

FOSTER

SCHOOL OF BUSINESS

UNIVERSITY *of* WASHINGTON

MARKETING 552: CONSUMER MARKETING AND BRAND STRATEGY PROFESSOR MARK FOREHAND

COURSE SYLLABUS

- Professor:* Mark Forehand
forehand@uw.edu
- Classime & Office Hours:* Although class is scheduled for 1:30-3:20 TTH, I am limiting the synchronous Zoom sessions to 2:00-3:00 on most class days (the exceptions are for live case days and these exceptions are clearly indicated on Canvas). I will be holding group office hours before most class sessions between 1:30 and 2:00. I am also available for one-on-one or team meetings by appointment.
- Course Materials:* All consumer psychology readings (and some branding readings) are linked on the Canvas home page under their respective session.

Most of the branding readings are available in an online coursepack from Harvard that can be accessed and purchased here: <https://hbsp.harvard.edu/import/760540>.
- Canvas:* Pre-recorded lectures, slide decks, and assignment information will be provided on Canvas. For each session, I will post a single lecture slide deck prior to class that spans both asynchronous and synchronous content. Some examples will be omitted from these pre-class decks. Decks with all examples included 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 Strategy 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 development of brand essence and narrative and the selection of brand pillars. 3) Discuss the specific tactics that can be used to strengthen brand equity and increase consumer engagement. This will focus on via visual identity design, integrated marketing communications, external partnership selection, brand community formation 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 strategy. 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, the first few weeks of the course focus on consumer psychology. Theories from cognitive and social psychology will be communicated through asynchronous lectures and a selection of readings from various psychology texts (both the lectures and readings will be posted on Canvas in advance). 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 often 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 section of the course will conclude with a take home exam.

The last two-thirds of the course are focused on strategic brand management. Specifically, the course will analyze the product and brand strategy 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 (11/5, 11/19 and 12/10). Each live case focuses on an existing brand currently undergoing a brand redesign and will be judged by individuals from industry. Student teams will develop solutions for all three live cases. On each live case day, two or three teams will be asked to present their solutions live to the class and to outside judges for immediate commentary, feedback and discussion.

The first live case focuses on the development of new brand strategy and narrative for the Foster School of Business. The outside judge for the Foster Live Case is Shireen Jiwan, Founder and Chief Investigator at Sleuth. Shireen has been actively engaged with Foster to help our school better position itself for the marketplace. Shireen will also join us on 10/29 to answer questions about the brand narrative process to help you prepare for the project. In the second live case, student teams will be tasked with developing a brand strategy and identifying a new brand name for a new non-profit foundation focused on supporting grass-roots environmental organizations. The outside judge for the Foundation Naming Live Case is Cal McAllister, Founder of the Paper Crane Factory (and former Founder and CEO of Wexley School for Girls). The final live case on 12/10 will focus on the development of a brand personality for Swerve Sweetener. The guest judges for the DNA Seattle Live Case include three representatives from DNA Seattle: Alan Brown (Founder and CEO), Christine Wise (Chief Strategy Officer) and Chris Witherspoon (President and Chief Growth Officer). Although the guest judges will provide feedback on the live presentations, final grading of the live cases rests solely with Professor Forehand.

On December 3rd, we will be joined by Tom Kelley, Senior Brand Director at Nike. Tom began his career on the agency side with Wieden and Kennedy, served as Director of Consumer Marketing at RealNetworks and then returned to Nike where he has served as the Senior Brand Director for the Jordan Brand and is now leading Nike's cross-channel engagement efforts.

RELIGIOUS ACCOMODATION

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources (<https://registrar.washington.edu/staffandfaculty/syllabi-guidelines/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at (<https://registrar.washington.edu/students/religious-accommodations-request/>)

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 Foster, The Environmental Foundation and Swerve Sweetener. 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	40	10%
Consumer Psych Application Presentation	20	5%
Consumer Psychology Exam	60	15%
Live Case I (Foster School of Business Narrative)	60	15%
Live Case II (Environmental Foundation Naming)	60	15%
Live Case III (Swerve Sweetener Brand Personality)	60	15%
Take Home Final	100	25%
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TOTAL:	400	100%

Grading Scale:

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

Team Formation and Projects

Teams will be formed prior to the start of the quarter. Each team will be responsible for completing a series of projects.

Class Participation (10%)

Class participation is very different in a Zoom environment and I have therefore lowered its contribution to your overall grade. I will be making heavy use of chat-based polling and follow-up questioning in what I would refer to as "warm-calling". As such, in-class participation will not be evaluated on the basis of frequency, but rather on the depth of your insights when called upon. The key issue is one of quality, not quantity.

My goal for our synchronous Zoom sessions is to have lively, stimulating, and intellectually rewarding conversations. 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.

Two final elements may affect your participation evaluation: 1) Satisfactory completion of Canvas quizzes based on our readings. 2) Peer evaluations of each student’s contribution to team projects at the end of the quarter.

Team Presentations of a Consumer Psychology Application (5%)

Each team will present an application from the readings or pre-recorded videos for one consumer psychology lecture. For these presentations, the team should select one concept from the reading/lecture that they deem particularly important and produce a short 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 application 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 one or two application presentations on each of the following days: “Memory” (10/6); “Learning” (10/8); “Affect and Cognition” (10/13); “Attitude and Behavior” (10/15); “Prospect Theory” (10/20); “Choice Heuristics” (10/22).

Consumer Psychology Exam (15%)

A take-home exam on the consumer psychology topics studied during the first couple of weeks of the course. The exam will be open-book/open note and will task students with using consumer psychology theories to develop effective branding efforts. The exam will be posted on 10/23 and will be due at 1:00 on 10/27.

Live Cases (15% 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 CONTENT

All required consumer psychology readings are included on Canvas. Each is linked on the Canvas home page under its respective course session. These readings are drawn from a number of sources including The Psychology of Decision Making by Plous, Influence: Science and Practice by Cialdini, Predictably Irrational by Ariely, Blindspot by Banaji and Greenwald and Gut Feelings by Gigerenzer.

Nearly all of the required branding readings are available in an online coursepack from Harvard Business Publishing: <https://hbsp.harvard.edu/import/760540>. There are two required readings for our Brand Naming session on 11/10 that are directly provided on Canvas as they are not accessible through Harvard.

I have also provided links on Canvas to a number of recommended Harvard Business Review web articles. These articles are generally quite short (1-2 pages long) and very timely, but are quite expensive if included in the coursepack. As a result, I directly linked them on Canvas so that you can view them at your discretion. Harvard Business Press will grant you free access for up to 4 such articles a month if you complete a free registration with them (<https://hbr.org/register?ab=redstrip-register>). I have carefully limited my recommendations

on these articles to 4 per month, but you will need to be judicious in how you access these if you would like to access them all without a subscription.

Finally, The Canvas home page also includes a “For a Deeper Dive” section for many of the course sessions. In this section, I have linked podcasts and other sources that I find quite compelling. Although listening to (or reading) these materials is completely optional, I highly recommend them for anyone wanted to dig even deeper into the content.