COURSE SYLLABUS

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Office Hours: Email for an appointment.

Course Materials: A course reader is available through the UW Bookstore. This reader includes all of the consumer psychology readings, branding articles and chapters. Multiple copies of the reader will be on reserve in Foster Library.

Several of the branding readings are drawn from an optional textbook: Strategic Brand Management (3rd Ed) by Keller. Since the most directly relevant chapters of this text have been included in the reader, you should only purchase the book if you would like to have a full reference text. It is available through Amazon and is on reserve in Foster Library.

Canvas: Lecture slides, descriptions of all the assignments and guides for the cases are provided on canvas. The lecture slides posted prior to class are stripped down versions of the actual lectures. Electronic copies of the full lectures with all examples and annotations from our discussions will be posted after each class period.
COURSE OBJECTIVES

More and more firms of all types have come to the realization that one of the most valuable assets they have is the brand name associated with their products or services. Consumer Marketing and Brand Management is an advanced graduate elective that provides a framework for cultivating and maximizing brand equity. Its basic objectives are to: 1) Provide students with a complete understanding of consumer psychology with particular attention to processes that influence brand identification, loyalty, and preference; 2) Develop a framework for integrating a firm's brand strategy with its overall marketing strategy; and 3) Discuss the specific steps in brand equity creation including visual identity design, brand association creation, and brand portfolio management. The core emphasis of the course is on consumer-facing brands, but a variety of B2B brands will also be discussed.

COURSE ORGANIZATION

Consumer Marketing is a marketing elective that builds upon the lessons learned in the Marketing Core and delves deeper into two interrelated issues: consumer psychology and brand management. As such, the course is divided into two distinct segments. In the first segment, theories of consumer psychology will be presented, analyzed, and applied. In the second segment, an integrated perspective on brand management strategy will be studied that draws upon the lessons of consumer psychology. Given that the development of a successful brand strategy begins with an insightful marketing strategy (the identification of appropriate market segments and the development of tailored positioning for these segments), I feel it is next to impossible to spend too much time studying your customer's needs and wants, their behavioral tendencies, and what you can do to provide mutually beneficial exchanges.

To articulate this perspective, the first three weeks of the course focus on consumer psychology. Theories from cognitive and social psychology will be communicated through lectures and a selection of readings from various psychology texts (all available in the reader). It is important to note that these lectures focus on consumer psychology and not on consumer behavior. The distinction between psychology and behavior in this instance is largely one of theory. Unlike the study of consumer behavior (which focuses on aggregate level trends), the study of consumer psychology provides students with an understanding of how the mind of a consumer works and with theories that can be applied to branding efforts. This two-week section of the course will conclude with an exam on April 13th.

The last seven weeks of the course are focused on strategic brand management. Specifically, the course will analyze the product and brand management decisions that must be made to build, measure, and manage brand equity. The course is structured around an experiential learning process in which student teams will leverage course content to direct a series of live cases. To maintain course balance, the tools and frameworks necessary to complete the live cases will be delivered early in the brand management section of the
course and the live cases themselves will occur during the last half of the quarter (5/2, 5/9, and the final project presentations on 5/23 and 5/25). Each live case focuses on an existing brand currently undergoing a brand redesign and will be judged by individuals from industry. The first live case is a brand visual identity redesign for INRIX, a software and data as service firm specializing in a variety of Internet services and mobile applications pertaining to road traffic and driver services. The outside judges for the INRIX Live Case will be Maya Babish (Director of Corporate Marketing and Branding at INRIX and former Director of Brand Strategy at Wongdoody) and the Creative Director at INRIX. The second live case is a brand architecture redesign for Haiku Deck, an organization that facilitates best-in-practice presentation design through the use of a host of online templates with visual integration. This case will focus on how to leverage Haiku Deck’s architecture to deliver on a new product: Zuru. The outside judge for the Haiku Deck Live Case is Adam Tratt (Founder and CEO of Haiku Deck) and Maya Babish. Although guest judges will provide feedback on the presentations, final grading of the live cases rests solely with Professor Forehand.

The last live case is a quarter-long project focused on developing a brand expansion proposal for an existing brand. Two individuals from industry will serve as guest judges on the final brand expansion project presentations, but the grading of the projects will reside solely with Professor Forehand. The two guest judges are Cal McAllister, Co-founder and President of Wexley School for Girls, and Christine Wise, Director of Planning at Wexley School for Girls. To improve the quality of feedback that Cal and Christine can provide, we have preselected a set of potential brands to study, all of which come from product categories that Cal and Christine have worked on extensively. Cal and Christine will visit class on April 18th to answer questions about the brands and will also be available for initial feedback over email.

Outside speakers will also join us on two occasions. First, Shireen Jiwan, Chief Brand Experience Officer at Lucky Brand, will be discussing cultural branding. This presentation will take place in a special evening session in Shansby auditorium at 6:00 p.m. on May 16th. Second, we will be joined on June 1st by Seth Oster, Chief Communications Officer at Vulcan Inc. Seth will be discussing best practices for Brand Crisis Management, leveraging his experiences in Hollywood as Communications Director at the MPAA and SAG and Washington DC with the EPA in the Obama Administration.

COURSE ASSIGNMENTS AND GRADING

This course will include both individual and team assignments. Individual assignments include the consumer psychology exam on April 13th and each student’s participation grade. There are 4 team assignments. The first team assignment is a presentation of an application from a consumer psychology reading (each team is responsible for providing an application for one assigned reading). The 2nd through 4th team assignments are the live cases and final project described earlier. The same teams will be used for all team projects. The basic grading breakdown is as follows:
Points: % of Final Grade:

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Class Participation</td>
<td>60</td>
<td>15%</td>
</tr>
<tr>
<td>Consumer Psychology Exam</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Team Presentations of Consumer Psych Applications</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td>Live Case I (INRIX)</td>
<td>60</td>
<td>15%</td>
</tr>
<tr>
<td>Live Case II (Haiku Deck)</td>
<td>60</td>
<td>15%</td>
</tr>
<tr>
<td>Brand Expansion Project</td>
<td>100</td>
<td>25%</td>
</tr>
</tbody>
</table>

TOTAL: 400 100%

Grading Scale:
95% and above 4.0
94% 3.9
93% 3.8
and so forth...

General Participation Grade (15%)

You must participate in class in order to make the discussions interesting, insightful, and fun. However, there is no need to contribute in every session. Some of the best contributors are those who participate in a subset of the sessions, but whose comments are always insightful and compelling. The key issue is one of quality, not quantity.

We should work together to make each class session a lively, stimulating, and intellectually rewarding venture in group learning. You are individually and collectively responsible to that end. Believe me, nobody (including me) wants to hear me ramble on endlessly about the course concepts without engaging in class discussion. The best classes are those that are highlighted by an interactive discussion about the potential marketing opportunities that arise from course concepts. As such, we are all co-producers of knowledge.

Below is a description of how your class contributions will be calibrated:

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as providing a fruitful direction for the class. Arguments are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes a fruitful direction for class
discussion. Arguments, when presented, are generally well substantiated and are often persuasive. If this person were not a member of the class, the quality of discussions would be diminished considerably.

**Satisfactory Contributor:** Contributions in class reflect adequate preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a major new direction for the class. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive. If this person were not a member of the class, the quality of discussions would be diminished somewhat.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few useful insights, and rarely offer a constructive direction for the class. Class contributions are few and far between. Many contributions are “cherry picking” efforts making isolated, obvious or confusing points. If this person were not a member of the class, the quality of discussions would not be changed or perhaps even improved.

In addition to these global evaluations, I will also collect peer evaluations of each student's contribution to team projects at the end of the quarter.

**Consumer Psychology Exam (25%)**

An exam on the consumer psychology topics studied during the first three weeks of the course will be given in class on April 13th. The exam will include short-answer/essay questions. Students will be allowed the entire course period to complete the exam. Each student may bring a single sided half-page (8.5” x 5.5”) crib sheet to the exam. However, each student must prepare his or her own personal crib sheet (identical mass produced crib sheets will not be allowed).

**Team Formation and Projects**

Teams will be formed during the first week. Each team will be responsible for completing a series of projects. Since these projects will involve classroom presentation of the team's conclusions, the team members should sit in close proximity to each other within the classroom. A seating chart will be passed out to this effect on April 4th.

**Team Presentations of a Consumer Psychology Application (5%)**

Each team will present an application from the readings for one consumer psychology lecture. For these presentations, the team should select one concept from the reading that they deem particularly important and produce a one-slide presentation of how they would apply that concept to a marketing domain. The focus of this presentation is demonstrating a creative application of the theory, not a review of the theory itself. All presentation and discussion of the slide is limited to 5 minutes. These presentations will be evaluated on the
creativity and appropriateness of the stated application. Teams will be assigned a specific day to present an application related to a specific theory in that day's readings. We will have two or three application presentations on each of the following days: “Learning and Memory” (3/30); “Affect and Cognition” (4/4); “Attitude and Behavior” (4/6); “Decision Making” (4/11).

Live Cases (15% each)

As discussed earlier, teams will be completing two brand redesigns in a live case format. Teams will submit solutions to both live cases, but will only formally present their solution for one of the two cases. All solutions will be graded regardless of whether the team presents.

Brand Expansion Project (25%)

The quarter-long brand expansion projects are focused on developing a new venture for an existing brand. Teams will follow the overall course framework to 1) assess the current state of the parent brand and its opportunities for expansion; 2) develop the strategy for the new venture including positioning, brand essence, brand attributes, and brand voice; 3) plan the execution of the new venture including the proposed brand architecture relative to the parent brand, visual identity, and other marketing mix elements.

REQUIRED AND SUPPLEMENTARY READINGS

All required readings are included in the course reader. The course readers include a variety of articles on consumer psychology and brand strategy.

A number of sources of additional information are available to further supplement the course readings which, depending on your career interests and goals, you may want to read at some point. Two excellent consumer psychology texts (from which some of the readings were drawn) are Plous’ *The Psychology of Decision Making*, Cialdini’s *Influence: Science and Practice*. The coverage of consumer psychology within the popular press is inconsistent, but Gladwell's *Blink* does an admirable job of discussing many of the issues we will cover in the first section of the course. Another popular text that is clearly inspired by consumer psychology is *Mindless Eating* by Wansink. Two chapters from this text are included in the reader. Three final texts you may want to look at include *Buyology* by Lindstrom, *Predictably Irrational* by Ariely, and *Gut Feelings* by Gerd Gigerenzer. *Buyology* focuses on neuromarketing and the new insights from fMRI research. *Predictably Irrational* provides a nice extension of the power of biases in our decision making. *Gut Feelings* focuses on the power and intelligence of the unconscious from an academic perspective (somewhat like a more academic version of *Blink*.

First and foremost on the branding side of the ledger is Keller’s *Strategic Brand Management* which is an optional text for the course. Keller's text provides a very thorough overview of branding and several chapters from this text are included in the reader. Some