

Jan 12, 2011

# **Marketing 224-001: Advertising Management – Spring 2011**

**M-W 1:30-3:00 Room JMHH F60**

## **J. Scott Armstrong**

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Course website: <http://advertisingprinciples.com>

<b><u>Lecture</u></b>	<b><u>Date</u></b>	<b><u>Lecture Title (Key activities) ASSIGNMENTS DUE</u></b>
1	1/12	<b>Introduction; Creativity</b>
2	1/19	<b>Conditions; Product information</b> (Form groups)
3	1/24	<b>Information: Pricing &amp; Distribution</b>
4	1/26	<b>Influence-Pt 1</b>
5	1/31	<b>Influence- Pt 2; Emotion and Exposure</b> PROVIDE HOUSE AD TO INSTRUCTOR & EACH STUDENT
6	2/2	<b>Resistance:</b> PRESENT A COPY OF THE AD THAT YOU WILL USE IN YOUR PROJECT AND SUBMIT TIMELINE
7	2/7	<b>Acceptance</b> (Describe your ad campaign) SUBMIT TIME LINE
8	2/9	<b>Message</b>
9	2/14	<b>Attention</b>
10	2/16	<b>Still media</b>
11	2/21	<b>Media allocation</b>
12	2/23	<b>Motion Media</b>
13	2/28	<b>Oral Reports</b> PRESENT ORAL REPORT
14	3/2	<b>Final Exam: In Class</b>
		Spring break March 5-13

**SUBMIT HARD COPY OF ALL MATERIALS ON OR BEFORE 4 :30 PM MARCH 21**

# Sample Outline for Half-semester Course on Persuasive Marketing

Course website: <http://advertisingprinciples.com>

This course is based on *Persuasive Advertising* (Palgrave Macmillan 2010). The goal is to summarize all useful knowledge about persuasive advertising in such a way that it can be understood and used by managers. It is designed to help you to understand how advertising campaigns should be conducted.

Fortunately, a large body of useful research has been published over the last half century. These findings are presented as understandable action-oriented principles. Many of these evidence-based principles challenge current practices in advertising. If you think you already know what works in advertising, try the “Test your advertising IQ” at <http://adprin.com>.

By using the material in this course you will be better able to design or evaluate persuasive advertising campaigns than can practitioners with many years of experience. Furthermore, these persuasive principles apply to many other aspects of life such as how to prepare a resume, convince your friends about an issue, make a persuasive speech, or write a management report. As a consumer, you will be better able to defend against advertising tricks.

In more general terms, the course is about persuasion. One study estimated that “persuasion is one-quarter of the GNP.” The principles apply to persuasion in all walks of life.

The course is driven by <http://advertisingprinciples.com>, an award winning website. It contains a number of innovative features, such as self-administered exams. These include the questions that will be used in the final exam.

## Objectives

The objectives are to learn to apply:

- 1) evidence-based principles for developing and evaluating persuasive advertising campaigns
- 2) techniques for improved decision-making in advertising

*Unique selling proposition for this course:* If you follow the course as suggested, you will be able to design and to evaluate an ad campaign better than someone who has had 20 years of experience in the advertising business.

## Resources

*Persuasive Advertising (PA)* describes the basic steps involved in developing an effective advertising campaign. It provides 194 principles for creating persuasive campaigns. The principles are summarized as checklists. The book serves as a review of material covered in class sessions and fills in areas that we do not have time to discuss in class. Copies are available at the University Book Store, the Penn Book Center, and [Amazon.com](http://Amazon.com).

The course also draws upon the [Adprin.com](http://Adprin.com) website. This site won the Merlot Award as the best educational site in business and economics for 2004, and has improved substantially since then. It provides support for *Persuasive Advertising*, such as spreadsheets for applications. It also describes *Techniques and Concepts for Advertising*. There are also self-directed exams as additional learning aids.

With respect to the readings, there is no need to go beyond the *Persuasive Advertising* book (PA) and the [AdPrin.com](http://AdPrin.com) site. However, you might like the short and interesting book *Ogilvy on Advertising*, based somewhat on research, but primarily on the experience of this famous research-oriented practitioner. His book is good for details about how to construct an ad, find a job, and run an agency. It provides the agency’s viewpoint, and the examples are great. Ogilvy’s recommendations have held up well over time, but they do not say much about the conditions under which they are relevant. If you go into advertising, you will be expected to be familiar with this book and its examples. Most of his advice about persuasive advertising has been included in PA.

### Format for the Class Sessions

It is recommended that *you do not read ahead in the book*. Learning best occurs if you consider how you would approach a problem prior to hearing about other approaches. This is part of the “experiential learning” approach. However, this is just a recommendation. Do as you like.

Here are some reasons to come to class:

- (1) To work through exercises that will help you understand and remember the principles
- (2) To ask questions to aid your understanding of the principles
- (3) To gain feedback on how well you are able to apply principles to various tasks
- (4) To engage in active learning by formulating summaries of what you have learned and to plan applications
- (5) To get help from others
- (6) *Do work on your projects and get feedback*

*Do not use computers, phones, or other electronic devices during class.*

### Suggestions for learning

It is up to you to decide how to approach the course. If your concern is merely with getting credit, this should be relatively easy as I post the exams and the answers on the course site ([adprin.com](http://adprin.com)). But this is unlikely to allow you to make applications and it will not last in your memory. To do that, you will need to make applications in each session and in your individual work. You should then practice until you gain mastery. Your initial attempts at applications will often fail, so you should seek feedback from your group members and also from the instructor in the latter part of each session.

### Weights on grade elements

%

10 House ad (Group)

30 Project (Group)

40 Exam

20 *Class contributions*. This has five components. (1) an ability to apply things from the class to your house ad and project ad, (2) creating a positive learning environment in class, (3) making suggestions that lead to improvements in the website materials and syllabus, (4) on-time submission and preparation, and (5) adhering to the Ethical Statement at the end of this syllabus. You are welcome to provide me with evidence on how you met these criteria.

Grading is not perfect. Nevertheless it is not negotiable. If there is anything I need to know, it must be submitted by the last class of the course.

### Schedule

We will follow this outline closely and change it only if we reach an agreement to do so. The electronic version is easier for you to use as it has links to key materials. Updates will only be provided electronically.

#### \_\_\_\_ S1 Introduction & Creativity

**Class:** Why techniques and research findings are valuable in advertising.

\_\_\_\_ [Bose Ad Exercise](#) [[adprin.com](http://adprin.com) under Educational Materials/exercises]

We will discuss how to evaluate an ad.

\_\_\_\_ We will discuss how to find creative people, how to generate creative ideas, and how to implement creative ideas. Use these techniques to select a project.

#### **Follow-up:**

1. Read this course outline and see if you have any questions or corrections. If so, send an [email](#) to the instructor.

2. Read the sections “Preface,” “Introduction,” and “Types of Evidence” in PA.
3. Take the five-minute “[Test your advertising IQ](#)” [[Adprin.com](#)].
4. Watch the video: “[Sample of a Traditional Advertising Proposal](#)” [<http://adprin.com> on Presenting Ad Proposals page] related to Ogilvy Advertising’s pitch to Bell Communications. Do the recommended exercise.
5. Study the creativity section on pages 278-286. Make plans to use the techniques in your group.

## **S2 Conditions & Information about the Product**

**Class:** We will discuss how to identify the conditions that affect advertising. Then we will move onto presenting information about the product.

- Form groups

**Follow-up:** Read PA chapters on Conditions and Evidence, and PA sections 1.1.through 1.3.

Start house ad. Apply concepts and techniques for the section on “Names” on AdPrin.

## **S3 Information: Pricing & Distribution**

**Class:** How to advertise prices – and how to set prices that can be effectively advertised. How to advertise different distribution channels of the product.

**Follow-up:** Read PA sections 1.4 and 1.5.

## **S4 Influence**

**Class:** Discussion of how to get others to take action. We will apply these principles to an actual TV campaign.

**Follow-up:** Read PA section on influence principles.

*From this point on, you should use the lectures to update your house and project ads during the class sessions. This will save time for you and help you to remember the principles. Each of you should bring hard copies of your latest version of your project ads to each session so you can make application during the session and so you can seek feedback on your applications.*

## **S5 Complete Influence/ Emotion & Exposure**

**Class:** Present your group report on Waste management (Oral only). Focus on application of techniques and concepts. Bring hard copies of your house ad everyone (two for Scott) and ask for comments on these sheets.

**Follow-up:** Read PA sections on Emotion and Exposure

## **S6 Resistance**

**Preparation:** Use the guidelines on [adprin.com](#) to prepare a timeline for your project.

**Class:** Lecture/discussion on reducing resistance. Give the instructor a hard copy of your timeline for the project.

- Show the ad that you will be studying
- Submit the timeline for your project & house ad (see <http://jscottarmstrong.com> under Educational materials/group process).

**Follow-up:** Read PA Section on Resistance

## **S7 Acceptance & Copy testing**

**Class:** Assume you have the attention of the target market and they are open to change, how then do you gain acceptance? For example, how do you gain acceptance of the company whose ad campaign you will be evaluating?

**Follow-up:** Read PA section on Acceptance. Post revised house ad on WebCafe.

\_\_\_\_ **S8      Message & Copy testing**

**Preparation:** Copy testing: Prepare a short copy test for your project, and describe the plan that you would use to administer this test. Pre-test your procedure.

**Class:** Using words and pictures to persuade. Ask classmates to respond as if they were potential customers. Obtain suggestions that you can use to improve your copy testing procedure.

**Follow-up:** Read the section on Message

\_\_\_\_ **S9      Attention**

**Class:** Once you have the message, how do you get people to pay attention?  
How do you deliver the message to the target market?

**Follow-up:** Read the PA section on Attention.

\_\_\_\_ **S10   Still media principles**

**Class:** Lecture on use of principle for still ads.

**Follow-up:** Read PA section on still media.

\_\_\_\_ **S11   Media allocation**

**Class:** How much should you spend on the campaign in total and by media?

**Follow-up:** Study the [media section](#) on [Adprin.com](#) and Appendix E of *Persuasive Advertising*

\_\_\_\_ **S12   Motion media principles**

**Class:** Lecture/discussion on getting and keeping attention. Methods for still and motion media.

**Follow-up:** Read PA sections 9 and 10

\_\_\_\_ **S13      ORAL PROJECT REPORT: Improving an existing campaign**

**Class:** Oral presentations on your project to improve a print ad. All teams must have their reports ready by this date. Bonus of 10-points for being on time. The time will be equally distributed among the groups.

\_\_\_\_ **S14      Exam**

No decision aids of any type allowed.

\_\_\_\_ **March 16 or sooner**\_\_\_\_

Submit all materials in hard copy to Scott's office by 4PM. Bonus of 10 points for on-time delivery.

**Project: Audit and revise print ads for an advertiser** (Groups can be any size from two to five). The project is optional and is intended for those who are interested in a learning experience that will stick with you.

### House ad

Prepare a print advertisement for your “ad agency” to solicit advertising from potential advertisers. The objective is to successfully apply as many techniques and persuasion principles as you can. Provide a management report to demonstrate the effectiveness of your ad. Assume that you were writing a report as an internal management report. Include Armstrong’s Audit and Copy Testing results.

### Exam

There is one exam, and it will be at the end of the course. All of the exam materials will be taken from *Persuasive Advertising (PA)* and [advertisingprinciples.com](http://advertisingprinciples.com) (AdPrin.com). They will be selected from the questions and answers provided as “Self-administered Exams” on [adprin.com](http://adprin.com), except that there will be new *WAPB* ad pairs to analyze.

### Project: Audit and revise print ads for an advertiser

(Groups can be any size from 2 to 5. Best to start with at least 3)

Audit and improve a current print ad campaign for *high-involvement utilitarian common consumer product/service with news*:

- \_\_\_ 1) Send a letter to the company telling them what you are doing and ask if they have any interest in seeing the results. (cc to the instructor)
- \_\_\_ 2) Pick one of their best ads, then do an audit using the end-of-chapter checklists to improve the ad.
- \_\_\_ 3) [Audit](#) an excellent ad from one of their closest competitors and calculate Armstrong’s Index. Demonstrate reliability and objectivity.
- \_\_\_ 4) Improve their ad using the AdPrin Audit. Demonstrate reliability and objectivity.
- \_\_\_ 5) Prepare an ad using what you think to be the best approach
- \_\_\_ 6) Audit your new ad, Demonstrate reliability and objectivity.
- \_\_\_ 7) Conduct [copy testing](#) on the old and new ads.
- \_\_\_ 8) Prepare persuasive [oral](#) and [written](#) management reports (using Appendix G from PA)
- \_\_\_ 9) Present oral report to the class
- \_\_\_ 10) Send a copy of the written report to the client. (cc to the instructor)

The project will be graded on the number and quality of the applications of principles and techniques and on how well it follows the checklist for writing a persuasive business report. To this end, start the projects early in the course and apply principles to them as we go along. *You are unlikely to remember principles and techniques unless you use them*, so this will help you on the exam – and, more importantly, after you graduate.

### Project report

Start writing very early in the course. Use the “Checklist for Writing Management Reports” (on the AdPrin site) and include each individual’s independent ratings of how well you followed the checklist items.

- \_\_\_ One-page management summary,
- \_\_\_ Seven-page maximum report
  - 1) A one-page management summary
  - 3) A maximum of seven pages of text with up to five additional pages for exhibits.
  - 4) a maximum of ten pages for appendices.

The Appendix should include at least:

- \_\_\_ AdPrin Audits of the ads
- \_\_\_ Evidence to support your recommended improvements
- \_\_\_ Your ability to create and meet the dates in your timeline (use the checklist to rate your success with the use of timelines)
- \_\_\_ Cover letter and replies from the client
- \_\_\_ Describe who was the outstanding contributor on the project (Optional and only applicable for groups of 3 or more)

The report will be graded on the success of applying techniques/principles and on how well it follows the checklist for writing a persuasive business report.

### **Ethics statement for Mktg 224: Spring 2011**

You should respect and help others during the class. This implies that you get to class on time, do not leave during the class other than during a break, unless you are sick (and if you leave, remember to take your things with you and do not return), and do not use your laptop or any other type of electronic device unless asked to do so for an exercise. In addition, please use your name card at each session.

I have read the ethics statement for course conduct in the course outline and I agree to abide by this statement.

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Name (printed)

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Signature

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Date