

Claims of Global B-Schools: A Stethoscopic Study

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Abstract

A slogan a group of words used to create an effective message. It is also called as punch line. It is an important part of advertisement. Slogans are usually made in short but in rhyme so that the readers or audience can recall easily and quickly. Further most of the slogans carry a message to make customers understand and feel the benefit which is called key factor. This research paper is aimed to determine the most likely (optimum) size of the slogans, significance of rhyme factor in designing a slogan and the most desirable content (key benefit) to deliver through the slogans.

Keywords: Slogans; Rhyme factor; Key benefit; Branding

Introduction

The present society is led more by information and technology base. The universities are spreading their arms beyond national borders and thus internationalization of education is taking place at rapid strides. It is inevitable for the B-Schools to share what heights they are achieving and what benefits the students of management course can reap etc. by way of persuasive, informative and corporate advertisements. A slogan is a group of words used for the creation of effective message. Slogan is direct, short, and also easily remembered. They are tools to conduct the recall tests of marketing research. An attempt is made here to present the overview of the slogans used in their advertisements.

Leading through innovation 'of Haas School of Business, full-time and part-time MBA, Berkeley

This explains that the institute trails blazer its content and curriculum and methods are innovative and hence the B-school is always leading the others.

A better place to think about business' of Haskayne School of Business in Calgary, Canada

The B-School's claim is that it provides a better environment to think and analyze about business to enhance the aptitude for business on the part of aspirants.

In the world, for the world' and 'a great place to learn' of MIT Sloan School of Management, Cambridge

The B-School says that in the entire world its campus is a great venue to learn by the citizens of the world.

We develop leaders, who develop people, who develop business' of Insead business school of Paris

The B-School claims that it develops leaders who in turn develop people and businesses.

America's first business university' of Bentley University in Massachusetts, business school of Boston

Through this claim Bentley University positions that it is the first Business University in America.

Shaping global leaders for tomorrow' of IMI, International Management Institute, New Delhi

This B-School claims that it imparts global leadership skills required for future period of time.

Real world, Real learning; A new school of thought; Your intelligent option' of IMD Business School, Switzerland

The B-School has used multiple but related captions and on the whole claims that the learning will be real and with real world situations to yield for new thoughts and finally acclaims that whoever is intelligent will opt the B-School for studies.

Leadership energy' of Moscow Business School, Russia

The Moscow B-School claims that it is known for the developing energetic leaders.

Educating business leaders since 1910' of John Cook School of Business in St. Louis, Missouri

The B-School positions itself that it has been training and educating business leaders for more than 100 years.

Leadership for the global marketplace' of College of Business Administration at San Diego State University, USA

The B-School claims that many of its graduates have become global business leaders as the B-School gives global exposure at their learning process.

Thus Slogans of B-schools convey the following features or key benefits:

- Global exposure
- Effective learning
- Global position or rank of the B-school
- Application of knowledge
- Training to face future challenges
- Age and experience of the institution

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- Growth or progress orientation
- Content-Knowledge: wisdom qualities of the package or program.
- Better and skills oriented training
- Vision (Futuristic) orientation.
- Commitment and leadership
- Position or rank of the institution
- Unique Selling Proposition (USP) or Benchmark and so on.

Review of Related Literature

The available literature on the studies on advertising in general is significant but not the specific issues or specific elements of advertising. An advertisement has to broad parts to do research, namely verbal elements and non-verbal elements. Verbal elements include: headlines, claims, body text, slogans and non-verbal elements include: pictures, symbols, trademarks, color, size of the ads, appeal etc. Brief review of the research works on the claims or slogans of global B-schools is presented as follows:

The first work on claims was about the interaction between comparative advertising and copy claim variations. In this work, the impact of attribution theory on the credibility and effectiveness of comparative advertising is examined in a controlled field experiment. It was revealed those two-sided claims to affect overall advertising believability and claim acceptance, but only to mediate behavioral response [1].

Another study was on trends in factual claims in ads in magazines. A random sample of 1079 ads obtained from three general magazines namely: The New Yorker, Newsweek and Readers' Digest. Content of these ads is analyzed for being factual (defined as containing objective signification) or non-factual (subjective signification). The analysis reveals that while ads may contain non-factual claims, the vast majority also contain factual claims in all three periods (1958, 1968 and 1978) across all three magazines, having found that there is no significant change in the trend [2]. Dennis [3] has made a study on the effects of product involvement on the communication of implied advertising claims'. This study examines the effects of two message types namely assertions vs. implications and the receivers' product involvement on recall on three types of beliefs such as: descriptive, informational and inferential. This work is basically an experiment using actual radio commercials as the stimuli conducted with 148 college students. It is revealed that there wasn't significant impact of message types or product involvement on the measures studied. Preston [4] had presented a paper on contrasting types of advertising content by examining a number of pairs of terms that have been used to describe advertising claims such as objective-subjective, factual-evaluative etc. He concluded that the numerous pairs of terms can be represented by a total of four types of advertising claims with an enhanced descriptive ability. In 1987 a research work was done on Health claims in food advertising to find a bandwagon effect if any. The study is based on print ads from 21 general magazines of one-year issues. The study includes all ads of food items except of alcoholic and carbonated beverages, juices, baby foods or pet foods. It is found that the use of health claims is not wide spread and claims regarding taste and quality are prominent. Across the year it is found no systematic increase as expected from the attention given to the use of health claims.

David and Jacob [5] had conducted a laboratory experiment to

know whether comparative claims encourage comparison-shopping. The experiment disclosed that comparative claim is somewhat effective on capturing attention, but little effect on subsequent search for product information.

There are only two studies found on slogans Michael and Rose [6] have made a first work ("Is your Slogan Identifiable") on slogans in terms of recall. The authors discuss the effectiveness of advertising slogans for individual products with in heavily advertised product categories. Similarly Larson Carl M and Hugh G Wales did a research work on slogans titled "Slogan Awareness in the Chicago Market". The authors correlate slogan awareness with a variety of variables, the most important of which were age, income, sex and race.

Thus there is no ample of research works on slogans of business and trade but slogans are used extensively by every company to position and convey the theme of the advertisement. In service industry also slogans are in vogue for example, insurance, banking, mutual funds, healthcare providers, telecom service providers and educational institutions too.

There has been innate or deep-seated growth in demand for management education due to revolutionary growth of industry and service sectors resulting in steep growth of management institutes in the world.

The following are the interesting areas to investigate about slogans of B-Schools:

- The need and purpose or purposes of slogans for B-Schools
- Determination of length of slogans (short vs. lengthy) and finding the benefits of having a shorter slogan
- Whether rhyme is needed and the benefits rhymed slogans
- Exploring the key-benefits to focus through the use of slogans

Due to productization, B-Schools have started using market-oriented communication to educate and persuade students and their parents. In this process, slogans are direct, short and powerful lines to tell the purpose, the benefit and the importance of their package to the prospects.

Statement of Problem

The following are some of the important research questions:

How much length a slogan of a B-School should be? How to measure the length of a slogan? Does a slogan should possess rhyme? What key benefit be conveyed and focused through a slogan?

Based on the above stated research questions, the statement of problem for the research work is:

Ascertaining the characteristic features of slogans global B-Schools in terms of length, finding whether rhyme factor is used, investigating the key factors conveyed and focused through the slogans. The researcher can advise the B-Schools about the key benefits to embed in devising a good and effective slogan as critical part of its marketing communication.

Significance of the Study

The value of a slogan depends on what it makes the readers to understand. Good slogans are idea-centered rather than word centered [7]. Writing slogans is a challenging and creative work. Slogans put flesh and blood into an advertisement copy. Basically they draw attention to the strength of the firm or the product and are very much

useful in positioning the product. The following are the characteristics of a good slogan:

- The slogan should be simple and straightforward
- The slogan carries some pleasing sale ideas
- The slogan conveys more in a compact form
- The slogans finish the job in the least number of words.

In the marketing communication, slogans (Punch lines) are direct, short and powerful lines to convey the purpose, the benefit and the importance of the product or service of the B-School to the prospects. Hence the study is useful to B-Schools to prepare, and structure the slogans to make their advertisements more effective. Further this research work significantly useful in bringing out the standard features such as, determining the length in number of words, justifying the use of rhyme factor and critical benefits to expose to the target market.

Objectives of the Study

The following are the objectives of the study:

- To determine the size of slogans in terms of number of words.
- To study whether use of rhyme in slogans is significant.
- To explore the key benefits that are conveyed or focused through the slogans.
- To offer suggestions on making slogans.

Research Design

The following is the research design frame work:

Data type and sources

The required data for the study is basically secondary in nature. The data are collected from Business school slogans [8,9].

Data classification and tabulation

The data from the above mentioned source is collected, classified with respect to the variables as per the objectives of the study and tabulated for further analysis.

Statistical tools used

The data is analyzed in terms of percentages to know the use of rhyme and to draw the priorities or rank of importance with respect to the key benefits conveyed and focused through the slogans. The basic statistical tools such as arithmetic mean, median, mode to know the average and most likely size of slogans and standard deviation to determine average variation in terms of number words.

Limitations of the study

The sample of slogans available for 60 B-Schools may not be sufficient to generalize the conclusions.

Results and Discussion

The findings or observations of the study are as follows:

Length of slogans

The descriptive statistics of the length of slogans is presented in Table 1. The length of slogans is measured in terms of number of words and then computed the descriptive statistics.

As per Table 1, the average length is 4.65 words and median and mode length is 4 words, implying that a majority B-Schools are with a slogan of 4 words.

Significance of rhyme in slogans

The use of rhyme factor is determined in the sample of slogans by classifying them into two; namely with rhyme and without rhyme and presented in Table 2.

Only 21.6 % of the slogans are with rhyme factors and 78.4 % the slogans are not rhymed. This imply that rhyme is not important in making the slogans.

The most desirable message content

The most desirable message content that should be conveyed through slogans is explored from the sample of slogans and is presented in Table 3.

According to the table, the most desirable message content is ‘global exposure’ (22.5%) a promise by the B-Schools to the prospective students that they will get global exposure by studying there followed by effective learning (18%), position (rank of B-School is high 14%), application of knowledge (12%) and training to face future challenges (7%).

Implications

A good slogan is useful in branding, positioning, image building

Particulars	No. Of Words
Mean	4.65
Standard error	0.19
Median	4.00
Mode	4.00
Standard deviation	1.79
Sample variance	3.20
Kurtosis	0.87
Skewness	0.86
Range	8.00
Minimum	2.00
Maximum	10.00
Sum	409.00
Count	88.00

Note: N=60, some b-schools have more than one slogan, hence count=88

Table 1: Descriptive statistics of length of slogans.

Rhyme	Number	Percentage
Yes	19	21.6
No	69	78.4
Total	88	100

Note: N=60, some b-schools have more than one slogan, hence count=88

Table 2: Rhyme factor.

Key Factor	Number	Percentage
Training to face future challenges	5	7.04
Application of knowledge	9	12.68
Position	10	14.08
Effective learning	13	18.31
Global exposure	16	22.54
Others	18	25.35
Total	71	100

Table 3: Key factors focused through the slogans.

and market targeting. Such effective slogans support in image building and value creation in terms of competitive advantage, positioning, awareness creation and differentiation makes a B-School unique. The recall power of a slogan is important and hence the slogan should be structured in such a manner that whenever the stakeholders; students, parents, recruiters, teachers, directors recall a slogan of a B-School, they should first get to their mind global exposure, effective learning, rank of the B-School or position, application of knowledge and ability to face future challenges and so on.

Scope for Future Research

The following are the areas to take-up for future research:

- An analytical and comparative study of B-Schools of BRICS nations vis-à-vis top 10 b-schools in the developed nations.
- An analytical study of the impact of slogans of B-Schools on marketing performance: placements and prospective admissions.
- Slogans of B-Schools: its role in word of mouth publicity.

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