

NEW YORK UNIVERSITY
Stern School of Business - Graduate Division
Marketing Department

B70.2385.10
MW: 13:30 pm
Fall 2004
Office Hrs: MW 5-6 p.m.

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Department of Marketing
Room 9-81, KMC

ADVERTISING MANAGEMENT

Week	Date	Topic	Readings
1	9/8	Overview	Ch. 1 & 2
2	9/13, 9/15	Advertising Planning	Ch. 7
3	9/20, 9/22	Advertising Planning	Notes
4	9/27, 9/29	Understanding the Consumer	Notes
5	10/4, 10/6	Understanding the Consumer	Notes
6	10/11, 10/13	Advertising Research	Ch. 5
7	10/18, 10/20	Media Strategy	Ch. 8, 9 & 10
8	10/25, 10/27	Creative Strategy	Ch 6, 11 & 12
9	11/1, 11/3	Creative Strategy	Notes
10	11/8, 11/10	Interactive Media Direct Marketing	Ch. 10
11	11/15, 11/17	Public Relations and Crisis Management Customized Advertising	Ch. 16 Notes
12	11/22, 11/24	Global Advertising Strategies	Notes

13	11/29, 12/1	Advertising Campaign	Notes
14	12/6, 12/8	Project Presentations	
15	12/13	Course Review	

REQUIRED MATERIALS

Notes on each topic to be covered and cases will be handed out in class before the relevant sessions.

Textbook: *Advertising: Principles and Practice*, Sixth Edition, by William Wells, John Burnett, and Sandra Moriary, Prentice Hall.

Case Packet: A set of cases will be available as a course packet at NYU bookstore (and two CDs).

Course Objectives

This course deals with the management of advertising function in modern profit and nonprofit enterprises. This is primarily an advertising management course with a focus on understanding the effectiveness of advertising as a marketing tool. The emphasis is on exploring “why and when” advertising works rather than “how” advertising is done. While, a significant part of the course is about advertising management, we will also address some other elements of integrated marketing communication strategies such as sponsorship, direct marketing and interactive marketing.

The major purposes of this course include:

1. To provide analytical skills useful in planning and evaluating advertising campaigns.
2. To analyze critically the task of advertising under contemporary conditions and to examine the role of advertising as it relates to other marketing functions.
3. To evaluate the various types of policies that can be employed in guiding the advertising activity.
4. To develop an awareness of the major types of advertising problems faced by organizations with emphasis on the application of marketing concepts for effective decision making.

Evaluation

Each student will be evaluated on the following basis:

Assignment	% of Grade:
Class Participation	10%
Case Quiz	10%
Case Review Report	5%
Mid Term Case	15%
<i>Class Exercises</i>	
Consumer Behavior	5%
Advertising Research	5%
Media Schedule	5%
Project Evaluation Comments	5%
<i>Term Project (group):</i>	
Presentation	15%
Paper	25%

Class Participation (10%)

While attendance will not be taken, those who attend classes regularly and contribute constructively to group discussion and the enhancement of the quality of class sessions will be rewarded for their effort and motivation for learning. Each student is expected to contribute to class discussion. To a large extent, the benefit students derive from the assignments is related to their willingness to express their opinions and be critically judged by the class. Do not be reluctant to voice your opinion.

In case discussions, high quality class participation includes comments that add to our understanding of a situation. They go beyond mere repetition of case facts. They also take into account the comments and analyses of your classmates to move our discussion *forward*. Case preparation guidelines for each case are provided in the syllabus. The *quality* of your contribution is more critical than the amount of time that you contribute to the discussion

Case Quiz (10%)

You are expected to read all the cases and actively participate in the case discussion. You are expected to contribute to the learning process by expressing your views and discussing the cases in the class. More important, you will be evaluated on your understanding of the case. At the beginning of each case presentation, you will be given a written quiz that will incorporate the information presented in the case. A careful reading of the assigned cases will be adequate to perform well on the quiz. Seven cases will be discussed and your performance on the best FIVE cases will be part of your grade. Each case quiz will account for 2% of your grade.

Case Review Report (5%)

Seven cases will be discussed in the class and you will be required to pick FIVE cases and write a one page report indicating what you learnt from the each of the cases discussed in the class. Each case should be discussed in a concise one page summary clearly indicating the contribution of the case to your understanding of advertising. This FIVE page report is due at the end of the semester. This exercise assumes that you can only write about a discussion if you were present and participated in the discussions. **YOU CANNOT WRITE UP INDIVIDUAL CASES IF YOU WERE ABSENT FOR THE CASE DISCUSSION.**

Mid Term Case (15%)

Cases are descriptions of real-world business situations, which provide opportunities to define and develop marketing strategies and plans. Case analyses will be used to illustrate how advertising concepts apply to these complex situations. The case method is the most effective means of developing decision-making capabilities. It helps to develop a *process of thinking* that leads to informed decisions. In addition, case discussions provide opportunities to develop critically important communication skills.

You will be asked to write up ONE case due on the 5th week of classes. You will work on this exercise individually. The case analysis will be no more than five pages (double spaced) with

supporting analysis. You will be asked to critically evaluate the advertising strategy for the company featured in the case. Specific case related questions will be given to you for these exercises.

Case Analysis

Strategic decision making entails coordinating seemingly unrelated facts so that they provide support for a particular course of action. The case assigned is intended to give you practice in assembling data to support a decision. As is often the situation in actual practice, the case may not have all the data you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of the data available.

Preparing a case. In preparing an analysis, read through the case looking for the context and background of the problems that you are asked to address. Develop a rationale for your belief as to how that problems need to addressed. In addition, assemble the factual information presented in the case that addresses various problems.

Once you have assembled all the information provided, develop a framework for analysis. This framework should (1) apply the concepts discussed in the class (2) provide evidence that indicates that your solutions are indeed the best way to address the issues and (3) choose a course of action that you feel is based on the soundest assumptions. By following this strategy you will be able to develop an integrated analysis and you will avoid focusing on issues for which there are little data.

Writing up a case. In the formal write-up, use the following headings:

1. Executive Summary

State the manner in which each of the problems you have identified should be resolved. In this section, only your recommendations should be given. Reasons for the recommendations should appear in the analysis.

2. Analysis

This is the heart of your report. It entails marshalling factual data that support your problem identification and your recommended course of action. In essence, it is the linkup between problem and recommendations.

For example, if the first issue you address in your analysis is the target audience, use target audience as a side heading. If the next issue is creative strategy, use it as a side heading.

Common Errors in Case Writing

1. Format outlined above is not followed. Subheadings are not used in the analysis section.
2. The recommendation section is too long. No more than one page is generally needed for this section. Use outline form and bullet points throughout the written report. There is no need for complete prose. However, don't use shorthand that is unintelligible, even to you at some later point in time!.

3. Focus centers on minor issues or issues for which there is little or no data. Let the case facts guide you to the selection of issues. If there is little or no data addressing an issue, don't dwell on it in your analysis.
4. Rehashing of case data. Assume the reader is familiar with the case. Present case data only when it is needed to support a line of reasoning you are developing. Don't summarize the case situation as a preamble to your analysis, and don't present case facts unless you are going to drive a point with them.
5. Non-critical evaluation of case data. Before you use evidence presented in the case, ask yourself if it was collected in a sound manner and whether it is relevant to the issue that you are addressing. This does not give you license to eliminate all data.
6. Failure to present analytical work in an understandable manner. When doing computations, be sure your presentation (usually in an appendix) is sufficiently detailed indicating where the data came from and how it was analyzed.

Class Exercises

The students will be given THREE individual assignments based on the class lectures. These assignments will consist of short answers and simple applications of the concepts discussed in the class. The students are expected to work on them individually and submit them on the assigned date. Each on time submission of the class exercise will account for 5% of the grade. No late submissions are allowed. The purpose of this exercise is to ensure that the students are current on the concepts discussed in class.

Consumer Behavior (5%)

This exercise will examine your ability to understand the theoretical basis of different advertising strategies.

Advertising Research Exercise (5%)

Your task will be to make decisions about an advertising campaign based on an advertising research report. Your recommendations could include pulling the campaign, modifying the campaign, or staying the course. You will need to back up your recommendation with the research results.

Media Schedule Assignment(5%)

You will be asked to create a media schedule for a brand, given a budget. The schedule should include names of the media vehicles and weeks in which the ad will run. Justify your choices. Finally, you will calculate the GRPs for your schedule.

Project Evaluation Comments (5%)

When the group projects are presented, each student will vote on the campaign he or she thinks is best. Obviously, you can't vote for your own campaign!. The vote will be in the form of the choice of the best campaign and a set of brief comments on each presentation. You'll be handing in your comments on each presentation explaining what you think are the strengths and weaknesses of each campaign. Maximum page limit is one page for each presentation.

Term Project

The course will feature a team project as an end term exercise. The class will be divided in to teams of 3-4 students. All the groups will be provided with an "advertising brief" from the brand management team of a company. The brief will provide the relevant background and resource materials for a current or a new brand of the company. The teams will act as independent ad agencies and develop an effective advertising plan for that brand. Your team will be expected to assemble the facts presented in the brief, collect as much information as possible from outside sources related to the brand featured in the brief and use the framework developed in the class to analyze the information.

Two outcomes are required for the team term case. First, you will make a presentation to the class and then you will submit a written report.

Case Presentation (15%)

Your agency will make a "Professional" presentation to both the "Corporate Client" team and the class. The presentation will be for about 20 minutes. The client team will critically evaluate your presentation. The class will also evaluate the presentation. These evaluations will be incorporated in the final grade for the term project. The order of presentations will be determined by a random draw.

Presentation Requirements

1. All the members of the group should make the presentation.
2. A one page "Executive Summary" should be given to the "Corporate Client" team at least one session before the presentation. The executive summary should briefly outline the major recommendations.
3. The concepts and issues discussed in the class should be incorporated in the presentation.
4. The "Corporate Client" will evaluate the presentation on its content, style and effort. The Client will also evaluate the presentation on its professionalism and creativity. The class will provide a comparative rating of the presentations at the end of the semester. The presentation is expected to be interesting and persuasive.

The Report (25%)

Your report will be an expanded version of your presentation. You'll discuss the feasibility of the given target market, campaign objectives, and your resulting ad campaign with media plan and evaluation metrics. Justify your campaign as one that appeals to your target market and effectively meets the campaign objectives. Also justify your media choices. Your grade will be based on your ability to communicate that you have learned the course material and can effectively apply the appropriate concepts and information to a real world situation.

Papers should be no more than 15 pages excluding appendix, double-spaced with 12-point font and one-inch margins.

Class Sessions

Rather than merely rehashing concepts developed in the text, class sessions will be devoted to probing, extending, and applying the text material. It shall be assumed that students have read the text assignments before coming to class.

Handouts that outline the materials to be covered in class during each session will be provided. These handouts also specify in greater detail students' required preparation for the particular week. It shall be assumed that students have examined the appropriate handout materials before coming to class and that students are prepared to discuss any issues raised in the handouts. We'll learn the concepts through *lectures/discussions, cases, and guest speakers*. Class exercises are assigned to provide an added layer of depth and relevance to our class discussions.

Cases are assigned to provide you with an opportunity to apply your knowledge. On the days in which a case is assigned, it is expected that you have not only read the case but you've already formed strategic decisions that you are willing to share (and perhaps modify!) in the class discussion.

Guest speakers are also a part of our learning environment in this course. Participation of the guest speakers requires some flexibility in scheduling. Unexpected changes in the schedule may occur. Your understanding is appreciated.

Deadlines

The course will have specific deadlines for all output expected from the class. These deadlines are fixed and are not open to negotiation. However, medical and personal emergencies will be accommodated based on the merit of the case. Any late submissions will automatically carry a 10% penalty. The specific deadlines will be announced in class.

Instructor/Student Interaction

If at any point during the course you have questions regarding the preparation of cases, exams, or other course-related issues, please do not hesitate to contact the instructor either by phone or in person. If scheduled office hours are inconvenient for you, contact the instructor after class to arrange an alternative time to meet.

Student Responsibilities

You are expected to follow the honor code and be a responsible participant in the class. Strictly no late submissions or extra credits are encouraged. Group exercises should be taken seriously and each individual should contribute equally to the group exercises. Please bring your name card to the class daily and display it for identification

Group Evaluation

Group members will evaluate each of their colleagues on the extent of contribution. If a group member is not putting in his/her share of time or make the expected contribution, he/she must first be given a warning. If the behavior pattern continues, other member should then provide the feedback on the group evaluation form (to be given later). The errant group member will then receive a proportionately lower grade for the case. However, at least two members of the same group should converge on the ratings of unequal performance. An evaluation form is attached to the syllabus. However, if the group functions well, there is no need for evaluation.

Blackboard

All the class lecture presentations and the class exercises will be made available on Blackboard. The class exercises will be removed after one week. So, if you did not complete the class exercise on time you will not be able to do it. The final examination will also be made available on Blackboard.

Faculty

Dr. Maheswaran is Professor of Marketing and International Business. He received a Ph. D in Marketing from Kellogg Graduate School of Management, Northwestern University. He has published widely in leading publications like the Journal of Marketing Research, Journal of Consumer Research, Journal of Personality and Social Psychology and Journal of Consumer Psychology. He has extensive work and consulting experience with major corporations like Unilever, IBM etc., He is a recipient of the Excellence in Teaching award at Stern. He has lectured in several countries including China, France, Holland, Hong Kong, India, and Thailand. He joined NYU in 1986.

STUDENT INFORMATION SHEET

Name: Mr. / Ms. _____

Preferred Name: _____

Email Address: _____

Telephone Numbers: _____

Undergraduate Major: _____

If employed, please write your company name, your title and the type of work you do.

List any previous marketing experience or positions held. Indicate time period

Why are you taking this course and what do you hope to learn?

PEER EVALUATION FORM

Note: Only the instructor will view these peer evaluations.

1. Please list the names of your group members in the spaces below. Do NOT INCLUDE YOURSELF.

Group Members' Names:	Points:
_____	_____
_____	_____
_____	_____
_____	_____

Total = 100

Now, take 100 points and divide it among your group members based on their overall contribution to the group exercises. For instance, if you have three group members, including yourself, then there should be two names written above. If you feel that both of those group members contributed equally to the project then you would give them each 50 points (total = 100 points). If they did not contribute equally, then give them each the points that you feel fairly describes their contributions (total = 100 points).

2. Please do the same thing but this time INCLUDE YOURSELF as one of the group members.

Group Members' Names:	Points:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total = 100

3. Please take the time to explain your ratings in more detail on the back of this page. (For instance, if your group members did not contribute equally to the group, please provide me with an outline of each group member's responsibilities and participation).

Suggested Readings and Reference Sources

Books:

- Cialdini, Robert B. (1993), *Influence: The Psychology of Persuasion*.
- Fox, Stephen (1984) *The Mirror Makers*, Random House Vintage Books: New York.
- Ogilvy, David (1963) *Confessions of an Advertising Man*, Atheneum: New York.
- Ogilvy, David (1983), *Ogilvy on Advertising*, Random House Vintage Books: New York.
- Packard, Vance (1961) *The Hidden Persuaders*
- Rothenberg, Randall (1995), *Where Suckers Moon: The Life and Death of an Advertising Campaign*, Random House Vintage Books: New York.
- Underhill, Paco, *Why We Buy: The Science of Shopping*.

Magazines:

- Advertising Age (www.adage.com)
- Adweek (www.adweek.com)
- American Demographics (www.americandemographics.com)
- Businessweek (www.businessweek.com)
- Mediaweek (www.mediaweek.com)
- Brandweek (www.brandweek.com)
- PROMO (www.industryclick.com)
- **Sales and Marketing Management (especially their survey of buying power—www.salesandmarketing.com)**

Newspapers:

- *The Wall Street Journal* (www.wsj.com)
- *The New York Times* (www.nytimes.com)

Journals:

- Journal of Advertising
- Journal of Advertising Research

Data Reference Sources (in the library):

- Brand Information
 - Encyclopedia of Major Marketing Campaigns
 - Standard and Poor's Industry Survey (www.standardandpoors.com)
 - Market Share Reporter
 - Standard Directory of Advertising Agencies

- Category/Brand Users Information
 - Lifestyle Market Analyst
 - Simmons Market Research Bureau (Choices III CD in library)
 - Mediamark (aka MRI) Research Reports (CD in library)

- Media audience Information
 - Consumer Dimensions
 - TV Dimensions
 - **Nielsen Station Index (www.nielsenmedia.com)**
 - Magazine Dimensions
 - Simmons Market Research Bureau (Choices III CD in library)
 - Mediamark (aka MRI) Research Reports (CD in library)

- Advertising Budgets
 - CMR Ad \$ summary (formerly Leading National Advertisers)
 - Standard Directory of Advertisers
 - Advertising Ratios and Budgets
 - Brand Week Superbrands

- Advertising Rates
 - Standard Rates and Data Services
 - Marketer's Guide to Media

Consumer Trends:

- See also American Demographics (www.americandemographics.com)
- www.gallup.com
- www.louisharris.com
- www.yankelovich.com

Organizations:

- American Marketing Association (www.marketingpower.com)
- American Association of Advertising Agencies (AAAA) (www.aaaa.org)
- Direct Marketing Association (www.the-dma.org)
- Public Relations Society of America (www.prsa.org)

Other Interesting Sites:

- www.adcritic.com
- www.adeater.com
- www.ifilm.com
- www.adforum.com
- advertising.utexas.edu/world (a marketing communications directory and archive of ads)
- www.aef.com (advertising education foundation—a source of lots of info including industry events and career information)