

# SELLING AN EXECUTIVE MBA IS A MATTER OF RHETORIC

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**Abstract:** Based on the work carried out by cognitive linguists, this paper explores how executive master programs are marketed by prestigious institutions internationally. The source used is *The Economist* and the corpus is a selection of five different advertisements. For the analysis, I shall be relying on three cognitive devices: metaphors, metonymies and image schemas. The analysis proves that the preconceptual schema of verticality structures and gives coherence to this type of discourse, where reaching a high position is very highly valued. Besides, I draw on the work by Forceville (1994, 1996, 2006), who has developed a new approach to metaphor, by paying attention to the non-verbal side of it. Last, I follow the work by Kövecses (2002, 2005, 2010) in the claim that cognition is inherently cultural, reason why the secondary subject chosen in each case alludes to very culture-specific issues in our society.

**Key words:** *Cognitive Linguistics, Metaphor, Pictorial Metaphor, Advertising Discourse.*

## 1. Introduction

Research into the topic of metaphor has received much attention over the last three decades. As an example of the scholarly work which has been pursued, we can mention the work by Ortony (1993) *Metaphor and Thought*. One year later came out the seminal work by Lakoff and Johnson (1980) *Metaphors we live by*, which marked a switch in the study of metaphor to a mainly conceptual phenomenon. This new theory -Conceptual Metaphor Theory- as is referred to, has been very productive and given rise to further research (Johnson 1987, Lakoff 1987, 1993, Lakoff and Turner 1989, Gibbs 1994, Lakoff and Johnson 1999, Kövecses 2002, 2005, 2010). A key concept in the theory is that of *embodied cognition*, which means that our concepts and forms of reasoning arise from our bodily structures and interactions with the environment; in other words, that our perception of the world depends on the fact that we are human and embodied beings.

However, in spite of the fact that their theory has been applied to many different fields, from psychology and economics to anthropology and linguistics, and has proved to be very insightful, it is limited in a very important manner, as pointed out by Forceville (1994, 1996, 2006). Thus, although metaphor is characterised as essentially a phenomenon of conceptual or cognitive nature (Lakoff and Johnson 1980, Lakoff 1987, Lakoff and Turner 1989), most of the studies have been undertaken from a verbal perspective. Then, the only reflection of metaphor mostly taken into consideration and used as the basis of so much analysis is its verbal manifestation, which opens to the way to questioning if other reflections are possible. Going back to its conceptual nature, the answer should be yes. Kennedy (1982) and Forceville (1994, 1996, 2006), as will be seen in the next section, are the first to pay attention to the non-verbal side of metaphor.

As in many other types of discourse such as economics (Cortés de los Ríos 2001, 2010), metaphors in advertising play a double function: cognitive and rhetoric. The first one as a reflection of the way we think and as a strategy that allows us to understand one domain in terms of another. The second as a persuasive resource to bring about a certain behavior on the side of consumers by using linguistic devices which have been carefully thought out by the advertiser.

*REVISTA ELECTRÓNICA DE LINGÜÍSTICA APLICADA* (ISSN 1885-9089)  
2011, Número 10, páginas 141-153  
Recibido: 15/03/2011  
Aceptación comunicada: 18/07/2011

The reason why advertising fits perfectly this type of analysis is two-fold: firstly, because consumers are bombarded by so many advertisements that they seem to have lost interest in them unless they stand out somehow; and secondly, because in order to be successful advertising needs to be first and foremost as effective as possible. Thus, metaphors have proved to be very successful in addressing these facets of advertising as they fulfill the requirement to be creative, to suit the needs of the moment, while still cognitively relevant by making connections between two domains which elicit the cultural values of the community where the metaphors are used (Zaltman and Coulter 1995, Kövecses 2005, 2010).

In this paper, from the new perspective to metaphor contributed by Forceville (1994, 1996, 2006), I will explore advertising discourse, more particularly that type devoted to selling executive master programs, as reflected in five advertisements for EMBA (Executive Master in Business Administration) courses from prestigious universities aimed at business people trying to reach further into their professional career. They are all extracted from the weekly newspaper *The Economist*, well-known for its high reputation in the business category.

The paper is divided into the following sections. This first one is devoted to the state of the art of metaphor, metonymies and image schemas. Then, after presenting in more detail the theoretical framework already introduced in this introductory part, I will proceed by analyzing one by one the different advertisements chosen. Then, in the final section I will discuss the different advertisements.

## 2. Conceptual framework

For the analysis of the EMBA courses in advertising discourse, the following theoretical concepts need to be clearly specified: metaphor, metonymy and image schemas -as the main cognitive devices used for the conceptualization in this field- and finally ideology.

I mostly rely on the work done on cognitive linguistics (Lakoff and Johnson 1980, Lakoff 1987, 1999, Johnson 1987, Kövecses 2005, 2010), but focus in more detail on the line of research by scholars such as Forceville (1994, 1996, 2006) and Cortés de los Ríos (2001, 2010).

As mentioned in the introductory section, through metaphor (Lakoff and Johnson 1980) we understand and experience one thing in terms of another. This strategy is highly productive in advertising where messages draw on a combination of cognitive devices: metaphors, and also metonymies and image schemas, which try to maximise the impact made on consumers by enhancing the novelty and differentiation between the product advertised and others on the market.

As far as metaphor is concerned, as said above, Kennedy (1982) and Forceville (1994, 1996, 2006) were the first to study the non-verbal manifestations of metaphor. Kennedy (1982) studied metaphor in pictures by applying Richards's (1971) concepts of tenor (primary subject) and vehicle (secondary subject). At any rate, Kennedy's (1982) interpretation of metaphor, unlike that of Richards (1971), is very open and applies to many different figures of speech. Forceville (1994, 1996), on the other hand, was the first to formally address the issue of the non-verbal side of metaphor and introduced a comprehensive theory of pictorial metaphor in advertising, which offers a useful model for analysis. In this theory he proposed that pictorial metaphor, the same as its verbal version, has two terms: a "literal primary subject" and a "figurative secondary subject" (Forceville 1996: 5). In each metaphor there is a mapping of one or more features of the domain of the secondary subject (*source domain*) onto the domain of the primary subject (*target domain*). He specifically mentioned a number

of questions to be asked to know if we are facing a metaphor, which can be summarised into the following: What are the two terms of the metaphor? What is the projection of properties from the B-term (*figurative*) to the A-term (*literal*)? Later on, Forceville (2006) developed his own theory and, among other distinctions, he divided metaphor into two types: monomodal and multimodal metaphor. Monomodal are those metaphors “whose target and source are exclusively or predominantly rendered in one mode” (Forceville 2006: 383), pictorial, or written signs, or music, etc. Multimodal, on the other hand, are those metaphors “whose target and source are each represented exclusively or predominantly in different modes” (Forceville 2006: 384). Nowadays, his method of analysis has been adopted by many scholars worldwide.

Together with metaphor, metonymies and image schemas are widely accepted to be essential tools of conceptualization when it comes to many domains of knowledge such as advertising discourse.

Metonymy, unlike metaphor, occurs within one single domain. In other words, there is a “stand-for” relationship where one entity is taken to stand for another. In metonymies we typically find the schema X for Y, where X represents the source meaning and Y symbolises the target meaning of the metonymic operation. Both, metaphor and metonymy may interact in a number of ways (Taylor 1995, Ruiz de Mendoza Ibáñez 1999a, 1999b, Geeraerts 2003) where the standing for relationship is exploited to maximise the creation of cognitive effects on the minds of consumers

Regarding image schemas, they are very basic images that we use in cognitive operations. They are at the heart and serve as the source domains of many metaphors (Lakoff and Johnson 1980, 1987, Gibbs 1994). The importance of this dimension of meaning, which underlies our embodied mind, resides in the fact that they motivate the way we think, reason and talk. Thus, the positive or negative value attached to those images get projected onto the pictures when they are part of the meaning.

Finally, another theoretical concept that needs to be specified is that of ideology. Among the different meanings identified by Eagleton (1995), I would like to emphasise the following: a) a set of ideas characteristic of a social group; b) a set of beliefs oriented to action. Thus, metaphoric language is the vehicle used to impose, on the community, certain ways of conceiving the world and how to behave in it. Pursuing this argument further, metaphoric language is an argumentative strategy used to move readers into positioning themselves and taking sides with the dominant power without having to question the representation of the reality transmitted by this type of language.

The two hypothesis guiding this paper are the following: firstly, that metaphor plays a crucial role in providing the product/service advertised with the positive qualities the advertiser wants to highlight and in communicating them in a creative manner; and secondly, metaphor is not only a cognitive device but a vehicle for transmitting the cultural values enhanced in the community where they are used (Kövecses 2005, 2010).

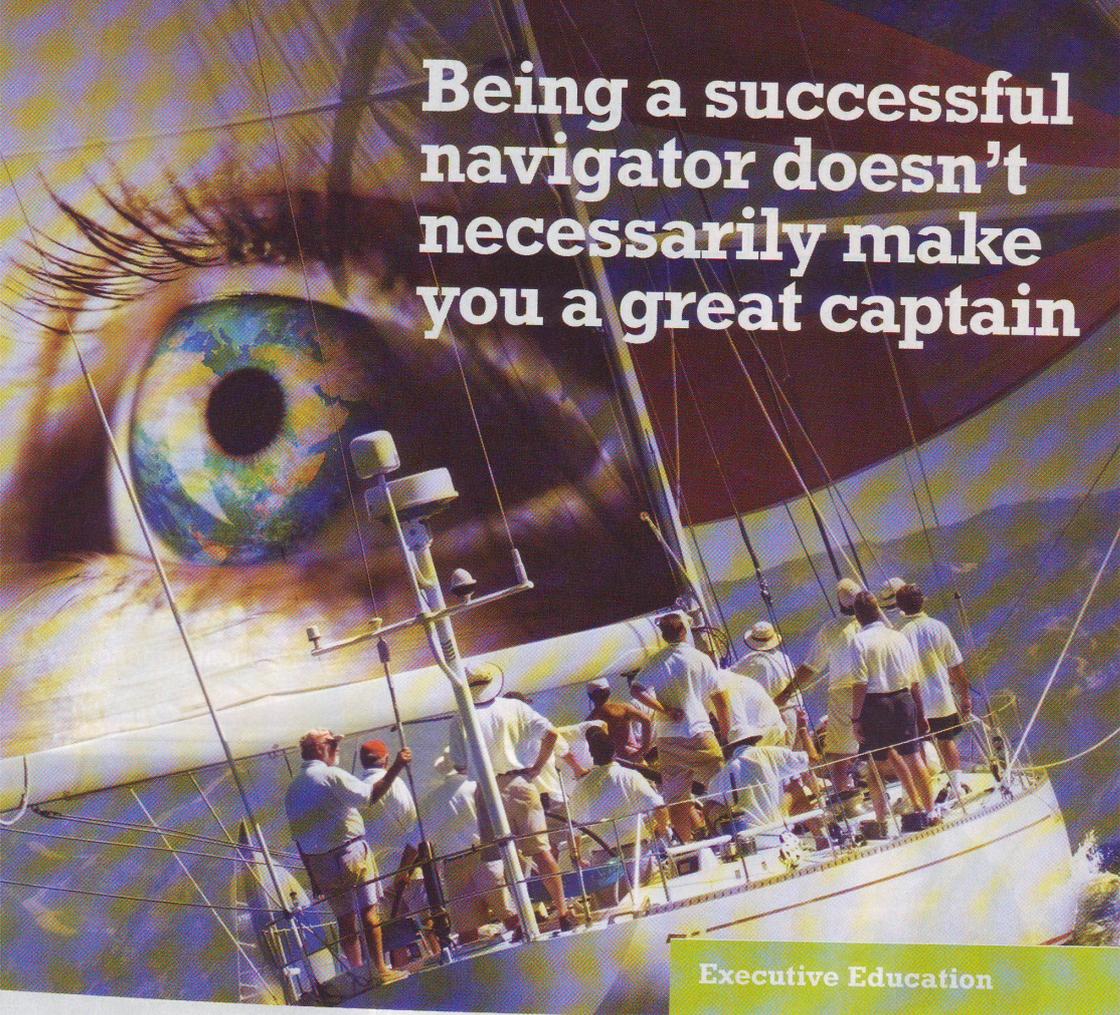
### **3. Analysis of Advertisements**

The idea is to offer an insight into the metaphors, metonymies and image schemas which frame this type of discourse, as reflected in five different advertisements, to be as effective as possible, or in other words to attract as many potential students as possible to enroll in their master courses. An attractive and persuasive combination of the visual and verbal modes lies, as will be seen, behind the choice of these adverts.

### 3.1. Insead

Name of the school: INSEAD. The business school for the world

Slogan: Being a successful navigator doesn't necessarily make you a great captain



**Being a successful navigator doesn't necessarily make you a great captain**

Executive Education

Although you will have already achieved success as a functional expert, navigating your way to general management can be a difficult and potentially risky transition. In order to make this transition from specialist to generalist a successful one, managers need to understand the bigger picture and to reassess the way they think and manage.

INSEAD's **'Transition to General Management'** programme will equip you with all of the skills, knowledge and confidence you will need for your transition to general management. It will give you a broader perspective and an in depth understanding of value creation, enabling you to maximise your impact when you return to your organisation.

**INSEAD**  
The Business School  
for the World®

**Contact us:**  
Tel: +33 (0) 1 6072 9350  
Email: [te\\_tgm@insead.edu](mailto:te_tgm@insead.edu)  
[www.insead.edu/te\\_tgm](http://www.insead.edu/te_tgm)

Figure 1: Insead business school.

The metaphor that gives coherence to the whole discourse in this advertisement is MOVING SUCCESSFULLY IS BEING IN CONTROL. The movement on a boat, as reflected in the advert, is conceptualised in terms of obtaining a good executive education as that offered by this business school. This element of control is transmitted through a pictorial element which catches our attention at first sight, the big eye printed on the sail of the ship, which signals the idea that the objective of this training is to equip students with the skills needed to keep an eye on what is happening around them. Besides, the image of the big eye is in line with the image of all by-standers on the boat, who, we can assume, are with their eyes wide open watching what lies ahead.

Another important element being emphasised through the portrayal of the world in the eyeball is that of internationalization. This image, by way of metonymy, is clearly pointing in the direction of the global market, as the scenario which will serve as the reference point in the training offered. In a globalised society as the one we are living in just to know what is happening in our local market is definitely not enough to understand what goes on around us. This idea of internationalization gets translated in the verbal side by the very name of the school: “The Business School for the World”.

Leadership is still another important ingredient, which is present in the very words chosen for the slogan: Being a successful navigator does not necessarily make you a great captain. This means that students will be provided not only with the skills to keep the boat stable, navigating in the right direction and moving fast (the picture presented seems to conjure up in the minds of readers the scenario of a regatta) but also they will be equipped with the highly-valued ability of leadership in today’s business scenario (“make you a great captain”). Thus, what the program offers students is the skills, knowledge and confidence to move towards a more general management style, which is mapped, creatively, in the image of becoming the captain of a boat to navigate quiet and rough waters.

Further on the creativity of this metaphor, I can say that it results in projections such as the highly-resistant materials ships are built with to face any contingency in the source domain gets mapped onto the solid training students acquire to face any challenges and difficulties in the target domain.

As for the image schemas which the advertisement relies on, we can see that the first one that comes to mind is the path schema, movement along a path, which is reflected in the words: “[...] navigating your way to general management [...]”. Another is the container schema; thus, being on this ship (INSEAD school) is projected onto being enrolled on the master program.

### 3.2. Harvard

Name of the school: Harvard Business School

Slogan: Reach



The advertisement features a photograph of a person climbing a very steep, rocky mountain side. The climber is positioned near the top of the frame, with the word "Reach." written in white text next to them. The background shows a clear blue sky and a distant horizon. The overall tone is one of challenge and achievement.

You're taking on a new level of responsibility. Today, that takes more than strong management skills. It requires a fundamental shift in thinking. You enter the General Management Program. You push beyond limits. And you never look back.

**HARVARD**

The General Management Program is where accomplished managers from across the world gain the business expertise to master newly expanded responsibilities and prepare for the challenges that lie ahead. Are you ready to take the next step? Email [gmp\\_info@hbs.edu](mailto:gmp_info@hbs.edu) to receive more information.

Global Perspectives.  
Tangible Business Results.

[www.exed.hbs.edu/pgm/reach2/](http://www.exed.hbs.edu/pgm/reach2/)

 HARVARD BUSINESS SCHOOL  
EXECUTIVE EDUCATION

Figure 2: Harvard.

In this case, the image chosen to represent the prestigious business school of Harvard is that of a man climbing a very steep side of a mountain. The man is already very high up and, though he still has some way to go, he is close to the top. Next to the man we can read the word: *Reach*. The reading triggers in the mind of consumers the idea that this management program seems to be only for people who are very high in the business ladder and still want to get that extra training that will get them to the top. There is a cluster of metaphors being exploited for the understanding of this picture. Firstly, one general metaphor *PURPOSES ARE DESTINATIONS*, which activates a scenario where reaching one's goals is mapped onto reaching certain places along a path. Building on that metaphor but at a more specific level another metaphor which gets activated is that of *ADVANCING YOUR BUSINESS CAREER IS A DIFFICULT BUT EXCITING WAY AHEAD*, as can be seen in the difficulty attached to the climbing of such very steep side. The same idea gets transferred verbally in the expression: "You push beyond limits". Finally, two other related metaphors are *HIGH*

*STATUS IS UP* and *IMPORTANT IS UP*, both based on the schema of verticality, which confer the picture a very prestigious cultural value: status.

The idea of internationalization gets also transferred into this business school through different modes: on the one hand, visually, the sport of climbing can be practiced in every country, so any candidate from any country can identify himself/herself with the person doing the climbing; on the other hand, the verbal side also conveys this message clearly through the following words: “This General Management Program is where accomplished managers from across the world gain the business expertise [...]”.

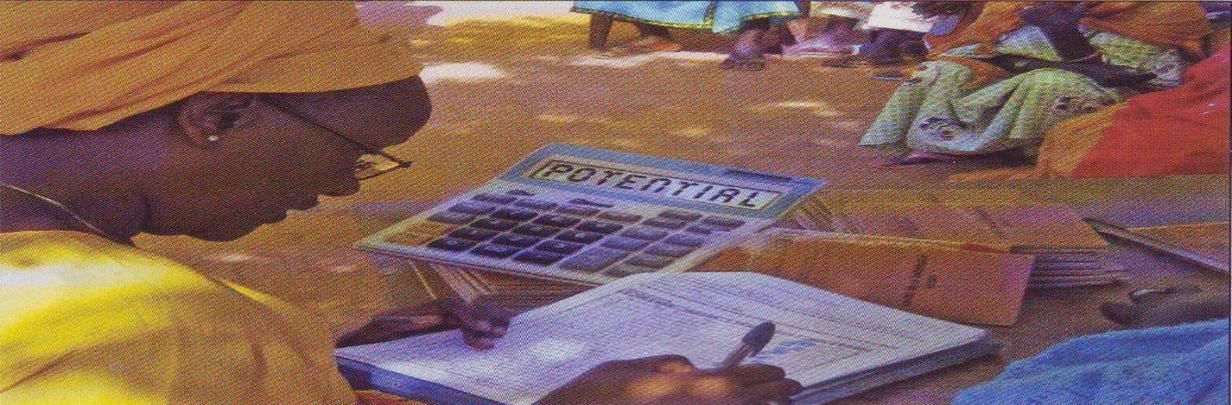
Linked to the idea of journey is that of leadership, where there must always be somebody in the front position ready to point the way to follow and to face the challenges and new scenarios which will likely lie ahead, as suggested in the words: “Are you ready to take the next step?” In the picture, the climber is almost at the top and alone transmitting the idea not only that is he at the front but also opening new ways.

As said above, verticality is the image schema the whole picture is based on. Thus, the concepts of up and down are mapped onto the way the social ladder is structured, with leading positions placed at the top.

### 3.3. *Trium Global EMBA*

Name of the schools: Alliance among NYU Stern, LSE, HEC Paris

Slogan: global iq3



IT'S NOT JUST AN EMBA, but a think tank, incubator and executive board that addresses the global economic, social and political forces that shape the world. **TRIUM GLOBAL EXECUTIVE MBA**, an alliance among **NYU Stern School of Business**, the **London School of Economics** and **HEC Paris**, prepares senior-level global executives to effectively navigate the complex business challenges of today's global marketplace. **IT'S GLOBAL IQ<sup>3</sup>**.

**NYU STERN** | **LSE** | **HEC PARIS**  
EUROPE +33 1 39 67 70 94 USA +1 212 998 0442  
TRIUMEMBA.ORG/EM

**TRIUM**  
NYU STERN | LSE | HEC PARIS  
**GLOBAL EMBA**

**GLOBAL IQ<sup>3</sup>**

Figure 3: *Trium Global EMBA*.

One of the interesting things of this advertisement is the shift in focus, as instead of portraying the successful applicant, as seems to be usual, the advertiser instead decided to focus on the people who will be benefiting from the expertise and knowledge provided by this institution to the future executive. At it is known, one of the continents with a higher potential is Africa, and that is precisely where the picture seems to have been taken. In the

foreground, there is a black lady writing on a paper and with a calculator where we can read the word “potential” on the screen. A possible but not very explicit metaphor at work here could be *THIS EMBA IS A RESOURCE TO MAXIMISE YOUR POTENTIAL AND THAT OF OTHERS*. Thus, the word *potential* is pointing at both: the people who inhabit this continent (Africa) and the potential candidates.

The idea of internationalization is not only given by the alliance of three world-renowned universities located in two different continents (New York University Stern School of Business, London School of Economics and Political Science, and HEC School of Management, Paris) but also by a picture where the potential receptors are found in another continent: Africa. Besides, they are not just selling an EMBA program, but rather they work as an organization that conducts research and engages in advocacy in different areas, in such a way that they address “the global economic, social and political forces that shape the world”. This idea clearly emphasises the leading position they hold among schools worldwide.

The picture works as a metonymy (the part for the whole), as the figure of a lady in the foreground and that of others in the background are in fact pointing to all the people that make up the continent. One of them is working; the others, sitting, seem to be waiting to be given instructions, which seems to convey the idea that Africa is a country that is looking and waiting for some direction.

Another metonymy at work present in the pictorial side of the advertisement is “a hand represents activity” (Cortés de los Rios 2001), which signifies the dynamism (“think tank”) and great value for work and experience (“prepares senior-level executives”) behind this institution. The positive attitude towards the institution is enhanced in the eyes of the reader through the association we establish in our society between the right hand and being rational and capable.

The logo chosen, which is an iconic representation for each of the different cities – Eiffel tower for Paris, Big Ben for London, and Empire State for New York- reflects, in terms of verticality, the cultural strength and intellectual weight of each university. It is interesting to note that the cultural symbol typically chosen to represent a city, as can be seen in the case at hand, is a tower, a high vertical structure, which is very much in line with the idea that *IMPORTANT IS UP*.

Another projection that gets visibility in the picture is the importance of being in contact with others, as they are the human resource that the manager will build on to maximise the potential in waiting of that region.

### 3.4. SDA Bocconi

Name of the school: Bocconi School of Management

Slogan: Another summit has been reached

The advertisement features five mountain summits of varying heights, each with a vertical line extending to a ranking. From left to right, the rankings are: 1 (Bloomberg BW Int'l ROI Rank 2011), 18 (Bloomberg BW The Best Int'l B-Schools 2010), 10\* (FT Global MBA Rankings 2011), 5 (QS Top B-Schools in Europe 2010), and 17 (FT European B-Schools Rankings 2010). The central summit (10\*) is the tallest and most prominent. Below the summits, the text reads: "Another important summit has been reached. The International rise of SDA Bocconi School of Management continues. The School has now entered the top 10 \*in Europe according to the eminent Financial Times Global MBA Rankings 2011. This further accomplishment rewards the commitment we have been sharing for 40 years with a dedicated Faculty, participants and Alumni from every continent and with all the people always by our side in creating excellent management culture with passion and rigour. Today we feel even more encouraged in our mission to empower lives through knowledge and imagination, ready to reach higher heights." The bottom of the advertisement includes the Bocconi School of Management logo, the text "Milano | Italy", the website "www.sdabocconi.it/mba", and the vertical "SDA Bocconi" logo on the right side.

Figure 4: Bocconi School.

Once again, the advertiser is relying on the idea of verticality to transmit the positive values of the training offered. Let us remember that since *IMPORTANT IS UP*, a high-quality training is mapped, physically, into reaching a very high place, as high as possible. In this case reaching a summit is conceptualised as having gone all the way up and as far as you can go. In our society this image is filled with very positive connotations such as effort which was worthwhile, pleasure of being at the top, being able to enjoy the view and being proud of what one has achieved. With all those values in mind, the advertiser has chosen to represent different listings of schools, from different sources, to show the position this school holds among the best. The result of the research conducted is what can be seen in the pictorial side offered: a number of summits representing different rankings from prestigious sources: three of those rankings belong to the year 2010, seen at the back (as the time is gone but still close by) and two at the front, belonging to the current year, 2011. At any rate, the summit which marks the prestigious source FT (Financial Times), where the Italian school ranks as one of the top ten, is notably highlighted as it occupies centre stage. The main message is thus located right at the centre.

Another point that enhances the high position of each summit is the fact that only the very top can be seen. The location of the rest of business schools, working with this vertical projection, would be placed much further below along the mountain, where this insightful vision of what is going on around them is completely lost.

The prestige conferred on the school through the ranking system used goes hand in hand with the value of internationalization of the school since it shares this elevated position with other world-renowned institutions. In the verbal side, we come across this idea referring both to the high position it holds among other Schools of Management worldwide “the

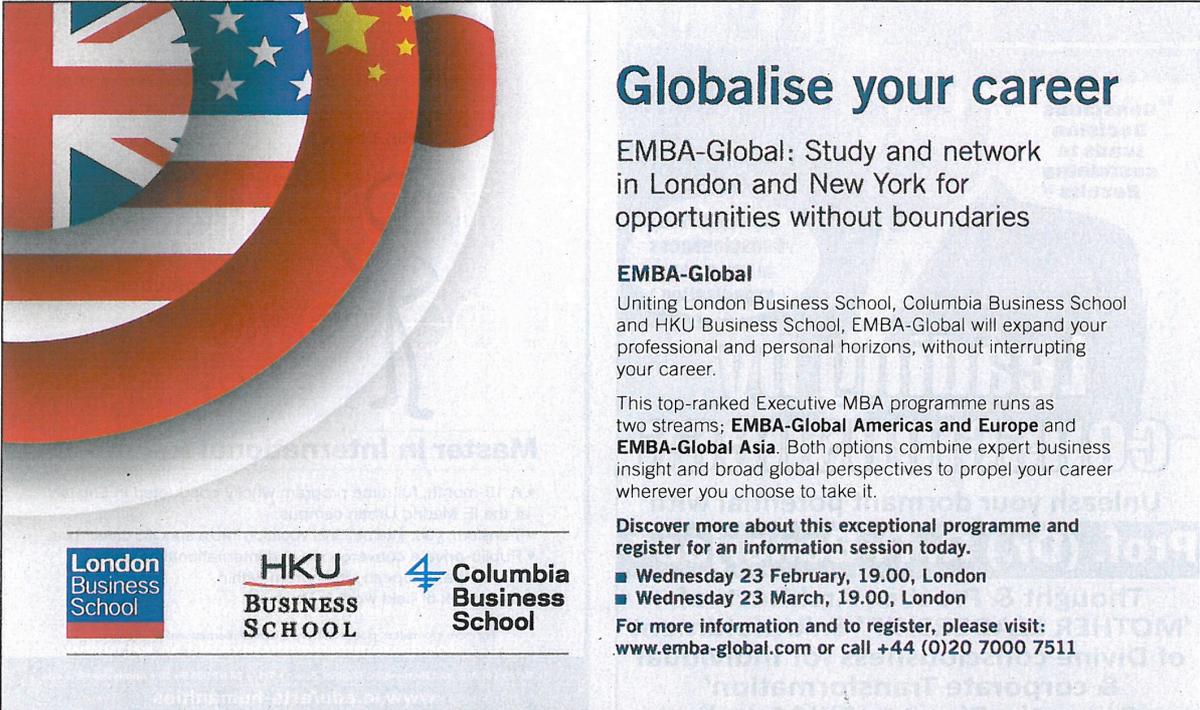
International rise of SDA Bocconi School of Management continues”, and to the origin of the students and alumni “[...] participants and Alumni from every continent [...]”.

Linked to the idea of verticality, the two metaphors that are activated, once again, in the minds of consumers are HIGH STATUS IS UP and IMPORTANT IS UP.

### 3.5. EMBA-GLOBAL

Name of the schools: Alliance among London Business School, HKU Business School and Columbia Business School

Slogan: Globalise your career



**Globalise your career**

EMBA-Global: Study and network in London and New York for opportunities without boundaries

**EMBA-Global**  
Uniting London Business School, Columbia Business School and HKU Business School, EMBA-Global will expand your professional and personal horizons, without interrupting your career.

This top-ranked Executive MBA programme runs as two streams; **EMBA-Global Americas and Europe** and **EMBA-Global Asia**. Both options combine expert business insight and broad global perspectives to propel your career wherever you choose to take it.

**Discover more about this exceptional programme and register for an information session today.**

- Wednesday 23 February, 19.00, London
- Wednesday 23 March, 19.00, London

For more information and to register, please visit:  
[www.emba-global.com](http://www.emba-global.com) or call +44 (0)20 7000 7511

Figure 5: London Business School, HKU Business School and Columbia Business School.

As said in their web page, this advertisement encourages students to study in the world’s two financial and cultural capitals, London and New York. Besides, it strikes a very good balance between the verbal and the pictorial sides since the verbal message “globalise your career” finds a perfect translation into a succession of national flags. Thus, the metaphor being exploited by the advertiser seems to be *MAXIMISING YOUR EXECUTIVE EDUCATION IS MOVING INTERNATIONALLY*. Let us see the way the mind follows to interpret it.

First of all, coherence to the whole picture is based on the schema of progression along a path. In this case, the transition from one flag to the other symbolises the movement, through space and time, into a more international (global) scenario. The flag at the centre is that of Great Britain, whose capital city, London, apart from being one of the two cities where the master program is conducted, is considered the cultural and financial point of reference in Europe. From there, and across the Atlantic ocean, we move into another continent: United States, whose capital city, New York, is not only the second city where students will be training, but also the world cultural and financial capital. At this point, we have just been taken half way through the globalisation path. The next step, as a good reflection of the message “opportunities without boundaries”, takes us much further still, into

Asia, first China and then Japan. Thus, no limits are known to the activities of studying and networking.

Another cognitive device which plays an important role is metonymy (the part stands for the whole). Thus, through the portrayal of a flag, or part of it, the whole country, together with its culture, and financial activity, is activated in the minds of consumers.

Finally, another element that enhances that idea of globalisation in the pictorial side of the advertisement is the shape in which the flags have been arranged, which reminds us of the round shape of the world.

#### **4. Discussion of advertisements**

The corpus made up of just five advertisements illustrates the nature of advertising discourse: a strong cultural grounding, which can be seen in the choice of the secondary subject in each of the advertisements as the vehicle to project a number of attributes onto the primary subject; a high component of creativity on the part of the advertiser trying to sound as cognitively relevant as possible to capture readers' attention, which is the requirement for them to take into consideration what is being offered; and finally, as a rhetorical device which seeks to persuade consumers into changing their patterns of behaviour or into some type of action; in the case at hand, the objective pursued is to encourage business people to further their education by enrolling in one school/university to obtain a master's degree in executive education.

The idea behind the choice of a certain image and text is to try to communicate in an effective and coherent manner the benefits of the product/service. With this purpose on mind, the advertiser will then draw on the source domain that can be exploited more fully to try to trigger those benefits of the product/service in the minds of consumers.

Let us look in more detail at the different devices used through the analysis. In terms of metaphor, as I said in the introductory section, I follow Kövecses (2005) when he claims that cognition and culture go hand in hand; as an example of that position, Zaltman and Coulter (1995: 37), when talking about a topic so deeply entrenched in our culture as consumer behaviour, claim that "it is only through Lakoff and Johnson's metaphors that we can understand consumer thinking and behaviour and thus learn how to develop and market goods and services successfully". If we examine the secondary subject chosen in each advertisement, as mentioned above, we can see that each of them has a clear cultural basis, which points in the direction advanced by Kövecses (2005, 2010). In the first example (INSEAD), the metaphor is *MOVING SUCCESSFULLY IN BEING IN CONTROL*, where the element of control is considered a very valuable asset in business people, is reflected through the portrayal of an eye open printed on the sail. This is very much in line with the idea that being awake and being active (on the move and on the go) is highly valued over being asleep in our society. In the second example (HARVARD), through the metaphor of *ADVANCING YOUR BUSINESS CAREER IS A DIFFICULT BUT EXCITING WAY AHEAD*, it translates a very positive image on the picture as reaching new heights has become something highly desirable in our world as only few people will have access to those places. As for the third example, there is no clear metaphor being made explicit in the picture though I tentatively suggested *THIS EMBA IS A RESOURCE TO MAXIMISE YOUR POTENTIAL AND THAT OF OTHERS*; at any rate, the representation in the logo of the three big towers, icons of prosperity and symbols for each of the cities, is again touching on the issue of importance and high status, which are always located on a high place. In the fourth example, back again, the same ideas of importance, notoriety, visibility and high status are underlined by the portrayal

of those summits. Finally, in the fifth example, on the other hand, the metaphor that underlies the advertisement is that of *A GOOD EXECUTIVE EDUCATION IS MOVING INTERNATIONALLY*, where the concept of globalisation, cleverly signalled by a succession of flags, is loaded with very positive connotations; in other words in our society internationalisation plays a very important role in every field –including education-, which is why students, even at university level, are encouraged to travel to other countries (Erasmus Program). The attribute being highlighted is that the more international you become the better able you will be to understand what happens around you. Thus, it is high status and importance in society the ideas that, basically, get projected onto the advertisements and used as vehicles to exert persuasion on potential consumers. As a final point and following Forceville (2006), as has been seen in the analysis of adverts, all metaphors relied on are multimodal as they manifest themselves through two modes of communication: visually and verbally.

If we turn now to the use of the other two cognitive strategies, metonymies and image schemas, it has become clear that they do interact with metaphors and play an important role in each of the adverts analysed.

Regarding metonymies, the one found in every advert is that of “part for whole”, although applying to different facets: the portrayal of the whole globe in the eyeball pointing to the global market (see figure 1); the representation of part of the way up triggering the whole climb that will have to be done (see figure 2); the depiction of a black lady in the foreground to symbolise all the people that make up the whole continent (see figure 3); once again as in figure 2, just the final part of the way up has been drawn to activate the whole rise (see figure 4); the use of a number of flags –or parts of them- as an institutional symbol for each of the countries represented; moving further still, it is interesting to see that the flag of Great Britain, again by relying on the metonymy “part for whole”, is in fact used to represent the whole of Europe, as London, is considered the financial centre (see figure 5). The second most frequent metonymy is “thing for effect”, which can be seen clearly in figures 1, 2, 4 and 5. This metonymy seems to be typical of the advertising discourse as feelings of satisfaction, pride and social advancement (emotion being a strong resource behind the choice of the different strategies) are typically enhanced through the possession of the products/services advertised. Then, another metonymy is “container for contained”, which places students on a safety platform to be able to face difficulties (see figure 1).

As far as image schemas, the most frequent one is the schema of space, either as movement over a path (see figures 1 and 5) or verticality (see figures 2, 3, 4), which in fact is a type of movement but upwards. This proves that in this type of advertisements the feature that is repeated again and again, and presented as the really positive attribute is precisely that of movement, which is a highly valued behaviour in our modern society.

Thus, the coherent interaction of all cognitive strategies, cleverly put to use by the advertiser to reinforce the positive side of the product/service advertised, maximises the communicative power of the advertisement. In particular (see figures 1, 2, 4 and 5), these devices work in the direction of communicating an aspect very highly valued in our society: importance, visibility and high status, which indicates clearly the cultural basis behind the use of all these strategies.

I would like to end by saying that maybe the strategy of metaphor should be studied more deeply by those in the field of advertising to gain a more insightful perspective into the emotional side of advertising discourse, which is very closely linked to two important facets: catching potential consumer’s attention, first, and then touching on their feelings.

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