

**Advertising Management
Marketing 755, Section 01
Fall 2002**

Course Syllabus and Schedule

- Instructor:* Professor Patti Williams
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- Secretary:* Meredith Wickman
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- Class Schedule:* Mondays and Wednesdays, 12-1:30pm
Location: JMHH F70
- Office Hours:* MW 1:30-3pm and by appointment
- WebCafe:* <http://webcafe.wharton.upenn.edu/eRoom/mktg/755c1>
- Required Text:* *Advertising and Promotion: An Integrated Marketing Communications Perspective*, George E. Belch and Michael A. Belch
- Course Bulk Pack
- Group Project Due:* October 16, 2002 (Second to last class)

Overview and Objectives

The course focuses on the developing strategy for and implementing effective advertising campaigns as part of an integrated marketing communications program. Further, I consider the goal of marketing communications to convey meanings to the relevant consumer audience in order to build a strong brand. The marketing communications program is viewed as one part of the overall marketing mix (just one of the four Ps). My goals in this course are to: 1. Increase your understanding of the important issues in planning and evaluating marketing communication campaigns; 2. Introduce you to appropriate theories, models and other tools for understanding marketing communications (including exposing you to current relevant academic research); and, 3. provide you with a managerial perspective on making marketing communications decisions.

Course Materials and Approach

In the course we will use a variety of readings (both in the textbook for the course and in the course bulkpack) and watch a large number of actual ads. In addition, lecture notes and handouts will be made available throughout the quarter via the course webCafe. The readings are designed to introduce advertising and integrated marketing communications concepts and principles. Cases will allow us to examine, in detail, the application of particular concepts and principles.

Assessment

Your final grade in the course will be based on both individual and group work. The evaluation is as follows:

- A. Class Participation (individual) 30%
- B. Individual 1-page Essays 30%
- C. Group Assignment (Project) 40%

Warning: This course requires a lot of work. The group project, in particular, is a substantial assignment.

Course Outline

In most instances I will not lecture from the assigned readings, but will assume that you have prepared the relevant material prior to coming to class. Nevertheless, we will discuss issues related to assigned material during the class, and I will presume that you have completed the reading in advance of class and are familiar with the topics covered.

Date	Topic	Reading	Assignments
9/9	<i>Introduction and the Role of IMC in the Marketing Process</i>	BB Chapters 1-3 BP 1-2	
9/11	<i>Case: Café de Colombia</i>	BP 3	
9/16	<i>Consumer Behavior and the Persuasion Process</i>	BB Chapters 4-6 BP 4	-List of group members due
9/18	<i>Setting Marketing Communication Objectives & Budgeting</i>	BB Chapter 7 BP 5	-Persuasion Knowledge Exercise Due
9/23	<i>Creative Strategy</i>	BB Chapters 8-9 BP 6-7	-1 page outline of proposed group project due
9/25	<i>Media Strategy & Case: Suave (C)</i>	BB Chapters 10-12 BP 8-12	
9/30	<i>Evaluating Effectiveness</i>	BB Chapter 19 BP 13-15	-Advertising Critique Due
10/2	<i>Internet Advertising</i>	BB Chapter 15	

		BP 16	
10/7	<i>"Alternative" Communication Strategies</i>	BB Chapters 13-14, 17 BP 17-19	-Packaging Exercise Due
10/9	<i>Case Discussion: Launching the BMW Z3 Roadster</i>	Harvard Case # 9-597-002 BP 20-21	
10/14	<i>Guest Speaker: Denis J. Budniewski Saatchi & Saatchi Senior Vice President, Global Equity Director</i>		
10/16	<i>Group Project Presentations</i>		Final Project Paper Due
10/21	<i>Group Project Presentations</i>		

Assessment Details

A. Class Participation/Preparation (30%)

Every session of the course will involve interaction in the form of class discussion. I expect each class member to be prepared at all times to comment in any class session. To reinforce this expectation, I will "cold call" throughout the ensuing discussion (whether or not the class member's hand is raised).

Evaluating class participation. Grading class participation is necessarily subjective. Some of the criteria for evaluating effective class participation include:

1. Is the participant prepared? Do comments show evidence of analysis of the case? Do comments add to our understanding of the situation? Does the participant go beyond simple repetition of case facts to provide analysis and conclusions? Do comments show an understanding of theories, concepts, and/or analytical devices presented in class lectures or reading materials?
2. Is the participant a good listener? Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?
3. Is the participant an effective communicator? Are concepts presented in a concise and convincing fashion?

Keep in mind that your grade for class participation is not simply a function of the amount of "air time" you take up. In general, I will evaluate you on how well you respond to questions and on how effectively you take into account the comments and analyses of your classmates.

In order to obtain a grade for class participation you must attend the class sessions. Each absence will result in a 3-point deduction from your final grade, except in case of emergency or religious holiday. If you must miss a class, please notify me in advance. With only 13 sessions, missing even one day will have an impact on what you take away from the course.

Case preparation. In preparing for cases prior to class, I recommend that you read the case more than once. The first reading should give you a feeling for what the case is about and the types of data contained in the case. Many people like to underline or otherwise mark up their cases to pick out important points relating to the business and the situation; e.g., customer behavior and trends, marketing research problem, feasibility of obtaining information, etc. Be sure to pay attention to the exhibits in the case; these often contain information that will be useful in analyzing the situation. A second reading should be more focused on identifying the key business issue (issues) the firm in the case is facing, and on identifying important analytical information from the case to address this issue and to build a case for your proposed solution to the issues the firm is facing.

B. Individual Assignments (30%)

1. **Persuasion Knowledge Exercise:** Research has shown that consumers have knowledge of persuasion motives and tactics and that they use this knowledge to interpret, evaluate and respond to influence attempts from marketers and others (i.e. interpersonal influence attempts). Read the article by Friestad and Wright on the Persuasion Knowledge Model included in your packet (it's long, I know). Over the course of several days, take note of any attempts to persuade you, either by marketers or by friends, family, etc. In no more than 2 pages (single spaced, $\frac{3}{4}$ inch margins all around, 12 point font), describe this persuasion attempt, using concepts presented in the PKM article, including:

- What you believe the persuader wanted from you
- The tactics employed by the persuader
- Insights about how such tactics might work (both how you think the persuader thinks they might work, and how you actually think they might work)
- How you react to the persuasion attempt
- The outcome of the persuasion attempt
- Any implications for future interactions with that persuader.

It is possible that you might not recognize a persuasion attempt at the time it is occurring, particularly in interpersonal settings.

Whereas in the other assignments in this class you are asked to take a managerial perspective, or the perspective of the persuader, here you should take a consumer perspective, or the person being persuaded.

2. **Advertising Critique:** Choose *one* television commercial, print advertisement, or web site to critique. You must provide a copy of the item being critiqued (i.e., videotape, copy of a print ad, printout of selected pages from a web site, address

for the link **IF** you are sure the link will still be there after you turning your assignment). Write no more than 2 pages critiquing (single spaced, ¾ inch margins all around, 12 point font) the appeal in terms of its effectiveness from the standpoint of a person with managerial responsibility for the brand/product (e.g., perhaps as a newly appointed brand manager or advertising manager). Be sure to cover:

- Apparent marketing and advertising objectives (both in terms of intended message and intended consumer behavior outcomes)
- Target audience
- Executional format
- Message/persuasion strategy
- Detailed executional elements as they relate to the above.

Your evaluation should point the way to more effective creative work in the future. It should be both of great practical relevance and it should also demonstrate a familiarity with relevant concepts and methods covered thus far in the course. Be prepared to discuss your analysis in class.

3. **Packaging Exercise:** Go to a store (grocery store, drug store, Target, etc.) and spend some time looking at the packaged goods. Choose a product that you think has either a very bad or very good package, in terms of *marketing communications*. Write no more than a 2-page (single spaced, ¾ inch margins all around, 12 point font) analysis of the package and what you think makes it either good or bad. What does the package communicate about the product/brand? How does it do this (executional elements)? Is that message consistent or inconsistent with what you think the overall marketing communication/branding objectives are for the product? Your evaluation should suggest more effective packaging in the future. As with the ad critique, above, it should be both of great practical relevance and it should also demonstrate a familiarity with relevant concepts and methods covered thus far in the course. Your analysis *and* your package are due at the beginning of class. Be prepared to discuss your package choice in class. In some cases, I may ask to keep your packaged good for use as an example in future courses.

C. Group Project (40%)

Advertising Strategy Project

Take the perspective of an agency attempting to attract new business from a potential client. You may choose the potential client. Accordingly, the brand selected should be one for which you are able to articulate a strategy and create a sufficiently compelling plan to win this marketing communications business from this client (e.g. relative to any plan that the client's current agency is using.)

The client has expressed interest for a full-service agency that will function as a partner in the business. As such the client wants a fully integrated marketing communications strategy. The client still has many unresolved advertising and marketing questions and is

looking for your ability to contribute to the solution of strategic as well as executional problems.

You are requested to develop an integrated marketing communications plan for your chosen brand. You should devote the bulk of your analysis and presentation to the problems that you see as critical, but the final result should at least consider:

1. Brand and industry background, competitive marketing communications analysis
2. Objectives of advertising campaign and marketing program, and rationale behind your decisions
3. Copy strategy statement and its rationale
4. An ad execution (print, television (storyboard or video), radio)
5. Media strategy statement and rationale behind major decisions.
6. Budget development for your proposed strategy
7. Media plan for the year based on your budget
8. Plan for monitoring effectiveness of objectives/strategies.

This project consists of two parts: a written report and an in-class presentation. Your paper should be no longer than 35 pages (double spaced, 1 inch margins all around, 12 point font), with no more than 5 pages in appendices and exhibits. Length of in-class presentations will be determined based upon the number of groups in the course, but expect them to be on the short side (probably no more than 15-20 minutes). Both your paper and the slides for your presentation are due at the beginning of class on October 21.

Proceed as follows:

1. Find a group of no more than 5 people to work with. Turn in a type-written list of group members at the **beginning** of the second class session (September 11).
2. Select a product category and a brand in which you are interested. (Ad Age and Ad Week list accounts that are up for review in each issue and this may help you to choose your target, though you need not choose a brand that currently is up for review.)
3. Write up a 1-page (single spaced, ¾ inch margins all around, 12 point font) description of your project. This outline is due at the **beginning** of class on September 23. It should identify the brand you have chosen, provide a brief overview about why you have chosen that brand and what you see as the issues with their current advertising.
4. Start on this project early and work on it as we cover the aspects of an advertising plan. These mini courses come to an end quickly.
5. While your plan must include creative strategy and a creative execution, be sure to keep your focus on the overall marketing communication strategy you are creating. The creative stuff can

be distracting and fun, but a project that has a great creative product, and only a weak marketing communications strategy will not receive a high grade.

Information Sources:

Lippincott Library has compiled an excellent list of relevant sources at the following URL:

<http://www.library.upenn.edu/lippincott/pubs/ResearchGuides/RG02adver.html>

MRI (Mediamark Research, Inc.) and Simmons (SRDS) are competitors that provide essentially the same information, which can be useful in developing a media strategy and plan. The data may also be useful in developing background information about a brand and product category. These data may be found on CD-Rom in Lippincott Library (for Simmons).

Also, ad spending patterns may be found in *Advertising Age* or in the serial *Leading National Advertisers*. Information in media insertion costs is available in the serial *Standard Rate and Data Service* (SRDS), and by requesting individual media kits from media outlets. In addition to general business periodicals (*Business Week*, *The Wall Street Journal*, etc.), valuable advertising information can be found in *Advertising Age*, *Adweek*, *Brandweek*, and the relevant weekly columns in *The New York Times*. All of these are available in Lippincott Library. Some of them have historical databases available online.

Marketing 755, Section 02, Fall 2002
Advertising
Bulkpack Readings
Professor Patti Williams

Session 1: Introduction and The Role of IMC in Marketing Strategy

1. "Behind the Scenes of Chrysler Urban Review," Advertising Age, June 10, 2002, Laurel Wentz, pg. 4
2. "Integrated Marketing Communications," Harvard Business School Reading 9-599-087

Session 2: Case Discussion

3. Café de Colombia, Harvard Case 9-502-024

Session 3: Consumer Behavior and the Persuasion Process

4. "The Persuasion Knowledge Model: How People Cope with Persuasion Attempts," Friestad and Wright, Journal of Consumer Research 1994.

Session 4: Setting IMC Objectives and Budgets

5. "Ice Cream Marketers Chilly on Ad Spending," Advertising Age, June 10, 2002, Stephanie Thompson, pg. 6

Session 5-6: Creative Strategy

6. "In a Water Fight, Coke and Pepsi Try Opposite Tacks," Wall Street Journal, April 18, 2002, A1, Betsy McKay
7. "Sour Dough: Pizza Hut v. Papa John's," Brandweek, May 21, 2001, Jim Edwards, pp. 26-30.

Session 7: Media Strategy: Objectives and Options

8. "How NBC Defies Network Norms—To Its Advantage," Wall Street Journal, May 20, 2002, p. A1, Joe Flint
9. "Digital Video Recorders Give Advertisers Pause," Wall Street Journal, May 23, 2002, Amy Harmon
10. "Time's Running out for Myth that Keeps Marketers Eyeballing the Still-Coveted 18-49 Demographic," Advertising Age, May 13, 2002, Hillary Chura
11. "The Amazing Game," Advertising Age, June 17, 2002, Andrew Green, pg. 30

12. Suave (C), Harvard Case 9-585-019

Session 8: Evaluating Effectiveness

13. "Drug Czar Says Ad Campaign Has Flopped," Wall Street Journal, May 14, 2002, p. B1, Vanessa O'Connell

14. "Army Meets Recruiting Goal Early and Credits Ad Effort," The New York Times, September 5, 2001, James Dao

15. "Wieden's Pizza Hut Spot Suffers Short Shelf Life," AdWeek, May 27, 2002, Kathleen Sampey, pg. 3

Session 9: Internet Advertising

16. "'Spam' Multiplies, Spurring New Efforts to Curb It," Wall Street Journal, Mylene Mangalindan, June 19, 2002, pg. D1

Session 10: "Alternative" Communication Strategies

17. "A Message for Shoppers," Financial Times, May 17, 2002, pg. 9, Alan Mitchell

18. "BMW Hopes that Its Mini-Movies Will Sell Cars," Wall Street Journal, June 26, 2001, Elvis Mitchell

19. "Buzz Marketing," Business Week, July 30, 2001, pp. 50-56

Session 11: Case Discussion

20. Launching the BMW Z3 Roadster, Harvard Case 9-597-002

21. "The Lure of Global Branding," Harvard Business Review, November-December 1999, David A. Aaker and Erich Joachimsthaler

Session 12: Guest Speaker

Sessions 13-14: Group Project Presentations