end of laboratory, students will have acquired the skills needed to devise effective advertising strategies, having applied the knowledge acquired in the Strategy Laboratory I subject to real projects.

## 3. SKILLS AND LEARNING OUTCOMES

### **Key skills (CB, by their acronym in Spanish):**

CB2 - Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area

CB3 - Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters

CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

CB5 - Students have developed the learning skills necessary to undertake further study in a much more independent manner

**Transversal skills (CT, by their acronym in Spanish):**

CT3 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

CT4 - Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements

CT5 - Analysis and problem-solving: Be able to critically assess information, break down complex situations, identify patterns and consider different alternatives, approaches and perspectives in order to find the best solutions and effective negotiations

CT6 - Adapting to change: Be able to accept, consider and integrate different perspectives, adapting your own approach as required by the situation at hand, and to work effectively in ambiguous situations

CT7 - Leadership: Be able to direct, motivate and guide others by identifying their skills and abilities, in order to effectively manage their development and common interests

CT9 - Global mindset: Be able to show interest in and understand other customs and cultures, be aware of your own biases and work effectively as part of a global community.

**SPECIFIC (CE by its acronym in Spanish)**

CE14 - Ability to recognise the role played by new technology in global society and the way in which advertising is used to reach the consumer.

CE15 - Ability to produce creative solutions to new consumer needs

**Learning outcomes (RA, by their acronym in Spanish):**

RA1: Students will offer strategic communication solutions after implementing all development stages. Students will integrate all knowledge acquired about the advertising strategy, carrying out all stages properly.

RA2: Students will integrate aspects of ethics, social responsibility and sustainable development into campaign planning.

:

Skills	Learning outcomes
C5, CT9, CE12	RA1
C5, CT9, CE12	RA2
C5, CT9, CE12	RA3

## 4. CONTENTS

Preparation of the advertising strategy: meetings with customers and receiving briefings, analysis and research, preparation of the project bible, interdepartmental coordination, choice of concept, positioning, means and supports. Rolling out of the project. Verification and control.

## 5. TEACHING/LEARNING METHODS

### ON CAMPUS STUDY MODE

- Lecture/online conference
- Case studies
- Collaborative learning
- Problem-based learning
- Simulation environments

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### On-campus:

Learning activity	Number of hours
Lectures	5
Asynchronous lectures	5
Debates and discussions	10
Case study analysis	10

Problem-solving	10
Oral presentations	10
Drawing up reports and written work	5
Group tutorials	10
Independent working	10
<b>TOTAL</b>	<b>75</b>

## 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

### On-campus:

Assessment system	Weighting
On-campus knowledge tests	10.0
Oral presentations	20.0
Reports and written work	20.0
Case study/problem scenario	30.0
Performance observation	20.0

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

## 8. BIBLIOGRAPHY

The work of reference for follow-up of the course is:

The recommended bibliography is indicated below:

Belch, G. E., & Belch, M. A. (2018). Advertising and promotion: An integrated marketing communications perspective. McGraw-Hill Education.

Berger, J. (2013). Contagious: Why things catch on. Simon & Schuster.

Carayannis, E. G., & Campbell, D. F. (2010). Triple helix, quadruple helix and quintuple helix and how do knowledge, innovation and the environment relate to each other? A proposed

framework for a trans-disciplinary analysis of sustainable development and social ecology. *International journal of social ecology and sustainable development*, 1(1), 41-69.

Christensen, C. M. (1997). *The innovator's dilemma: When new technologies cause great firms to fail*. Harvard Business School Press.

Hamel, G., & Prahalad, C. K. (1994). *Competing for the future*. Harvard Business Review Press.

Kotler, P., & Keller, K. L. (2015). *Marketing management*. Pearson Education Limited.

Ries, A., & Trout, J. (2001). *Positioning: The battle for your mind*. McGraw-Hill.

Sinek, S. (2011). *Start with why: How great leaders inspire everyone to take action*. Penguin.

Simon, H. A. (1969). *The sciences of the artificial*. MIT Press.

Teece, D. J. (2010). Business models, business strategy and innovation. *Long range planning*, 43(2-3), 172-194.