

SOLUTION MANUAL FOR

CONTEMPORARY ADVERTISING, 16TH EDITION, WILLIAM ARENS, MICHAEL WEIGOLD

Chapter 1-18

CHAPTER ONE **ADVERTISING AND IMC TODAY**

This chapter introduces students to several important themes and concepts, including advertising, integrated marketing communications (IMC), marketing, and relationship marketing. It also describes how advertising functions as a special kind of communication, one that is of great value in a company's marketing strategy.

Learning Objectives

After studying this chapter, your students will be able to:

LO1-1 Define integrated marketing communications.

LO1-2 Clarify what advertising is and how it differs from other forms of marketing communications.

LO1-3 Describe the human communication process and compare it with how advertising communicates.

LO1-4 Offer reasons why companies want relationships with their customers and show how IMC helps them to develop such relationships.

LO1-5 Define marketing and identify the four elements of marketing strategy.

LO1-6 Illustrate advertising's role in marketing strategy.

LO1-7 Identify important categories under promotion: the communication element of strategy

What's New?

The opening vignette suggests that much of contemporary advertising is more concerned with collecting data on consumers than on simply communicating about brands. It also suggests that, given concerns about privacy, the industry is at a turning point in terms of government regulation. The vignette offers instructors a chance to explain to students how much data is shared online, why such data is valuable to companies, and what Congress and the E.U. are doing to give more power to consumers.

This chapter also includes an important "My IMC Campaign" feature. Students can use the feature to work on a real IMC campaign throughout the semester. The box in this chapter

provides students an overview of the campaign process and gives a list of all of the topics covered in the feature.

Teaching Tips and Strategies

Using the Chapter Opening Vignette in the Classroom

The vignette provides many examples of information that companies and the government can gain access to. Ask students to supplement this list with their own research. Challenge students to discover how they can tweak Facebook, Google, and Snapchat settings to restrict what they share. Give students a chance to debate the tension between privacy and the data-driven business model of “free” platforms like Facebook and Google.

Other Tips and Strategies

A simple yet effective way I’ve found to help students develop a more sophisticated perspective on ads is to ask them to identify and then describe their favorite ads. This activity helps to accomplish several important things. First, because it is an enjoyable and easy activity, it is a great icebreaker! Students quickly jump in with mentions of their favorite ads, usually with lots of laughing and merriment. As they observe their own reactions and those of others, students begin to recognize how much they enjoy advertising when it is done well. The activity also allows for follow-up questions, such as “Why do you like that one?” and “What makes that ad effective for you?”—questions that encourage students to reflect a bit more deeply about how effective advertising works. At subsequent points in the semester you might refer back to this activity as you explore more deeply the issues surrounding advertising effectiveness.

I then ask if advertising influences everything we buy. Students will tend to debate both sides. Some will maintain that advertising does not influence them in any way. I then write the following brands on the board (please adapt these to fit your style):

- | | |
|----------------|------------------|
| ▫ Rolex | Timex |
| ▫ Baer Aspirin | Rite Aid Aspirin |
| ▫ Samsung TCL | |

I ask the students to tell me which are high-end or low-end brands. I then go down the list, writing beside each brand “high-end” or “low-end.” This facilitates a discussion of how we know this information and who put the idea in our minds that Rolex is better than Timex (does that mean surgeons only use Rolexes in complex procedures?). This is a great way to transition into discussing the communication process between the company and the customer. You will also want to discuss different methods of advertising, such as social media, TV, radio, etc. It is also a

good opportunity to discuss the consumer and the different media they use to learn about the company, product, or service.

Web Resources for Enhancing Your Lectures

Advertising Lab	http://adverlab.blogspot.com
Advertising Age	http://adage.com
AdWeek	https://www.adweek.com

Pedagogical Features

 **My IMC Campaign 1: Overview**

 **Ad Lab 1–A: Advertising as a Literary Form**

 **Ethics, Diversity & Inclusion: Ethics in Advertising: An Overview**

 **Portfolio Review: Building Brand Value**

 **People behind the Ads: Albert Lasker and Claude Hopkins: Advertising Legends**

Lecture Outline

- I. Vignette: Privacy
Privacy concerns and significant changes in privacy laws. Ask students to identify who is gathering information about them. More advanced: ask students to scrutinize the privacy and data sharing policies of their email provider or online bank.
- II. LO1-1
One way to demonstrate how marketing communications work, and at the same time introduce some important concepts, is to tell a story about an ordinary person, perhaps someone similar to yourself. How did Sharon’s story help introduce the modern practice of marketing communications?
- III. What Is Advertising?
Many people simply refer to all commercial messages as “advertising,” but in fact, the correct term for these tools is **marketing communications**. Advertising is just one of these tools.

Advertising is a paid, mediated form of communication from an identifiable source, designed to persuade the receiver to take some action, now or in the future.

- A. Advertising is a type of communication, which is commonly defined as the process through which meaning or information is exchanged between individuals using some system of symbols, signs, or behavior. Advertising is a very structured form of applied communication, employing verbal and nonverbal elements that are composed to fill specific space and time formats determined by the sponsor.
 - B. Advertising is directed to groups of people, usually audiences, rather than individuals. These people could be **consumers**, who buy products for their personal use, or customers who buy products for consumption by others, such as loved ones or friends.
 - C. Most advertising is paid for by sponsors; but some sponsors don't have to pay for their ads. Many organizations' **public service messages** are carried at no charge because of their nonprofit status.
 - D. Most advertising is intended to be persuasive—to make audiences more favorably disposed toward a product, service, or idea. Advertising promotes tangible **goods** (e.g., oranges, oatmeal, and olive oil), publicize intangible **services** (e.g., bankers, beauticians, bike repair shops) and advocate a wide variety of **ideas** (concepts based on economics, politics, etc.). In this book the term **product** encompasses goods, services, and ideas.
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- E. Advertising identifies its sponsor (whereas public-relations activities often refrain from open sponsorship).
 - F. Advertising reaches us through a channel of communication referred to as a **medium**. An advertising medium is any nonpersonal means used to present an ad to a large audience. Advertising media include radio, television, newspapers, websites, social media, search engines, video games, billboards, and so on. When you tell somebody how much you like a product, that's sometimes called *word-of-mouth (WOM)* advertising. Although WOM is a communication medium, it has not generally been considered an advertising medium. However, the popularity of social media, such as Facebook and Twitter, is forcing advertisers to reconsider this belief. In fact, social media is an ideal platform for advertisers to encourage digital WOM, such as when people share their favorite brands and ads or provide ratings of their experiences at restaurants and hotels.
 - G. Historically, advertisers used **mass media** (the plural of medium) to deliver their messages. Other types of media include: