

FOSTER

SCHOOL OF

BUSINESS

UNIVERSITY *of* WASHINGTON

MARKETING 552 (FULLTIME MBA): CONSUMER MARKETING & BRAND STRATEGY PROFESSOR MARK FOREHAND

COURSE SYLLABUS

- Professor:* Mark Forehand
forehand@uw.edu
- Classime & Office Hours:* Class will be held from 1:30-3:20 TTh in Paccar 394. To simplify travel, several of our guest speakers and judges will join us over Zoom. Those class sessions will be highlighted in the course outline and on Canvas. I am also available for one-on-one or team meetings by appointment. These meetings can be in person or over zoom.
- 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/865829>.
- Canvas:* Slide decks, consumer psychology readings, assignments, video Recordings and other supplemental materials will be posted on Canvas. For each session, I will post the lecture slide deck prior to class. Some examples will be omitted from these pre-class decks. Decks with all examples included will be posted after each class period.

Video Recordings:

Two types of videos will be posted on Canvas. First, a Panopto recording of the day's class session will be uploaded after class. These recordings sometimes take time to upload, so the recording may not be posted until the next day. I will also be posting a series of short videos that present a subset of the day's content in an easier to digest format. Please note that these pre-recordings are duplicative with the content presented and discussed in class. As such, there is no need to watch these videos unless you miss class or wanted to revisit a particular topic afterward. You should also note that these videos are not exhaustive and some presented class material will not be discussed in them. For a complete recap of a class session, you should view the Panopto recording of the class.

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 largely occur during the last half of the quarter (10/28, 11/16 and 12/7). 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, three teams will be asked to present their solutions live to the class and to outside judges for immediate commentary, feedback and discussion. Most of these live case sessions will occur over Zoom.

The first live case focuses on the development of new brand strategy and narrative for Ariat International. Ariat is an American footwear, apparel and accessories brand for equestrian sports, work industries and other outdoor activities. The outside judge for this first Live Case is Shireen Jiwan, Principal Brand Strategist at Amazon and Founder and Chief Investigator at Sleuth (Ariat is a Sleuth client). Shireen will also join us on 10/21 to present the brand narrative process to help you prepare for the project. For the second live case on 11/16, student teams will be tasked with developing a brand strategy and identifying a new brand name for a new non-profit foundation. 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 12/7 will focus on a brand architecture redesign for the Play Magnus Group, one of the leading chess organizations in the world. The guest judges for the Play Magnus Group Live Case include Scott Dodson (CMO of Play Magnus) and two representatives from agency DNA Seattle: Chris Witherspoon (President and Chief Growth Officer) and Lauren Sooudi (Brand Strategy Director). Although the guest judges will provide feedback on the live presentations, final grading of the live cases rests solely with Professor Forehand.

We will have two guest speakers, both on Zoom. On November 23rd, we will be joined by Rahmin Eslami, Creative Director—Brand Design at Amazon. Rahmin will be discussing the value of strategy to direct the creative process and discuss the differences in the brand management process at Amazon compared to traditional agencies. On December 2nd, we will be joined by Tom Kelley, Founder of Offense Unlimited. 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 served as the Senior Brand Director for the Jordan Brand and led Nike's cross-channel engagement efforts. He has leveraged these experiences into Offense Unlimited which focuses on cutting-edge engagement strategies.

COVID PROTOCOLS

As with all things COVID, our guidelines and best practices may evolve in accordance with public health best practices. At the time of this writing, Washington State has an [indoor mask mandate](#) that requires everyone to wear a mask indoors with one exception. The Provost announced that instructors may remove their mask while lecturing provided that they are in a large classroom and that they are able to maintain at least 6 feet of space from students. We are fortunate that MKTG 552 will be held in Paccar 394 which has many more seats than are required for our class size and I am therefore planning to de-mask when actively lecturing. This will hopefully improve the clarity of my lectures. To accommodate this, we will be blocking off some of the seats in the classroom so that we can maintain closer to 15-20 feet of distance between the instructor and classroom seats. Given the mask mandate for all non-instructors, food consumption will not be allowed in the classroom. Masks can be briefly removed for drinking/hydration in the classroom.

The University of Washington requires students and UW personnel [to attest to their vaccination status](#). The University also has [COVID-testing requirements](#) for students who receive an exemption from the UW's vaccination mandate. UW also requires that anyone sick with any illness **must** stay home, even if they are fully vaccinated. Should you have to miss class due to illness, you will be able to view the full recording of the class session on Canvas as well as a series of pre-recorded videos specific to that class session. Should Professor Forehand fall ill, we will move instruction to a Zoom interface and/or find interim instructors. Additional details about UW safety protocols are available at the [Health and Safety](#) website. Again, please note that these standards are continually evolving and subject to change.

TECHNOLOGY IN (AND OUT OF) THE CLASSROOM

We will use Zoom for both our guest speakers and may use it for some of our live case presentations as well. As discussed in the participation section below, we may also use a concurrent chats during class sessions. Laptop use in class is acceptable so long as students remain engaged and do not create distractions for their peers. To that end, please do not surf, IM or otherwise engage with content unrelated to the course during class time.

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 Ariat, a Foundation to-be-named and Magnus Group. 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	60	15%
Consumer Psychology Exam	60	15%
Live Case I (Ariat Brand Narrative)	60	15%
Live Case II (Foundation Naming)	60	15%
Live Case III (Magnus Group Brand Architecture)	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 on the first day of the quarter. Each team will be responsible for completing a series of projects.

Class Participation (10%)

I expect that class participation will be slightly more difficult in either a fully masked classroom or 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. I anticipate that it may occasionally be difficult for us to

fully understand questions and comments across the room. As a result, I plan to repeat questions back to the group. I may also implement a live chat group on either Teams or Slack depending on how well masked in-class discussion goes. This is truly uncharted territory, so these best laid plans are just that—plans.

My goal 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. These are truly optional, but their completion will only help your participation grade. 2) Peer evaluations of each student’s contribution to team projects at the end of the quarter.

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 10/15 and will be due at 11:00 on 10/19.

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 brand narrative 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/865829>. There are two required readings for our Brand Naming session on 11/2 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 quite 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.