

What Works in a Commercial

What Works in a Commercial:

Measuring Effective Frequency within a 30 second commercial

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Abstract

Effective frequency within individual commercials, as well as commercial type and product familiarity in relation to the recall ability of the product and brand being advertised were measured in this research. The study included two surveys, the first labeling the 12 commercials they viewed during the testing by their type and familiarity and the second testing their recall ability of each commercial. The data was then analyzed to determine how prevalent effective frequency, commercial type and product/brand familiarity had on the recall ability of each commercial. The findings could help advertising agencies and companies determine how to structure their television commercials in the future to enhance their product and brand recall to the utmost.

Keywords: effective frequency, commercials, product/brand familiarity, recall

What Works in a Commercial: Measuring Effective Frequency within a 30 second commercial
Literature Review

Advertising is nothing new to society, but it has continued to develop and adapt as the world around has changed. In the same century, advertising saw the development of four different major mediums: print, radio, television and internet. Today, it is estimated that advertising is a \$466.3 billion global industry (Szalai, 2011), and although internet advertising is increasing exponentially, television remains in most of the world as the leading advertising medium. It's been that way for over 50 years.

Television advertising developed after World War II, and by the late 1940s, cities like New York, Chicago and Los Angeles had functioning local television stations (O'Barr, 2005). By the late 1950s, national television stations had emerged – CBS, NBC, and ABC – and they were supplying news as well as network programming, including quiz shows, dramatic performances, and even situational comedies. Antennas were soon being sprung all around the United States, and with this phenomenon emerging at such a rapid pace, it didn't take businesses long to realize they needed to take advantage of this emerging technology.

For the first time in history, advertising was no longer just a static picture or a spoken voice, but instead a moving and talking experience. Advertising was placed in between segments on the news and between scenes of a show, with several advertisements coming one after another in these blocks. America became infatuated with television, and thus, advertising for the medium soon surpassed every other medium available.

In the United States, television advertising is still by far king. Even with the increasing amount of advertising dollars being poured into the internet, television advertising spending grew 9.7% in 2010 (Gustin, 2011) and is projected to top \$60.5 billion in 2011. That's more than

projected internet ad spending of \$28.5 billion, newspaper ad spending of \$21.4 billion, radio ad spending of \$15.7 billion, and magazine ad spending of \$13.9 billion. According to eMarketer, by 2015, television will still be on top as far as total advertising spending in the United States, with 39.2% (Gustin, 2011).

And almost as long as there's been advertising, there's been studies designed to measure and test the effectiveness of those ads. This is especially true for television. To attempt to measure the effectiveness of advertising on television, which takes the form of commercials, most organizations are interested in recall. Recall simply means the ability or inability to remember a particular commercial or television advertising campaign.

The early rule of thumb that was discovered in television commercials was frequency and its correlation with recall ability. Frequency is the number of times a target audience is exposed to a media vehicle[s] in a specified campaign (Belch, 2012). When testing first began in the 1950s, two main schools of thought emerged on the issue of how frequent should frequency be: minimalists and repetitionists (Tellis, 1997).

Minimalists are those who believe that a few exposures achieve the maximum response (Tellis, 1997). The minimalists reflect the early traditional thoughts of three exposures being enough, citing empirical evidence that response peaked at two exposures (McDonald, 1971). This theory became known as effective frequency. Some minimalists even go as far as saying that one exposure may be more than enough to trigger maximum response to advertising (Jones 1995, Gibson 1996), and multiple exposures were not necessary.

Repetitionists are those who believe that advertising repetition is essential for optimal consumer response (Tellis, 1997). Repetitionists cite their own evidence that repetition of a message as many as 13 times continues to increase consumer response as measured by recall of

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the message (Zielske 1959). The trick with increased repetition is that the frequency of it has to be spread out. When 13 commercials spaced out over a 13-week period, the response peaked quickly, but also decayed rapidly after the campaign. However, when the repetitions are spread out once a month over thirteen months, the response continued to increase steadily during that period to reach a similar peak, but with much less decay.

Today, however, there are many more shades of gray on the issue of what makes a commercial the most effective. One of these theories is that frequency is not what is important; rather the three most important factors are brand familiarity – extent to which the audience of the ad is familiar with the brand being advertised -, message complexity – depends if it is one that is sufficiently difficult, rich, or ambiguous that the receiver cannot absorb all the information it contains in a single exposure -, and message novelty – how original the message is (Tellis, 1997).

Creativity of messages, indeed, seems to be a main research topic for those studying the effectiveness of advertisements. A study by Brian D. Till and Daniel W. Baack in 2005, however, showed there was no significant differences in brand attitude for commercials that were labeled as ‘control’ and ‘creative.’ The result was the same for purchase intent as well. In this case, ‘creative’ commercials were defined as those that had won Communication Arts awards, which are based on their degree of creativity.

Another modern theory is that the effectiveness of a television advertisement is less about the content of the commercial, but more about the time slot of the commercial and what the commercial is trying to accomplish with consumers. For when a commercial is shown, time and what program is being shown at the time of advertisement is important. For instance, if a television program has a projected rating of 10.0, then advertising exposure will be higher

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(Cannon, 2001). Research based on actual observations of television audience members found eyes-on-screen time averaged 32.8% for commercials compared to 62.3% for programs (Krugman, Cameron & White, 1995). The higher rated the program, however, the higher eyes-on-screen time. The highest rating came in at an 84% eye-on-screen level for certain primetime programs.

What a commercial is trying to accomplish has also been shown to have great importance for an advertising campaign. Foote, Cone & Belding, an advertising company, developed a guideline that established a maximum and minimum response values based on the kind of objective a campaign is designed to achieve.

Table 1

Maximum and Minimum Response Values Based On Objective

Type of Objective	Typical Maximum Range	Typical Minimum Range
Message Recognition	85-95%	5-35%
Brand Awareness	85-95%	3-25%
Message Recall	70-80%	2-25%
Brand Attitude	30-45%	0-5%
Purchase Behavior	10-25%	0-5%

As the research suggests, undemanding tasks such as message recognition or brand awareness can be achieved at a fairly high success rate of the population, whereas demanding objectives, such as purchase behavior, tend to have a low range of projected success (Cannon, 2001).

No matter what the theory, however, diminishing returns, and sometimes even negative returns, are a threat to the effectiveness of a commercial. Diminishing returns are defined as a

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concept that if one factor of production is increased while other factors are held constant, the output per unit of the variable factor will eventually diminish (Law of Diminishing Returns, n.d.). Negative returns are defined as when a company or business has a financial loss or lackluster returns on an investment during a specific period of time (Negative Return, n.d.).

Advertisers are always trying to figure out more effective ways to advertise their messages via commercials. Trying to avoid or, at least, limit diminishing or negative returns is key to the sustained success of a commercial and the objectives it is trying to communicate. There are several different, and sometimes, conflicting theories on what makes the most effective commercial, but despite any of these theories, nothing concrete has arisen. Research will continue as long as advertising is still around; so it should continue for quite some time.

Methodology

Purpose of Study

The purpose of the study was to measure the product and brand recall ability from 30 second commercials by surveyed college-age students based on determined advertising objectives.

Research Hypothesis

The following hypotheses were tested with the data from the study and are expressed individually in the results section:

H₀1a-H₀1d: The number of times the product or brand is shown in the commercial will be positively correlated to the recall ability of the product and brand featured in commercial.

H₀2a-H₀2d: The amount of seconds in each commercial that the product is shown will be positively correlated to the recall ability of the product and brand featured in commercial.

H₀3a-H₀3d: The number of product or brand mentions in the commercial will be positively correlated to the recall ability of the product and brand featured in commercial.

H₀4a-H₀4d: The number of written product and brand views will be positively correlated to the recall ability of the product and brand featured in commercial.

H₀5a-H₀5d: Commercials that are labeled informative will have the highest product and brand recall rates.

H₀6a-H₀6d: Commercials that are labeled as persuasive will have the lowest product and brand recall rates.

H₀7a-H₀7d: Being familiar with the product and/or brand before seeing the commercial will lead to higher product and brand recall rates.

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H₀8a-H₀8d: The first three and last three commercials will have higher product and brand recall rates based on the order effect.

H₀9a-H₀9d: Persuasive commercials labeled as 'sex' will have a lower product and brand recall rate than those labeled as 'fear' or 'humor.'

Population

The population for this study was students in Principles of Marketing classes at Missouri Southern State University. The number of individuals (n=43) determined the size of the sample. The age range of the students surveyed broke down as 14 from ages 18-20, 20 from the ages of 21-30, two in the 31-50 year old range, one from 51-70, and five chose not to answer.

Instrument Development

The researcher developed a survey instrument to collect student responses to a series of questions based on twelve 30 second commercials. The twelve commercials that were used appeared during the Ricky Gervais show in London while the researcher was on the Missouri London Program during the summer. The researcher kept track of the commercials used, and then was able to collect them all via YouTube once returning to the United States. The purpose of using commercials from London was to limit the commercial, product and brand familiarity of the commercials by the students being surveyed in Principles of Marketing classes.

Once the selected commercials had been found and downloaded via YouTube Downloader, they were compiled and measured for the following: Length of commercial; how many times the product or brand was mentioned during the commercial; how many times the product or brand (logo) was shown during the commercial; how many total seconds the product or brand (logo) was shown during the commercial; and then how many times the written view of

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the product or brand was displayed during the commercial. These would be criteria used to determine results of the research after the data was collected.

Once that data was compiled, the creation of the surveys began. The researcher determined that two surveys would be necessary to effectively test the recall ability of the commercials. The first would feature the disclosure letter, and then a survey with the questions: ‘age range of participant; which advertising objective do you believe the advertiser was trying to use – informative, persuasive, or reminder?; If persuasive, what technique was it trying to use? Fear, sex or humor?; Had you seen the commercial before?; Were you familiar with the product and/or brand before the commercial?; Did this commercial increase, decrease, or have no effect on your want to purchase the product advertised?’ The commercials would be shown during the first survey.

The second survey will be the one that tests the recall ability of each commercial by the participants. Without being able to see the commercial again, the students will only be presented with a oral prompt for each commercial, and be asked to recall the product the commercial was advertising and the brand the product was advertising.

To test these commercials on students, two things had to be done. First and foremost, the IRB must receive a disclosure letter, and examples of what the survey will look like. Once receiving these documents, a member of the IRB board will review the documents and determine if they will be allowed to be tested at the University. Once the research was deemed acceptable, the second part was scheduling with the professors in the Marketing department allotted times to test the survey on. The classes would be Principles of Marketing classes, so that they are at the beginning level of Marketing and will not be greatly influenced during the testing by beforehand

knowledge of what to look for during commercials; this is something that marketing students learn to do later in the semester in that particular class.

Data Collection

The collection method implemented for this study was offering surveys in classes and are administered directly by the researchers. Every student who enters the room is handed a survey by the researcher and instructed to read over the consenting page and then give his or her permission regarding the usage of the data collected.

Once the class had arrived and all the students consented and agreed to participate (Appendix 9.1), the researcher started the survey by instructing the students on what will appear on the survey, including a description of some terms and definitions used on the exam (persuasive commercials, informative commercials and reminder commercials). Once this was done, the researcher administered the survey by presenting twelve 30 second commercials and allowing time for the students to answer the questions in regards to the commercial.

Once the first survey (Appendix 9.2) was completed, the researcher collected that survey and gave the students the second survey (Appendix 9.3), asking about the recall ability of the product and the brand regarding the commercials. Prompts, designed by the researcher, were told only once per commercial, and then the students completed the second survey as best as their memory allowed. Once completed, the researcher collected the surveys and at a later date, analyzed and interpreted the results of the surveys.

Results

After compiling the results, the researcher looked further into the results to determine if there were any statistically significant correlations between the findings and the hypotheses made before the research was conducted.

The product and brand frequencies within the commercials and how they relate to recall was the main topic being studied in this research, and those findings are the most important. For H₀1a-H₀1d (Appendices 1.1 – 1.4), the number of times the product or brand was shown in the commercial was measured. In the four categories (0 to 3 product views, 4 to 7, 8 to 11 and 12 to 15), the first class had the highest product recall in the 8 to 11 product view, with 89% product recall, while the second class had the 4 to 7 product views category as the highest recall with 88%. For brand recall, the numbers were quite lower, which was to be expected and remained like that throughout all the research. The 0 to 3 category actually had the highest brand recall for the first class at 40%, while the 12 to 15 category had the highest in the second class with 44%. Based off the research, there is no clear correlation between the number of product views in relation to product or brand recall.

In H₀2a-H₀2d (Appendices 2.1 – 2.4) the amount of seconds in each commercial that the product was shown was measured and the categories were split three ways: 0 to 7, 8 to 14 and 15 to 21. In the first class, 8 to 14 seconds had the highest recall with 91%, while the second class recalled 0 to 7 seconds at 85%, the highest in that class. For brand recall, the first class remembered 0 to 7 seconds the best at 41%, as did the second class tested with a 30% recall. Based off these results, the only correlation there appears to be is that of a negative correlation between seconds of product view and product and brand recall. This differs from the original hypothesis.

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In H₀3a-H₀3d (Appendices 3.1 – 3.4) the number of product or brand mentions in the commercial in relation to recall ability was tested. The numbers for the graph were segmented for zero, one, two and three; three being the most times a product or brand was actually mentioned in any of the used commercial examples. In the first class, surprisingly zero mentions had the highest recall at 93%, followed closely by three mentions with a 91% product recall ability. In the second class, one mention had the highest recall with 82%. For brand recall, two mentions had the highest with 45%, while the second class remembered one mention better, at 29%. No correlation seems found.

In H₀4a-H₀4d (Appendices 4.1 – 4.4) the number of written product and brand views was measured in relation to product and brand recall. The number of written views were segmented into 0 to 3, 4 to 6 and 7 to 10. For product recall, the first class remembered 4 to 6 written views the most at 89%; in the second class, it was also 4 to 6 written views, coming in at 88%. For brand recall, the results were similar; both classes tested recalled the brands of 4 to 6 written views the best, with 80% recall in the first class and 50% recall in the second class. Based off these results, it appears that 4 to 6 written views a commercial is ideal for high product and brand recall.

In H₀5a-H₀5d (Appendices 5.1 – 5.6), commercials that were labeled informative by the students tested were measured on their product and brand recall rates. The commercials labeled as informative differed from one class to the next depending on what the students decided to label each commercial as. In the first class, informative commercials had a 64% product recall ability – the second lowest in recall ability - while in the second class, it had a 50% product recall ability – the lowest. For brand recall, the first class only had informative at 19% - tied for lowest with reminder commercials in brand recall; the second class had informative at 16%,

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which was also the lowest recalled category. So for only seeing a commercial once, it seems that informative is the worst commercial type for trying to get viewers to remember the product and brand being sold.

In H₀6a-H₀6d (Appendices 5.2, 5.4 – 5.6) commercials that were labeled as persuasive were measured. Persuasive commercials were split into sex, humor and fear. But no commercial was labeled as fear, so the only persuasive commercials were sex and humor. Persuasive/sex commercials, which was the subject of H₀9a-H₀9d (Appendices 5.2, 5.4 – 5.6; 6.1 – 6.4), had a 93% product recall in the first class – highest of all the categories – while the second class had a 81% product recall, the second highest for that class. For brand, the first class had a 59% recall – the highest of all categories – while the second class had a 28% recall ability – the highest in that class as well. For persuasive/humor, the first class had a 90% product recall ability – the second highest of the groupings – while the second class had a 90% product recall ability – the highest in the class. For brand, the first class had a 35% recall ability, the second highest for the first class, and a 25% recall ability in the second class, also the second highest of the groupings. It was clear from the research conducted that persuasive commercials, whether it be that of sex or humor, is the best for product and brand recall.

In H₀7a-H₀7d (Appendices 7.1, 7.2) familiarity with the product/brand before seeing the commercial was measured. The groupings of previous product familiarity were: 0 – 20%, 21 – 40%, 41 – 60% and 61 – 80%. For both products and brands, the 61 – 80% familiarity grouping had the highest recall ability. This shows that the higher the familiarity with the product before seeing the commercials leads to recalling the product and brand featured in those commercials at a higher rate than being less familiar with the product or brand.

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In H₀8a-H₀8d (Appendices 8.1 – 8.4) the first three and last three commercials were measured to see if they had higher product or brand recall rates. It was testing the order effect, where it has shown that the first and last examples in a group are remembered better than those in between. The first three commercials in the first class had a 84% product recall and a 17% brand recall. The last three commercials had 92% product recall ability and a 38% brand recall. The first three commercials in the second class had a 79% product recall and a 33% brand recall. The last three commercials had 77% product recall and a 19% brand recall. In comparison, the middle six commercials in the first class had a 67% product recall and a 38% brand recall. In the second class, the middle six commercials had 64% product recall and 23% brand recall. Based on the results, the first and last three of a group of 12 commercials will have higher product recall but not necessarily higher brand recall.

Recommendations

The findings of this study can help marketers and advertisers better design commercials to increase product and brand recall per view. But like all research projects, more research could be conducted using larger sample sizes. It's always good to test as large of sample groups as possible, because the larger the pool of data collected, the more concrete the results of that data will be.

Also, another recommendation for future research on this subject is the possible use of fewer commercials. Twelve commercials were used in this project because that's the average number of commercials that are aired during television programs. Showing 12 commercials to a class full of students, however, might have lead to boredom by the students being tested and a decreased incentive to view all 12 commercials since they were aware of how many commercials there would be before the start of the testing. The risk with decreasing the number of commercials is decreasing the sample size will lead to less concrete results.

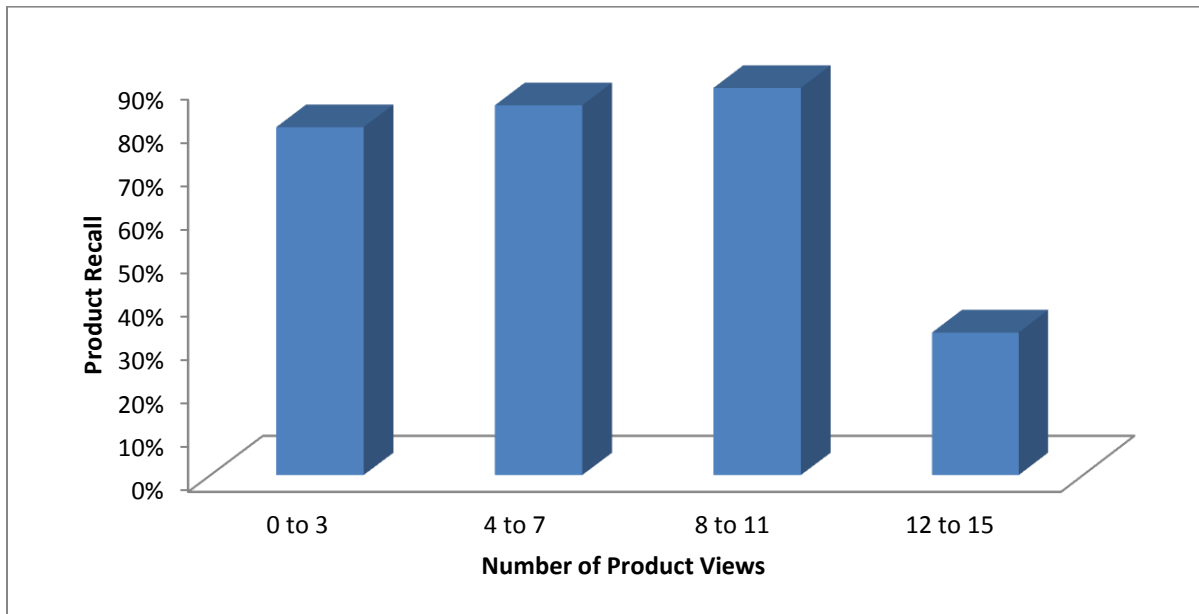
Another recommendation for future research would be the use of 60 second television commercials. All the commercials used in this research project were of the 30 second variety. The same analysis and testing, however, could be applied to 60 second advertisements as well. Many commercials that are shown during television breaks are 60 seconds, and they should also be tested for effective frequency of product views, seconds of product views, written views and product/brand mentions.

Conclusion

The purpose of this study was to measure the effective frequency within a 30 second commercial by testing product and recall abilities. Some conclusions were found using the prior hypothesis, such as four to six written product/brand views having the best recall ability, informative commercials were the least effective at inciting recall, persuasive commercials were the best at inciting recall, and being familiar with the product/brand before seeing the commercial leads to higher recall. These findings may be able to influence how companies and advertising agencies design their commercials when targeting college-aged students in their ad campaigns. Further research including more people included in the study and using different lengths of commercials can be conducted to further reinforce the findings.

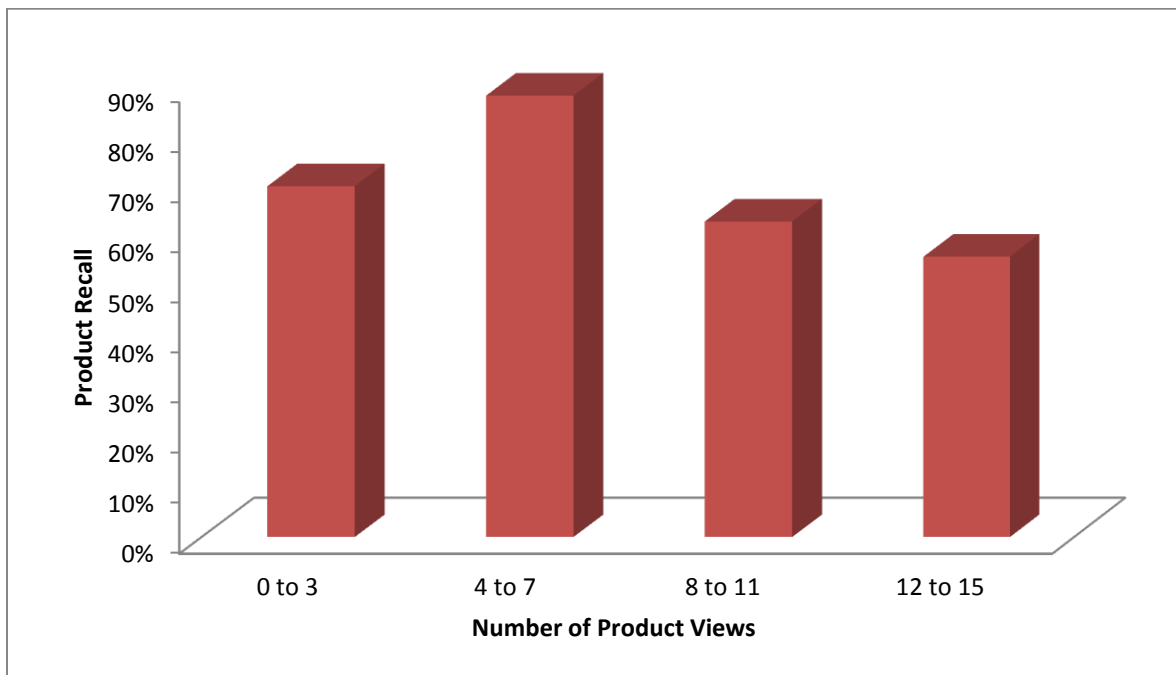
Appendices

Appendix 1.1



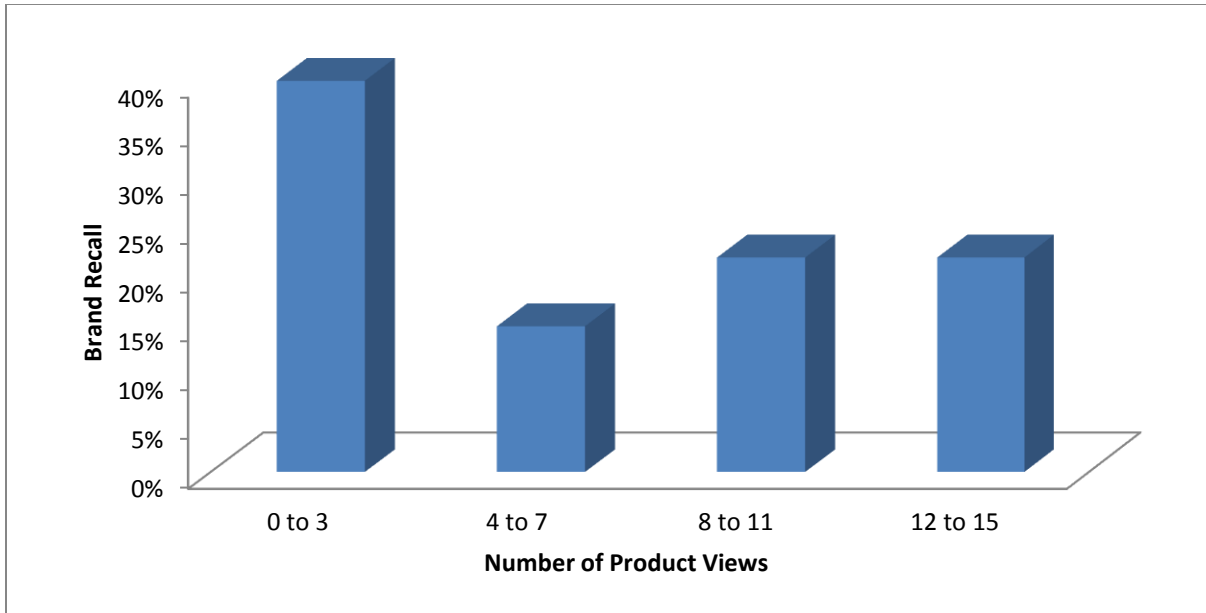
Number of product views in relation to recall in the first class surveyed.

Appendix 1.2



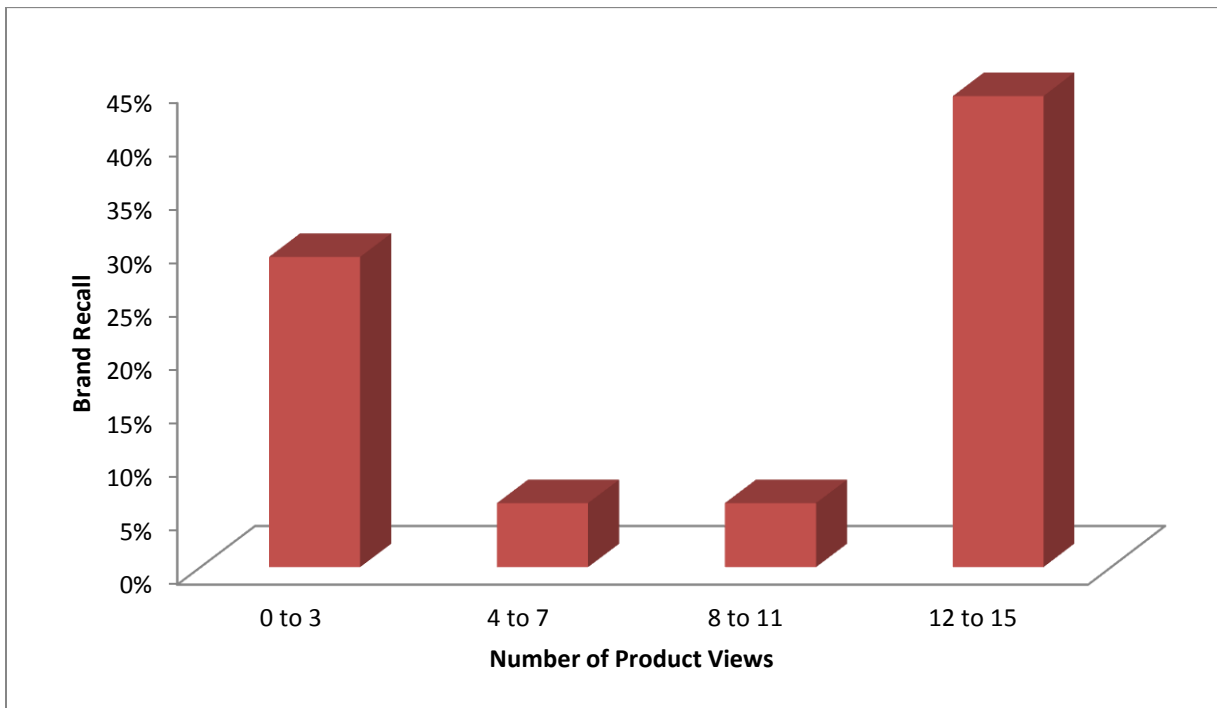
Number of product views in relation to recall in the second class surveyed.

Appendix 1.3



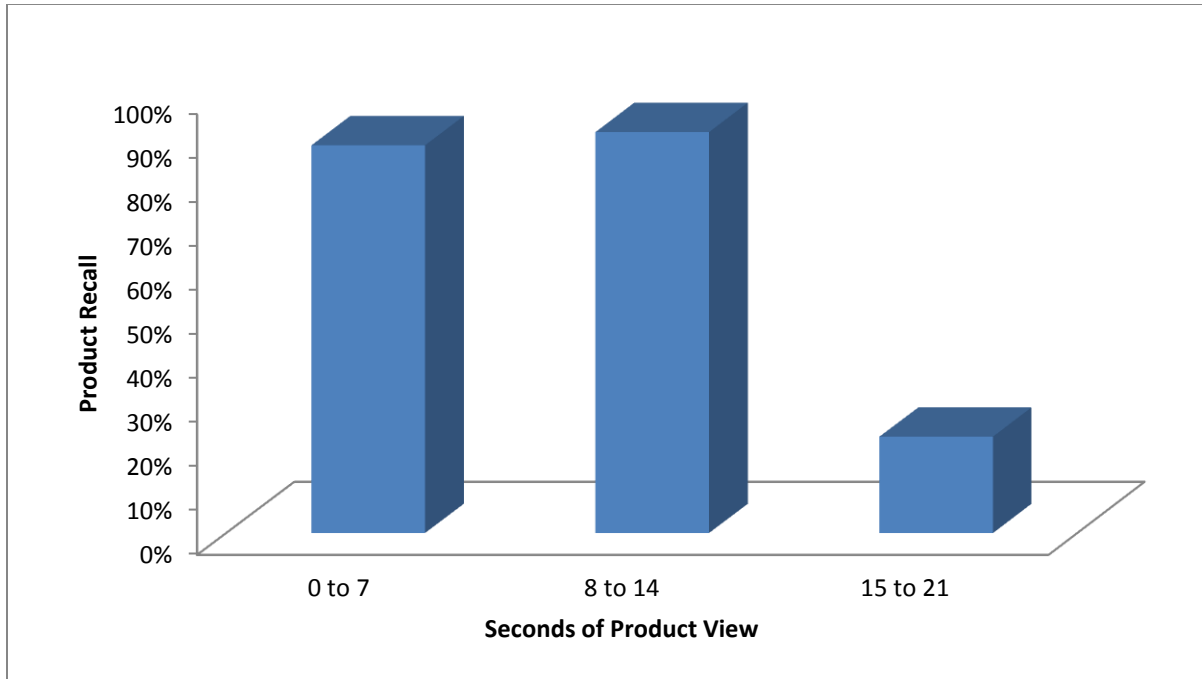
Number of product views in relation to brand recall in the first class surveyed.

Appendix 1.4



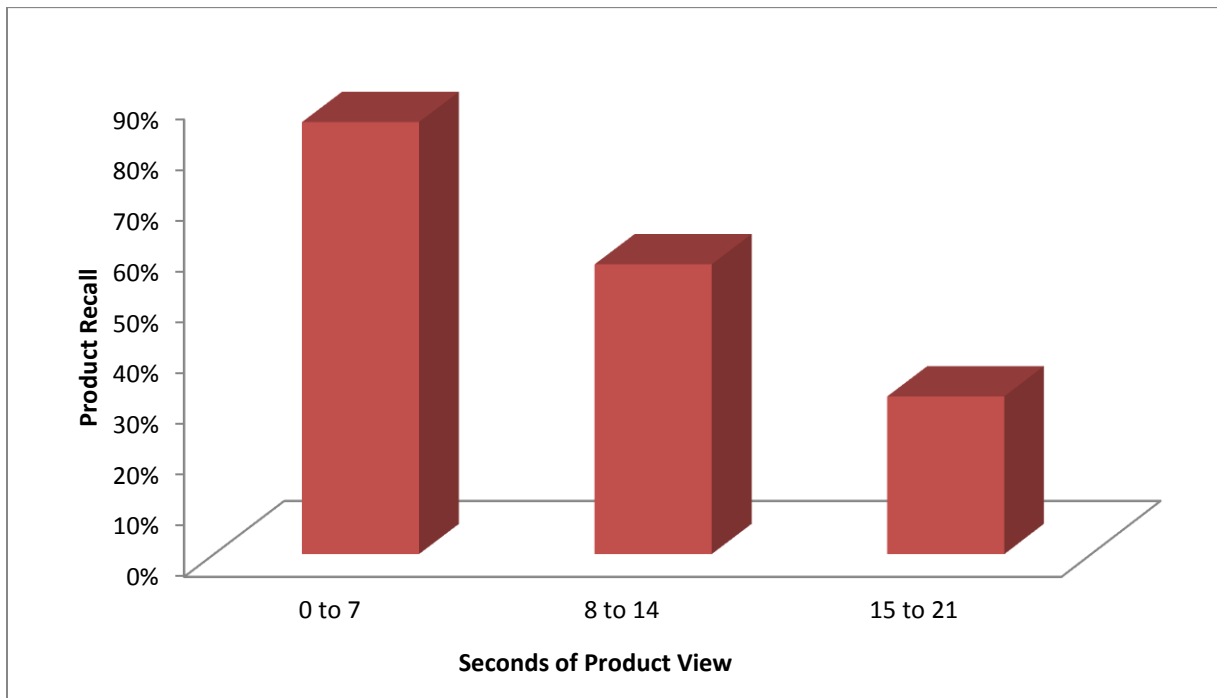
Number of product views in relation to brand recall in the second class surveyed.

Appendix 2.1



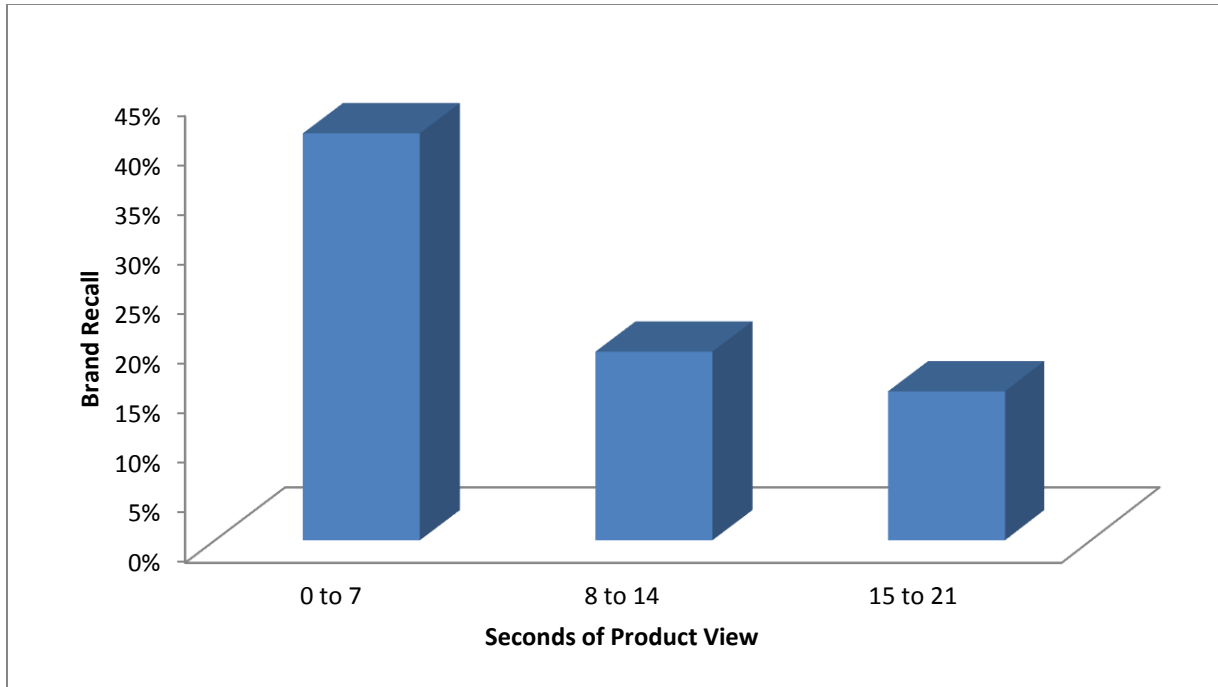
Seconds of product view in relation to product recall in first class surveyed.

Appendix 2.2



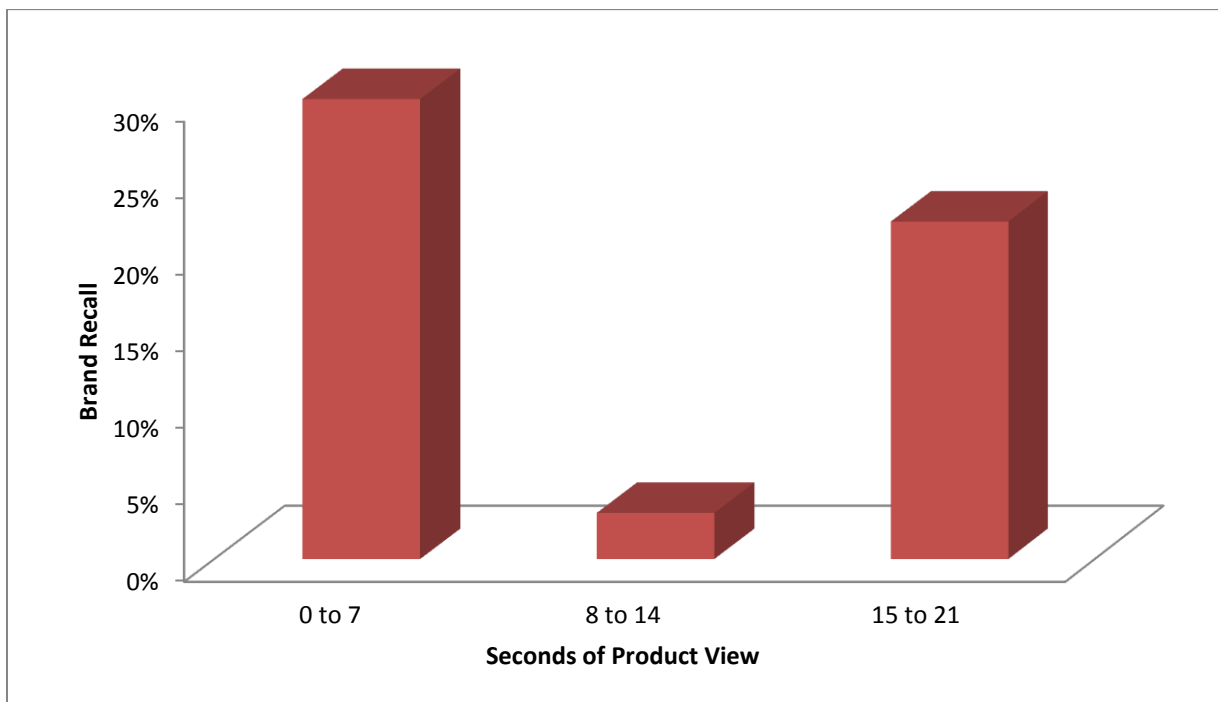
Seconds of product view in relation to product recall in second class surveyed.

Appendix 2.3



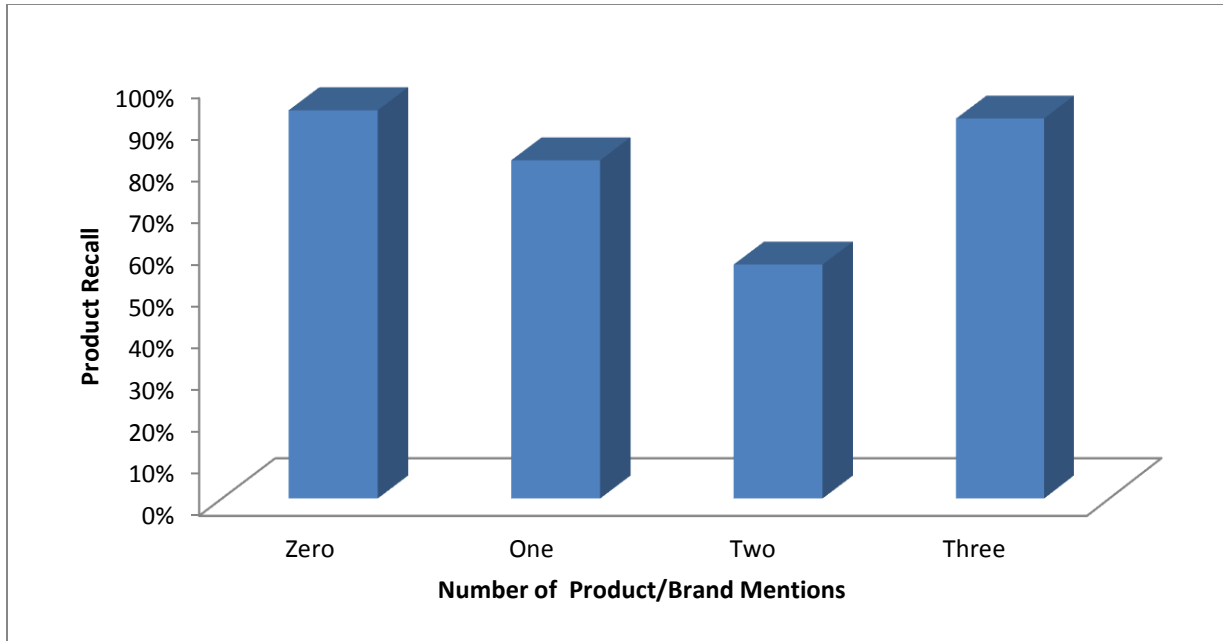
Seconds of product view in relation to brand recall in first class surveyed.

Appendix 2.4



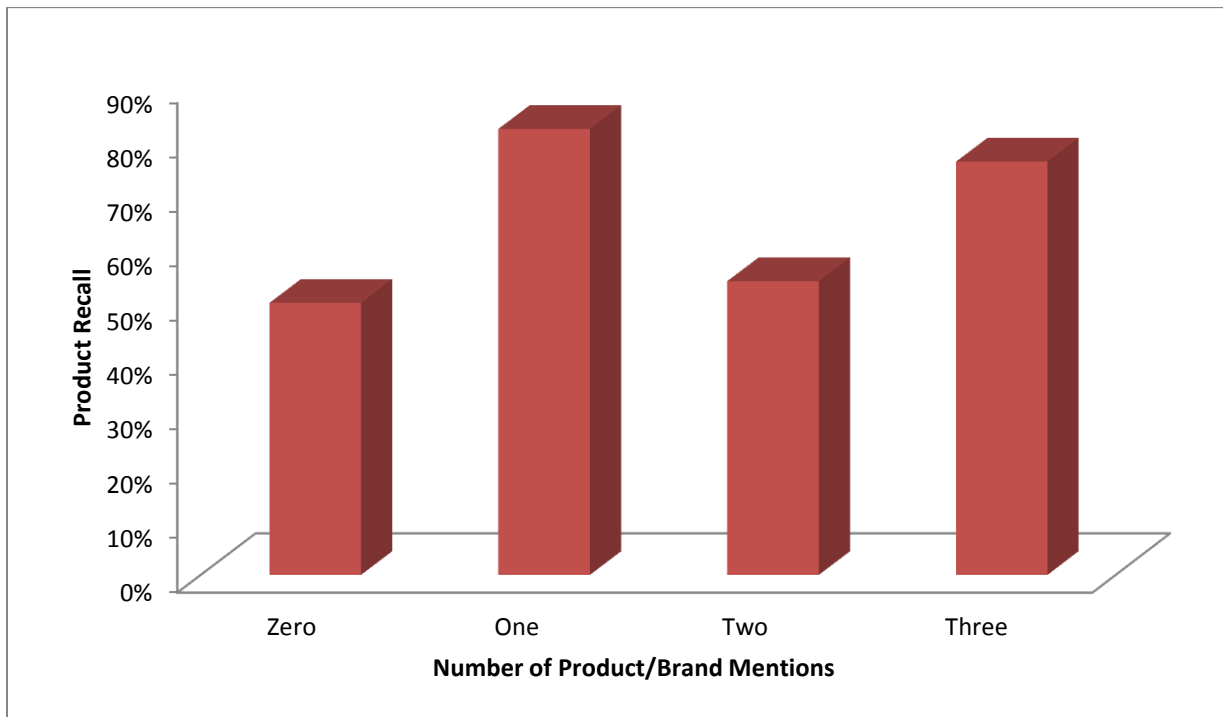
Seconds of product view in relation to brand recall in second class surveyed.

Appendix 3.1



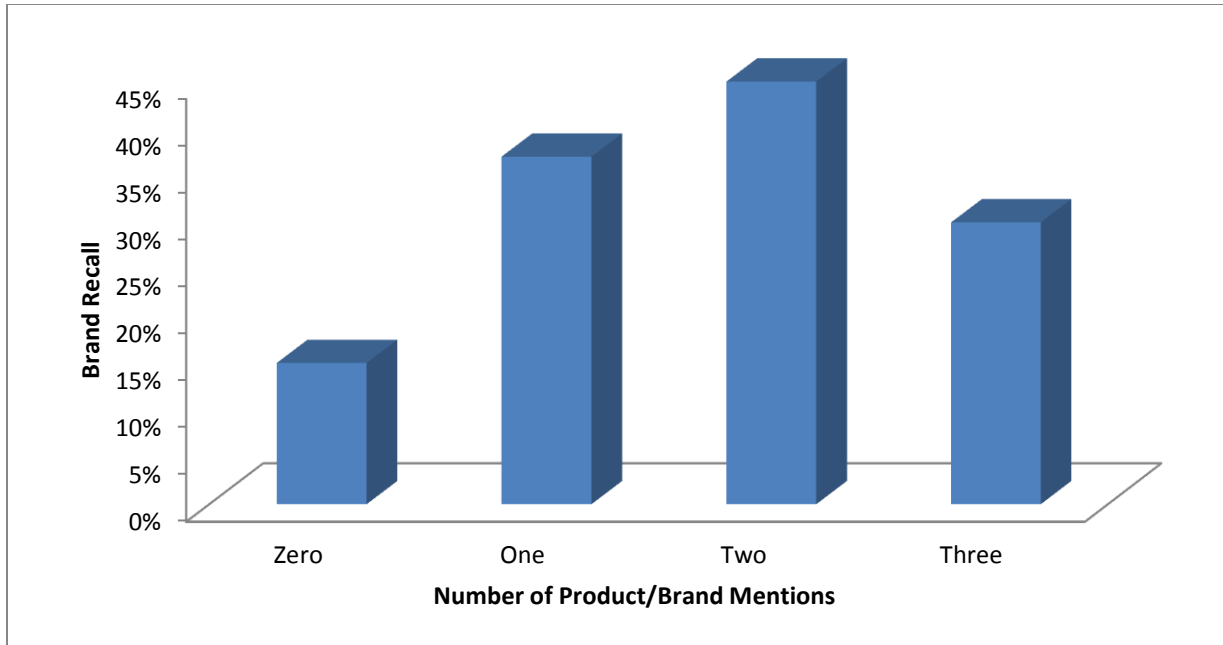
Number of Product/Brand mentions per commercial in relation to product recall in first class.

Appendix 3.2



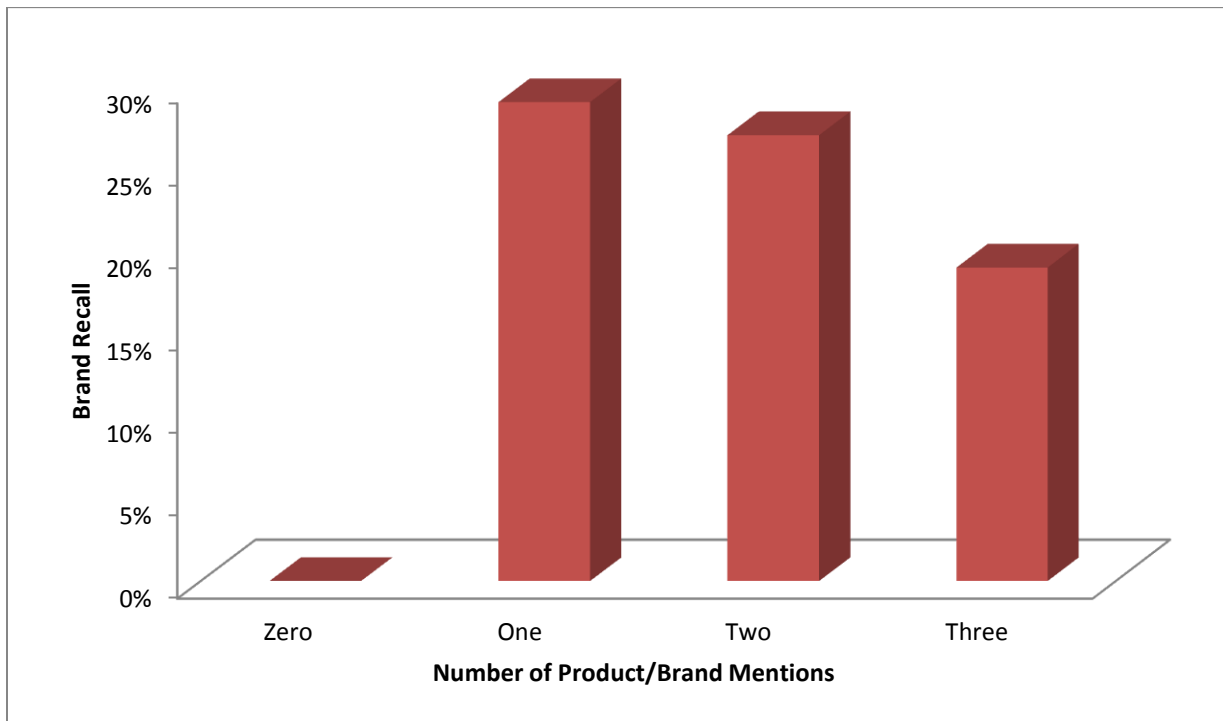
Number of Product/Brand mentions per commercial in relation to product recall in second class.

Appendix 3.3



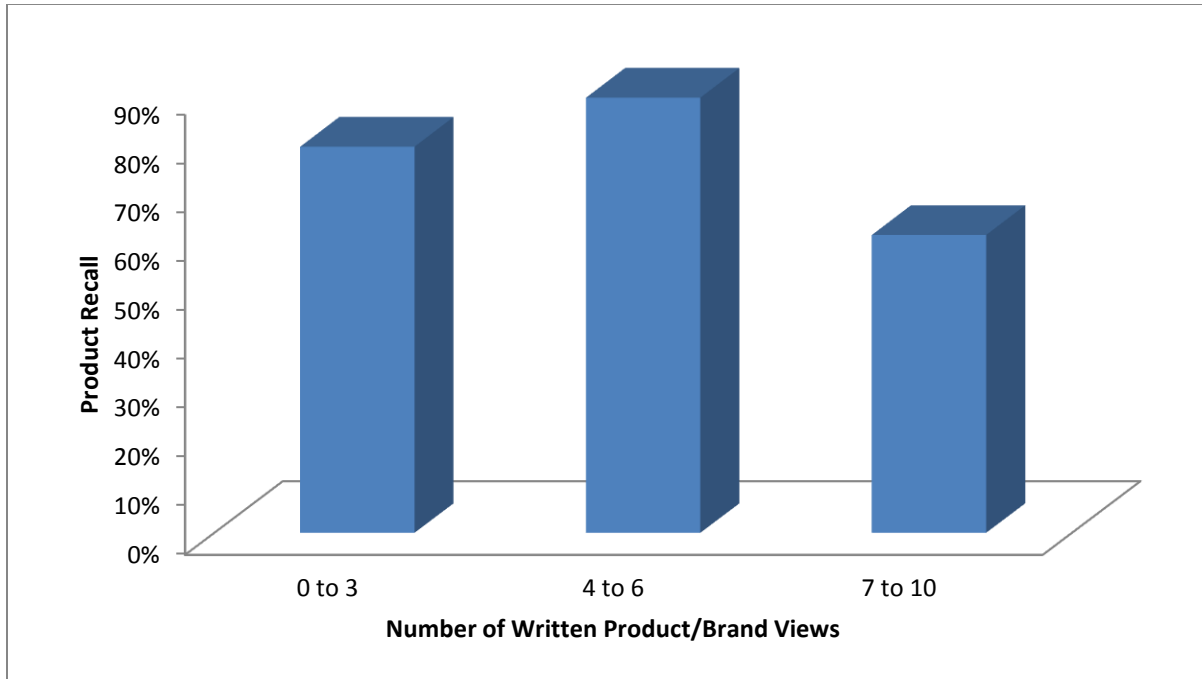
Number of Product/Brand mentions per commercial in relation to brand recall in first class.

Appendix 3.4



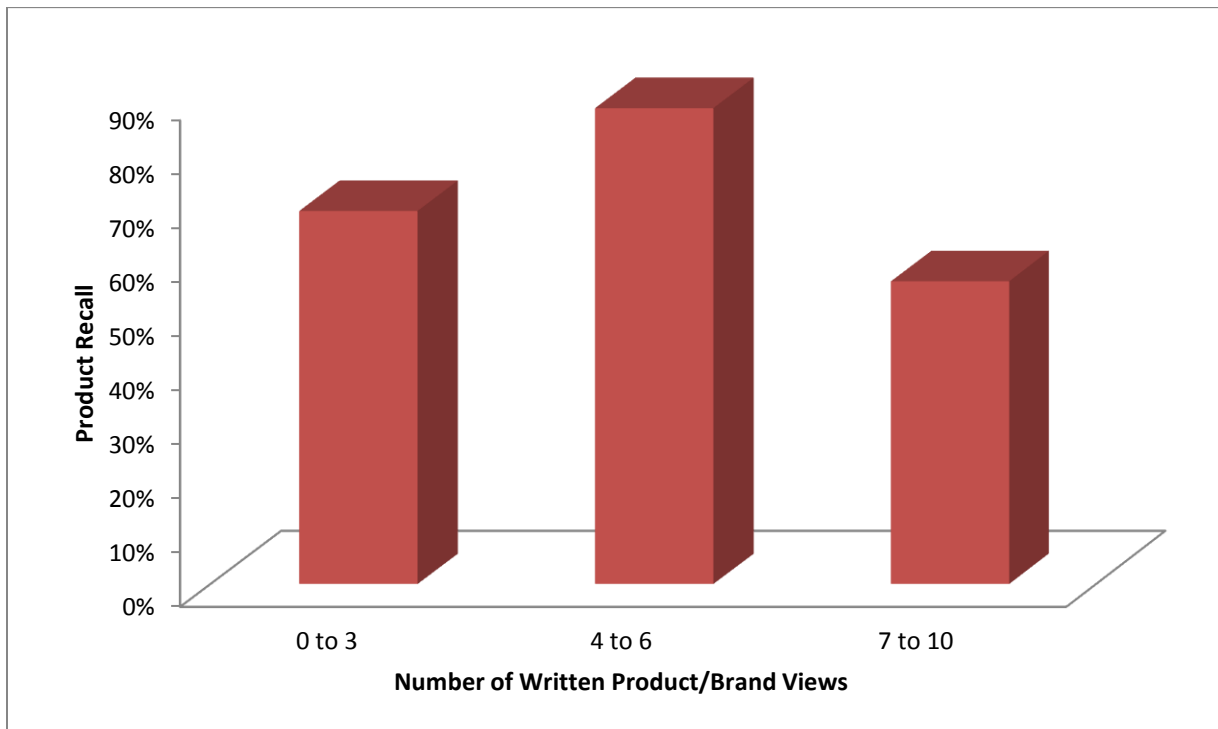
Number of Product/Brand mentions per commercial in relation to brand recall in second class.

Appendix 4.1



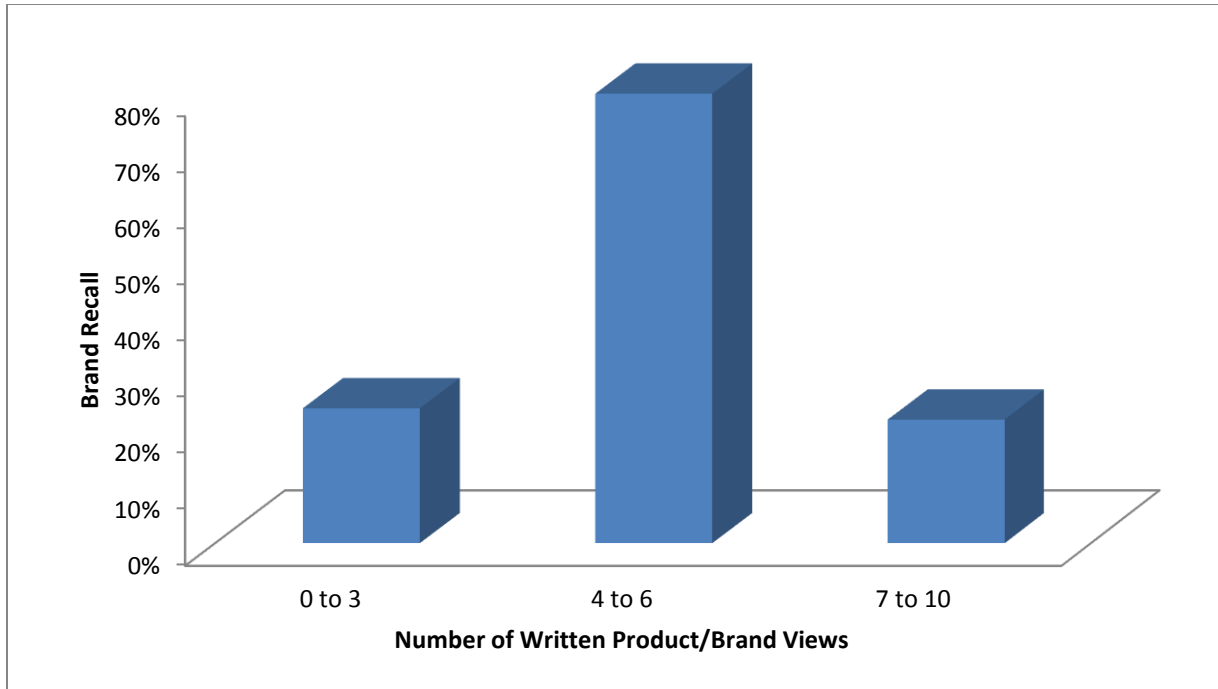
Number of written Product/Brand views in relation to product recall in first class surveyed.

Appendix 4.2



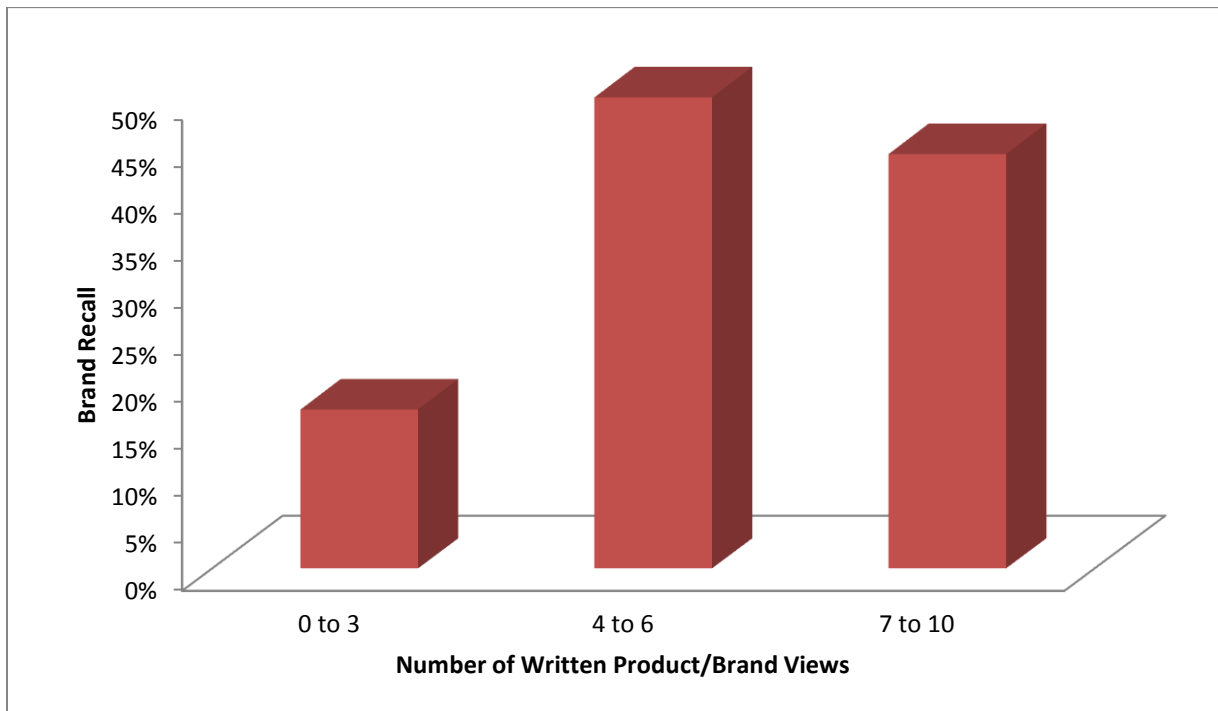
Number of written Product/Brand views in relation to product recall in second class surveyed.

Appendix 4.3



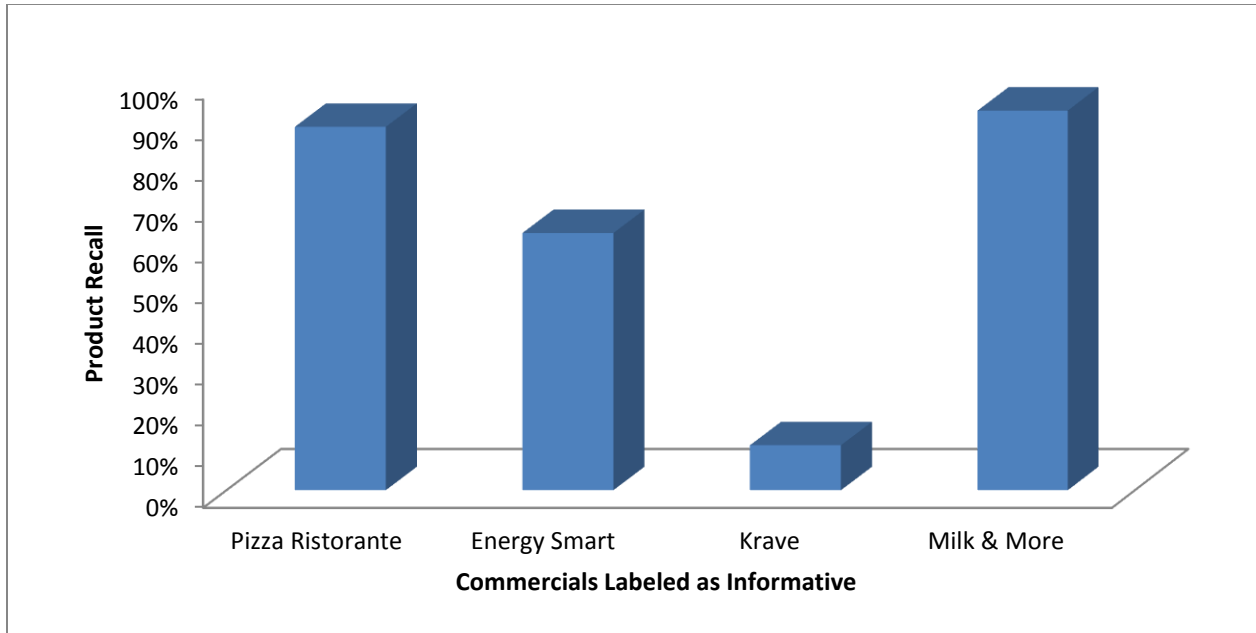
Number of written Product/Brand views in relation to brand recall in first class surveyed.

Appendix 4.4



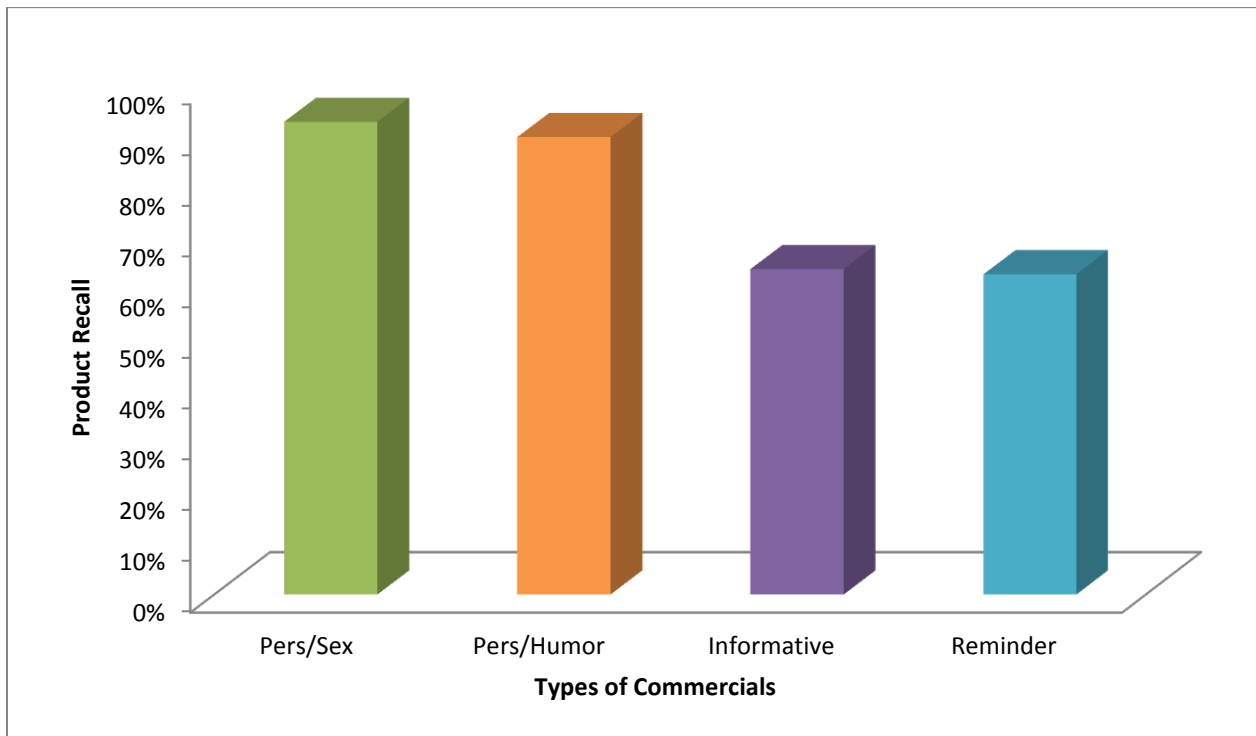
Number of written Product/Brand views in relation to brand recall in second class surveyed.

Appendix 5.1



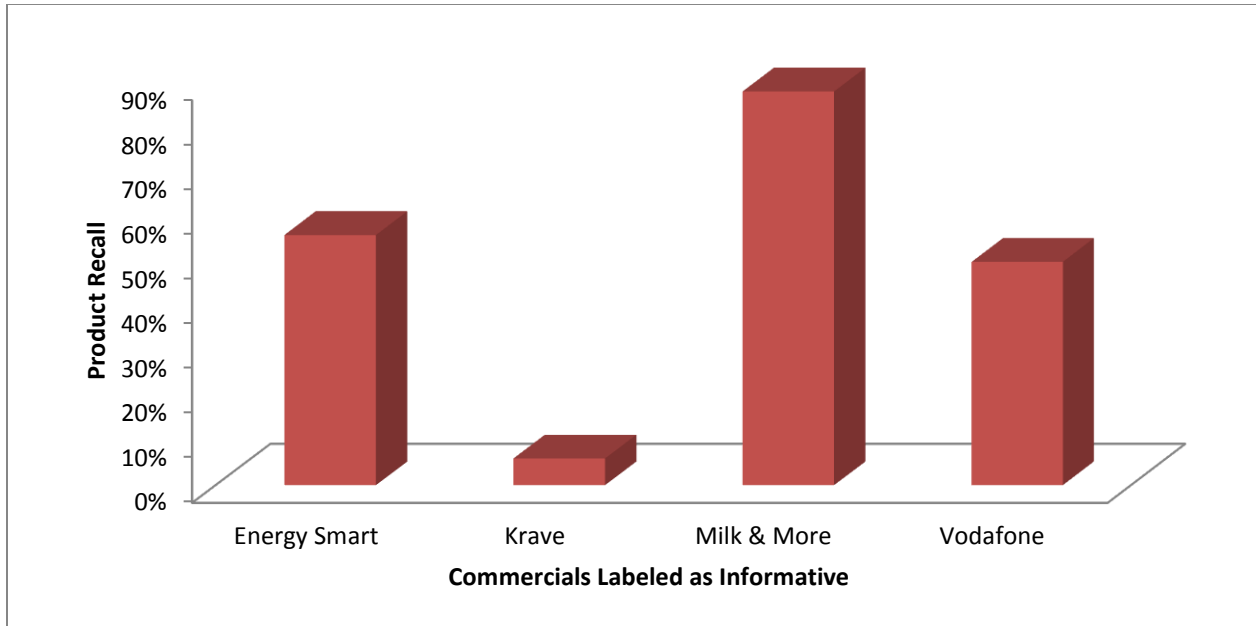
Commercials labeled as Informative in relation to product recall in first class surveyed.

Appendix 5.2



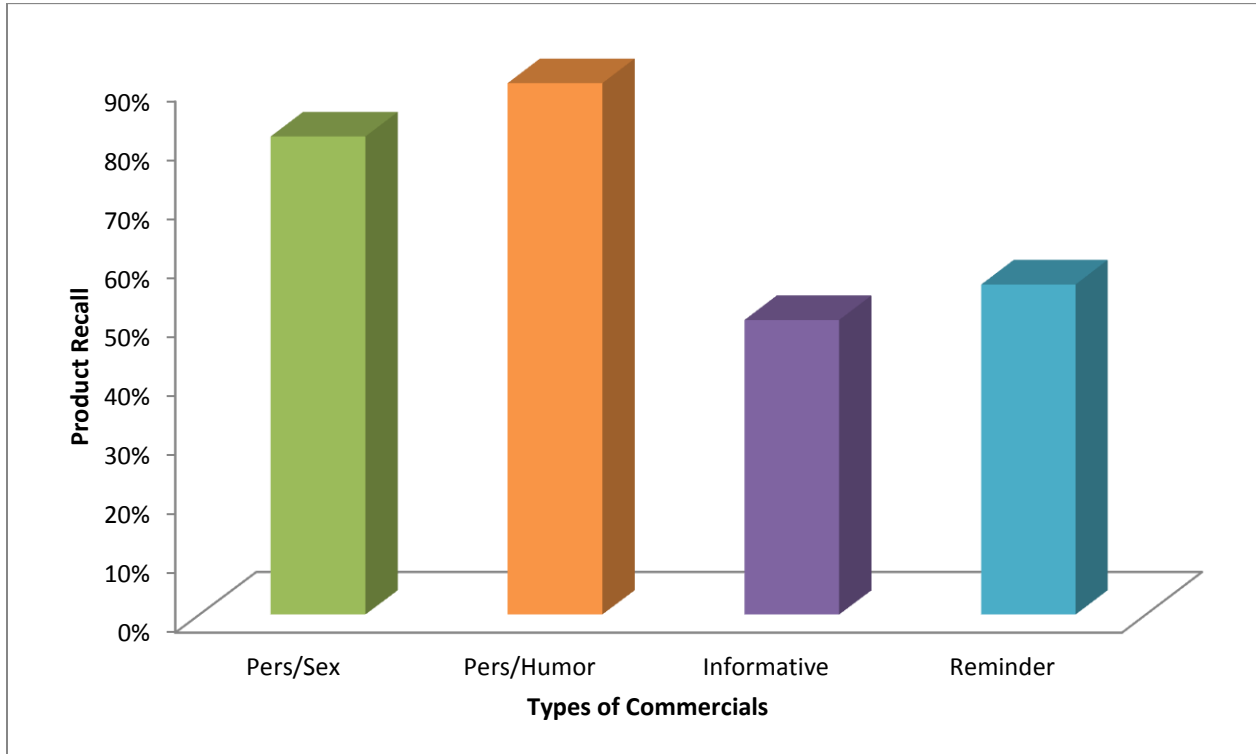
Breakdown of different types of commercials in relation to product recall in first class surveyed.

Appendix 5.3



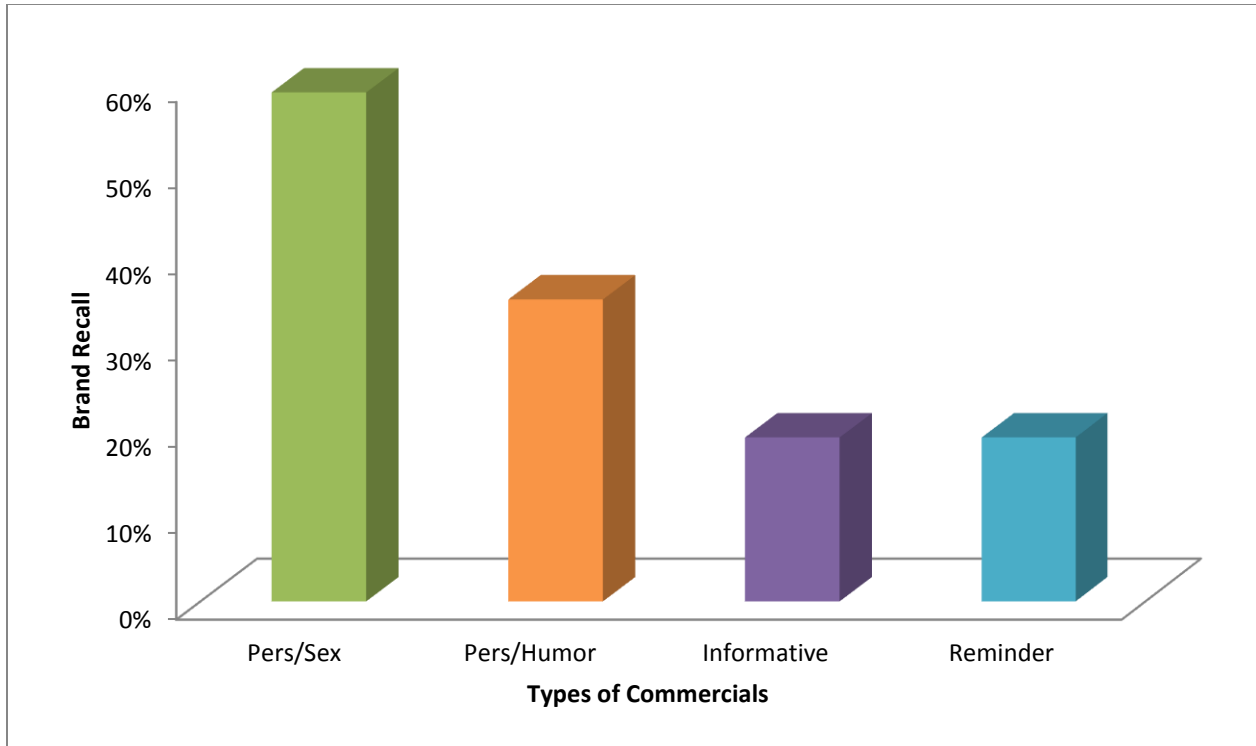
Commercials labeled as Informative in relation to product recall in second class surveyed.

Appendix 5.4



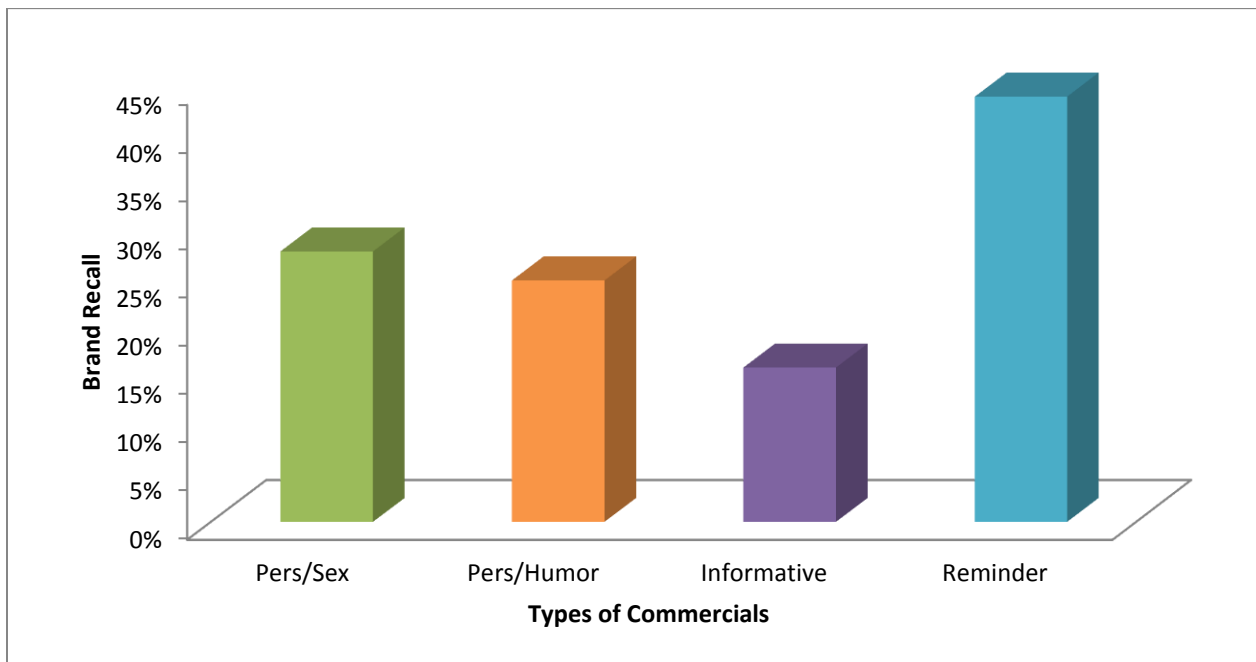
Breakdown of different types of commercials in relation to product recall in second class.

Appendix 5.5



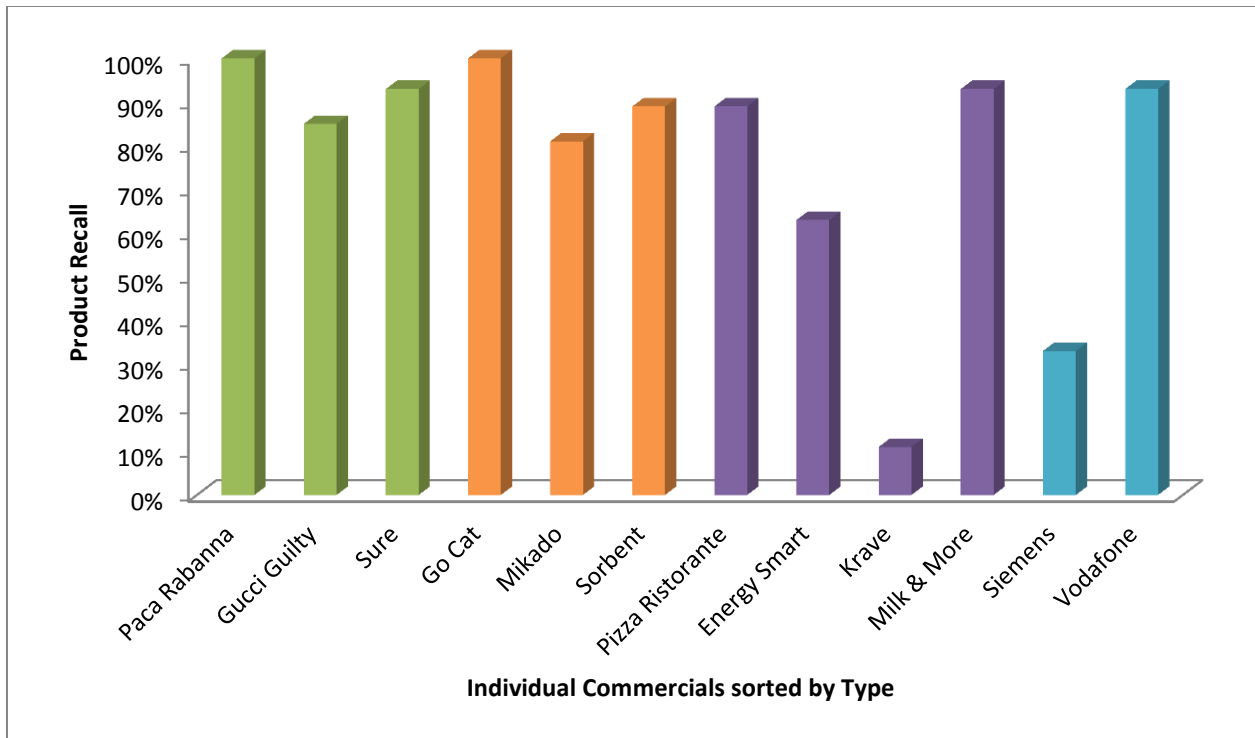
Breakdown of different types of commercials in relation to brand recall in first class surveyed.

Appendix 5.6



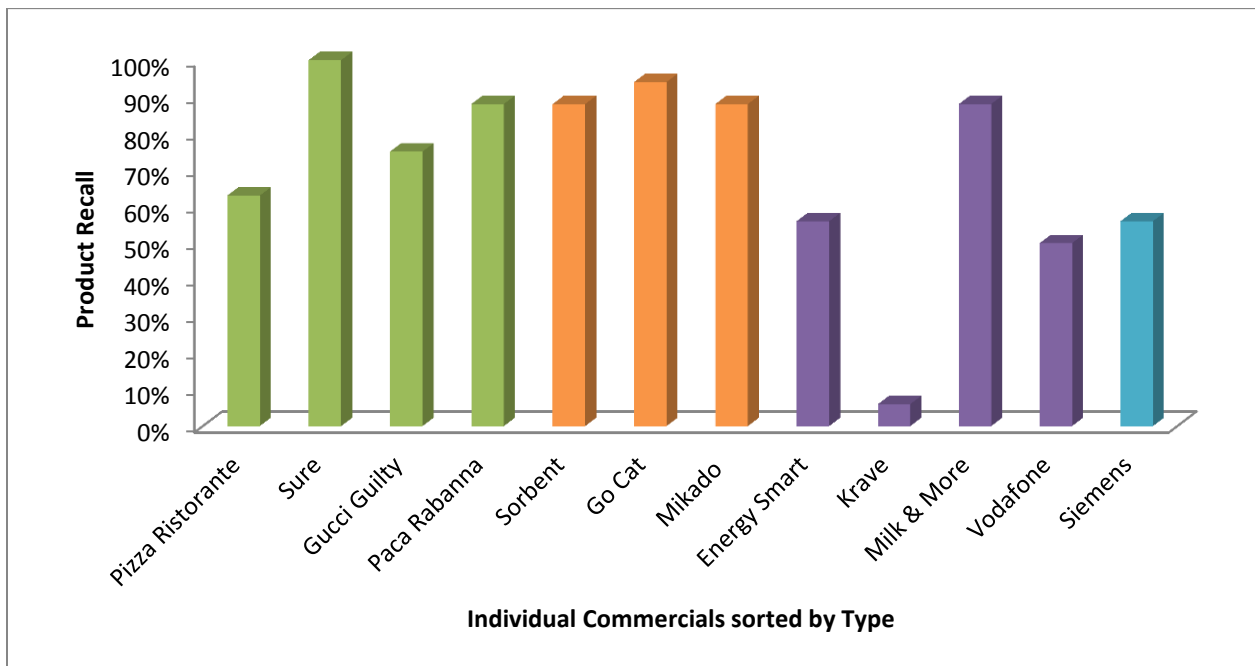
Breakdown of different types of commercials in relation to brand recall in second class surveyed.

Appendix 6.1



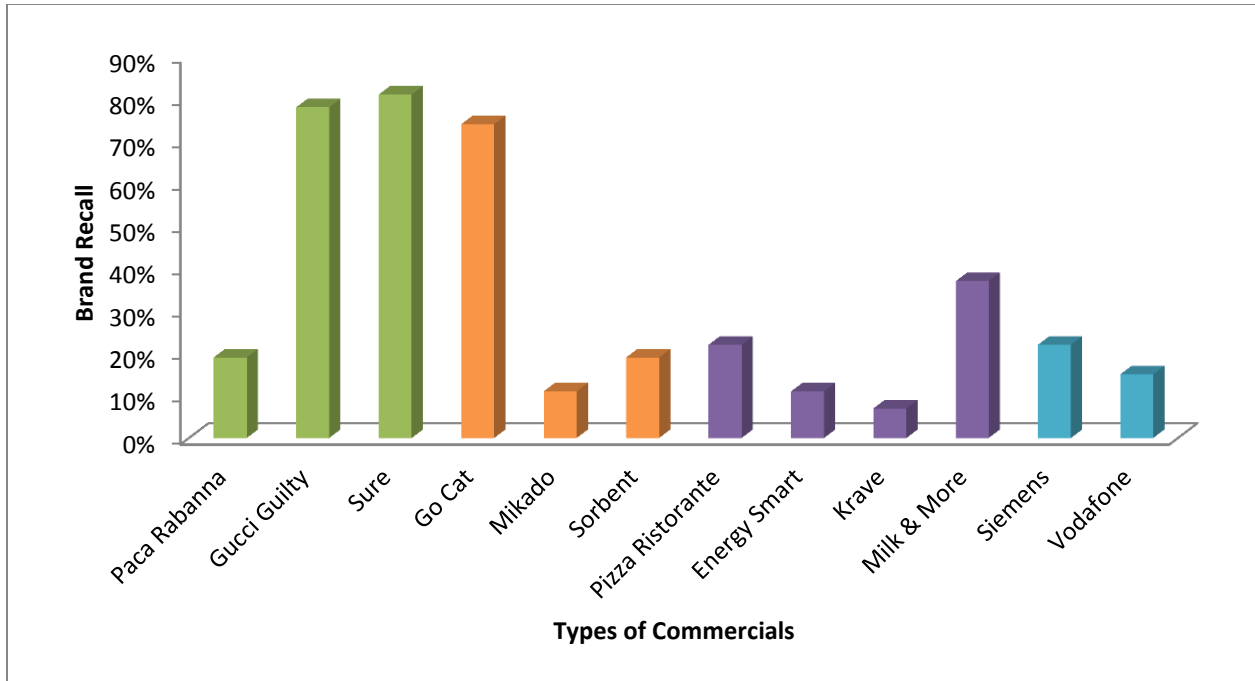
Breakdown of individual commercials based on type in relation to product recall in first class.

Appendix 6.2



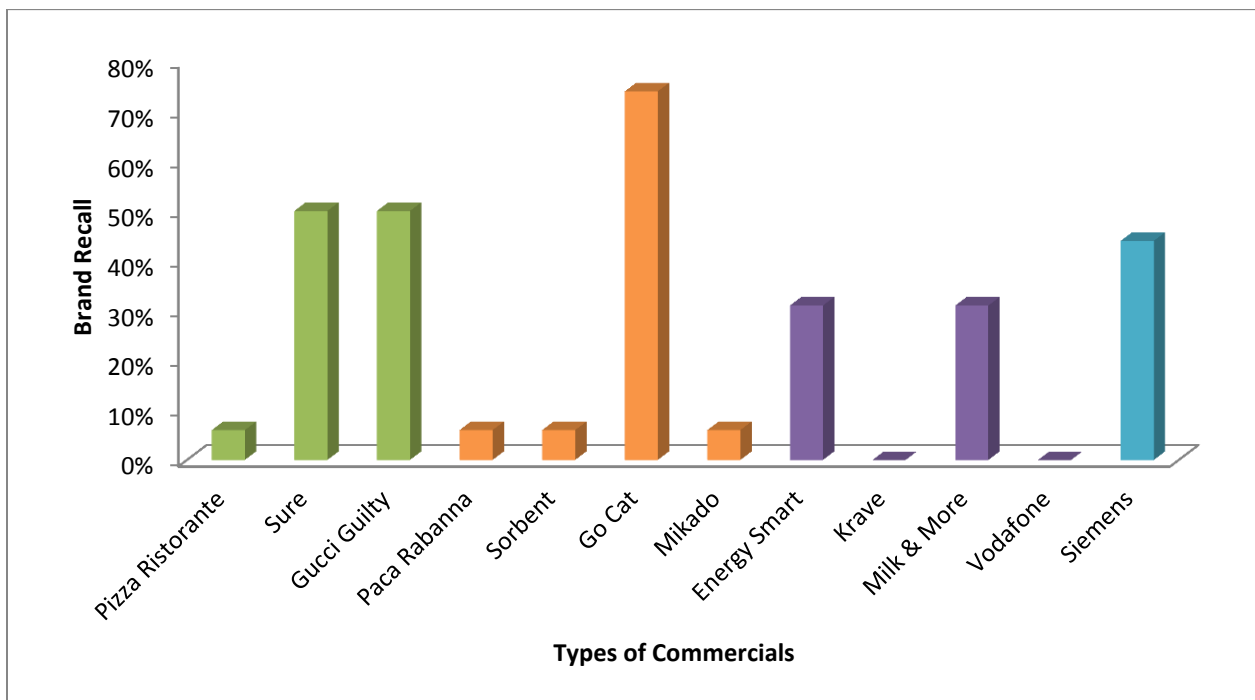
Breakdown of individual commercials based on type in relation to product recall in second class.

Appendix 6.3



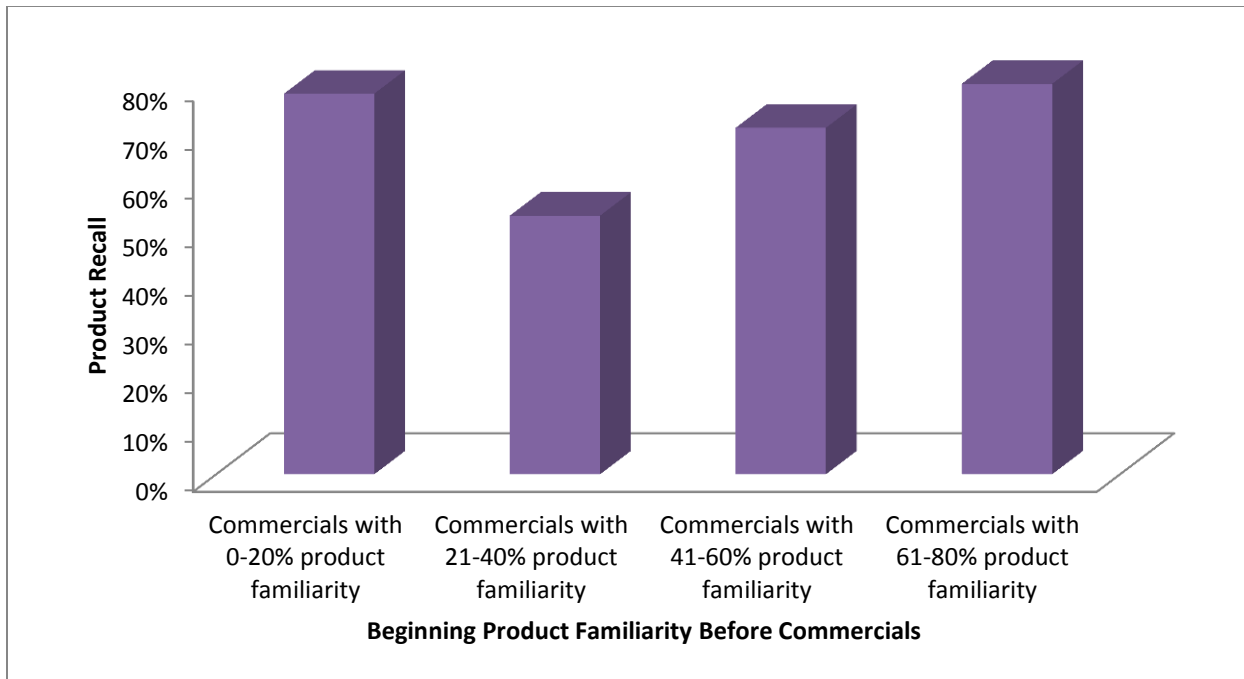
Breakdown of different types of commercials in relation to brand recall in first class surveyed.

Appendix 6.4



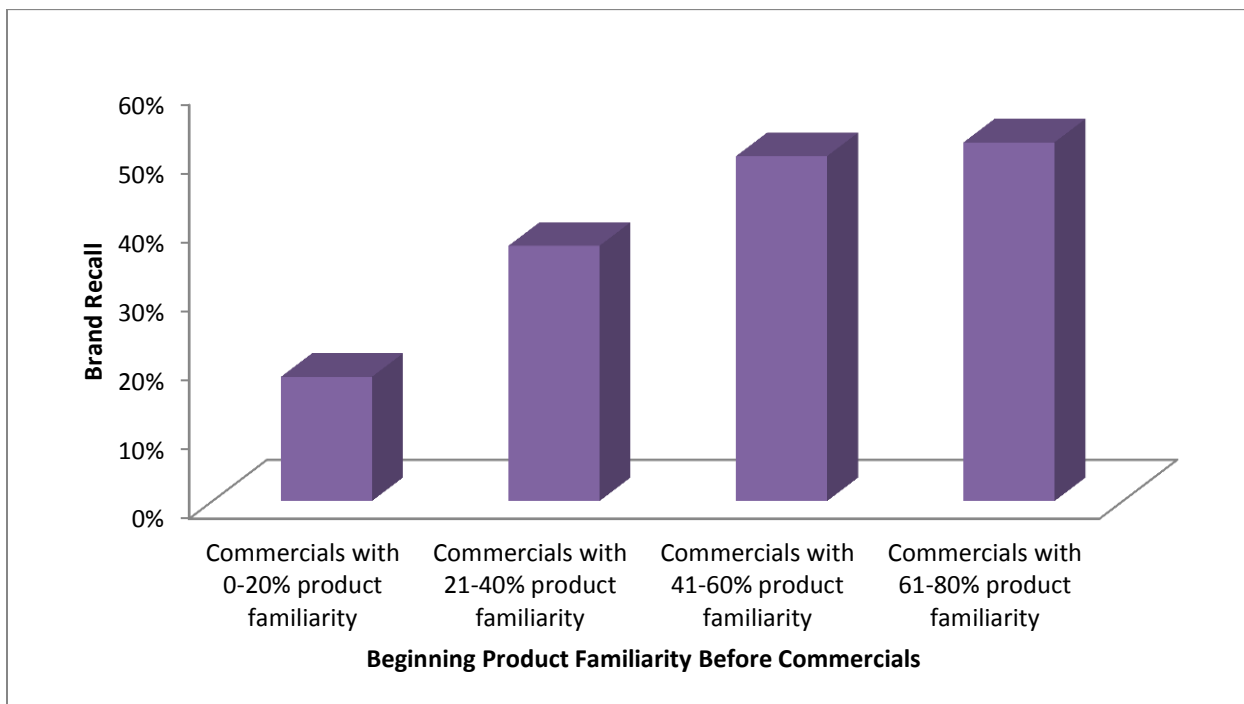
Breakdown of different types of commercials in relation to brand recall in second class surveyed.

Appendix 7.1



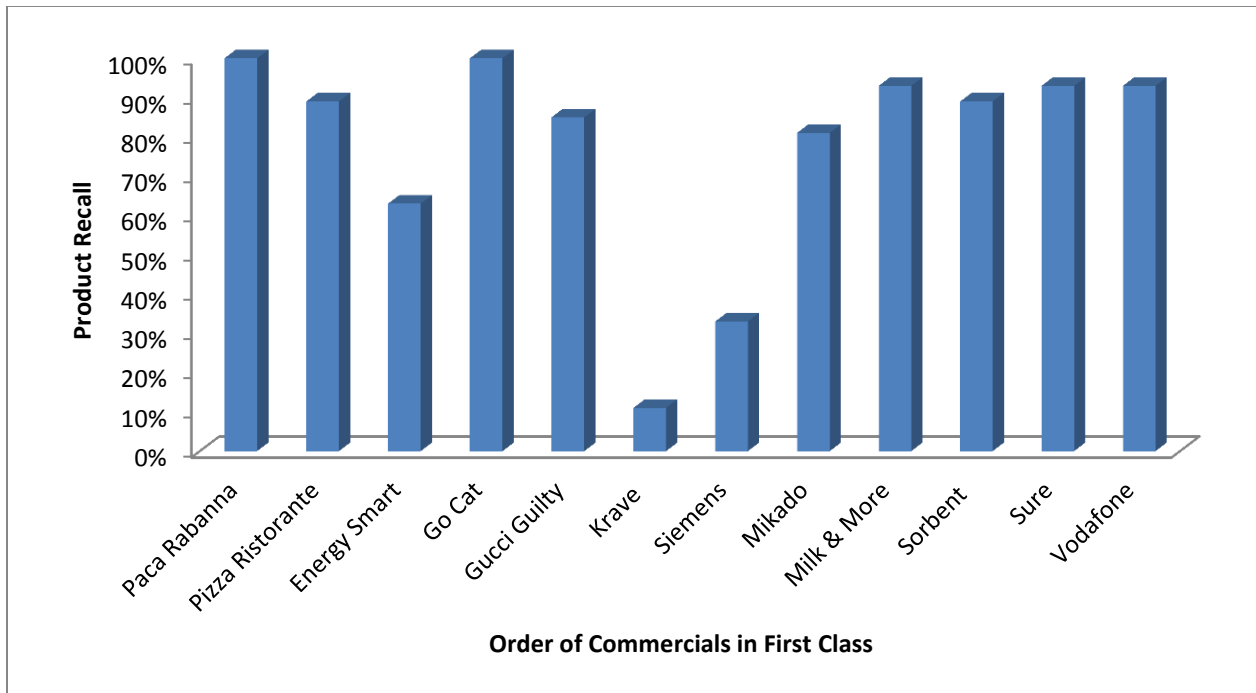
Beginning product familiarity before viewing ads in relation to product recall in both classes.

Appendix 7.2



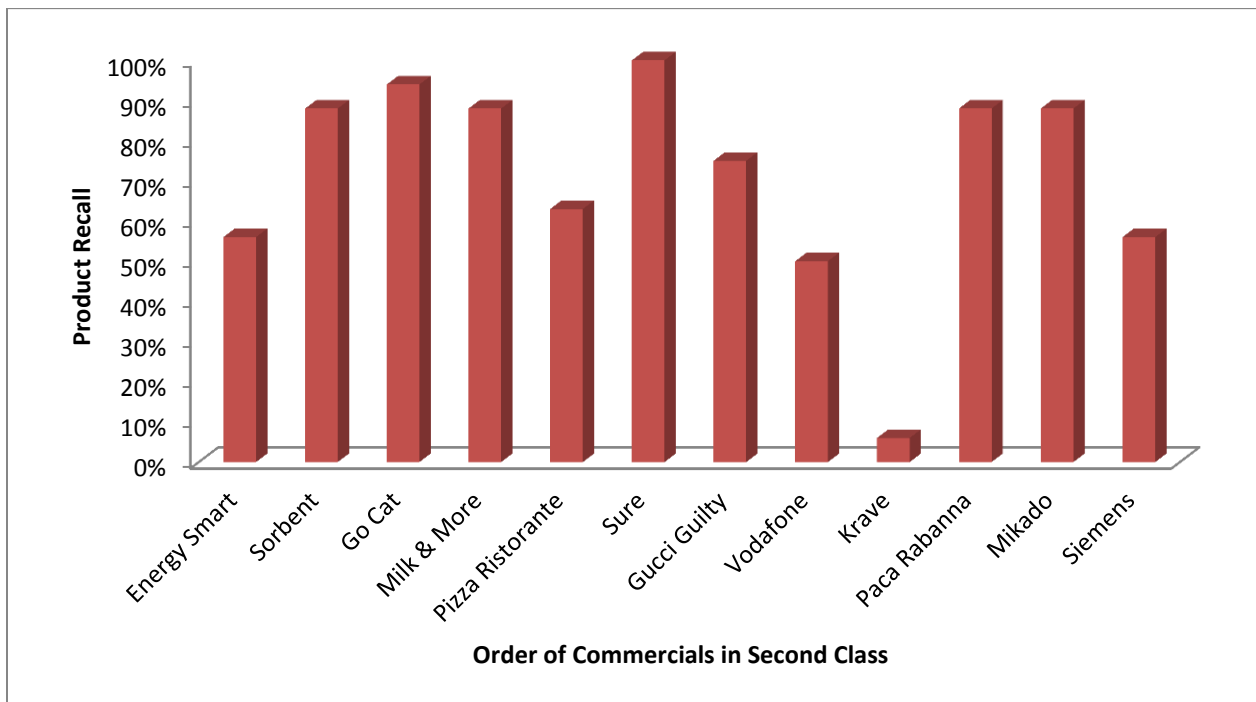
Beginning product familiarity before viewing ads in relation to brand recall in both classes.

Appendix 8.1



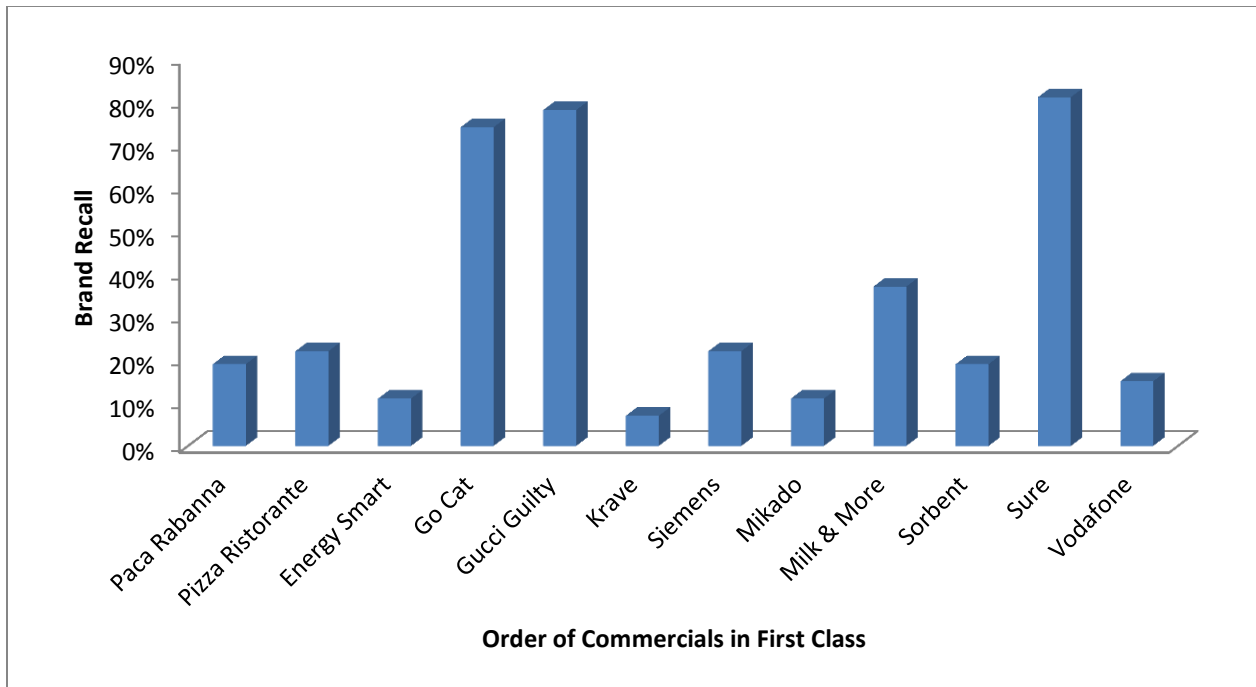
Order of commercials in relation to product recall in first class surveyed.

Appendix 8.2



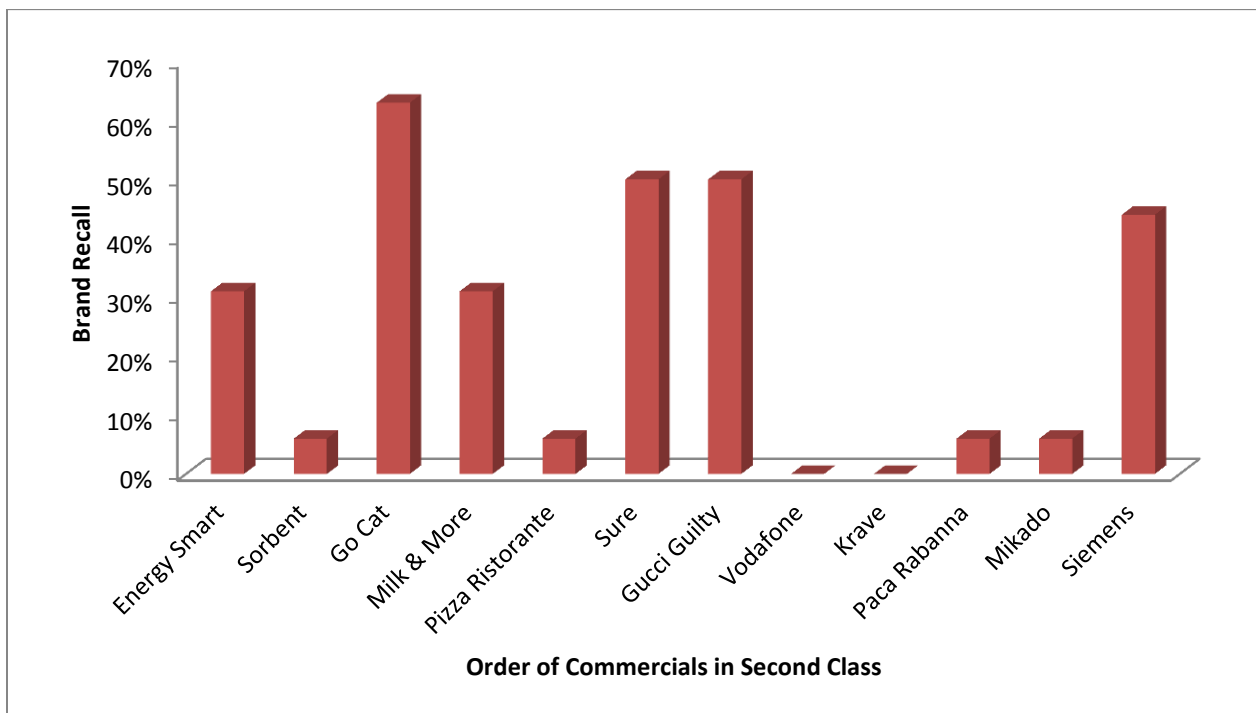
Order of commercials in relation to product recall in second class surveyed.

Appendix 8.3



Order of commercials in relation to brand recall in first class surveyed.

Appendix 8.4



Order of commercials in relation to brand recall in second class surveyed.

Appendix 9.1

What Works in a Commercial?
Measuring Effective Frequency of within a single commercial

PARTICIPANT DISCLOSURE LETTER

Dear Research Participant,

The purpose of this research study on What Works in a Commercial is to determine the effective frequency within a single commercial.

You are invited to participate in this important study. This study consists of two parts, one categorizing the type of commercial and some product information, and the second testing recall. Your participation in this study is completely anonymous and voluntary. Your honest responses to the survey questions will help the researcher conduct this study. Your response should take less than 30 minutes. This research study has been approved by the University Institutional Review Board (IRB) under research project. The research findings of this study will be available upon the request via email at bramwell-n001@mymail.mssu.edu and or in person at 540-9170.

There are no benefits to you for participating in this study. There is no compensation for participating in this study. Any information you provide will be kept confidential. The researchers are Nathan Bramwell and Mr. Stu Dunlop. You may ask any questions you have or you may contact the researchers. If you want to talk privately about your rights as a participant, you can contact Mr. Stu Dunlop in the business department. The researchers will not use your information for any purposes outside of this study. Also, the researcher will not include your name or anything else that could identify you in any reports of the study.

Statement of Consent:

I have read the above information. I have received answers to any questions I have at this time. I am 18 years of age or older, and I consent to participate in the survey.

Name of Participant: _____

Signature of Participant _____

Researchers' Signature _____

I appreciate your willingness to assist in the data collection for this study.

Sincerely,

Nathan Bramwell

Stu Dunlop

Appendix 9.2

First Survey

Age Range: 18-20 21-30 31-50 51-70 70+

Commercial 1:

Which advertising objective do you believe the advertiser was trying to use – informative, persuasive, or reminder? _____

If persuasive, what technique was it trying to use? Fear, sex or humor? _____

Had you seen the commercial before? _____

Were you familiar with the product and/or brand before the commercial? _____

Did this commercial increase, decrease, or have no effect on your want to purchase the product advertised? _____

Commercial 2:

Which advertising objective do you believe the advertiser was trying to use – informative, persuasive, or reminder? _____

If persuasive, what technique was it trying to use? Fear, sex or humor? _____

Had you seen the commercial before? _____

Were you familiar with the product and/or brand before the commercial? _____

Did this commercial increase, decrease, or have no effect on your want to purchase the product advertised? _____

Commercial 3:

Which advertising objective do you believe the advertiser was trying to use – informative, persuasive, or reminder? _____

If persuasive, what technique was it trying to use? Fear, sex or humor? _____

Had you seen the commercial before? _____

Were you familiar with the product and/or brand before the commercial? _____

Did this commercial increase, decrease, or have no effect on your want to purchase the product advertised? _____

Appendix 9.3

Second Survey

Commercial 1

{Given Prompt describing background of the commercial}

What was the product that the commercial was advertising?

What was the brand that the commercial was advertising?

Commercial 2

{Given Prompt describing background of the commercial}

What was the product that the commercial was advertising?

What was the brand that the commercial was advertising?

Commercial 3

{Given Prompt describing background of the commercial}

What was the product that the commercial was advertising?

What was the brand that the commercial was advertising?

Commercial 4

{Given Prompt describing background of the commercial}

What was the product that the commercial was advertising?

What was the brand that the commercial was advertising?

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