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 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.
• 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 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
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 pleasuring 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

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**Table 1:** Descriptive statistics of length of slogans.

<table>
<thead>
<tr>
<th>Particulars</th>
<th>No. Of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.65</td>
</tr>
<tr>
<td>Standard error</td>
<td>0.19</td>
</tr>
<tr>
<td>Median</td>
<td>4.00</td>
</tr>
<tr>
<td>Mode</td>
<td>4.00</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>1.79</td>
</tr>
<tr>
<td>Sample variance</td>
<td>3.20</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>0.87</td>
</tr>
<tr>
<td>Skewness</td>
<td>0.86</td>
</tr>
<tr>
<td>Range</td>
<td>8.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>2.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>10.00</td>
</tr>
<tr>
<td>Sum</td>
<td>409.00</td>
</tr>
<tr>
<td>Count</td>
<td>88.00</td>
</tr>
</tbody>
</table>

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

**Table 2:** Rhyme factor.

<table>
<thead>
<tr>
<th>Rhyme</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>21.6</td>
</tr>
<tr>
<td>No</td>
<td>69</td>
<td>78.4</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Table 3:** Key factors focused through the slogans.

<table>
<thead>
<tr>
<th>Key Factor</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training to face future challenges</td>
<td>5</td>
<td>7.04</td>
</tr>
<tr>
<td>Application of knowledge</td>
<td>9</td>
<td>12.68</td>
</tr>
<tr>
<td>Position</td>
<td>10</td>
<td>14.08</td>
</tr>
<tr>
<td>Effective learning</td>
<td>13</td>
<td>18.31</td>
</tr>
<tr>
<td>Global exposure</td>
<td>16</td>
<td>22.54</td>
</tr>
<tr>
<td>Others</td>
<td>18</td>
<td>25.35</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>100</td>
</tr>
</tbody>
</table>
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.

**References**

8. Business school slogans