

March 6, 2011-R2

Marketing 224-004: Advertising Management – Spring 2012

Mon-Wed 1:30-3:00 Room JMHH 355

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

<u>Lecture</u>	<u>Date</u>	<u>Lecture Title ASSIGNMENTS DUE</u>
1	3/12	Introduction; Creativity
2	3/14	Conditions; Product information
3	3/19	Information: Pricing & Distribution
4	3/21	Influence-Pt 1
5	3/26	Resistance: [SUBMIT A TIME LINE]
6	3/28	Influence- Pt 2; Emotion and Exposure PRESENT HOUSE AD & Post on WEBCAFE
7	4/2	Acceptance
8	4/4	Message & Copy testing
9	4/9	Attention
10	4/11	Still media (Present report on one pair of ads that you did on the take-home exam)
11	4/16	Media allocation
12	4/18	Motion Media
13	4/23	Final Exam: In Class
	4/30	Take-home exam, Applications Report, and Ethics Statement due by noon in Scott's mailbox

Outline for Half-semester Course on Persuasive Advertising

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. The principles apply to persuasion in all walks of life. 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, along with the answers.

Objectives

The objectives are to learn to apply:

- 1) evidence-based principles for developing and evaluating persuasive advertising campaigns
- 2) Tools and techniques for improved decision-making in advertising. Go to the [Learning by Objectives](#) page on adprin.com and complete the Tools and Techniques Spreadsheet.

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.

The course also draws upon the Adprin.com website. This site won the Merlot Award as the best educational site in business and economics for 2004. It has been improved substantially since then and it remains as the #1 rated site. It provides support for *Persuasive Advertising*, such as spreadsheets for applications. It also describes [Techniques and Concepts for Advertising](#). Self-directed exams are provided as aids to learning.

With respect to the readings, there is no need to go beyond the *Persuasive Advertising* book (PA) and the 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

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. This can be done when using the lecture slides should you miss a class session. Also, I will use this in class and ask people to write their responses before pushing on as to the evidence-based answers.

Here are some reasons to come to class:

- (1) To work through exercises that will to help you understand and remember the principles
- (2) To ask questions to aid your understanding of how to apply the principles and techniques
- (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

Do not use computers, phones, or other electronic devices during class unless asked to do so, or unless during the working session part of the 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). 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 practice them 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. Here are some [suggestions on learning](#)

For easier access to the relevant materials, you will find many useful links on the electronic version of this syllabus. In addition, corrections and revisions will be provided only on the electronic version.

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](#) 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.

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. Rate a set of print ads from “Which Ad Pulled Best.” To be provided.
6. 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

Submit the signed Ethics Statement (see the last page of this syllabus)

Follow-up: Read PA chapters on Conditions and Evidence, and PA sections 1.1.through 1.3. We will start by identifying conditions, then asking you to plan your approach. Apply concepts and techniques for the section on “Names” on AdPrin. The house ad should include the names and contacts for all group members. It is advertising your group.

____ 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 ads during the class sessions. This will help you to remember the principles. Each of you should bring hard copies of your latest version of your house ad 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**

Class: Lecture/discussion on reducing resistance.

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 house ad, 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 IN-CLASS EXAM (Final session)**

All of the exam materials will be taken from *Persuasive Advertising (PA)* and [advertisingprinciples.com](#) (AdPrin.com). They will be selected from the questions and answers provided as “Self-administered Exams” on [adprin.com](#), although one or two new WAPB ads might be used. No decision aids of any type allowed.

Submit all materials to Scott’s office by Noon April 30. Bonus of 10 points for on-time delivery.

Take-home Exam

Ten pairs of ads from the *WAPB* series will be provided to you on your web café in the assignments section. You will be asked to determine which ad is most effective in terms of recall. Use the [AdPrin Audit](#) and copy testing. You are free to work alone or to cooperate with others. You can submit either as an individual or as a group. The submissions will be scored based on picking the correct ad in each pair, on rated the confidence that you have. In addition, please provide a one-page management report for each ad (in preparing the report, use the “Create Summary for Executive Report” as an appendix). Imagine that you are submitting your report to a client. The client will expect you to know how many pages are optimal to keep their interest, yet provide full disclosure. So have a short report with hyperlinks as needed.

In addition to making predictions, you will be asked for your confidence. The scoring will give 5 points for each correct prediction. If you are “Fairly confident,” your score will be multiplied by 1.5. If you are highly confident, it will be multiplied by 2.

In addition, scores on the persuasiveness of the management report can add up to 5 points per ad. Thus, overall scores can vary from -100 to +150.

Please submit your take-home exam in **hard copy** and be sure to print the names of all people who contributed to the report. In addition, I need an **electronic copy** sent as an attachment to armstrong@wharton.upenn.edu with copy to alix.j.house@gmail.com

The take-home test is designed to assess your skills at evaluation of ads and in preparing a persuasive report.

In-class Exam

All of the exam materials will be taken from *Persuasive Advertising (PA)* and advertisingprinciples.com (AdPrin.com). They will be selected from the questions and answers provided as “Self-administered Exams” on adprin.com. No decision aids of any type allowed. The best way to prepare for the open-ended questions is to simulate the testing situation by asking a learning partner to grade your exams.

Weights on grade elements

%

40 *Take-home exam (Individual or with others, as you like)*

40 *In-class exam*

10 *Class Contributions*

This has five components. (1) an ability to apply things from the class to your house 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.

10 *Applications of techniques* (Individual summary of your success in using *techniques* from the course materials.)

I have evidence on how people have done in the past, so if the class does well, I have no objections to having a high grade distribution – and vice versa. So it is a good idea to collaborate and help one another. I feel better when more people do well.

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.

Ethics statement for Mktg 224: Spring 2012

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.

Name (printed)

Signature

Date

Your copy

Sign and submit this at the end of the course also, noting any problems you might have had.

Signature

Date

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

Name (printed)

Signature

Date

Copy for the instructor

Submit by the second session, please