

# Foster

## School of Business

UNIVERSITY of WASHINGTON

**MKTG 490 A – SPRING 2009**

(Will become MKTG 412)

**CONSUMER MARKETING AND BRAND MANAGEMENT**

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### COURSE SYLLABUS

*Professor:*

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*Office Hours:*

Email for an appointment.

*Course Materials:*

A course reader is available online through University Readers ([www.universityreaders.com](http://www.universityreaders.com)). This reader includes all of the consumer psychology readings, branding articles and chapters, and case materials. A copy 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 hold on to it as a full reference text. The text is available on-line through Amazon and other vendors and is on reserve in Foster Library.

*Blackboard:*

Lecture slides, descriptions of all the assignments, guides for the cases, and supporting ad content are all provided on blackboard. 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. Despite this recognition, very little attention has been paid to the subject in management education, especially in MBA programs. The following statement suggests the severity of the problem.

*“The MBA should stand for ‘Murderer of Brand Assets’”*

*Larry Light*  
*Marketing Consultant & Chairman of the Coalition for Brand Equity*

To address this oversight, Consumer Marketing is an advanced undergraduate elective that addresses important branding decisions faced by an organization. Its basic objectives are: 1) to provide students with a complete understanding of the consumer and of how consumers develop brand attitudes and behaviors; 2) to increase understanding of the important issues in planning and evaluating brand strategies; and 3) to provide a forum for students to apply branding strategies in a variety of domains. Particular emphasis is placed in the course on understanding psychological principles at the consumer or customer level that will improve managerial decision-making with respect to brands. One aim of the course is to make these concepts relevant for any type of organization (public or private, large or small, etc.).

## **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 often becomes bogged down in generalities and difficult-to-apply examples), 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 21<sup>st</sup>.

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. These sessions combine lecture, case discussion, projects, and presentations by guest speakers. The background readings for this section of the course are found in the branding reader available from University Readers ([www.universityreaders.com](http://www.universityreaders.com)). Each case was selected to illustrate the concepts of a preceding lecture. The companies featured in the cases are Kirin, Intel, Dove, and The California Milk Processors Board.

The course will also feature several forms of industry involvement. First, teams in the class will complete a mid-quarter exercise that requires the development of a visual identity system for a brand TBD. To help evaluate the proposed visual identity systems, we will be joined by Rob Osler and Tan Le from Wongdoody, a west coast creative agency. Rob Osler is the Director of Branding at Wongdoody and previously held positions as the Executive Director of Brand Development at Western Wireless and was the Managing Director of Seattle Office of Landor and Associates. Tan Le is the creative director at Wongdoody. The course will also feature several guest speakers. The first guest speaker, Robin Smith, is corporate counsel for Lego of America and will be discussing the legal aspects of brand and trademark protection. The second guest speaker, Jamil Rich, is a branding director in the Corporate Marketing Group at Microsoft.

## COURSE ASSIGNMENTS AND GRADING

This course will include both individual and team assignments. Individual assignments include the consumer psychology exam on April 21<sup>st</sup> 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 second team assignment is a case analysis presentation (before discussing each case, two teams will be randomly selected to informally present their case analysis and recommendations). The third team assignment is the development of a visual identity system for a brand TBD. The final team assignment is a full brand audit that is due at the end of the quarter. The brand audit will involve original research, a written analysis, and a formal presentation. 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> |
|---|----------------|--------------------------|
| Individual Class Participation                    |                |                          |
| General Participation                             | 40             | 10%                      |
| Devil's Advocate Discussions                      | 20             | 5%                       |
| Consumer Psychology Exam                          | 100            | 25%                      |
| Team Presentations of Consumer Psych Applications | 20             | 5%                       |
| Team Visual Identity System Project               | 40             | 10%                      |
| Team Case Analysis (Presentation)                 | 40             | 10%                      |
| Brand Audit                                       |                |                          |
| Oral Presentation                                 | 40             | 10%                      |
| Written Report                                    | 100            | 25%                      |
| <hr/>   |                |                          |
| TOTAL:  | 400            | 100%                     |

### Grading Scale:

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

### General Participation Grade (10%)

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 few sessions, but whose comments are always insightful and compelling. The key issue is one of quality, not quantity. Although most comments arise during the case discussions, participation during the lectures is also encouraged.

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 or from case issues. 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 21<sup>st</sup>. 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

A total of 8 teams will be formed during the first week. Each team will be responsible for completing a series of projects including a brand audit, a consumer psychology application presentation, and one case presentation. Since many of 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 7<sup>th</sup>.

### 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 1 and 2 will present an application from “Learning and Memory” (4/2); Teams 3 and 4 will present an application from “Affect and Cognition” (4/7); Teams 5 and 6 will present an application from “Attitude and Behavior” (4/9); Teams 7 and 8 will present an application from “Decision Making” (4/14).

#### Visual Identity Project (10%)

On April 30<sup>th</sup>, we will be discussing the process of developing a brand identity through the use of brand labels and a visual identity system. To help guide this discussion, we will be using a visual identity system for Cellular One that was developed by Rob Osler while he was Managing Director of Brand Development at Western Wireless. Building from that template, each team will develop a general positioning strategy for a brand TBD and then create an abbreviated visual identity system for that brand. Each team will have 5 minutes to present their visual identity systems to the class on May 7<sup>th</sup>. Rob Osler (Director of Branding at Wongdoody) and Tan Le (Creative Director at Wongdoody) will attend class on the 7<sup>th</sup> to provide feedback on the proposals and to give some general guidelines they follow in the development of a visual identity.

#### Team Case Analysis (Presentation) (15%)

Four cases will be discussed throughout the quarter. An assignment guide is available for each case on the course website. Immediately prior to each case discussion, two teams will be randomly selected to present their answer to the central “Case Question.” These presentations are informal--teams should not prepare formal slides or PowerPoint presentations. Each team should simply be prepared to present their main conclusions to the class. Answering the case questions requires that teams not only generate a solution, but also expand their solution into an implementation strategy. This focus on implementation should reduce redundancies between the presentations.

#### Devil’s Advocate Discussion (5%)

After the two teams present their case strategies, the rest of the class will play the role of Devil’s advocate. During the Devil’s advocate discussion, the rest of the class will probe the rationale behind the teams’ decisions. The goal of the Devil’s Advocate discussion is to ask insightful questions and further the case discussion. As such, the best Devil’s Advocate questions are those that probe, not those that attack. Each student will be graded individually on the quality of the questions they ask from the Devil’s advocate position. Upon completion of the Devil’s advocate question period, all members of the class whose teams did not present will vote on which team they believe presented the better case solution. The team that receives the majority of the vote will be granted immunity for the next case. The granting of immunity means the winning team members cannot be cold-called during the following case.

#### Brand Audit Project (35%)

Brand audits are an essential diagnostic tool in the management and cultivation of strong brands. The principal functions of an audit are to 1) Assess the brand’s current position in the marketplace, 2) Identify potential opportunities for brand expansion or threats to brand image, and 3) Develop a strategic plan to capitalize on identified opportunities and mitigate potential threats.

Every team must study a different brand, and brands are assigned on a “first come, first serve” basis. The goal of the brand audit is to assess its sources of brand equity and suggest ways to improve and leverage that brand equity. The second class session will be devoted to outlining the scope of this project and presenting some specific strategies that should be used in data collection. A full written description of the project will also be distributed at that time.

## **REQUIRED AND SUPPLEMENTARY READINGS**

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

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 and 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. Two final texts you may want to look at include Buyology by Lindstrom and Predictably Irrational by Ariely. 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.

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’s Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity (this book is a sequel to Aaker’s extremely successful books Building Strong Brands and Managing Brand Equity), Lehmann and Winer’s Product Management (Irwin), and Kapferer’s Strategic Brand Management (Kogan-Page). 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 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. Two useful industry trade publications are Advertising Age and BRANDWEEK. Both are excellent sources of current information about advertising, branding, and marketing in general for that matter.