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广告学

ADVERTISING

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世界财经与管理教材大系



东北财经大学出版社

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出版者的话

但凡成事，均缘于势。得势则事成，失势则事不顺。顺势而行，如顺水行舟；借势而动，如假梯登高；造势而为，如太空揽月。治学、从政、经商、置业，均不可一日失势。势者，长处、趋势也。

今日中国，是开放的中国；当今世界，是开放的世界。改革开放，大势所趋，势不可挡。经济开放、文化开放、政治开放，世界需要一个开放的中国，中国更要融入开放的世界。借鉴国际惯例，学习他人之长，已经到了不可不为之时。

借鉴国际惯例，学习他人之长，已属老生常谈，但学什么、如何学、以何为蓝本为众多志士仁人所关注。可喜的是，由赤诚图文信息有限公司精心策划，ITP、McGraw-Hill及Simon & Schuster等国际出版公司特别授权，东北财经大学出版社荣誉出版的“世界财经与管理教材大系”现已隆重面世！她以“紧扣三个面向，精选五大系列，奉献百部名著，造就亿万英才”的博大胸襟和恢弘气势，囊括经济学、管理学、财务与会计学、市场营销学、商务与法律等财经、管理类主干学科，并根据大学教育、研究生教育、工商管理硕士（MBA）和经理人员培训项目（ETP）等不同层次的需要，相应遴选了具有针对性的教材，可谓体系完整，蔚为大观。所选图书多为哈佛、斯坦福、麻省理工、伦敦商学院、埃维商学院等世界一流名校的顶尖教授、权威学者的经典之作，在西方发达国家备受推崇，被广为采用，经久不衰，大有“洛阳纸贵”之势。

借鉴国际惯例，毕竟只是因势而动；推出国粹精品，才是造势而为。在借鉴与学习的同时，更重要的是弘扬民族精神，创建民族文化。“民族的，才是国际的”。我们提倡学他人之长，但更希望立自己之势。

势缘何物，势乃人为。识人、用人、育人、成人，乃人本之真谛。育人才、成能人，则可造大势。育人、成人之根本在教育，教育之要件在教材，教材之基础在出版。换言之，人本之基础在书本。

凡事均需讲效益，所谓成事，亦即有效。高效可造宏基，无效难以为继，此乃事物发展之规律。基于此，我们崇尚出好书、出人才、出效益！

东北财经大学出版社

1998年4月

*To Andy, Mick, and Keith
for all the years of great inspiration,
and especially to Mildred*

Tom O'Guinn

*To Linda, Gillian, and Maddy
for their magical and motivational mix of skepticism,
wonderment, and concern*

Chris Allen

*To my best pals, Molly and Andi
who never question these insanities*

Rich Semenik

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Preface

To the Instructor

Advertising is a lot of things. It's democratic pop culture, capitalist tool, oppressor, liberator, art, and theater, all rolled into one. It's free speech, it's creative flow, it's information, and it helps business get things sold. Above all, it's fun. We expect that students who read our book will learn an awful lot about advertising—and have a good time doing it!

Like other aspects of business, though, good advertising is the result of hard work and careful planning. The truth is that creating good advertising is an enormous challenge. This book was written by three people with lots of experience in both academic and professional settings. We worked hard to deliver a book that is both engaging and academically solid. Since the publishers are the ones who get the real dough, you can rest assured that writing this book was a labor of love.

As you will discover, this book copies no one, yet pays homage to many. It will seem familiar and comfortable to you in many ways, and different and confrontational in others. More than anything, this book attempts to be honest. It acknowledges the complexity of human communication and consumer behavior, while still having a point of view. It tells you what the cutting-edge thinking is on various topics and what we're fairly certain about in the way of good advertising practices, but it also quickly admits that on certain issues no one really has a clue about a definitive "right way."

In terms of content and features, this book is loaded, simultaneously attuned to the vanguard and mindful of accepted wisdom. We pay particular attention to integrated marketing communication and to new media options like advertising on the World Wide Web. We have tried to guard against immediate outdated by underlying these discussions of new media with principles and perspectives that will endure after the specific examples are obsolete. We have also tried our best to make life easier for the overworked advertising professor by offering a wide variety of ancillary materials, all written and coordinated by the authors, that will assist in teaching from the book and fully engaging students on this fascinating topic.

Students will like this book. It's current, and it has an edge. We spent considerable time researching students' and instructors' likes and dislikes with existing advertising textbooks. The text was written and the examples were chosen to facilitate an effective meeting place for student and teacher.

**From Chapter 1
to Chapter 20,
Advertising Is *With-It!***

Advertising and its support package were written for use in all introductory advertising classes taught anywhere in the university: business and journalism schools, as well as mass communication and advertising departments. We recognize that many other fine textbooks are available for use in the introductory advertising class. Here are four good reasons why you'll want to get *with it* and take a close look at *Advertising*:

Compelling Fundamentals. We fully expect our book to set the standard for coverage of new media topics. It is loaded with features and insights and commonsense perspectives about the new media. Hey, we got lucky. We were at the right place at the right time to build these issues into our very first edition of *Advertising*. Competitive books will have no choice but to follow our lead.

That said, the real strength of this book is in its treatment of the fundamentals of advertising. One cannot appreciate the role of the new media today, or in the next millennium, without a solid understanding of the fundamentals. If you doubt our commitment to the fundamentals, take a good look at Chapters 2 through 9. Here we present compelling coverage of the key issues involved in preparing a sound advertising plan. Chapter 2 begins this process by providing students with a perspective on the structure of the advertising industry. In Chapters 3 and 4, students will gain further insights by studying the evolution of modern-day advertising along with the social, ethical, and regulatory aspects of advertising. Chapter 5 provides a comprehensive treatment of how analysis of consumer behavior serves as the basis for sound advertising plans, and Chapter 6 establishes advertising's key role in executing coherent marketing strategies. The role of marketing and advertising research in laying the foundation for the plan is considered in Chapter 7, and the essentials of ad planning are consolidated and spelled out in Chapter 8. Notice that we don't wait until the end of the book to bring international considerations into our thinking about ad plans. Global topics are integrated throughout the text, because today's students must possess a global view. In addition, we incorporate the international chapter into the heart of the book in Chapter 9. Chapters 10 to 20 cover the full array of issues that must be attended to in executing an advertising plan, from message development to media planning and evaluation.

So yes, we have the new media covered in this first edition of *Advertising*. But *no*, the new media coverage does not come at the expense of full coverage of the fundamentals of advertising.

Balanced New Media Coverage. If you have been waiting for an advertising text that will allow you to explore the possibilities of the new media in your introductory advertising class, your wait is over. Where other books now in their third or fourth editions struggle to come to terms with the new media that now animate our industry, our book has new media at its foundation, providing coverage of advertising on the Internet and the World Wide Web at a depth and breadth not attempted elsewhere. Every chapter contains a feature headed *New Media*, which furnishes contemporary examples of how the new media are affecting various aspects of advertising practice. And every chapter contains *Web Sightings*, application activities designed to bring the chapter ads into real time and the concept of new media to life. Every chapter ends with *Internet Exercises* that can be pursued via the Internet to help students learn about advertising generally, and the Internet specifically. In-depth consideration of new media vehicles is provided in Part 4 of the book: Chapter 16 discusses the major new media options and offers a frank assessment of what value they offer marketers today and for the future. Chapter 17 is all

about advertising and marketing on the Internet and reviews many technical considerations for working in this new medium. Chapter 17 is the first of its kind among basic advertising texts. As we have already suggested, we fully expect that our book—a text *with it all*—will set the standard for coverage of new media topics.

Integrated IMC Coverage. Isn't it odd the way some authors treat integrated marketing communication (IMC) as if it were something disconnected from advertising? They seem to suggest that the two are naturally incompatible and in conflict. It's as though we might want to do one (mass media advertising), or the other (IMC), but certainly not both. We reject this disabling mind-set about advertising and IMC.

To create effective advertising for the next millennium, students must appreciate the full range of communication tools available to them. We make this point as our concluding premise in Chapter 1, and return to it over and over again throughout the book. Part 4 picks up on this general theme and presents a comprehensive treatment of the tools available to carry one's message to the consumer. While we give thorough consideration to traditional media, we also provide in-depth coverage of event sponsorship (Chapter 16), the wide array of possibilities in the area of sales promotion (Chapter 18), and the supportive role for PR and corporate advertising (Chapter 20). Is the direct marketing chapter in your old advertising book up to the standard of ours (Chapter 19)? Note also that throughout Part 4 we provide constant reminders of the coordination challenges that must be managed if our advertising and promotions are to speak to the customer *in a single voice*.

And the coverage doesn't stop there. Another unique feature of *Advertising* is the end-of-part case study that we developed in conjunction with Delta Air Lines. We went inside Delta and saw firsthand how this successful airline has practiced IMC for years. We worked with their agency, BBDO South, in securing current IMC campaign materials and discussed the role of the agency and the role of the client in the preparation of campaigns. The resulting Delta case illustrates the full array of considerations involved in implementing integrated marketing communication, including interactive communications and Web site development via Delta's *SkyLinks* site at www.delta-air.com. This comprehensive case study is offered in four installments, one at the end of each part in the text. As you will see, Delta provided us with all the planning, strategy, and implementation information for its "Cincinnati Instead" IMC campaign. We track the evolution of this campaign from its inception through its multimedia execution. This unique and comprehensive case vividly illustrates what it means to speak to the customer with multiple tools, but *in a single voice*. A complement to our text, *IMC: An Integrated Marketing Communications Exercise* by Bernard Jakacki, is also available to take students through the creation and management of an IMC program.

Student Engagement and Learning. You will find that this book provides a sophisticated examination of advertising fundamentals in lively, concise language. We don't beat around the bush, and we're not shy about challenging a few conventions. In addition, the book features an attractive internal design and hundreds of illustrations to support the text. Reading this book will be an engaging experience for new students of advertising.

We sincerely want this to be a learning experience as well. The markers of our commitment to student learning are easily identified throughout the book. Every chapter begins with a statement of the learning objectives for that chapter. (For a quick appreciation of the coverage provided by this book, take a pass through it and read the learning objectives on the first page of each chapter.) Chapters are organized to deliver content that is responsive to each learning objective, and the chapter summaries are written to reflect what the chapter has offered with respect to each learning objective.

We also believe that students must be challenged to go beyond their reading to think about the issues raised in the book. Thus, you will note that the Questions for Review and Critical Thinking sections at the end of each chapter demand thoughtful analysis rather than mere regurgitation, and the Experiential Exercises will help

students put their learning to use in ways that will help them take more away from the course than just textbook learning. Complete use of this text and its ancillary materials will yield a dramatic and engaging learning experience for students of all ages who are studying advertising for the first time.

If you think about these four reasons, and give our book a serious look, we believe you will be excited by the possibilities of using it in your classes. Go ahead, try it. *Advertising* really is fun, and it's *with-it*.

A Closer Look at Some First Edition Features

How the Text Is Organized

Advertising is divided into four major parts: the process of advertising (Part 1), the planning of advertising (Part 2), preparing the advertising message (Part 3), and placing the advertising message (Part 4). Throughout the book, students are given both the client's and the agency's perspective on advertising practices. Two outstanding supplementary videos, created and filmed exclusively for *Advertising*, give students additional insights into the client's and the agency's view of advertising. These two videos are discussed in detail on page xxxiv.

Now, let us call your attention to some important chapter highlights:

Chapter Highlights

Chapter 1: Advertising as a Process. Chapter 1 quickly sets the stage for what's to come. Departing from decades-old communication models, the chapter presents advertising as mass-mediated communication. Students learn that advertising is both a communications process and a business process, and they're shown why this is so. The book's seamless IMC coverage begins right here, with students introduced to the terminology and concept of coordinating and integrating promotional efforts to achieve advertising synergy and to speak to consumers *in a single voice*. It's a great beginning.

Chapter 2: The Structure of the Advertising Industry. In this chapter, students read about six trends that are transforming the advertising industry today and the seismic changes the industry is experiencing in the 1990s. Students will see who the participants in the ad industry are today and the role each plays in the formulation and execution of ad campaigns. They will also learn how agencies are compensated for their services, including the trend toward fee-based compensation.

Chapter 3: The Evolution of Advertising. This chapter puts advertising in a historical context for students and provides numerous ads from the "good old days" to emphasize the historical concepts presented. Students will study the history of advertising through ten eras, seeing how advertising has changed and evolved, and how it is forged out of its social setting. Students will read about the Preindustrialization Era (pre-1800); the Era of Industrialization (1800 to 1875); the P. T. Barnum Era (1875 to 1918); the 1920s (1918 to 1929); the Struggle (1929 to 1941); War, Paranoia, and Economic Growth (1941 to 1960); Peace, Love, and the Creative Revolution (1960 to 1972); the 1970s (1973 to 1980); the Republican Era (1980 to 1993); and the Present Era. Definitely an entertaining chapter, at the same time it gives students a necessary and important perspective on advertising before launching into advertising planning concepts and issues.

Chapter 4: Social, Ethical, and Regulatory Aspects of Advertising. Advertising is dynamic and controversial. In this chapter, students will examine a variety of issues concerning advertising's effects on societal well-being. Is advertising intrusive, manipulative, and deceptive? Does it waste resources, promote materialism, and perpetuate stereotypes? Or does it

inform, give exposure to important issues, and raise the standard of living? After debating the social merits of advertising, students will explore the ethical considerations that underlie the development of campaigns and learn about the regulatory agencies that set guidelines for advertisers. Lastly, students are introduced to the concept of self-regulation and why advertisers must practice it.

Chapter 5: Advertising and Consumer Behavior. This chapter on consumer behavior begins Part 2 of the text. It describes consumer behavior, explaining it from two different perspectives. The first portrays consumers as systematic decision makers who seek to maximize the benefits they derive from their purchases. The second portrays consumers as active interpreters of advertising, whose membership in various cultures, subcultures, societies, and communities significantly affects their interpretations and responses to advertising. Student, shown the validity of both perspectives, learn that, like all human behavior, the behavior of consumers is complex, multifaceted, and often symbolic. Understanding buyer behavior is a tremendous challenge to advertisers, who should not settle for easy answers if they want, really want, good relationships with their customers.

Chapter 6: Market Segmentation, Positioning, and Product Differentiation. Using the highly successful “Brain Freeze” ad campaign for the 7-Eleven slush drink, the Slurpee, students are introduced to the sequence of activities often referred to as STP marketing—segmenting, targeting and positioning. The remainder of the chapter is devoted to detailed analysis of how organizations develop market segmentation, positioning, and product differentiation strategies. The critical and difficult role of ad campaigns in successfully executing these strategies is emphasized over and over. Numerous references to real-world campaigns keep the narrative fresh and fast moving.

Chapter 7: Advertising Research. This meaty and substantive chapter begins with the story of the Goodyear Aquatred tire, one of the most successful new tire introductions of all time, thanks to extensive and rigorous ad testing before and during the tire’s release. This chapter covers the methods used in developmental research, the procedures used for pretesting messages prior to the launch of a campaign, the methods used to track the effectiveness of ads during and after a launch, and the many sources of secondary data that can aid the ad-planning effort. The accompanying Advertising Education Foundation video on research and advertising brings these concepts to life. If students don’t understand the importance of advertising research and testing after reading this chapter, well, then . . . they didn’t read the chapter!

Chapter 8: The Advertising Plan. The launch of Windows 95 by Microsoft® may have been the largest and most publicized new-product launch in history. Through this opening vignette, students are shown the importance of constructing a sound ad plan before launching any campaign. After reading this chapter, students will be familiar with the basic components of an ad plan. They will understand two fundamental approaches for setting advertising objectives, the budgeting process, and the role of the ad agency in formulating an advertising plan. By the end of the chapter, students will understand the significance of the closing sentence of the Windows 95 vignette: An advertising plan is the culmination of the planning effort.

Chapter 9: Advertising Planning: An International Perspective. While many books bury their international chapter at the end, we chose to place this chapter in the heart of the book. We think you’ll find the chapter impressive in the number of international ads that are included and impressive in the way the fast-moving discussion unfolds: from a discussion of cultural barriers and overcoming them to an examination of the creative, media, and regulatory challenges that international advertising presents. The chapter ends with an insightful discussion of the differences between globalized and localized campaigns.

Chapter 10: Message Development. This chapter explores the concept of creativity and the role of creativity in message development from the refreshingly honest perspective that no one knows exactly how advertising creativity works. Students are introduced to the concept of “The Big Idea”: a bold, powerful, and distinctive creative concept that is also perfectly executed. Then, nine message development objectives are presented along with the creative methods used to accomplish the objectives, including humor ads, slice-of-life ads, anxiety ads, sexual-appeal ads, slogan ads, and repetition ads. This chapter makes excellent use of visuals to dramatize the concepts presented.

Chapter 11: Copywriting. This chapter flows logically from the chapter on message development. In this chapter students learn about the copywriting process and the importance of good, hard-hitting copy in the development of print, radio, and television advertising. Guidelines for writing headlines, subheads, and body copy for print ads are given, as are guidelines for writing radio and television ad copy. The chapter closes with a discussion of the most common mistakes copywriters make and a discussion of the copy-approval process.

Chapter 12: Art Direction and Production in Print Advertising. In Chapter 12, students learn about the strategic and creative impact of illustration, design, and layout, and the production steps required to get to the final printed ad. The chapter opens with the story of RCA’s strong reliance on print advertising in its successful image-repositioning campaign, “Changing Entertainment. Again.” Numerous engaging full-color ads are included in this chapter to illustrate important design, illustration, and layout concepts.

Chapter 13: Art Direction and Production in Broadcast Advertising. In Chapter 13, students are introduced to what is often thought of as the most glamorous side of advertising: television advertising. Students learn about the role of the creative team and the many agency and production company participants involved in the direction and production processes. Students are given six creative guidelines for television ads with examples of each. Radio is not treated as a second-class citizen in this chapter but is given full treatment, including six guidelines for the production of creative and effective radio ads. This chapter is comprehensive and informative without getting bogged down in production details.

Chapter 14: Media Planning, Objectives, and Strategy. In this chapter, which begins Part 4, students see that a well-planned and creatively prepared campaign needs to be placed in media (and not just any media!) to reach a target audience and to stimulate demand. This chapter drives home the point that advertising placed in media that do not reach the target audience—whether new media or traditional media—will be much like the proverbial tree that falls in the forest with no one around: Does it make a sound? Students will read about the major media options available to advertisers today, the media-planning process, computer modeling in media planning, and the challenges that complicate the media-planning process.

Chapter 15: Media Evaluation: Print and Broadcast Media. Using the brilliant and creative Absolut vodka print campaign as the chapter’s opening vignette, this chapter focuses on evaluating media as important means for advertisers to reach audiences. The chapter details the advantages and disadvantages of newspapers, magazines, radio, and television as media classes and describes the buying and audience measurement techniques for each.

Chapter 16: Media Evaluation: Traditional and Emerging Support Media. This chapter makes students aware of the vast number of support media options available to advertisers: event sponsorship, signage, outdoor billboards, transit, aerial, point of purchase, directory, specialty, CD-ROM, interactive television, commercial online services, and the Internet and World Wide Web. If students do not already appreciate the challenge of integrating marketing communications before they get to this chapter, they certainly will afterwards!

Chapter 17: Advertising on the Internet. *Advertising* is the first introductory advertising book to devote an entire chapter to advertising on the Internet. Today's employers expect college advertising students to know about the Internet and the creative and selling opportunities it presents to advertisers as part of their IMC strategy. This chapter presents a complete overview of advertising on the Internet and provides numerous Net activities to give students hands-on experience visiting and analyzing advertisers' Web sites. The chapter describes who's using the Internet today and the ways they are using it, identifies the advertising and marketing opportunities presented by the Internet, discusses fundamental requirements for establishing sites on the WWW, and lays out the challenges inherent in measuring the cost effectiveness of the Internet versus other advertising media. This chapter doesn't assume that all students are already Internet gurus, but it won't insult those who are.

Chapter 18: Sales Promotion. Sales promotion is a multibillion-dollar business in the United States and is emerging as a global force as well. This chapter explains the rationale for different types of sales promotions. It differentiates between consumer and trade sales promotions and highlights the risks and coordination issues associated with sales promotions. All of the following are discussed: coupons, price-off deals, premiums, contests, sweepstakes, sampling, trial offers, product placements, refunds, rebates, frequency programs, point-of-purchase displays, incentives, allowances, trade shows, and cooperative advertising.

Chapter 19: Direct Marketing. This chapter opens with an example of direct marketing from the mayor of Beverly Hills promoting the virtues of her fair city and then moves quickly on to L. L. Bean and the well-known L. L. Bean mail-order catalog. Students quickly learn about Bean's emphasis on building an extensive mailing list, which serves as a great segue to database marketing. Students will learn why direct marketing continues to grow in popularity, what media is used by direct marketers to deliver their messages, and how direct marketing creates special challenges for achieving integrated marketing communications.

Chapter 20: Public Relations and Corporate Advertising. This chapter begins with the story of Intel's Pentium chip public relations disaster. It illustrates the point that while some public relations crises are beyond the control of the organization, some are of the company's own doing. This dynamic and engaging chapter explains the role of public relations as part of an organization's overall IMC strategy and details the objectives and tools of public relations in a way that attracts and holds student interest. The chapter differentiates between proactive and reactive public relations, and it discusses corporate advertising as a means for building the reputation of an organization in the eyes of key constituents.

Inside Every Chapter Inside every chapter of *Advertising* you will find features that make this new book eminently teachable and academically solid, while at the same time fun to read. As we said earlier, this text was written and the examples were chosen to facilitate an effective meeting place for student and teacher.

Who said learning has to be pure drudgery? It doesn't and shouldn't.

Dynamic Graphics and Over 400 Ads and Exhibits. Ask any student and almost any instructor what an advertising book must include, and you will get as a top response—lots of ads. As you will see by quickly paging through *Advertising*, this is a book full of ads. Over 300 ads are used to illustrate important points made in the chapters. Each ad is referenced in the text narrative, tying in the visual with the concept being discussed.

As you can see, the book's clean, classic, graphic layout invites you to read it, dares you to put it down without reading just one more caption or peeking at just the next chapter.

Opening Vignettes. Every chapter in *Advertising* includes a classic or current real-world advertising story to draw students into the chapter and to stimulate classroom discussions. Each vignette illustrates important concepts that will be discussed in the chapter. For example, in Chapter 1, “Advertising as a Process,” students read about Phil Knight, founder of Nike, and his initial intense dislike of the advertising process. Today, Nike spends about \$400 million a year on advertising and almost that much on endorsements. In Chapter 2, “The Structure of the Advertising Industry,” students read how Creative Artists Agency (CAA) stole the Coca-Cola account from one of the world’s largest ad agencies, McCann-Erickson Worldwide. In Chapter 6, “Market Segmentation, Positioning, and Product Differentiation,” students see how 7-Eleven saved the Slurpee (a true piece of Americana) with its “Brain Freeze” campaign aimed at males ages 12 to 18. And, in Chapter 9, “Advertising Planning: An International Perspective,” students are treated to a short scene from the movie *Pulp Fiction*, and an important lesson: If you want to advertise “there,” you must pay attention to “there’s” culture.

In-Chapter Boxes. Every chapter in *Advertising* contains boxed material that highlights interesting, unusual, or just plain entertaining information as it relates to the chapter. The boxes are not diversions unrelated to the text; rather, they provide information that can be fully integrated into classroom lectures. The boxes are for teaching, learning, and reinforcing chapter content. Questions in the supplementary test bank are provided for instructors who wish to test on the material provided in the in-chapter boxes. We think so highly of our boxed discussions that we anticipated the desire to have questions targeted at their content. All box test questions are designated as such in the test bank.

Five types of boxes are included in the text: New Media, Global Issues, Ethical Issues, Contemporary Issues, and Regulatory Issues. Let’s take a look at each:

New Media. A New Media box appears in every chapter. There is no greater challenge in the ad industry today than coping with the number and diversity of new media options available. This is especially true with respect to the Internet, and much of the coverage in the New Media boxes focuses on issues related to advertising and the Internet. Following is a sampling of the issues discussed in the New Media boxes:

- *The Virtual Sale: DEC Alpha Stations Silences Skeptics Online*, Chapter 1
- *The Wild West of Advertising: Online Services and the World Wide Web*, Chapter 4
- *Cyberspace for Rent: Brand Builders Take to the Internet*, Chapter 5
- *Testing the Waters: Marketers Wade First before Surfing the Net*, Chapter 7
- *Writing Cybercopy: Don’t Abandon All the Old Rules*, Chapter 11
- *Radio Goes Off Air, Online*, Chapter 13
- *Should It Be WWW or www?*, Chapter 14
- *Digizines: Don’t Look for One While You Wait for the Dentist*, Chapter 15
- *Building Marketing Databases in Cyberspace*, Chapter 19
- *Turning Green in the Cybermall*, Chapter 20

Global Issues. The Global Issues boxes provide an insightful real-world look at the numerous challenges advertisers face internationally. Many issues are discussed in these timely boxes, including the development of more standardized advertising across cultures with satellite-based television programming, how U.S.-based media companies like MTV and Disney/ABC are pursuing the vast potential in global media, obstacles to advertising in emerging markets, and cross-cultural global research. Below is a sampling of the Global Issues boxes you’ll find in *Advertising*:

- *It’s a Small World after AOL: Europe Goes Online*, Chapter 3
- *Advertising Russian Style: Many Obstacles Have Marketers Seeing Red*, Chapter 5
- *I Want My MTV: Information Age Heralds The First Global Consumers*, Chapter 6
- *One for All: Cross-Cultural Research Allows Global Ad Planning*, Chapter 7
- *America’s Newest Contribution to World Culture: Infomercials Go Global*, Chapter 10
- *Forget Cyberspace—We’re Talking Outer Space Here*, Chapter 11

- *Reaching the Latin American Consumer: Advertisers Plug In to Cable*, Chapter 14
- *Gaining a Global Foothold: Music and News Television Worldwide*, Chapter 15

Ethical Issues. The Ethical Issues boxes scrutinize advertising practices from an ethical standpoint. There is no shortage of material, as you can see from the titles below:

- *A Long-Distance Joust: MCI and AT&T Battle over Market Share*, Chapter 1
- *Beyond Psychics and Spray-On Hair: Infomercials Gain New Respectability*, Chapter 3
- *Be Careful When Claiming Pollution Solutions: It's Not That Easy Being Green*, Chapter 8
- *Déjà Vu All Over Again?*, Chapter 13
- *The Four Rs: Readin', 'Ritin', 'Rithmetic, and (Ad) Revenue*, Chapter 16
- *With Friends Like These, Who Needs Enemies?*, Chapter 20

Contemporary Issues. The content of the Contemporary Issues boxes runs the gamut from the practical to the cutting edge, much as contemporary advertising does. Each title below is guaranteed food for the discussion fodder:

- *"Hi!" 20-Something: Neon Launch Targeted Squarely at Generation X*, Chapter 1
- *Think Big: Agencies Vie for Volkswagen of America Account*, Chapter 2
- *Inside Intel: Component Part Branding Pulls Channel Demand*, Chapter 3
- *Saturday Morning Merchandising: Animated Peddlers Dominate Children's Programming*, Chapter 4
- *Sweetening Sour Gripes: Savvy Companies Learn from Customer Complaints*, Chapter 7
- *Down and Out on Madison Avenue: Commissions Give Way to Fees and Incentives*, Chapter 8
- *Okay, Here's the Advertising Message Strategy: None*, Chapter 10
- *It Doesn't Always Have to Be Expensive*, Chapter 13
- *The Rush to Talk Radio*, Chapter 15
- *Chevy Media Event Targets Women*, Chapter 16
- *Winning Business at Trade Shows*, Chapter 18
- *To Be or Not to Be An Event Sponsor—That Is the Question*, Chapter 20

Regulatory Issues. Last, but not least, are the Regulatory Issues boxes, which provide examples of the impact of current advertising regulations around the world, as the following titles illustrate:

- *Sino Snake Oil: Advertising Ethics Now Enforced in Mainland China*, Chapter 4
- *Don't Mention It: Postrevolutionary Regs Rule Iran*, Chapter 9
- *The Fed's Crackdown on Fraudulent Telemarketers*, Chapter 19

Web Sightings. In keeping with the new media focus of this new book, you will find Web Sightings in each chapter. You can spot these Web Sightings by looking for the Web-sighting banner found above selected ads in each chapter. Students are asked to go to the Web site address provided to explore the advertiser's home page, bringing the ad in the book online and into real time. Questions are provided to prompt students to explore, explain, describe, compare, contrast, summarize, rethink, or analyze the content or features of the advertiser's home page. You can think of these Web Sightings as in-chapter experiential exercises and real-time cases. Suggested answers to the questions can be found in the Instructor's Manual. You can assign these Web Sightings as individual or group activities. They are also excellent discussion starters. A note: Most Web sites are listed with the prefix *http://*. While this is the technical address, most Web browsers don't require the user to type out this prefix, so it has been dropped from the sites in this book.



Concise Chapter Summaries. Each chapter ends with a summary that distills the main points of the chapter. Chapter summaries are organized around the learning objectives so that students can use them as a quick check on their achievement of learning goals.

Key Terms with Page Citations. Each chapter ends with an alphabetical listing of the key terms found in the chapter along with page citations for easy reference. Key terms also appear in boldface in the text. Students can prepare for exams by scanning these lists to be sure they can define or explain each term.

Questions for Review and Critical Thinking. These end-of-chapter questions, written by the authorship team, are designed to challenge students' thinking and to go beyond the "read, memorize, and regurgitate" learning process. The Questions for Review and Critical Thinking sections require students to think analytically and to interpret data and information provided for them in the text. Detailed responses to these questions are provided in the Instructor's Manual.

Below is a sampling of the types of critical-thinking questions found in *Advertising*:


- If a firm developed a new line of athletic shoes, priced them competitively, and distributed them in appropriate retail shops, would there be any need for advertising? Is advertising really needed for a good product that is priced right?
- The 1950s were marked by great suspicion about advertisers and their potential persuasive powers. Do you see any lingering effects of this era of paranoia in attitudes about advertising today?
- Some contend that self-regulation is the best way to ensure fair and truthful advertising practices. Why would it be in the best interest of the advertising community to aggressively pursue self-regulation?
- Explain the difference between individualism and collectivism as core values. Pick up a recent issue of your favorite magazine and see if it contains any advertisements that appeal to the values of individualism or collectivism.
- Explain the two basic strategies for developing corporate home pages, exemplified in this chapter by Saturn and Reebok.
- Visit some of the corporate home pages described in this chapter, or think about corporate home pages you have visited previously. Of those you have encountered, which would you single out as being most effective in giving the visitor a reason to come back? What conclusions would you draw regarding the best ways to motivate repeat visits to a Web site?
- Everyone has their own opinion on what makes advertisements effective or ineffective. How does this fundamental aspect of human nature complicate a copywriter's life when it comes to winning approval for his or her ad copy?

Experiential Exercises. At the end of each chapter, Experiential Exercises require students to apply the material they have just read by researching topics, writing short papers, or preparing brief presentations. They require students to get out of the classroom to seek information not provided in the text. A number of these exercises are especially designed for teamwork, and many are classroom tested. Additional Experiential Exercises can be found in the Instructor's Manual. Suggested answers for all of the exercises are provided in the Instructor's Manual.

Internet Exercises. This unique set of Internet Exercises is designed to get students on the Internet to see the quality of advertising that is there, to analyze the effectiveness of what they find, and to apply the Internet to fundamental advertising concepts presented in the text. Because the focus of these exercises is hands-on in nature, students will spend time accessing home pages using the Web site addresses provided and evaluating what they find. Application questions are provided for each exercise for students to answer after their Web site excursions. The application questions require students to apply the concepts taught in each chapter, making these surfing-the-net exercises worthwhile and focused, not just browsing time. Additional Internet Exercises can be found in the Instructor's Manual—for real diehard cyberhounds! Suggested answers to all of the Internet

exercises can be found in the Instructor's Manual. Additionally, *Advertising's* appendix provides the Web address of nearly every major advertiser that appears in the text.

Learning Objectives and a Built-In Integrated Learning System

The text and test bank are organized around the learning objectives that appear at the beginning of each chapter, to provide you and students with an easy-to-use, integrated learning system. A numbered icon like the one shown here  identifies each chapter objective and appears next to its related material throughout the chapter. This integrated learning system can provide you with a structure for creating lesson plans, as well as tests. A correlation table at the beginning of every chapter in the test bank enables you to create tests that fully cover every learning objective or that emphasize the objectives you feel are most important.

The integrated system also gives structure to students as they prepare for tests. The icons identify all the material in the text that fulfill each objective. Students can easily check their grasp of each objective by reading the text sections and reviewing the corresponding summary sections. They can return to appropriate text sections for further review if they have difficulty with end-of-chapter questions.

End-of-Part IMC Campaign: Delta Air Lines

No introductory text would be complete without giving special attention to integrated marketing communications. At the end of each of the four parts of *Advertising* is an ongoing case study of Delta Air Lines and its "Cincinnati Instead" IMC campaign. The color-coded sections at the end of each text part will help students better understand IMC by examining the topic in two ways. First, each section discusses methods for creating effective integrated marketing communications. Second, each section applies the basic principles of IMC to the promotional programs of Delta Air Lines. As students will discover, Delta uses a wide range of communications tools to support its goal of gaining and sustaining market share in a fiercely competitive global market. Of course, these campaign sections are fully and colorfully illustrated.

A Full Array of Teaching/Learning Supplementary Materials

Instructor's Manual

The author-written Instructor's Manual that accompanies *Advertising* provides comprehensive lecture outlines for each of the text's 20 chapters. These outlines average 10 to 12 pages per chapter and offer a complete and structured approach for presenting class lectures. The outlines also include marginal notations suggesting where the supplementary videos, PowerPoint slides, and color transparencies can be used to demonstrate points made in the text. A full set of 83 PowerPoint acetate transparency masters are included in the manual. In addition, the manual includes suggested answers for all exercises found in the text: Web Sightings, Questions for Review and Critical Thinking, Experiential Exercises, and Internet Exercises. Finally, the manual contains additional Experiential and Internet Exercises, with suggested answers, for instructors seeking variety.

PowerPoint Slides

All 83 images prepared as transparency masters in the Instructor's Manual are also available on PowerPoint software, 4.0 and 7.0 versions. All you need is Windows to run the PowerPoint viewer, and an LCD panel for classroom display. The PowerPoint images can also be downloaded from our Web site at: www.swcollege.com/oguinn.html.

Comprehensive Test Bank

This comprehensive test bank is organized around the text's learning objectives. At the beginning of each test bank chapter is a correlation table that classifies each question according to type, complexity, and learning objective covered.

Using this table, you can create exams with the appropriate mix of question types and level of difficulty for your class. You can choose to prepare tests that cover all learning objectives or emphasize those you feel are most important.

For each text chapter the test bank provides true/false, multiple choice, scenario application, and essay questions. There are a total of 1,200 questions. All questions have been carefully reviewed for clarity and accuracy. Questions are identified by topic and show the rationales and text pages where the rationales appear.

Testing Software

All items from the printed test bank are available on disk through Westest, an automated testing program that allows instructors to create exams by selecting provided questions, modifying existing questions, or adding questions. Westest is available in Windows and MS-DOS versions and is provided free of charge to instructors at educational institutions that adopt *Advertising* by O'Guinn, Allen, and Semenik. Instructors can also have tests created and printed by calling International Thomson Publishing Academic Resource Center at 1-800-423-0563 (8:30 A.M.–6:00 P.M. EST).

Color Transparency Package and Slides

Also available to instructors is a high-quality selection of full-color overhead transparencies (also available as 35-mm slides). These transparencies include 25 ads and exhibits taken from the text as well as 75 additional ads not used in the text, including winners of 1996 Clios. Suggestions for incorporating these ads into lectures are included in the lecture outlines in the Instructor's Manual.

Award-Winning Video Package

The following three comprehensive and exciting video programs, which represent the best package going, are available to supplement *Advertising*. These three programs are designed to bring to life, in a fresh, cutting-edge, and energetic way, the advertising principles presented in the text.

BusinessLink Video Series. Two videos were produced exclusively for *Advertising* by LEARNet, a team of experienced advertising and marketing professors and video producers who specialize in creating instructional media. These two videos have been custom scripted and produced to specifically illustrate topics in the text. Critical-thinking issues segment the video presentations, allowing you to easily stop the tapes to discuss pertinent issues. A video instructor's guide provides descriptions of the video segments and other information to help you integrate the videos into your classroom lectures. Descriptions of the two LEARNet videos follow:

Advertising Agency Relationships: W.B. Doner and Red Roof Inn. Red Roof Inns has been using the advertising slogan "Sleep Cheap." The W.B. Doner Advertising Agency was hired to develop a new integrated marketing communications strategy that emphasized value instead of low price. The successful new campaign used humorous messages featuring celebrity Martin Mull. [13:10]

Client-Based Advertising: Andersen Consulting. In 1989, Andersen Consulting (AC) had two advertising challenges: to define their image in the marketplace, and to establish a distinctive position. AC conducted marketing research and then initiated a very innovative corporate image advertising campaign that has achieved impressive results. [14:02]