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Marketing 224-003: Advertising Management – Spring 2014

MW 1:30-3:00 Room JMHH G55

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<u>Lecture</u>	<u>Date</u>	<u>Lecture Title (Assignments Due)</u>
1	1/15	Introduction; Creativity & Evaluation Techniques
2	1/22	Conditions; Product Information
3	1/27	Pricing & Distribution
4	1/29	Emotion; Mere Exposure; Testing Ads
5	2/3	Influence (<i>Waste Management</i> Exercise due) [Required session]
6	2/5	Resistance
7	2/10	Acceptance (<i>House ad</i> due; bring hard copy for all in class) [Required session]
8	2/12	Message
9	2/17	Attention
10	2/19	Still Media
11	2/24	Media Allocation
12	2/26	Motion Media
13	3/3	Certification Report due plus oral reports [Required session]
14	3/5	In-Class Final Exam

This course is based on [*Persuasive Advertising*](#) (Palgrave Macmillan 2010), a finalist for the AMA's 2011 Best Book in Marketing. The goal of the book is to summarize all useful knowledge about persuasive advertising in such a way that it can be understood and used by advertisers, consumers, consumer groups, courts and government regulators. 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. The findings are presented as understandable action-oriented principles. Many of these evidence-based principles challenge current practices in advertising. To find out what you know about advertising, try "[Test your advertising IQ](#)" and "[Predict which ad pulled best](#)".

By using the material in this course, you will be better able to design or evaluate persuasive advertising campaigns than practitioners with years of experience. Furthermore, these persuasive principles apply to many other aspects of life, such as preparing a resume, convincing your friends about an issue, making a persuasive speech or writing a management report. As a consumer, you will be better able to defend yourself 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."

Objectives

The objectives are to learn how to apply:

1. Evidence-based principles for developing and evaluating persuasive advertising campaigns
2. Evidence-based 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: If you follow the course as suggested, you will be better able to design and evaluate an ad campaign than someone who has had 20 years of experience in the advertising business.

There are many learning materials to choose from. You cannot do everything. So plan what you want to focus on and do those things well.

Learning Resources

[*Persuasive Advertising \(PA\)*](#) describes the basic steps involved in developing an effective advertising campaign. It provides 195 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 lectures do not provide all of the details on the principles, so you will need to read the book.

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 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. It provides many print and video ads that illustrate good (and bad) applications of principles. Self-directed exams are provided as aids to learning. To learn more about AdPrin.com, read the [AdPrin.com FAQ](#) prior to the second session. Also, sign up to receive notifications of news items as they are posted on AdPrin.com.

You might also like the short and interesting book *Ogilvy on Advertising*, based on research and on the experience of this famous practitioner. His book is good for details about constructing an ad, finding a job, and running 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. His advice about persuasive advertising has been included in *PA*.

The instructor's role, following Benjamin Franklin's advice, is to provide useful knowledge through the learning materials. I can also provide feedback as to how well you are able to use the materials (for those who are interested).

You cannot do all of the readings and learning exercises. Pick what you believe to be the most useful things for you. Use the Self-Certification pages as a guide (below) and record all that you do as you go. This will enable you to get credit for all of your efforts. By immediately summarizing what you learned you can also build your case for learning.

I suggest using a time line and planning your efforts for the course. Alternatively, budget a certain number of hours per week that you will spend on your learning for this course.

Format for Class Sessions

Learning is aided if you consider how to approach a problem before hearing about other approaches. This is part of the “experiential learning” approach. For this reason, I recommend that you read the book after the lectures. This is just a recommendation. Do as you like.

Class attendance is not required except as noted. 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 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 suggestions for applications

Each of the lectures contains more information that one can learn in an 80-minute session. I will go through, emphasizing the more important principles and will use almost all of the experiential exercises. I will not show many of the advertisements due to time considerations. They also tend to overwhelm the message. When you do watch them, it helps to view them more than once to focus on the principle involved. You will be able to access them when you watch the slides in “Slideshow” format. The lectures are all available on AdPrin.com under educational materials.

When you come to class:

Do not use computers, phones, or other electronic devices during class unless asked to do so, or except during the working session part of the class. This refers particularly to your phones, which as you will know if you have given talks to groups are quite obvious and rude.

If you get tired when sitting for a long time, feel free to stand or walk around.

I will provide time at the end of most classes to act as a consultant to you for your applications and techniques for the Certification Report.

If you miss class, the lectures are designed for experiential learning. Use the “Slideshow” mode and write your answers as suggested. Again, do as you like, but you will remember little if you fail to write your answers first.

Suggestions for learning

If your concern is merely with learning content and getting credit, this should be relatively easy as I post most of the exam questions and answers on the course site (AdPrin.com). [Test taking helps one learn content](#) but is unlikely to last in your memory. To do that, you will need to make applications—practice until you gain mastery. Seek feedback from others and also from the instructor. I will try to save time for this at the end of most sessions. Here are some [suggestions on learning](#) by objectives.

For easier access to the relevant materials, you will find links on the electronic version of this syllabus. Please email me on how to improve the syllabus and learning materials. Corrections and revisions to this syllabus will be provided only on the electronic version. We will follow the schedule as it is written unless we agree to make changes. (I do not change plans on the spot, nor am I able to recall the syllabus by heart.) You can make suggestions and ask me questions by email.

The primary way of communicating other than in class is by Canvas. If you are from outside Wharton and you do not know how to access canvas, contact mktg-ITstaff@wharton.upenn.edu.

When making presentations in class: (1) Assume that you are in an actual situation and present all [written](#) and [oral reports](#) from that role; (2) Demonstrate that you know how to make persuasive oral and written reports.

You will learn more efficiently when working along. To get feedback on your work *I recommend that you have a learning partner*. There will be two tasks that you are asked to do initially in a group, so as to practice the techniques for group management.

Do not use computers, phones, or other electronic devices during class unless asked to do so, or except during the working session part of the class. Report any of your violations on the Ethics report that you submit at the end 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.

This outline contains information you will need to prepare for each class. If you are uncertain, ask your learning partner or ask the professor. If you are still uncertain, contact the instructor by email saying what you have tried so far and explain how you understand the task.

____ S1 Introduction & Creativity

Class: We will discuss why techniques and research findings are valuable in advertising. We will also discuss how to find creative people, generate creative ideas, and implement creative ideas. Find a learning partner.

Follow-up:

1. Read this course outline and see if you have any questions or corrections. If so, [email](#) the instructor.
2. Read the sections "Preface," "Introduction," and "Types of Evidence" in *PA*.
3. Take the five-minute "[Test your advertising IQ](#)." Record your score. ____
4. Do the short exercise "[Predict Which Ad Pulled Best](#)." Record your score. ____
5. Study the creativity section on pages 278-286.

____ S2 Conditions & Product Information

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

- Find learning partner if you have not already done so.

Submit the signed Ethics Statement (below)

Follow-up:

1. Read *PA* chapters on Conditions and Evidence, and *PA* sections 1.1 through 1.3.
2. House ads exercise: This is a group exercise. Imagine that you are forming a new ad agency. Prepare an ad for your "ad agency." Start by identifying conditions. Apply concepts and techniques from the section on "Names" on AdPrin. The house ad should include the names and contacts for all group members in this "agency." Also provide evidence that it is an effective ad. Use the persuasion principles for persuasive management reports and the techniques in the creativity chapter in *PA*.

____ S3 Pricing & Distribution

Class: We will discuss how to advertise prices and how to set prices that can be effectively advertised. We will also discuss how to advertise different distribution channels of the product.

Follow-up:

1. Read *PA* sections 1.4 and 1.5.

_____ **S4 Emotion & Mere Exposure; Lecture on Testing Ads**

Class: Lecture followed by a working session involving planning for the Waste management report.

Follow-up:

1. Read PA sections on Emotion and Exposure
2. Study: [*Predictive Validity of Evidence-Based Persuasion Principles: An Application of the Index Method*](#)

_____ **S5 Influence**

Required: Work through the Influence Lecture on your own using the experiential procedure. As you go through each principle, develop ideas for applying this to the Waste Management case. Do not look up any information about Waste Management. Also decide what earlier principles would be relevant to this case. Prepare a proposal to Waste Management for a campaign. Prepare a presentation by working in a group so that you can practice techniques from the Creativity Chapter in PA.

Class: Present your group report on Waste Management (oral presentation only using PPT slides). Put yourself in the role of an agency as you do this and present a proposal that is persuasive. Focus on application of techniques and concepts. Each group will have no more than 20 minutes to try to gain acceptance for this proposal. Use the page on [presenting a proposal](#). This is a required task for credit in this course, but it will not be graded. Five point bonus for all who show up on time and prepared. Note that this task fits in with the Certification Procedure.

_____ **S6 Resistance**

Class: Lecture/discussion on reducing resistance.

Follow-up: Read PA Section on Resistance

_____ **S7 Acceptance**

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?

Bring hard copies of your house ad for everyone (and one for the instructor) and ask for comments on these sheets. (Five point bonus for all who give it their best shot and who submit on time),

Follow-up: Read PA section on Acceptance.

_____ **S8 Message**

Preparation: Prepare a short copy test for your house ad, and describe the plan that you would use to administer this test.

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 PA 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 PA section on Attention.

_____ **S10 Still media**

Class: Lecture on the use of principles 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 *PA*.

_____ **S12 Motion media**

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

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

_____ **S13 Show what you accomplished (Oral presentation plus PPT slides)**

Class: Each person will have equal time. Assume that someone paid for you to take this class. Make a persuasive presentation that describes examples of how you mastered techniques that were new to you. Also, explain how you will apply some of these techniques in the next six months. The Certification Report is due at the end of this class session (or earlier). (Five point bonus for all who show up on time and prepared.

_____ **S14 IN-CLASS FINAL EXAM (Final session)**

No decision aids of any type allowed.

Requirements for credit in the course (and weight on grade elements)

Your task is to demonstrate that you have learned to understand and use evidence-based principles and techniques for advertising. This will be done via the Self-Certification procedure.

To assess whether you learned content, there will be tests of material from the book, AdPrin.com, and the lectures. You will be assessed against prior standards (thus, there will be no forced grade distribution). By practicing, you can to do well against classes from previous years. The following components will be used:

<u>%</u>	
30	<i>In-class exam (based on the lectures, the book, and AdPrin.com)</i>
70	<i>Self-certification page</i>

Bonus points

- A. Evidence on your ability to follow the code of ethics for this course in all respects (five points)*
- B. Instructor's judgment as to whether you contributed to the learning of others either those in this class or for the larger community via contributions for AdPrin.com contributions – such as suggesting new ads that demonstrate use of the principles or by suggesting improvements in the PPTs for the lecture (up to 10 points). Attach a statement as to your contributions.*
- C. Five points for each for timely completion of the tasks and participation in the three required sessions in the outline. Attach your statement.*

In-class Exam

There is one exam, and it will be taken in-class at the end of the course. It will use many of the questions and answers provided as “Self-administered Exams” on AdPrin.com. 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.

In addition, there will be questions based on material from *Persuasive Advertising*, the lectures (and related readings), and AdPrin.com.

An independent grader will grade the exams to help ensure objectivity on my part.

Self-Certification for Evidence-based Advertising Principles and Techniques

This evidence-based advertising course has been under development by Wharton Professor J. Scott Armstrong since 1990. It is designed to help people apply the cumulative knowledge developed from experiments on persuasion over the past century. In agriculture, industry, medicine, and other fields involving complex decision-making, experimental findings have led to substantial improvements in decision-making. To date, studies have shown that evidence-based advertising leads to “different” types of ads compared to those produced otherwise. In addition, ads that follow evidence-based procedures have been shown to be more effective than those that do not [see paper on [Predictive Validity](#)]. In short, evidence-based principles help in creating and evaluating advertisements.

I certify that I have completed the following tasks in my efforts to learn advertising principles and techniques (inputs). I have also demonstrated tangible achievements (outputs). The links below take you to supporting information on the Internet (e.g. on Canvas) or to appendices.

Inputs

- I-1. I have studied [Persuasive Advertising](#) and can document spending ____ hours doing so. I have kept a log on what was done and how much time was spent. The entries were recorded on the day that I spent the time.
- I-2. I have documented that I have spent ____ hours becoming familiar with AdPrin.com.
- I-3. I have prepared for and attended ____ class meetings this semester.
- I-4. I have completed ____% of the lecture materials on AdPrin.com, spending ____ hours doing so.
- I-5. I have followed the experiential format for ____ALL, ____MOST, ____SOME, ____NONE of the lectures.
- I-6. I have used the evidence-based checklist for [oral presentations](#) ____ times.
- I-7. I have used the evidence-based checklist for [written presentations](#) ____ times.
- I-8. I have completed the [multiple-choice exam](#) on AdPrin.com. ____ YES ____ NO
- I-9. I have completed the [open-ended exams](#) on AdPrin.com. ____ YES ____ NO
- I-10. I have kept a diary on my learning efforts and can document spending ____ hours on all of my learning efforts related directly and solely to the materials of this course. I can produce this upon request.
- I-11. I have examined the [new evidence on the principles](#) that is published on AdPrin.com.
- I-12. I have read and studied the following materials that were recommended in the lectures (Provide list).
- I-13. I have worked through ____ALL, ____MOST, ____SOME, ____FEW of the experiential exercises, either in a group setting or by myself.
- I-14. I have become familiar with all pages on AdPrin.com ____YES____NO; except for _____
- I-15 Based on my preparation, I expect to do ____well below average; ____ below average; ____ average; ____above average; ____ well above average on the exams covering material from the book, lecture materials, and adprin.com.
- I-16 I completed the following exercises to the best of my ability: ____ Waste management ____ House ad ____ Ansett ____ Gardenburgers

Outputs

O-1. I have written a management report on advertising, which explains how it applies persuasion principles.
___ YES ___ NO. See my management report on Canvas.

O-2. I have used the [AdPrin Audit](#) on ___ still ads. See my management report on Canvas.

O-3. I have applied the [AdPrin Audit](#) to ___ motion ads. See my management report on Canvas.

O-4. I have prepared a portfolio of my applications of principles and techniques for prospective employers.
___ YES ___ NO

O-5. I have created a still ad during this course and demonstrated how it applies persuasion principles.
___ YES ___ NO

O-6. I have created a commercial during this course and can demonstrate how it applies persuasion principles.
___ YES ___ NO

O-7. I can provide samples of applications I have made of the advertising techniques and principles. ___ YES ___ NO

O-8. I have written an advertising pitch and have checked it against the [recommended procedure](#). ___ YES ___ NO

O-9. I have taken an 80-minute proctored exam on the content from *Persuasive Advertising*. The questions and answers were posted on AdPrin.com at the start of the course for use as a learning exercise. My score was ____ %. In comparison, students from the Wharton School since 2010 have scores ranging from 35% to 99% with a median of 81%. [To be filled in by Professor Armstrong and returned to you.]

Self-ratings

Upon completion of this course of study,

S-1. I am confident that I could answer over 80% of the questions about the content in *Persuasive Advertising*. ___ YES ___ NO

S-2. I attach a page demonstrating my mastery of the [tools and techniques](#) for advertising during this course and have demonstrated important applications [e.g., on Canvas].

S-3. I rate my skills with the AdPrin Audit as ___ FAIR, ___ GOOD, ___ EXCELLENT

S-4. I am familiar with all of the materials referred to in the [AdPrin FAQ](#). ___ YES ___ NOT SURE ___ NO

S-5. I know how to assess the quality of evidence. ___ YES ___ NOT SURE ___ NO

S-6 I have a plan for applying principles and techniques from this course over the next 3 months and my probability of success is ____% I have attached this plan. I will send it to my learning partner_____.

Name (Please print)_____ Date_____

Version R14, November 12, 2013

Ethics Statement for Mktg 224: Spring 2014

You should respect and help others during the class. This implies that you

1. ___ respect others in the class
2. ___ help others to learn
3. ___ get to class on time,
4. ___ do not leave during the class unless you are sick (and if you leave, remember to take your things with you and do not return),
5. ___ do not use your laptop or any other type of electronic device unless asked to do so for an exercise. Do not even look like you are texting.
6. ___ use your name card at each session.

If you have other things to attend to, it is not necessary to come to class, and you need no excuse. The purpose of the class sessions is to help you to learn.

I have read and understand the ethics statement for this course and I agree to abide by this statement except that

Name (printed)

Signature

Date

At the end of the course, please rate yourself using the next page.

Ethical behavior for Mktg 224: Spring 2014

Here is how I rate myself on the ethics statement along with an explanation for the items on which I score less than a 10. Rate each item on a scale for 1 = little success to 10 + outstanding.

1. Respected others during the class ____
2. Helped others during the class ____
3. Got to class on time _____
4. Did not leave during class _____
5. Did not use my laptop or any other electronic device unless instructed to do so. _____
6. Used my name card at each session. _____

Name (printed)

Signature

Date