Primary Course Objectives:

- Provide a foundation for the understanding of brands and their potential as a business asset.
- Increase familiarity with the core-principles of a consumer-centric approach as they drive the creation and management of powerful brands.
- Encourage students to think creatively and critically, particularly as it relates to the objective evaluation of trends, consumer needs/wants, competitive threats and opportunities, and overall brand traction/equity.

Secondary Course Objectives:

- Improve writing and presentation skills.
- Create a habit of following branding news in order to contribute to each student’s fluency in the industry; and therefore ability to interface with industry professionals.
- Contribute to students’ overall understanding of the marketing and communications industry, including (but not limited to) brand management processes and the various types of roles and responsibilities.

Class Resources/Text:

Only one text is required for purchase: What Great Brands Do, by Denise Lee Yohn.

In an effort to create an environment of active learning, we will fuel our discussions and assignments with a some choice chapters from seminal books, contemporary cases, relevant articles and various handouts.

Assigned reading material will be provided as handouts or uploaded to OAKS.

In addition to assigned readings, students will be asked to regularly check brandchannel.com
Adweek.com
contagious.com
School of Business
Learning Goals:

COMMUNICATION SKILLS: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

QUANTITATIVE FLUENCY: Students will demonstrate competency in logical reasoning and data analysis skills.

GLOBAL AND CIVIC RESPONSIBILITY: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in address these issues.

INTELLECTUAL INNOVATION AND CREATIVITY: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

SYNTHESIS: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Course Learning Activities:

In this course, students will work both individually and in groups; will deliver assignments in both written and oral formats; will demonstrate knowledge through in-class discussion as well as formal assignment content; will gather the information necessary to successfully complete assignments through thorough review of recommended reading, regular monitoring of ‘branding’ websites and blogs, online research, customer experience audits, online surveys and in-depth interviews; and will interact with marketing and branding professionals via guest lecturers.

Honor Code:

All students are to abide by the College of Charleston Honor Code as specified in the C of C Student Handbook.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
**Student Responsibilities:**

For a summary of relevant school policies, see: http://catalogs.cofc.edu/professionalstudies/students-responsibilities-and-rights.htm

**Class attendance and participation:** We will discuss course topics and readings, and work through various cases in class thus attendance is expected.

**Grades:** All students are graded with the same standard.

**Late Work:** All assignment must be handed in or presented on time. Late submission will not be accepted. Make-up work is not available to compensate for unexcused absences or low grades.

**Disability:** Students with disabilities that require special accommodation should contact the Center for Disability Services. When approved to accommodations through SNAP services, please see me to inform me of your needs.

**Use of Electronic Devices:** Cell phones must be turned off at the start of class. If you use a laptop, iPad or similar device for taking notes, it is expected that you will only be typing notes and NOT IMing, cruising online or checking social media.
Graded Components: Your overall grade will rely upon your successful fulfillments of the following assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation of Branding News of the Day</td>
<td>5%</td>
</tr>
<tr>
<td>Mini Case: Rebranding</td>
<td>20%</td>
</tr>
<tr>
<td>Team Project: Brand Audit</td>
<td>30%</td>
</tr>
<tr>
<td>• Consumer and marketplace insights – 5%</td>
<td></td>
</tr>
<tr>
<td>• Brand observations and insights – 5%</td>
<td></td>
</tr>
<tr>
<td>• Written audit – 10%</td>
<td></td>
</tr>
<tr>
<td>• Presentation – 10%</td>
<td></td>
</tr>
<tr>
<td>Personal Brand Statement</td>
<td>5%</td>
</tr>
<tr>
<td>Final Paper: Convince me, why invest in branding?</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Class Participation

Given the largely discussion and case review format of this class, it is imperative that you are in attendance at each class. Ideally you won’t just show up, but will come prepared to engage in the material, including asking questions and providing input that facilitates an even deeper, more valuable discussion and/or analysis of the topic at hand.

Unfortunately for you, I am a morning person and will be prepared to start class on time. And as hardcore as it might sound, I will take attendance at each class.

Criteria for receiving the full score in class participation include:

- Appeared to have read the assigned material and most likely checked-in at one or more of the industry news/blog websites.
- Comments and questions consistently show evidence of an increasing understanding of both the issues and circumstances as well as the evaluative tools of branding.
- Comments and questions are consistently relevant and build upon the discussion vs. being well off-point or a distraction.
- Concept are well reasoned and presented persuasively.

As instructors before me have suggested, it is always a good idea to go for quality and not just quantity.
Confession: for those of us who hire and work with young people entering the industry of brand strategy and brand communications, few things are more frustrating than someone who claims to want to be in the business but who isn’t a student of the business; who doesn’t stay on top of meaningful moves by iconic power brands or the rise of new brands; who doesn’t show an interest in trends that impact the marketplace, whether retail strategies or consumer needs, hopes and fears.

This exercise is designed to not only provide you with an opportunity to informally present to your fellow students but to display your increasing command of the language of branding. A valuable by-product would be to create regular linkage to branding trends and news.

For as many class meetings as possible, we will begin class with one to two short (5 to 10 minute) verbal recaps of an article or blog post from the world of marketing and branding. Ideally the article will have 1) appeared within the past couple of weeks but yet to be discussed in class, and 2) be as relevant as possible to our core topics, including (but not limited to) brands, brand positioning, brand management, brand equity and brand value.

On the first day of class, you will be asked to sign up for a day/class meeting when you will assume responsibility for a report. For the report, be prepared to provide a topline recap of the article or blog post; a connection to class assignments and/or recent discussions (or at least why it’s of interest); and the link to the article or post.

Based on your reading and class participation to date, write a 1 to 2 page (double spaced) paper about a brand that has either recently gone through a rebranding (brand refresh) or, in your opinion, is in need of a rebranding initiative.

You choose the brand.

Couple of things to remember:
- Brands aren’t just consumable products and services but are destinations, countries, people, political parties, not-for-profit groups and on and on.
- Brands aren’t just the (often) inspiring ideas behind them, but how they actually manifest in the market; how they communicate (what, when, where and even, to whom); how they deliver user/consumer/customer experiences (e.g. quality, consistency); how they live up to their brand promise/mission/vision.

Graded Components

cont’d:

Branding

News of the Day

Presentation/Report

5%

Scope of the Assignment

5 to 10 minute verbal report of a topical news article related to branding.

During a class meeting date of your choice.

Mini Case: Rebranding

20%

Scope of the Assignment

1 to 2 page, double spaced paper, to be submitted electronically.

by 8AM EST, February 9, 2017
• Feel free to select any brand but keep in mind that you, personally, may not be a prime target audience for that particular brand. So do try to critically evaluate the brand through the eyes of its core constituents. Although if you feel that the brand is missing an opportunity by not speaking to you or any other audience, you are invited to discuss that in your paper.

This is not intended to be a long (or long-winded) paper but instead an early test of your grasp of the criteria of evaluation for successful branding. No perceptual maps or formal audit SWOT analyses are required. Just insightful, well reasoned responses to the following question areas. Note, these questions are only designed to serve as a guideline or starting point and do not have to be strictly followed.

Questions (for consideration):
• What is the brand?
• Has the brand undergone a recent transformation or refresh?
• If so, what is your evidence of this? New logo, messaging, ad campaign, website, etc.?
  – How would you describe the old brand and how does it compare to the new/refreshed brand?
  – Does the refresh or rebranding expand the brand’s market potential? It’s potential customer base? Channels of distribution? Online presence? If none of these things, why do you think they revamped their brand?
• If not, is it in need for a transformation or refresh? What makes you say that? Lack of resonance in a modern marketplace? Not keeping up with its competitors? Failing to innovate? Is no longer living up to its brand essence (and/or mission and vision). Antiquated website? Environmentally out of touch (packaging, gas mileage, etc.).
• Finally, do you have any thoughts on a few things the brand might consider in the future?
Graded Components cont’d:

Team Project: Brand Audit

30%

Scope of the Assignment

Team roster, brand selected with brief rationale for interest to be submitted no later than 9:30 AM EST, Tuesday, January 31, 2017

Brand Audit to be submitted electronically by 8 AM EST, April 11, 2017

Audits will be presented to the class April 11th, 13th, and (if needed) 18th

Order of presentation will be randomly selected and announced by 9 AM EST, Thursday, February 2, 2017

Students will work in teams of three to four. It is recommended that consideration be given to getting together with team members that have similar schedules, complementary skillsets, and shared goals vs. just those with whom one might be familiar. Groups must be formed and brands identified no later than the end of class on Tuesday, January 31st (our 6th class meeting).

The assignment is to select a brand and conduct an audit for that brand. Although people and places and organizations can also be brands, it is likely you will find a greater depth of relevant information available for one of the brands featured in Interbrand’s annual Top 100 Best Global Brands or WPP’s annual BrandZ’s Top 100 Most Valuable Global Brands. The brand you select is up to the team; only requirement is that each team select a different brand (and that the brand NOT be a featured case in either Keller or Kapferer textbooks). Brands are selected on a first come, first serve basis.

The goal of the Brand Audit is to provide each student a hands-on opportunity to objectively evaluate the source and strength of a brand’s equity. A sample framework for the audit as well as a list of questions designed to provide both a grounding in the realities of the marketplace and a comprehensive inventory of brand assets is included in the APPENDIX of this document. Students may find it helpful to conduct primary research (whether in-depth interviews or an online survey among key consumer/customer groups) in order to gain full insight into how the brand resonates with consumers (potential customers). The goal is to gather enough information and insight to provide some degree of recommendation for how the brand might improve performance into the future.

The Brand Audit will take the form of a written document as well as an oral presentation to the class. Presentations will be giving during class time on April 11th, 13th and (if necessary) the 18th. Regardless of what day a student’s group may be presenting, all written brand audits are due at the beginning of class on April 11th.

The written document should include a 1 page executive summary; up to 10 pages (double spaced); and up to 5 pages of appendices.

Teams will each have about 10 to 15 minutes to present their brand audit. The presentations should highlight key finding and insights from their Brand Audit. Students are invited to use their creativity in presenting and may use any format (PowerPoint, Keynote, Prezi, video, etc.) which best lends itself to an engaging and informative presentation.
As some faculty who teach this course around the country say, “Brand Thyself.” The goal of this assignment is to continue to hone your skills in using brand-building concepts to brand that you know oh so well (or could possibly get to know even better).

Your Personal Brand Statement can be in any format that best works for you; whether that be a couple of typed pages, a PowerPoint slide, or a simple table or graphic. To ensure you have an option that is most comfortable for you, two formats or approaches to the Personal Brand Statement can be found in the APPENDIX to this document.

In both options you will be considering yourself as a brand and asked to identify strong, favorable and unique associations with your brand. You’ll ask yourself to imagine how you’d like to appear to those around you and compare it to how people might actually see you.

The Personal Brand Statement document is due by 8 AM EST, on Thursday, March 16th, 2017.

Using one of the following three scenarios write a persuasive memo defending the investment of time, money and resources into build strong brands.

Scenario 1: Chief Marketing Officer writing to a Chief Executive Officer in defense of maintaining a strong budget for brand building.

Scenario 2: Brand consultant writing to a Chief Marketing Officer proposing a rebranding exploration/project.

Scenario 3: Chief Executive Officer writing to shareholders, celebrating the benefits of a strong brand.

If you pursue a career in marketing you’re going to inevitably going to have to defend branding at one time or another, so you might as well start right now. Be as creative as you’d like. Use a real or imagined company and situation. But most importantly be persuasive.
## Course Schedule:

<table>
<thead>
<tr>
<th>#</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT/READINGS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 12th</td>
<td>Goals for Class. Favorite Brands discussion.</td>
<td>Identify three of your favorite brands and be prepared to explain why they are meaningful, important or interesting to you. Sign-up for ‘news’ presentation</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 17th</td>
<td>What is a Brand?</td>
<td>Keller, <em>Strategic Brand Management</em> (SBM) pg. 19 and Chapter 1, pgs. 29-48</td>
</tr>
<tr>
<td>5</td>
<td>Jan. 26th</td>
<td>Zappos Case Study</td>
<td>Yohn, <em>What Great Brands Do</em>, Chapters 3 and 4</td>
</tr>
<tr>
<td>6</td>
<td>Jan. 31st</td>
<td>Coca-Cola: Time to Refresh?</td>
<td>Submit Team Project roster and brand.</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 2nd</td>
<td>Strategic Brand Management</td>
<td>Keller, SBM Chapter 1, pgs. 58-60 and 61-64 (History of Branding)</td>
</tr>
<tr>
<td>8</td>
<td>Feb. 7th</td>
<td>Brand Equity and Core Concepts of Positioning</td>
<td>Keller, SBM Chapter 2, pgs. 67-79 and Chapter 4, pg. 168</td>
</tr>
<tr>
<td>9</td>
<td>Feb. 9th</td>
<td>Dove Real Beauty Case and other ‘classics’</td>
<td>Mini-Case: Rebranding DUE</td>
</tr>
<tr>
<td>10</td>
<td>Feb. 14th</td>
<td>Know they customer, as well as thyself.</td>
<td>Keller, SBM Chapter 3, pgs. 134-137 and Chapter 10, 326-338</td>
</tr>
<tr>
<td>11</td>
<td>Feb. 16th</td>
<td>Building a Strong Brand: The CBBE Model</td>
<td>Keller, SBM Chapter 3, pgs. 106-128</td>
</tr>
<tr>
<td>12</td>
<td>Feb. 21st</td>
<td>Brand Essence and Ogilvy’s Big ideaL™</td>
<td>Simon Sinek video Stengel, <em>GROW</em> Chapter 2, pgs. 22-54</td>
</tr>
<tr>
<td>13</td>
<td>Feb. 23rd</td>
<td>How to do a Brand Audit.</td>
<td>Keller, SBM, Chapter 8, pg. 293-299</td>
</tr>
<tr>
<td>14</td>
<td>Feb. 28th</td>
<td>Brand Audit examples/cases</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>March 7th</td>
<td>NO CLASS/Spring Break</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>March 9th</td>
<td>NO CLASS/Spring Break</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>DATE</td>
<td>TOPIC</td>
<td>ASSIGNMENT/READINGS DUE</td>
</tr>
<tr>
<td>----</td>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>18</td>
<td>March 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Personas &amp; Archetypes</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>March 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Campaigns that Build Brands</td>
<td>Personal Brand Paper DUE</td>
</tr>
<tr>
<td>20</td>
<td>March 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>IBM: Smarter Planet</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>March 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Engagement: The new social contract</td>
<td>Keller, SBM Chapter 9, pgs. 346-351</td>
</tr>
<tr>
<td>22</td>
<td>March 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Branded House vs. House of Brands</td>
<td>Kappferer, Chapter 13</td>
</tr>
<tr>
<td>23</td>
<td>March 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Brand Audit Q&amp;A Session</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>April 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Art of Persuasion: Beyond PowerPoint</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>April 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Brand Valuation</td>
<td>Keller, SBM Chapter 2, pgs. 98-100 (Marketing Advantages); Chapter 10, pgs. 353-358 (BrandAsset Valuator); and pgs. 375-376 (The Prophet Brand Valuation Methodology)</td>
</tr>
<tr>
<td>26</td>
<td>April 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Brand Audit Presentations</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>April 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Brand Audit Presentations</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>April 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Brand Audit Presentations</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>April 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Managing Brand Equity in a transparent world</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>April 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Course Wrap-Up</td>
<td>Final Paper: Convince Me DUE</td>
</tr>
</tbody>
</table>
Depending on your career interests and goals there are a few rather definitive texts dedicated to the discipline of branding. Since during the course of this semester, we will be reading selected chapters and sections from several of these books, it is NOT mandatory that you purchase any of them. They are listed here only for your reference.

- Two cornerstone textbooks often featured in college and MBA level coursework are Keller’s *Strategic Brand Management 4th Edition* and Kapferer’s *The New Strategic Brand Management*.

- Although first published about 20 years ago, many in the industry also continue to refer to Aaker’s seminal work in *Managing Brand Equity, Building Strong Brands and Brand Leadership*.

- While there are a plethora of books written on the topic, one that will also be referenced in this course is Stengel’s *GROW: How Ideals Power Growth and Profit at the World’s Greatest Companies*.
It is not mandatory to use this particular framework. Templates, charts, and paradigms for the analysis of brand positioning, brand equity, brand strength and everything in between abound. BUT, within this framework there are important questions that must be addressed or considered when conducting a brand audit.

Other areas that are often also considered are CHANNELS of distribution (where something is sold can play an important role in both delivery of the brand as well as building the brand); and TRENDS (e.g. the mood of the country, health and wellness habits).

A sample of the questions one might ask within each of the areas is on the following page.
TEAM PROJECT: BRAND AUDIT

Brand Audit Framework_Sample Questions

COMPANY
• What are the company’s sales and/or growth objectives?
• How does Wall Street/the investment community/business press seem to view this company? Or even this brand?
• Do brands seem to play an important role in the creation of value for the company?
• What is the corporation/parent company known for (if it’s different from the brand?)
• What role does this brand play in the company’s portfolio?

CONSUMER
• Who is the ideal prospect for this brand? And Why?
• Describe them, including purchase or usage behavior; demographics; psychographics.
• What do they care about?
• How do they react to your category? What do they want/need/expect from the category?
• Are they all the same, or are there sub-groups or segments? If so, how (and why) are they sub-segmented?

MARKET/CATEGORY/INDUSTRY/COMPETITION
• How would you define the category or industry in which this brand competes?
• Would the consumer define it the same way?
• What business are they ‘really’ in?
• Is the category/industry healthy? Growing? Stagnant? Why? Is the challenge to gain share or create new users?
• What position does this brand hold in the category? Consider everything from share of the category to challenger vs. leader status.
• Who are the key competitors? And are they in the same category? Describe their distinct brand attributes or positions.

CHANNEL
• Where is the product primarily sold? Or found?
• How is it sold?
• Is your brand/product important to the channel or retailer where it is primarily sold?
• Is the brand/product in the right place in the store? Online?
• Does the distribution channel contribute positively to the brand? To the customer experience?

BRAND IMAGE
• What are the brand’s core equities? What assets are most closely associated with the brand, e.g. logo, tagline or advertising, website, community involvement, employee empowerment.
• What is the brand best known for? Stand for?
• How would its best customers describe the brand?
• Does the brand stand out or hold some kind of unique position within the marketplace? Among its core competitors?
• How would you describe the essence of the brand based on tagline, messaging, other activities, sales channel, etc.?

TRENDS
• Are there any broad-based or even generational trends that are influencing this consumer, market, product or brand? Think mood of the country; health and wellness trends; shifts in lifestyle preferences (e.g. tiny house phenomena); fashion trends – trends that might have an impact on your brand’s ability to reach its goals.
PERSONAL BRAND STATEMENT

Assignment Options only one must be completed to fulfill the assignment

OPTION 1
The Perception Gap

Before beginning, it might be helpful to define a reference point for this exercise; that is determine if you’re describing how you’d like to be seen/thought of in general or by classmates, or by faculty, or by prospective employers, or within the world you’d like to work. Once you have a point of reference, as objectively as possible, describe in one circle how you see yourself or would hope to be seen by others and in the second circle, capture how you believe others actually see you. If you’re up for it, it could be helpful to interview a couple of people for their input into the second circle.

At the point you’ve filled in the two circles, ask yourself to what degree they overlap (graph the insight appropriately)? Or to what degree there is a gap? This learning should be helpful as you think about how to live a brand that contributes to a rich and rewarding life.

OPTION 2
Personal Positioning Statement

Relying upon classic brand positioning language, write a statement that not only captures how you see yourself (among peers, to potential employers, etc.) but what makes you unique.

\[ \text{TO} \quad \text{Audience} \]
Who is the target? What slice of the population will be the most motivated by what you do or who you are?

\[ \text{YOUR BRAND IS THE} \quad \text{Frame of Reference} \]
Where do you play? What is the frame of reference that helps to define the space in the marketplace that you compete in?

\[ \text{THAT IS THE} \quad \text{Benefit} \]
Where do you thrive? Thinking about your unique essence or benefit, what is the promise you’re making to your core audience or within your frame of reference.

\[ \text{THAT’S BECAUSE} \quad \text{Proof of Your Promise} \]
Why should they believe you? What support point help to back up the main benefit?