**Government of the Russian Federation**

**Federal State Autonomous Educational Institution of Higher Education**

**National Research University**

**"Higher School of Economics"**

Department of Integrated Marketing Communications

Course syllabus

**ETHICS IN ADVERTISING**

For the Bachelor's Degree Program 031600.62

"Advertising and Public Relations”

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*This syllabus cannot be used by other University departments and other institutes of higher education without the permission of the department that developed the syllabus*

1. **Scope of Use**

The present syllabus sets up minimal requirements and course objectives for students, defines the content of lectures and seminars and lays out students’ evaluation criteria. The course is designed for professors teaching this course, their teaching assistants and BA students majoring in "Advertising and Public relations" 031600.62

The syllabus meets

* the educational standards of the Higher School of Economics developed for BA program 030200.62 "Political Science";
* the curriculum of the BA program 031600 "Advertising and Public relations"

The course is taught in the English language and is based on the study of history, theory and practice of contemporary work in advertising and PR.

### Course prerequisites:

Students are expected to be familiar with basics in advertising & public relations

1. **Learning Objectives**

The course is intended to

* introduce students to the main subfields and basic modern concepts/ideas, theoretical models, empirical instruments and data sources in Advertising Ethics on the example of the most recent scientific papers published in the world leading Advertising journals
* encourage further interest in advertising studies
* develop professional communicative competence

**Course Objectives Specific to the Topic Area:**

* To become aware of and understand the conflicting and ethically relevant arguments (economic, legal, psychological and social) surrounding the role of advertising in society and its impact on society;
* To define ethics in advertising by exploring beliefs about human nature, ethical principles and industry ethical codes; learn methods to recognize ethical issues and to assess merits; learn methods to avoid unethical behavior in advertising; and to become aware of the repercussions of unethical advertising;
* To come to understand and evaluate how ethical issues intellectually and emotionally impact the advertising industry, the people that work in it and the people that are served by it (i.e., consumers);
* To challenge and grow students’ beliefs regarding ethics & responsibility as individuals & future professionals;
* To learn how to creatively solve problems facing the advertising industry;
* To learn how to create effective and efficient advertising communications that at their best can simultaneously provide benefits to the client, the agency, the consumer and the society as a whole;
* To enhance the sensitivity of prospective advertising practitioners to the social influences of their work and develop a sense of professional ethics.

1. **Students' Competencies**

By the end of the course students are expected to be able to demonstrate the ability to critically reflect on or apply the theoretical methods of ethics via a focus on advertising as well as critically assess readings, evaluate ideas and their contribution to the field.

Students are expected

**To know**: key concepts of ethics of advertising, especially ethical promotion of certain categories of goods and for specific target groups

**To be able**: to use this knowledge in practice and in the study of other professional disciplines;

**To possess the skills** of analyzing ethical component of advertising, working with the scientific literature and research materials in English

**Students' competencies expected by the end of the course:**

|  |  |  |
| --- | --- | --- |
| **Competency** | **Code** | **Description** |
| Systemic | СК- Б1 | is able to learn, acquire new knowledge and skills, including those in non-professional field |
| Systemic | СК-Б2 | is able to apply professional knowledge and skills |
| Systemic | СК-Б3 | is able to reveal scientific content of problems in the professional field |
| Systemic | СК-Б4 | is able to solve problems in professional field on the basis of the analysis and synthesis procedures |
| Systemic | СК-Б7 | is able to conduct research, analyze scientific problems, define goals and tasks, formulate the subject and the object of research, choose research methods and appraise the quality of research |
| Scientific | ОНК-1 | is able to analyze socially important processes on the basis of scientific knowledge and methods |
| Instrumental | ИК-Б2.2 | is able to analyze scientific texts both verbally and in black and white |
| Instrumental | ИК-Б5.6 | is able to describe problems and situations from the professional field |
| Social and cultural | СЛК-2 | aspires to self-development, hones professional skills |

1. **The Methods of Teaching**

Class attendance and preparation of the class material is obligatory. Lecture classes will consist of a lecture by the instructor including discussions of the class material. The tutorials apply these new concepts by analyzing ethical aspects of advertisements or through the discussion of cases or discussion-questions which have been assigned as homework.

The following **methods and forms of study** are used in the course:

- **Lectures** including class discussion on readings

- **Tutorials**: problem-sets or case discussions

- **Case** write-ups

- **Team tasks**

-**Project paper**

-**Presenting** the project in class

- **Self study**

The course has 50 contact hours consisting of both lectures and tutorials. The *lectures* are designed to help students to understand the main concepts of the course. The *tutorials* provide illustrations of the frameworks taught during the lectures. They are interactive and are aimed at enhancing problem solving skills. Students should be prepared to contribute to the discussions. As the aim of this elective is to develop a thorough understanding of issues relating to advertising ethics, the *term project* applies the insights gained during the course on one case. The information on the term project is contained in a separate handout and in relevant LMS discipline.

1. **The Course in the Structure of the BA program**

The course is elective and closely connected to other professional disciplines such as Introduction to Specialty and Theory of Communications.

1. **Course Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **№** | Topic | **Total hours** | Contact hours | | **Independent students' work** |
| **Lectures** | **Seminars** |
| 1 | Introduction to Advertising Ethics. Ethical and legal in advertising. | 9 | 4 |  | 5 |
| 2 | Advertising and social responsibility.  Freedom of speech. | 9 | 4 |  | 5 |
| 3 | Masculinity and femininity in advertising | 12 | 4 | 2 | 6 |
| 4 | The ethics of advertising to children | 10 | 4 |  | 6 |
| 5 | The ethics of medicine advertising | 12 | 4 | 2 | 6 |
| 6 | The ethics of alcohol advertising | 10 | 4 |  | 6 |
| 7 | The ethics of tobacco advertising | 12 | 4 | 2 | 6 |
| 8 | The ethics of food advertising | 12 | 4 | 2 | 6 |
| 9 | The ethics of Product placement and Celebrity endorsement | 12 | 4 | 2 | 6 |
| 10 | Subliminal advertising | 10 | 4 |  | 6 |
|  | Total | 108 | 40 | 10 | 58 |

1. **Forms of Control**

Students’ performance is evaluated on the basis of their participation in class discussions (ability to understand and analyze basic concepts and show relevance of their ideas), essays, team projects, final paper.

**7.1 Grading Criteria**

|  |  |  |
| --- | --- | --- |
| From | To | Mark |
| 0 | 3 | Not passes |
| 4 | 5 | Satisfactory |
| 6 | 7 | Good |
| 8 | 10 | Excellent |

In fairness to all students, grades are not negotiable.

**7.2 Course Requirements**

30% - Class Participation

30% - Home assignments

40% - Final Paper

**7.3 Class participation grading**

Each student will receive a participation score for each class and an average score will be given at the end of the course.

***Grading Scale for Class Participation:***

0 – Absent to class.

4- Late to class

5 – Present but does not participate.

6 – Participates with basic information such as case facts.

7 – Offers an opinion or asks/answers a basic question.

8 – Engages in a meaningful discussion with other members of the class.

9 – Shares an analysis using data or evidence from the case or reading.

10 – Provides insight or asks a question that is instrumental in advancing understanding

**7.4 Home assignment**

Students will receive assignments via LMS discipline for home reading, evaluation and further discussion. Each case is followed by questions, students choose one of the questions and express their ideas in the form of an essay, which should not be just a summary, but an analysis of the case, assessing strengths and weaknesses, comparing and evaluating different approaches to the topic, suggesting ways of improving the argument, making their own point on the matter.

**7.5 Final Paper grading criteria**

* no plagiarism
* an ability to read critically, analyze and provide logical argumentation
* academic style (including footnotes and bibliography)
* logical layout
* correspondence to the selected topic;
* the paper was delivered and accepted by the department on time;

Students must show their understanding of the chosen topic and take their side on how they would specifically think about the problem and why and how such an approach would contribute to the subfield.

* 1. **The Final Grade Composition**

The final grade for the course consists of the grades for the following types of work:

* Engagement in class discussions;
* Home assignments
* Final paper.

The formula for calculating the final grade is the following:

*Оfinal = 0,3\* Оsem +0,3\* O home as.+ 0,4\*О final paper*

1. **Course Content**

**Overview:**

**The ethics of advertising** can be defined as all positive or correct in the implementation of an advertising feature. Ethical activities are related not only to law but also moral principles.

This course examines the ethical issues related to the practice of advertising and marketing communications. Are some practices in advertising unethical? How can we recognize, define, assess, reprimand and prevent unethical practices? What impact do these acts have on society, the industry and individuals? Toward answering these questions students will consider ethical principles, industry ethical codes, legal and regulatory issues, and social issues related to the institution and practice of advertising.

The course agenda covers such **topics** as alcohol and tobacco advertising, food advertising, medicine advertising, advertising to children, femininity and masculinity in advertising, subliminal advertising, product placement, celebrity endorsement, code of ethics.

**I. Introduction to Advertising Ethics. Ethical and legal in advertising.**

*What is advertising ethics?*

*Federal Law “On advertising”. Federal Law “On Protection of Human Rights”.*

*Advertising code of ethics.*

*The theoretical framework of advertising ethics (Utilitarianism, altruism, objectivism, social justice)*

*Criticism of advertising*

**Required reading**

1. О рекламе: Федеральный закон Российской Федерации №108–ФЗ (в ред. Федерального закона от 13.03.2006 № 38–ФЗ).
2. Johannes Brinkmann (2002). Business and Marketing Ethics as Professional Ethics. Concepts, Approaches and Typologies. Journal of Business Ethics 41 (1-2):159 – 177.

**Recommended reading**

1. Michael Yeo (1988). Marketing Ethics: The Bottom Line? *Journal of Business Ethics* 7 (12):929 - 932.
2. George G. Brenkert (2008). Marketing Ethics. Blackwell Pub.
3. О защите прав потребителей: Федеральный закон Российской Федерации от 7 февраля 1992 г. № 2300-I

**II Advertising and social responsibility. Freedom of speech**

*The concepts of social responsibility of business.*

*Functions of advertising: informative, social, integrative, ideological, educational.*

*The role of advertising in creating stereotypes.*

*The concept of Freedom of speech. Truth and lack of lies.*

*Consumer rights.*

**Required reading**

**1.** Naresh K. Molhotra & Gina L. Miller (1999). Social Responsibility and the Marketing Educator: A Focus on Stakeholders, Ethical Theories, and Related Codes of Ethics. *Journal of Business Ethics* 19 (2):211 - 224.

## 2. Social Responsibility and Organizational Ethics <http://www.enotes.com/social-responsibility-organizational-ethics-reference/social-responsibility-organizational-ethics>

**Recommended reading.**

Russell Abratt & Diane Sacks (1988). The Marketing Challenge: Towards Being Profitable and Socially Responsible. *Journal of Business Ethics* 7 (7):497 - 507.

**III. Masculinity and Femininity in advertising.**

*Creating and changing gender stereotypes.*

*The symbols of femininity and masculinity.*

*The transformation of males and females images: a retrospective view*

*Portraying of women as sex objects. Does sex sell?*

**Required reading**

1. Goffman E. Gender Advertisements. – NY.: Harper & Row, 1979.
2. Jonathan E. Schroeder & Detlev Zwick . Mirrors of Masculinity: Representation and Identity in Advertising Images.

**Recommended reading**

## The Gender Ads Project at <http://www.genderads.com/>

1. Introduction: Advertising & Gender [www.aber.ac.uk/media/Students/dde0302.doc‎](http://www.aber.ac.uk/media/Students/dde0302.doc‎)

**IV*.* The ethics of children advertising**

*The volume of the market of children’s goods and its attractiveness for advertisers.*

*Psychological peculiarities of children and their vulnerability to advertising.*

*Winning future generations of consumers.*

**Required reading**

Advertising to Kids and the FTC: A Regulatory Retrospective That Advises the Present at <http://www.ftc.gov/speeches/beales/040802adstokids.pdf>

**Recommended reading**

Acuff, Dan (1997): What Kids Buy and Why – The Psychology of Marketing to Kids. New York: Free Press

**V. The ethics of medicine advertising.**

*Legal regulation of medicine advertising.*

*“No harm” principle and its implementation in advertising.*

*The ethical component of using a doctor’s image in advertising*.

**Required reading**

Sheehan K. Controversies in contemporary advertising. SAGE, 2004 (chapter 13)  
**Recommended reading**

Mack J. Pharma Marketing Blog at <http://pharmamkting.blogspot.ru/>

**VI The ethics of alcohol advertising**

*The influence of advertising on alcohol consumption.*

*Alcohol advertising: focus on women and teenagers.*

*Image advertising of alcohol beverages.*

*Advertising “responsible drinking”.*

*Social advertising against alcohol consumption.*

**Required reading**

Industry Views on Beverage Alcohol Advertising and Marketing, with Special Reference to Young People / Prepared for the World Health Organization by the International Center for Alcohol Policies on behalf of its sponsors at <http://www.icap.org/portals/0/download/all_pdfs/Other_Publications/WHO_paper_annexed.pdf>

**Recommended reading**

Advertising and the Alcohol Industry at <http://www.enotes.com/advertising-alcohol-industry-reference/advertising-alcohol-industry>

**VII. The ethics of tobacco advertising.**

*Tobacco advertising: for and against.*

*Producers’ views on tobacco advertising.*

*Social antismoking advertising.*

**Required reading**

Advertising and Tobacco Use at <http://www.enotes.com/advertising-tobacco-use-reference/advertising-tobacco-use>

**Recommended reading**

Calfee John E. The ghost of cigarette advertising past. - Regulation, Vol. 10, No. 02, 1986

**VIII. The ethics of food advertising**

*Using false USP (unique selling propositions) in food advertising.*

*The ethics of advertising junk food.*

*The role of advertising in the growth of fast food consumption.*

*Advocacy campaigns by Pepsi and McDonald’s.*

**Required reading**

Dr Jolly Rh. Marketing obesity? Junk food, advertising and kids. **Research Paper no. 9 2010–11 at** <http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1011/11rp09>  
**Recommended reading**

Public health: ethical issues (chapters 5,6) Published by Nuffield Council on Bioethics, 2007

**IX. The ethics of Product placement and Celebrity endorsement.**

*Hidden advertising: deceiving consumers or a marketing insight?*

*Product placement in cinema, series, music videos, books, songs, games, etc.*

*Celebrity endorsement: the history, the key players, advantages and disadvantages.*

**Required reading**

1. **Brennan, Ian; Babin, Laurie A.. "Brand Placement Recognition: The Influence of Presentation Mode and Brand Familiarity". Journal of Promotion Management, 2004, Vol. 10 Issue 1/2, pp.185-203.**
2. Dowling, J., (2009) The Power of Celebrity Endorsement.

**Recommended reading**

1. **Donaton, Scott*.*** Madison and Vine: Why the Entertainment and Advertising Industries must Converge to Survive**. New York: McGraw-Hill, 2004.**
2. Roozen I. The relative effectiveness of celebrity endorsement for Beauty, High- and Low involvement product print advertisements at <http://www.escp-eap.net/conferences/marketing/2008_cp/Materiali/Paper/Fr/Roozen.pdf>

**X. The ethics of Subliminal advertising.**

*Advertising and subliminal perception. The myth of “25 cadre”*

*Psychological and linguistic tricks of advertisers.*

**Required reading**

Verwijmeren, T., Karremans, J. C., Stroebe, W., & Wigboldus, D. (2011).

The workings and limits of subliminal advertising: The role of habits. Journal of Consumer Psychology.

**Recommended reading**

Key, Wilson B. Subliminal Seduction. New York: Signet, 1973

1. **Using technologies**

The course is supported by LMS discipline, which functions are the following:

* To provide reading materials
* To ensure interactive communication with students
* To provide and assess home assignments
* To assist students on their projects

Each lecture is assisted with a Power Point presentation, which will be downloaded to LMS after the class.

1. **Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment | Forms of assessment | 2-nd module | Parameters |
| \*  \* |
| Ongoing assessment | Homework (problem-solution essay, abstract)  Class participation | Problem-solution essay - 500 words |
| Final assessment | Final project (research paper) | 10 double-spaced pages |

For the Final Project each student has to choose (with Instructor’s approval) an advertising campaign by a well-known brand or a category of goods and/or services and analyze it in terms of correspondence to ethical standards. (The recommended length is 10 double - space pages, Times New Romans, 14)

The students present their findings in the classroom. Each presentation is followed by a discussion.

**Questions for self - control.**

1. How can you define ethics?
2. What philosophical theories can you use to assess the ethical component of advertising? Which of them better reflects your understanding of ethics?
3. What aspects of advertising are most often criticized?
4. What do you understand by social responsibility of business?
5. What are the controversies between freedom of speech and advertising?
6. What is the difference between truth and lack of lies in advertising?
7. What consumer rights should advertisers ensure?
8. Speak on the evolution of masculinity and femininity concepts in advertising?
9. How can advertising create stereotypes?
10. Speak on the ethical dilemma of using sex appeal in advertising.
11. Why is the children’s segment so attractive to advertising?
12. What makes children exceptionally vulnerable to advertisements?
13. What restrictions should be implied on advertising to children?
14. Speak on the legal regulation of medicine advertising.
15. The “no harm” principle and its reflection in advertising.
16. Can medicine advertising be ethical?
17. How is alcohol advertising regulated in the USA and in Russia?
18. Highlight the producers’ position towards alcohol advertising.
19. What is the influence of alcohol advertising on alcohol consumption?
20. What segments of the market are particularly vulnerable to alcohol advertising?
21. Speak on the social advertising against drinking and drunk driving. Is shock efficient?
22. How is tobacco advertising regulated in the USA and in Russia?
23. Highlight the producers’ position towards tobacco advertising.
24. Speak on the social advertising against smoking.
25. Can tobacco and alcohol advertising be ethical?
26. Speak on the ethical dilemma of advertising junk food.
27. What eating habits are established due to advertising?
28. What should be avoided in food advertising?
29. Is product placement ethical or is it a deceit of consumers? Use various theoretical frameworks to explain your position.
30. What is the scope of using product placement? When is it particularly alarming?
31. Comment on the pluses and minuses of celebrity endorsement. Why is it often considered unethical?
32. What is subliminal advertising? What are the typical hidden messages?
33. What psychological and linguistic tricks are commonly used by advertisers?
34. What are the criteria for assessing advertisements as ethical?
35. Is it beneficial to make ethical advertising?

**Appendix 1**

**Student Information Sheet**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dream Job (if you do not know the exact position, just describe what you would like to do): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why this course? / What do you most want to learn? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How much do you know about this field of study? Please summarize in plain terms: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tell me something interesting about you (interests, hobbies, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Feel free to make additional comments.

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Appendix 2

**Project Presentation Evaluation Form**

Presentations will be evaluated using the criteria below.

**Presenter:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluation Criterion Score** (circle please, 1- the lowest, 10- the maximum)

Application of tools & concepts: 1 2 3 4 5 6 7 8 9 10

Depth of analysis: 1 2 3 4 5 6 7 8 9 10

Insight of recommendations: 1 2 3 4 5 6 7 8 9 10

Responses to questions: 1 2 3 4 5 6 7 8 9 10

Overall clarity / easy to follow: 1 2 3 4 5 6 7 8 9 10

Total score: \_\_\_\_\_\_\_\_

What were the presenter’s strengths / where did they excel?

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What were the presenter’s weaknesses / where could they improve? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 3

HOME ASSIGNMENT 1

Read the case and answer these questions:

1. What are the reasons and rationalizations that support engaging in the behavior?
2. What biases and heuristics might be involved?
3. What is at stake for the key parties, including those who disagree with you?
4. What levers can you use to influence those who disagree with you?
5. What is your most powerful and persuasive response to the reasons and rationalizations? To whom should the arguments be made? When and in what context?

*Sarah has recently been hired as a creative director at one of the hottest agencies in the country. It is her dream job. She is leading an award winning team that is working on the agency’s largest and most lucrative account—a world renowned women’s fashion brand. Her team is currently under a great deal of pressure to prepare a dynamite campaign for a new product introduction—a new line of fashions for teenage girls. Since sales of its flagship women’s fashion brand have been stagnant, the client believes that this campaign is crucial to the continued viability of its business. Furthermore, the client has hinted that if the campaign is not an unqualified success (that is, truly sensational), then the entire account will go out for competitive bidding, and a new agency will likely be selected. Sarah is eager for the team to continue its winning record under her leadership, and she knows that losing this account would be devastating to the agency.*

*However, an issue related to the campaign has begun to concern her. Specifically, the models selected for the campaign are young and exceedingly thin. Sarah recently has read some research regarding the negative effects that ultra thin female images in the media can have on teenage girls and their conceptions of beauty, and she feels uncomfortable about the images of beauty portrayed in the campaign. When she questioned one of her staff about this, he told her that the client liked this type of model, which had been used in its previous campaigns, and that it was the client’s prerogative to use any type of model he wanted. Sarah knows that any questions that she raises could have negative effects on her staff. Since she is new, Sarah very much wants to win the respect and confidence of her team. She does not want to tinker with the team’s winning formula, and she does not want to do anything to constrain their creativity.*

*What should Sarah say, to whom, when, and how?*