

**Special Topics in Marketing  
(SECS-P/08)**

**Laurea Magistrale (MSc) in Marketing**

**6 ECTS**

**Prof. Thomas Kolster (Module 1)**

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**Prerequisites/Requirements**

Advanced knowledge of marketing.

**Expected learning outcomes**

The course aims to provide the essential tools to understand the most popular topics in marketing nowadays. The first module deals with the concept of sustainability in marketing practices and in particular with the brand purpose. The second module deals with storytelling and the art of communicating both at rational and emotional level.

Practical examples and exercises will help the learning through a learning by doing approach.

**In order to succeed in this course:**

- Be present in class. Come on time, pay attention, put your mobile phone away
- Reflect on the core issues outlined in the course. It's so hard to get people's attention, try to understand the psychological issues behind it, and how what you say and how you say matters.
- Be detail-oriented. Little things go a long way
- Be ready to step outside your comfort zone.

**Class participation**

The quality and frequency of comments are more important than the duration of each note. The capacity and the ability to speak and not just in front of a group is a critical business skill. The criticisms to the ideas of others, if constructive and made in a polite and respectful, are encouraged. Respect is a prerequisite for sharing and learning correctly. Do not be upset if I challenge something you say, as we learn most when we have to defend our positions. Also, sometimes we will have to stop discussion and move on to the next topic before hearing from everyone, as there is limited time in each session and we want to use it wisely. Please don't take it personally if there isn't time to call on you.

**CLASS ETIQUETTE**

Please turn off or silence mobile phones before class. Students involved in ongoing conversations, texting and/or answering cell phones during class time will be asked to leave without warning!

**CHEATING AND PLAGIARISM**

Cheating and plagiarism are serious offenses. Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
  - Unauthorized collaborating on a take home assignment or examination
  - Using unauthorized notes during a closed book examination
  - Using unauthorized electronic devices during an examination
  - Taking an examination for another student or asking or allowing another student to take an examination for you
  - Submitting substantial portions of the same paper to two classes without consulting the second instructor
  - Allowing others to research and write assigned papers including the use of commercial term paper services
  - Signing for another student on the attendance sheet
- Plagiarism is the act of presenting another person's ideas, research or writing as your own:
- Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another).
  - Presenting another person's ideas or theories in your own words without acknowledging them.
  - Using information that is not considered common knowledge without acknowledging the source.
  - Failure to acknowledge collaborators on homework and laboratory assignment

My policy is to give a failing grade to any assignment that has been plagiarized or an exam in which you have cheated. If I catch a person cheating on the attendance sheet my policy is to give a zero to the cheating student for his/her attendance grade.

### *Module 1 – Sustainability in marketing and advertising practices*

#### **Assessment methods**

Attending students:

- In-class assignments (50%)
- Project work (30%)
- Class participation (20)%

Non-attending students

- Written exam 50%
- Oral exam (50%)

The written exam will consist of multiple choices and short answer questions based on materials drawn from the textbooks. These questions will be application oriented and will not typically test your recall of facts but will assess your understanding of concepts and their applications.

#### **Reading material**

T. Kolster, Goodvertising: Creative Advertising That Cares, Thames & Hudson, 2012.

#### **COURSE SCHEDULE**

Session 1	Introduction – Overview The environmental and social challenges Is a new marketing paradigm needed? Goodvertising – advertising as a force for good? Exercise and discussion
Session 2	Introduction to purpose A sustainable brand Sustainable Development Goals Exercise and discussion
Session 3	How to get sustainability right? Sustainable narratives How to make an impact and introduction to behaviour change Exercise and discussion
Session 4	Where do we go from here? How to create the needed change? Post-purpose Exercise and discussion
Session 5	Embracing a democratic market place Putting people first What now? Exercise and discussion

*Module 2 - Storytelling and executive communication*

**Assessment methods**

Attending students:

- Group project (50%)
- Individual assignment “winning logline” (10%)
- Individual assignment “leadership experience” (20%)
- Class participation (20)%

The presentations (group project) will be evaluated on three dimensions:

- Logic and fluidity of the storyline
- Precision of the slides
- Oral delivery

The leadership experience will be evaluated on three dimensions:

- SCR structure
- Multisensoriality
- Empathic characters

The logline will be evaluated based on your ability to make the “Product”

- Memorable
- Attractive

Non-attending students

- Written exam (50%)
- Oral exam (50%)

The written exam will consist of multiple choices and short answer questions based on materials drawn from the textbooks. These questions will be application oriented and will not typically test your recall of facts but will assess your understanding of concepts and their applications.

### Group Project

A substantial component of this course will be a team-based presentation about the future of the music industry. In this case I won't care so much about the depth of the analysis or the robustness of the hypotheses, but rather on how fluid and logical is the storyline is, how precise is the presentation, etc. I will give you the case at the end of class on Dec 3rd, form the groups, and you'll have time to work on it until 1pm of the day after, when you'll be asked to present. On Dec 4th morning, you'll be able to ask me questions and tweak your work accordingly.

### Reading material

Course pack (Lecture notes) on <http://elearning.uniba.it/moodle/>

Books:

- "The Pyramid Principle", by Barbara Minto
- "Say It With Charts: The Executive's Guide to Visual Communication", by Gene Zelazny
- "Five Stars: The Communication Secrets to Get from Good to Great", by Carmine Gallo

### COURSE SCHEDULE

Session 1	<ul style="list-style-type: none"> <li>- Introduction: The importance of story-telling &amp; story-lining</li> <li>- How to win minds and hearts             <ul style="list-style-type: none"> <li>• Aristotle's triad</li> <li>• From rational story-telling to emotional storytelling</li> <li>• Practice on feature-based sales vs. starting with the "why"</li> </ul> </li> </ul>
Session 2	<ul style="list-style-type: none"> <li>- Learning, living and breathing the Pyramid Principle</li> <li>- Say it with charts             <ul style="list-style-type: none"> <li>• From story to slides: Keep the flow and focus on what matters</li> <li>• The data dilemma: when to use which graph</li> <li>• The perfect slide checklist: 10 things to check before sending to print</li> </ul> </li> </ul>
Session 3	<ul style="list-style-type: none"> <li>- The Digital Music Case</li> </ul>
Session 4	<ul style="list-style-type: none"> <li>- Group presentations &amp; principles of team management             <ul style="list-style-type: none"> <li>• Make the most out of people: balancing individual preferences with team goals</li> <li>• Keep things on track: checklists and check-ins</li> <li>• Learn from each other: how to run feedback sessions</li> </ul> </li> </ul>