

Advertising and Sales Promotion Management
ADM 3326 A
Fall 2014
Course Syllabus

Professor	Michael Guolla Ph.D.
Office	DMS 5148
Telephone	613-562-5800 (4764)
E-Mail	Guolla@telfer.uottawa.ca
Office Hours	Monday 1:00 – 4:00
Class Location	LMX 221
Class Hours	Monday 11:30, Thursday 1:00
Prerequisite(s)	ADM 2320
Program of study	Mandatory course for Marketing option.

Course Deliverable	Due Date	Weight
Class Participation	All class sessions	10%
Mid-term Exam 1 (ch. 1, 3-7)	October 6	15%
Group Case	November 3	10%
Mid-term Exam 2 (ch. 8, 10-14)	November 17	15%
Group Case	December 1	20%
Final Exam	December 4-17	30%

COURSE DESCRIPTION

The course is an introduction to the theory and practice of promotion management. The theory examines how persuasive communication works in the context of marketing. The practice shows the associated managerial decision making to construct a marketing communication plan.

The course examines advertising and sales promotion in the context of consumer marketing. The format is a training program to learn promotion management skills through discussion of cases and examples. Listening, creative thinking and effective verbal and written skills are critical.

PROGRAM LEARNING GOALS

Course Contribution to Program Learning Goals	CP	MC	CS	FE
LG1: Understand, Apply and Integrate Core Management Disciplines		X		X
LG2: Demonstrate Critical Thinking and Decision Making Skills			X	X
LG3: Demonstrate Leadership, Interpersonal and Communications Skills	X			
LG4: Apply high standards of Integrity, Ethics and Social Responsibility	X	X	X	X
LG5: Demonstrate the Ability to Perform in a Culturally Diverse Environment	X			
LG6: Pursue Self-Development and Exhibit a Commitment for Life-long Learning	X		X	
LG7: Provide Value to the Business Community in a chosen Area of Specialization				

CP=Class Participation MC=Multiple Choice Test CS=Case FE=Final Exam

COURSE OBJECTIVES

Upon completion, each participant should be able to; demonstrate a thorough understanding of the major promotion concepts, use a framework to make effective promotion decisions, and adopt the necessary skills and point of view of an effective promotion manager.

COURSE ATTENDANCE

University of Ottawa regulations stipulate mandatory attendance and a professor may prohibit a student from writing a final exam if attendance is below a course outline requirement. For ADM 3326, the requirement is attendance in 70% of the class sessions after the first four class sessions (i.e., 14 of the final 20 class sessions during the last 10 weeks of the semester), thus allowing a student who enrolled on the final “add date” to not be penalized. An absence will not count among the 6 classes if the professor receives proper documentation by the last day of classes. Acceptable reasons for documentation include; illness/injury, religion, and family tragedy.

The professor will consider unusual or unforeseen circumstances with documentation. Students with a personal situation that may affect this requirement should inform the professor as early as possible during the semester. The professor respects student privacy and a student should communicate the situation with suitable appropriateness, tact and discretion.

REQUIRED MATERIALS

Book Store

Belch, Belch, Guolla, *Advertising and Promotion, An Integrated Marketing Communications Perspective*, 5th Canadian Edition. (McGraw-Hill Ryerson, 2014)

Unicentre 0024

Case Pack
(3 cases)

Network

Lecture Notes
(6 Cases)

COURSE METHODOLOGY

It is well documented through research that active problem-solving in class is a very effective method for student learning. For this course, it means evaluating persuasive promotional messages that are observed in media and integrated marketing communication (IMC) tools. Our class will discuss promotional cases and IMC examples which allow students to know the course content and to understand how to make effective promotion decisions.

The process of discussing different forms of advertising messages is a lot of fun and this combination of learning and enjoyment promises to make this a gratifying course for a student who truly accepts this method on a personal level. Students who prefer to listen to the professor at all times and never involve themselves with class participation may find this course less satisfying, and should revise their expectations and behaviour, or seek an alternative course.

My approach is to let students explore cases and examples of advertising by using their own preparation and interpretation when responding to my questions. Students are encouraged to apply their knowledge at all times and state their position and defend their analysis.

At times, I will challenge students with follow-up questions that pertain to more advanced analysis or investigation. These follow-up questions are intended for the student and the class to learn the skills and ability to formulate a marketing opinion based on knowledge and interpretation; much like a lawyer provides a legal opinion on issues of law.

Sometimes, I will let students proceed with insupportable ideas and occasionally incorrect points to allow fellow students the opportunity to set the class straight. This is an important test to see who has the insight to know when they have the right answer; a very important skill that students need to develop to succeed as a manager in any field.

Here are a few pointers to succeed.

- Treat our class as a professional business meeting. Students are future managers who are responsible for their words and actions and whose performance is continually evaluated.
- Stay in touch with media. Creative solutions to cases and important understanding of real decisions require insight that can be fostered with the curiosity of seeing ads around you.
- Avoid extensive note taking. The course evaluates your ability to problem solve, synthesize and integrate; not regurgitate. Listen and respond to other points of view.
- Stick with your own thinking. Avoid writing or saying what you think I want to read or hear. Look to your own creativity and plan to defend what you believe what is the best.
- Take responsibility for the discussion. Initiate topics and apply learned material in other contexts. Demonstrate at all times that you are leaning the course objective.

Finally, my style for running the discussion can occasionally be perceived as being too critical or too demanding when responding to student points. I assure you there is no malicious intention but rather an interest to seize the opportunity for students to learn by experience with minimal cost compared to what might occur in the world of management once a student graduates.

CLASS PARTICIPATION

Guidelines

Our ability to achieve the course objective depends on the quality of the discussion. This grade reflects the quality of your individual participation during all class sessions.

The following are what I view as our mutual expectations to facilitate the discussion.

Your expectations of me:

- You can expect me to very interested in your development within this course and enthusiastic to teach you to the best of my abilities.
- You can expect me to be prepared to facilitate and lead the discussion during cases and lectures so the material is disseminated appropriately.
- You can expect me to assess and record each person's contribution after each class and to provide feedback concerning your performance.

My expectations of you:

- **I expect you to attend.** I should receive an e-mail from you when you cannot attend a scheduled class session.
- **I expect you to be prepared.** Everyone should be ready to participate and therefore have their case analysis done prior to attending class.
- **I expect you to participate.** I should hear from every person during the term to properly assess every person's performance.

Evaluation

Please consider these ideas as valuable class participation.

Both quantity and quality spoken are assessed.

State and defend your analysis or decision.	Identify key assumptions.
Suggest new issues that need to be explored.	Present significant quantitative analysis.
Structure the case by relating points together.	A good question that leads to a discussion.
Identify a new or original alternative.	Effectively evaluate another person's position.
Articulate an action plan.	Demonstrate unique insight into the issues.

Class Behaviour

Please consider these ideas as positive class behaviours that should be exhibited at all times.

Arriving to class on time.	Listening when others are talking.
Staying in class until it is concluded.	Minimizing disruptive eating or drinking.
Preparing to leave class only when concluded.	Refraining from non-class use of technology.
Asking relevant, on-topic questions.	Paying attention at all times.

GROUP CASES

Group (size = 5) work involves a written case report of a Creative Plan for the Pilsbury case and a written case report of an IMC Plan for the Chevrolet case. Students will form their own groups and a list of names should be provided to the Professor by October 2 via paper or e-mail.

Creative Report

The report should identify marketing communication issues, and identify and justify specific decisions that resolve the issues. The decisions focus on; target audience(s) and behaviour objective(s), communication objectives, brand positioning strategy, creative strategy, and creative tactics. The report should contain exhibits such as storyboard(s), print message(s), or audio message(s) that illustrate the creative decisions. Any other exhibits may also be added to the report for any useful purpose.

IMC Report

The report should identify marketing communication issues, and identify and justify specific decisions that resolve the issues. The decisions focus on; target audience(s) and behaviour objective(s), communication objectives, brand positioning strategy, creative strategy, and strategic and tactical decisions in the areas of sales promotion, public relations, direct response and internet. All relevant budget calculations should show how the budget is spent for each media and promotional activity and be clearly seen in the exhibits.

Written Report Guidelines

The first page will be a title page. The report text is next [8 1/2 x 11 inch paper, **single**-spaced with 1 inch margins, 12-point Times New Roman font]. The limit of the report text is **FOUR** pages for the creative case and **EIGHT** pages for the IMC case.

Any number of exhibits can be added after the text. Use exhibits to avoid excess text writing. Exhibits are generally tables, diagrams, figures, pictures, drawings, calculations, etc. Exhibits support the report so it remains concise. Any format for exhibits is acceptable. The report should resemble a professional document by adhering to the guidelines (page 6).

MID-TERM EXAMS

Each test will have 75 questions to be completed in 75 minutes.

Test 1 covers chapters 1, 3-7. Test 2 covers chapters 8, 10-14.

Each chapter will have a relatively equal number of questions that will be in chapter order.

Questions will be conceptual and applied based on the main body of the text.

There are NO questions from the opening vignette and perspectives found in each chapter.

There are NO questions that ask specific facts about a company's activities.

There are NO combination responses (e.g., A and B, but not C).

FINAL EXAM

A colour copy of a print ad will be provided and two sets of questions will be asked. The first set evaluates the print ad while the second set pertains to IMC plan recommendations about the brand communicated in the ad. Weighting for each part will be approximately equal.

CASE EVALUATION

The evaluation is based on the quality of the analysis, recommendations and report presentation. My experience suggests that there is an "average" or "standard" that identifies the problems, analyzes the facts and makes recommendations with an appropriate communication style.

Cases that demonstrate unique insights into the facts and provide a comprehensive understanding of the issues through analysis and/or recommendations get rewarded with higher grades

I give an overall grade. I do not use a scoring sheet with various weights for two reasons.

First, the issues addressed are very interdependent. This makes the evaluation potentially unfair since my focus is on taking away marks instead of understanding your arguments.

Second, I prefer students to develop their own communication style in reports. A standard scoring sheet is difficult to apply to creative efforts.

The following are questions that I consider when evaluating a case.

Does the analysis,

- ◆ identify major issues and/or problems?
- ◆ use the relevant concepts and tools?
- ◆ show understanding of the relevant concepts and tools?
- ◆ clearly state assumptions?
- ◆ derive conclusions and formulate evaluations of synthesized case facts?
- ◆ demonstrate unique insight and creativity?

Do the recommendations,

- ◆ state the appropriate criteria for making a decision?
- ◆ flow from the analysis consistently and logically?
- ◆ articulate a specific action plan?
- ◆ show that the issues and/or problems are resolved?

Does the presentation have the characteristics of,

- ◆ Consideration? [appropriate tone & point of view, appealing appearance]
- ◆ Control? [outline, headings, sections]
- ◆ Coherence? [no inferential leaps, clear logic]
- ◆ Clarity? [language easy to follow, precise words and ideas]
- ◆ Conciseness? [absence of padding, use of exhibits to limit text]
- ◆ Correctness? [spelling, grammar, punctuation]
- ◆ Commitment? [show that you believe in your ideas]

Returned reports will have comments identifying strengths and weaknesses on any of these criteria.

COURSE SCHEDULE

DATE	TOPIC	CASE/Example/ <i>Due Dates</i>	CHAP.
Sept. 4	Integrated Marketing Communication	<i>McDonald's (p. 3)</i>	1
Sept. 8	Organizing for IMC (optional) Consumer Behaviour & Target Audience Decisions	<i>DDB (p.38)</i> <i>Digitally Adapting (p. 63)</i>	2 3
Sept. 11	Communication Response Models	<i>Get Message? (p. 89)</i>	4
Sept. 15	Objectives for the IMC Plan	<i>Hellmann's (p. 109)</i>	5
Sept. 18	Determining the target audience and objectives	Twix	
Sept. 22	Brand Positioning Decisions	<i>G Series (p. 149)</i>	6
Sept. 25	Assessing the positioning message	Himalya	
Sept. 29	Creative Strategy Decisions	<i>VW (p. 167)</i>	7
Oct. 2	Evaluating a successful campaign	Telus	
Oct. 6	<i>Mid-Term Exam</i>	<i>Chapters 1, 3-7</i>	
Oct. 9	Advertising Effectiveness	Dove (via BB internet links)	9
Oct. 20	Creative Tactics Decisions	<i>Skittles (p. 207)</i>	8
Oct. 23	Investigating the right message	Activia	
Oct. 27	Media Planning	<i>B!G Awards (p. 261)</i>	10
Oct. 30	Establishing a media mix	Canadian Tourism	11, 12, 13
Nov. 3	Media Strategy & Tactics	<i>TV Shows (p. 311), Digital Mags (p. 348), Nivea (p. 371)</i>	11, 12,13
Nov. 6	Developing the media plan	Canadian Tourism	11, 12, 13
Nov. 10	Sales Promotion Plan	<i>Digital Contests (p. 403)</i>	14
Nov. 13	Attracting customers with promotion	Molson	15
Nov. 17	<i>Mid-Term Exam</i>	<i>Chapters 8, 10-14</i>	
Nov. 20	Attracting customers with advertising & promotion	Comtrex	
Nov. 24	Direct Marketing Internet Media	<i>Loyalty Programs (p. 467)</i> <i>Going Mobile (p. 505)</i>	16 17
Nov. 27	Ethical Issues in Advertising	<i>Accuracy in Ads (p. 531)</i>	18
Dec 1	<i>Media & Promotion Report</i>		

Cases discussed in class are in bold.

Examples to read are in italics

Tests/cases due are in red bold/italics

CASE QUESTIONS

Twix

1. What is the purchase and consumption behaviour of consumers for chocolate bars?
2. How can the chocolate bar market be segmented?
3. How do the competitive campaigns affect Twix's plan for advertising?
4. Who should Twix target? What objectives should Twix have for its ads?

Himalaya

1. What potential target audiences are available for Himalaya?
2. How should Himalaya be positioned for each potential target audience?
3. What recommendations do you have for positioning its advertising message?

Telus

1. Identify the creative strategy of Telus.
2. In what ways have the campaigns for Telus been successful or unsuccessful?
3. What marketing communication issues do you see or anticipate in the future?
4. What recommendations do you have for Telus to improve their creative message?

Dove

1. Identify the creative strategy of Dove's Campaign for Real Beauty (CRB) for each phase, and for the entire campaign?
2. How has the CRB been effective? How has the CRB been ineffective?
3. Across all the articles, which criticism appears most relevant or accurate?
4. What would you recommend for the next phase of the CRB?

Activia in Canada

1. Identify the creative strategy and tactics that are used in the Activia ads?
2. Who do the ads target and what communication objectives is Activia attempting to achieve?
3. In your view, how are the ads effective or ineffective?
4. What recommendations do you have for Activia for positioning its advertising message?

Canadian Tourism Commission I

1. Do you agree with the advertising message of the Local's Know campaign?
2. What is the best media mix to convey the message?
3. How would you use digital media optimally?

Canadian Tourism Commission II

1. How would you schedule your media choices? What are your geographic priorities?
2. Describe how your plan has adequate reach and frequency levels.
3. Illustrate a detailed budget to allocate the \$5 million budget.

Molson Canada: Social Media Marketing

1. Identify the objectives, strategy and tactics of the sales promotion. Assess its effectiveness.
2. How might this promotion been implemented prior to the internet and social media?
3. Why is Molson receiving negative publicity of the current sales promotion? Is it warranted?
4. What sales promotion activity should Molson do now?

Comtrex in Canada

1. Construct a complete set of media and sales promotion recommendations for each alternative and show how your recommendations add up to the corresponding budget.

ACADEMIC STANDARDS

Beware of Academic Fraud

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address, where you will find tools for writing papers and assignments: <http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between three and thirty credits;
- suspension or expulsion from the School.

Please be advised that professors have been formally advised to report every suspected case of academic fraud. In most cases of a first offence of academic fraud, the sanction applied to students who have been found guilty is an "F" for the course with an additional three credits added to their program requirements. Repeat offenders are normally expelled from the School of Management.

Finally, the Telfer School of Management asks that students sign and submit with their deliverables the Personal Ethics Agreement form. Two versions of this form exist: one for individual assignments, and one for group submissions. **Assignments will not be accepted or marked if this form is not submitted and signed by all authors of the work.** We hope that by making this personal commitment, all students will understand the importance the School places on maintaining the highest standards of academic integrity.

ADM 3326 – Team Evaluation

Students not completing this form will have their case report grade reduced by 20%. Student grades on the case reports may increase or decrease based on the evaluations.

Evaluate the performance of **ALL** group members (**including you**).
Include this evaluation with the final case report and take responsibility to ensure privacy.

The total number of points for **ALL** group members has to add to the correct number of points depending upon the size of the group. For example:

If your group has 5 members, allocate 500 points.

If your group has 4 members, allocate 400 points.

Each person naturally gets 100 points if all group members contributed equally.

Here are relevant criteria to use.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Knowledge of material • Application of material • Quality of tasks assigned • Timeliness of tasks assigned | <ul style="list-style-type: none"> • Appropriateness of communication • Appropriateness of listening • Amount of time committed • Amount of logistical work performed |
|---|---|

All Group Members' Names	Points	Comments (optional)
Total (add up to correct total)		

Write comments on reverse if necessary.

Name:

Signature:

CLASS PARTICIPATION SELF-EVALUATION & FEEDBACK

NAME: _____

Put a “check mark” on the performance criteria you have achieved during class discussions.

PERFORMANCE	DONE	PERFORMANCE	DONE
<i>State problem</i>		<i>Defend Decision</i>	
<i>Identify issue</i>		<i>Action Plan</i>	
<i>State analytical points</i>		<i>Identify key assumptions</i>	
<i>Defend analytical points</i>		<i>Ask good questions</i>	
<i>State alternative</i>		<i>Critique a position</i>	
<i>Defend alternative</i>		<i>Demonstrate unique insight</i>	
<i>State Decision</i>		<i>Present calculations</i>	

Given the above analysis, circle the grade that you believe best reflects your performance.

A+ A A- B+ B C+ C D+ D F

Provide any reasons to support the grade you circled, or any other comments.

If you are not satisfied with your progress, circle the appropriate way you would like me to help.

1. *I want you to call on me at some point during the discussion.*
2. *I want to start off the case discussion and I'll let you know which case.*
3. *I want to discuss an issue in a particular case and I'll let you know which case.*
4. *I want to put together an interesting example that the class would like.*
5. *I want to ask some important questions that remain unresolved to date.*