

FOSTER

SCHOOL OF

BUSINESS

UNIVERSITY *of* WASHINGTON

MARKETING 512 (EVENING): CONSUMER MARKETING AND BRAND MANAGEMENT PROFESSOR MARK FOREHAND

COURSE SYLLABUS

- Professor:* Mark Forehand
forehand@uw.edu
PACCAR Hall 559
(206) 685-1955
- 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) Familiarize students with a framework for developing brand strategy. This framework focuses on the creation of effective positioning, the selection of brand pillars, and the distillation of the positioning and pillars into a brand essence. 3) Discuss the specific tactics that can be used to deliver on one's brand strategy. This will focus on brand equity creation via visual identity design, brand association creation, and brand portfolio management. 4) Give students the opportunity to execute this framework in a series of live cases in which teams develop a brand strategy for existing brands. In each of these live cases, student teams will receive briefs from industry professionals who will also serve as guest judges on team solutions. 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 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, weeks two and three 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 January 24th.

The remainder of the course is 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 (2/7, 2/21 and 3/7). 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 ParkMe, a new offering from 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 ParkMe Live Case will be Maya Babish (Director of Corporate Marketing and Branding at INRIX) and Dan Dole, Senior UX Manager at Amazon. The second live case focuses on the development of a brand narrative for American Giant. Shireen Jiwan, Founder and Chief Investigator at Sleuth, will visit class on 2/14 to present a framework for effective narrative development and will return on 2/14 as a guest judge for the American Giant live case. The final live case will focus on how to effectively develop and measure brand engagement for Sparkling ICE. Two guests from Wexley School for Girls (a local agency specializing in experiential engagement) will join us as guest judges. They are Cal McAllister, Founder and CEO of Wexley, and Christine Wise, Director of Planning at Wexley. Although guest judges will provide feedback on the presentations, final grading of the live cases rests solely with Professor Forehand.

Outside speakers will also join us on two occasions. First, we will be joined by Marja Koopmans from Amazon on January 31st. Marja is currently running Marketing for the Amazon Appstore and has held previous positions running Marketing for Microsoft Search Advertising and was SVP Marketing for Phillips Lighting. Marja will be discussing data-driven branding at Amazon and will contrast those processes with more traditional branding efforts. Second, we will be joined on February 28th by Gary Shansby, Founder, Chairman and CEO of Tequila Partida. Gary was formerly the CEO of Shaklee Corporation and of The Shansby Group. The Shansby Group was a private equity firm that launched or revitalized countless consumer brands including Glaceau Vitamin Water, Famous Amos, Terra Chips, Smart Balance, La Victoria, and Muscle Milk. Gary will be discussing his philosophy for identifying the latent value of brands and will discuss the evolution of Tequila Partida. We will be joined by students from the daytime section of Marketing 512 for both of these guest lectures. The presentations will take place in Paccar 192 (Shansby Auditorium) and will begin at 6:00 p.m.

COURSE ASSIGNMENTS AND GRADING

This course will include both individual and team assignments. Individual assignments include the consumer psychology exam, a short take-home final and each student's participation grade. Team assignments include the live cases on ParkMe, American Giant and Sparkling ICE. The same teams will be used for all team projects. The basic grading breakdown is as follows:

	<u>Points:</u>	<u>% of Final Grade:</u>
Class Participation	50	12.5%
Consumer Psychology Exam	100	25.0%
Live Case I (ParkMe)	50	12.5%
Live Case II (American Giant)	50	12.5%
Live Case III (Sparkling ICE)	50	12.5%
Take Home Final	100	25.0%
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TOTAL:	400	100%

Grading Scale:

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

Class Participation (12.5%)

You must participate in class in order to make the discussions interesting, insightful, and fun. Such participation is encouraged across the course, but is particularly important in the many "mini-case" discussions that will be sprinkled throughout the course. 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 weeks two and three of the course will be given in class on January 24th. The exam will include short-answer/essay questions. 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 January 10th.

Live Cases (12.5% each)

As discussed earlier, teams will be completing three brand redesigns in a live case format. Teams will submit solutions to all three live cases. A subset of teams will be selected to present their solutions to the outside judges for each case. All solutions will be graded regardless of whether the team presents.

Take Home Final (25%)

A take home final that tasks each student with individually developing the core brand strategy for an existing brand will be the final component of the course. In the final, students will be given background research on a consumer brand and a short brief. Each student will be expected to develop a strategy for the brand following the framework used in the live cases. The solution will include the development of positioning statement for the brand, a brand essence statement, and the identification and description of brand pillars.

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. To keep abreast of current developments in branding, I encourage students to track a number of online resources including interbrand.com, adage.com, and marketingweek.com.

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 other books with a brand and product management focus include [Aaker on Branding: 20](#)

Principles that Drive Success and Aaker's Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity (these books follow on Aaker's extremely successful books Building Strong Brands and Managing Brand Equity), Lehmann and Winer's Product Management, Rogoll's Star Brands: A Brand Manager's Guide to Build, Manage and Market Brands", Dewar's Tilt: Shifting Your Strategy from Products to Customers, and Kapferer's Strategic Brand Management. For an anthropological approach to branding, I would recommend Douglas Holt's book How Brands Become Icons: The Principles of Cultural Branding (HBS press). A classic text on the power of Brand Personality is The Hero and the Outlaw: Building Extraordinary Brands through the Power of Archetypes by Mark and Pearson. For some background on the more creative side of brand execution and visual identity, I recommend Wheeler's "Designing Brand Identity: An Essential Guide for the Whole Branding Team." A final book that provides some insight into the process of developing new product/branding ideas is Heath and Heath's Made to Stick (Random House), a book clearly inspired by Gladwell's The Tipping Point. If you are interested in reading an anti-branding (or more precisely, anti-corporate) perspective on consumer marketing, you may want to look at No Logo by Naomi Klein. Finally, adage.com and marketing is an excellent source of current information about advertising, branding, and marketing in general.