

CMGT 544

Creating Organizational Identity
(aka Communicating Branding)

Spring 2018



Class Hours: Tuesday 6.30-9.20 PM
Location: ANN 209

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Office Hours: Tuesday 5.00 PM, and by appointment

Course Description and Aims

In today's world, brands are more important than ever. In an environment of hyper-competition and diminishing attention, strong brands deliver more robust performance and higher valuations.

Not surprisingly, branding has evolved from little more than a logo into its own complex discipline - a discipline founded on communicative principles and practices. Other fields, such as management, focus more on notions of price and equity – outcomes rather than process. Thinking about processes is more complex, and gives better insights into how to shape and create brands.

You will learn about such complexities: how branding is a company-wide endeavor rather than a marketing activity; how brands are defined by customer experience rather than by advertising; and why, when and how to focus on an important outcome – loyalty. You will become more familiar with a set of vocabulary, concepts and frameworks, and with relying on them to assess brands. And you will gain a perspective on how the discipline of branding is changing in today's connected world.

You will become more comfortable with both professional and academic perspectives, and less intimidated by denser academic material. You will read and discuss much, learning to summarize and synthesize material, and to tell the stories they reveal. And you will frequently work in teams, learning to share insights and expertise to create better outcomes.

Grading Scheme

| | |
|----|--|
| A | 95.0% or higher |
| A- | 90.0%-94.9% |
| B+ | 87.0%-89.9% |
| B | 83.0%-86.9% |
| B- | 80.0%-82.9% |
| C+ | 77.0%-79.9% |
| C | 73.0%-76.9% |
| C- | 70.0%-72.9% (C- or lower is a failing grade) |
| D | 60.0%-69.9% |
| F | 59.9% or lower |

Assignments

Brief Branding Presentation (2%)

The brief branding presentation is to be done by the student individually. Up to 3 students will present each week, during the beginning of class. Each oral presentation lasts no more than 5 minutes. The time limit will be strictly imposed.

The presentation's purpose is to prompt you to become aware of developments in the branding space. Interesting developments can be about brands, or about a branding-related idea, problem or argument.

The instructor will coordinate and assign a specific week for you.

For details, please review the document "CMGT 544 Brief Brand Presentation Specifications," on Blackboard, under the link "Syllabus" in the folder "Brief Brand Presentations."

Participation in Class Discussion (8%)

Each student is expected to contribute to the learning in this class. In most class sessions, you must speak, ask questions, and argue respectfully. You must also collaborate in teams. To do so, you must prepare well: read the assigned materials before class; read, view or listen to other relevant and interesting content; think.

Staying silent is poor behavior. Silence is especially unacceptable when we have guest speakers. It sets a poor impression of being disengaged.

Judgment of participation is based on the instructors' aggregate impressions gained throughout the semester. If you participate frequently and enthusiastically, you will earn the full score. You will not earn the full score by merely attending classes. Simply attending classes and only occasionally participating will result in a mediocre score (e.g., half of the possible score). If you are absent, disengaged or disrespectful, you will earn zero.

Short Writing Assignment (20%)

The short writing assignment is to be completed by each student individually. The assignment involves:

- reading comprehensively and in detail 5 popular press articles, plus 2 academic journal articles (all articles have been selected);
- writing a 3 page synthesis of these articles;
- submitting the writing (by Monday January 29, 5:30 pm, via email);
- receiving and attending to instructors' comments;
- revising the writing and resubmitting (by Monday March 20, 5:30 pm, via email).

The short writing assignment will enable you to explore a case study of organizational identity, and to learn how to tell a coherent story from a disparate set of academic and popular sources.

For details, please review the document "CMGT 544 Short Writing Assignment Specifications" on Blackboard, under the link "Syllabus" in the folder "Short Writing Assignment."

Major Project (70%)

The course's major project is a team effort. The team will consist of 3 members, and over the semester, study a specific consumer- or retail-oriented brand.

You will explore the brand's history, assess its current state in its environment, and develop potential strategies for the future. In the study, you will identify relevant branding concepts that explain its past moments of success and failure; you will also apply branding concepts to analyse its current state and environment, diagnosing weaknesses and exploring possibilities. Your study will be detailed in a 20+ page report plus possible creative materials. The report and creative highlights will be presented to the class at the end of the semester.

For details, please review the document "CMGT 544 Major Project Specifications" under the link "Syllabus" in the folder "Major Project Specifications."

Attendance, Punctuality, and Attention

Graduate school is in many ways preparation or refinement for successful professional lives. Professional success depends on a range of skills and behaviors; one foundational behavior is showing up, on time and alert.

So, come to class. Come to class on time. When you are here, be here.

Not being here (i.e., being absent or being late) will accumulate penalties. You are allowed one absence without penalty. Thereafter, each first unexcused absence costs 2% of the total grade (being late counts as half an absence). Being absent from more than three classes opens the possibility for more stringent penalties (e.g., the highest grade to be earned is a C).

Personal Use of Laptops, Tablets and other Devices in Class

You expect to be able to use your laptops, tablets, or smartphones in class. Such devices are often useful, but also distracting. You may be tempted to attend to Facebook, YouTube or various messaging apps while the instructors are trying to engage you in the lesson. As instructors, we find this very frustrating. Schools elsewhere have banned the use of such devices in their classes.

We would not like to impose such a blanket ban. Instead, for certain sessions, the instructors may specify devices not to be used. Please comply with such requests. We operate more on principles, and the operating principle is mutual respect. The instructors are committed to provide you the best possible learning experience for a challenging course. In return, we ask that you extend us the basic courtesy of paying attention in class. Choosing not to do is a demonstration of disrespect, expressed as a low or zero score in participation.

Academic Integrity

The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the SCampus Guide. It is the policy of the School of Communication to report all violations of the code. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion of the Communication major or minor.

The School and the University is committed to the general principles of academic honesty that include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. By taking this course, students are expected to understand and abide by these principles. All submitted work for this course may be subject to an originality review as performed by TurnItIn technologies (<http://www.turnitin.com>) to find textual similarities with other Internet content or previously submitted student work. Students of this course retain the copyright of their own original work, and TurnItIn is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work.

Students with Disabilities

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure this letter is delivered to the professor as early in the semester as possible. DSP is open Monday-Friday, 8:30 am -5:00 pm. The office is in the Student Union 301 and their phone number is (213) 740-0776.

Readings and Viewing Materials

On Writing

Houghton, P. M., & Houghton, T. J. (2009). *APA: The easy way! (2nd ed.)*. Flint, MI: Baker College.

<http://www.amazon.com/APA-Easy-Way-Updated-6th/dp/0923568964/>

On Branding Foundations

Solis, B. (2013) *What's the Future of Business: Changing the Way Businesses Create Experiences*. Hoboken, NJ: Wiley.

<http://www.amazon.com/Whats-Future-Business-Businesses-Experiences/dp/111845653X/>

Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*. New York, NY: Crown Business.

<http://www.amazon.com/Grow-Ideals-Growth-Greatest-Companies/dp/0307720357/>

Moon, Y. (2010). *Different: Escaping the competitive herd*. New York, NY: Crown Business.

<http://www.amazon.com/Different-Escaping-Competitive-Youngme-Moon/dp/030746086X/>

Sachs, J. (2012). *Winning the story wars: Why those who tell (and live) the best stories will rule the future*. Boston, MA: Harvard Business Review Press.

<http://www.amazon.com/Winning-Story-Wars-Stories-Future/dp/1422143562/>

Baer, J. (2013). *Youtility: Why Smart Marketing Is about Help Not Hype*. New York, NY: Portfolio/Penguin

<http://www.amazon.com/Youtility-Smart-Marketing-about-Help-ebook/dp/B00B1FG7VE>

Vincent, L. (2012). *Brand real: How smart companies live their brand promise and inspire fierce customer loyalty*. New York, NY: AMACOM.

<http://www.amazon.com/Brand-Real-Companies-Promise-Customer/dp/0814416764>

Other readings will be specified in the week by week agenda below. Many will be provided on Blackboard. For access to other materials (e.g., *New York Times* articles) you have to subscribe to the service.

For your major course project, you should be prepared to spend some funds to acquire materials.

Class Sessions

NOTE: Our class agenda in part depends on our guest lecturers' schedules. Their availability may shift, so please be flexible.

Week 1 (January 9)

What is Branding...?

- What is this class and what is expected?
- What does branding mean?
- Why is branding interesting to a communication professional?
- Why is branding important to consumers, and to organizations?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Liquid Agency (n.d.). *The new brand culture model*. (White paper on the value of building a brand driven culture). Silicon Valley, CA: Liquid Agency. [Bb]

The Economist (2014, August 30). *What are brands for?* [Bb]

The Guardian (2016, July 29). *What Coca Cola's slide down global brand rankings really tell us* (blog post). Retrieve from <https://www.theguardian.com/media-network/2016/jul/29/coca-cola-fall-global-brands-ranking-marketing>

Vincent, L. (2012). *Brand real: How smart companies live their brand promise and inspire fierce customer loyalty*. New York, NY: AMACOM. Chapter One

Activities:

- Understanding expectations
- Lecture and discussion
- Reviewing brief branding specifications
- Reviewing short writing assignment specifications
- Preparation for wk2 (brief branding presentations, Ralphs vs Trader Joe's)

Week 2 (January 16)

What Every CMO Dreams Of...

What is a strong brand?
What are the characteristics of a strong brand?
Why does earning loyalty matter?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Bonchek, M. (2016, May). *Build Your Brand as a Relationship*. Retrieve from <https://hbr.org/2016/05/build-your-brand-as-a-relationship>

Holt, D. (2016, March). *Branding in the Age of Social Media*. Retrieve from <https://hbr.org/2016/03/branding-in-the-age-of-social-media>

Horsky, G. (2017, January). *How Brands Grow 2.0*. Retrieve from <http://www.brandquarterly.com/brands-grow-2-0>

Liquid Agency (n.d.). *The new brand culture model*. (White paper on the value of building a brand driven culture). Silicon Valley, CA: Liquid Agency. [Bb]

Moon, Y. (2010). *Different: Escaping the competitive herd*. New York, NY: Crown Business. pp. 1-15, 26-38, 52-71

Activities:

- Brief branding presentations
- Exercise - Ralphs vs Trader Joe's
- Lecture and discussion
- Preparation for wk3 (brief branding presentations, book review)

Week 3 (January 23)

From Brand Marketing to Customer Experience...

How has the branding environment changed?
Why does customer experience matter?
How to influence the customer experience?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Lee, Bill (2012, August 9). *Marketing Is Dead* (blog post). Retrieve from <https://hbr.org/2012/08/marketing-is-dead>

Solis, B. (2013) *What's the Future of Business: Changing the Way Businesses Create Experiences* Hoboken, NJ: Wiley.

Vincent, L. (2012). *Brand real: How smart companies live their brand promise and inspire fierce customer loyalty*. New York, NY: AMACOM. Chapter Nine

Activities:

- Brief branding presentations
- Book review exercise: Solis, B. (2013) *What's the Future of Business: Changing the Way Businesses Create Experiences*
- Lecture and discussion
- Forming project teams
- Preparation for wk4 (brief branding presentations)

Week 4 (Monday, January 29, 5:30 pm)

Deliverables:

- Short writing assignment initial submission
- Email to instructor (and cc other team members) re: who is on the project team

Week 4 (January 30)

Finding Customer Insights...

How to find the “Why” behind customer behavior?

How to turn insight into action?

What does Big Data matter?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Cast, C. and Schonthal, D. (2015, July 15). *Your Customers Aren't Data – They're People* (blog post). Retrieve from <https://www.forbes.com/sites/kellogg/2015/07/15/your-customers-arent-data-theyre-people/-6cf58b355a59>

Uwins, S. (2012, September 13). *In Search Of Customer Insight* (blog post). Retrieve from <https://www.simonuwins.com/blog/2012/10/18/in-search-of-customer-insight.html>

The Economist (2014 September 13). *Little brother*. (Special report on advertising and technology). [Bb]

Activities:

- Brief branding presentations
- Guest speaker
- Lecture and discussion
- Discussing major project topics
- Preparation for wk5 (brief branding presentations, book review)

Week 5 (Monday, February 5, 5:30 pm)

Deliverables:

- Major project – Brand descriptions and source materials

Week 5 (February 6)

From Company Mission to Shared Purpose...

What should a brand stand for?

What is a shared purpose?

How does one decide what to stand for, what not to stand for?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Bonchek, M. (2013, March 14). Purpose is Good. Shared Purpose is Better (blog post). Retrieve from <https://hbr.org/2013/03/purpose-is-good-shared-purpose>

Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*. New York, NY: Crown Business.

Uwins, S. (2012, September 13). *How to find your core purpose* [blog post]. Retrieve from <https://www.simonuwins.com/blog/2012/9/13/how-to-find-your-core-purpose.html>

Activities:

- Brief branding presentations
- Book review exercise: Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*.
- Lecture and discussion
- Discussion on major project - Part 1
- Preparation for wk6 (brief branding presentation, project meetings)

Week 6 (February 13)

Major Project Meetings

Deliverables:

- Major project – Part 1. Be prepared to discuss progress with the instructor

Readings:

Selected books and articles for your major project. [You must have started reading by Week 6.]

Activities:

- Brief branding presentation
- Preparation for wk7 (brief branding presentations, book review)
- Meet with team mates and instructor to discuss project progress

Week 7 (February 20)

Creating Value for Customers...

How does a brand create value?
Is it better to be different, or simply better?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Moon, Y. (2010). *Different: Escaping the competitive herd*. New York, NY: Crown Business.

Kolko, J. (2015, September). *Design Thinking Comes Of Age* (Harvard Business Review).
Retrieve from <https://hbr.org/2015/09/design-thinking-comes-of-age>

Vincent, L. (2012). *Brand real: How smart companies live their brand promise and inspire fierce customer loyalty*. New York, NY: AMACOM. Chapter Three

Activities:

- Brief branding presentations
- Book review exercise: Moon, Y. (2010). *Different: Escaping the competitive herd*.
- Lecture and discussion
- Discussion on Short Writing Assignment Revision
- Preparation for wk8 (brief branding presentations, exercise)

Week 8 (Monday, February 26, 5:30 pm)

Deliverables:

- Major project – Part 1 - Description of brand's history; description of relevant brand concepts that explain brand's success and/or failure

Week 8 (February 27)

Living the Brand...

How do behaviors impact the brand?

How do you build an organization's culture around its brand?

How does an organization live its brand promise? How can a brand be authentic?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Liquid Agency (n.d.). *The new brand culture model*. (White paper on the value of building a brand driven culture). Silicon Valley, CA: Liquid Agency. [Bb]

Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*. New York, NY: Crown Business. Chapter 6 - build your culture around your ideal.

Uwins, S. (2012, June 26). *How to create a brand culture* (blog post). Retrieve from <https://www.simonuwins.com/blog/2012/6/26/how-to-create-a-brand-culture.html>

King, C., & Grace, D. (2008). Internal branding: Exploring the employee's perspective. *Journal of Brand Management*, 15, 358-372. [Bb]

Activities:

- Brief branding presentations
- Guest speaker
- Exercise: lessons from Apple stores
- Lecture and discussion
- Discussion on major project – Part 2
- Preparation for wk9 (brief brand presentations, book review)

Week 9 (March 6)

The Rise of Brand Storytelling... (Part 1)

How can a brand engage employees and customers in its purpose?
What makes a story compelling?
How to make a brand coherent?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Sachs, J. (2012). *Winning the story wars: Why those who tell (and live) the best stories will rule the future*. Boston, MA: Harvard Business Review Press.

Montague, T. (2013, July 16). *Good Companies Are Storytellers. Great Companies Are Storydoers* (blog post). Retrieve from <https://hbr.org/2013/07/good-companies-are-storyteller>

Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*. New York, NY: Crown Business. Chapter 8 - communicate ideal to engage staff and customers

Activities:

- Brief branding presentations
- Book review exercise: Sachs, J. (2012). *Winning the story wars: Why those who tell (and live) the best stories will rule the future*.
- Lecture and discussion
- Preparation for wk10 (brief branding presentations, project meetings)

Week 10 (Monday, March 19, 5:30 pm)

Deliverables:

- Short writing assignment - revision

Week 10 (March 20)

Major Project Meetings

Deliverables:

- Major project – Part 2. Be prepared to discuss progress with instructor.

Activities:

- Brief branding presentation
- Preparation for wk11 (brief branding presentations)
- Meet with team mates and instructors to discuss project progress

Week 11 (March 27)

The Rise of Brand Storytelling... (Part 2)

What is a brand narrative?
How to choose the right plot?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Sachs, J. (2012). *Winning the story wars: Why those who tell (and live) the best stories will rule the future*. Boston, MA: Harvard Business Review Press.

Montague, T. (2013, July 16). *Good Companies Are Storytellers. Great Companies Are Storydoers* (blog post). Retrieve from <https://hbr.org/2013/07/good-companies-are-storyteller>

Stengel, J. (2011). *Grow: How ideals power growth and profit at the world's greatest companies*. New York, NY: Crown Business. Chapter 8 - communicate ideal to engage staff and customers

Activities:

- Brief branding presentations
- Exercise: Spot the Plot
- Lecture and discussion
- Preparation for wk12 (brief branding presentations, book review)

Week 12 (Monday, April 2, 5:30 pm)

Deliverables:

- Major project – Part 2 - Description of brand's current state and competitive environment; application of relevant branding concepts to diagnose weakness and possibilities

Week 12 (April 3)

From Advertising to Engaging...

How is the media landscape changing?
What are the challenges?
Why is content marketing important?
What are brand communities?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Baer, J. (2013). *Youility: Why Smart Marketing Is about Help Not Hype*. New York, NY: Portfolio/Penguin

Shetty B. & Wind J. (2013 February 15). *Advertisers Should Act More Like Newsrooms* (blog post). Retrieve from <https://hbr.org/2013/02/advertisers-need-to-act-more-like-newsrooms>

White, C. (2014, December 9). A New Look at the Marketing Mix: Paid, Owned, Granted, Leased, Earned (blog post). Retrieve from <http://www.convinceandconvert.com/digital-marketing/the-pogle-media-model-paid-owned-granted-leased-and-earned/>

Activities:

- Brief branding presentations
- Book review exercise: Baer, J. (2013). *Youility: Why Smart Marketing Is about Help Not Hype*.
- Lecture and discussion
- Discussion on Major Project presentations
- Preparation for wk13

Week 13 (April 10)

From Customer Acquisition to Brand Advocacy...

Why focus on brand loyalty?

How does the brand know if it is cultivating loyalty? What are the indicators or measurements?

How does a brand stay relevant?

Readings (to be completed before class; [Bb] indicates reading is on Blackboard, under the link Content):

Hendersen, C. M., Beck, J. T., & Palmatier, R. W. (2011). Review of theoretical underpinnings of loyalty programs. *Journal of Consumer Psychology*, 21, 256-276. [Bb]

Uwins, S (2013, July 23). *The True Foundation Of Loyalty Marketing* (blog post). Retrieve from <https://www.simonuwins.com/blog/2013/7/23/the-true-foundation-of-loyalty-marketing.html>

Worthington, S., Russell-Bennett, R., & Härtel, C. (2009). A tri-dimensional approach for auditing brand loyalty. *Journal of Brand Management*, 17, 243-253. [Bb]

Uwins, S. (2012, September 20). *Change as your customers change* [blog post]. Retrieve from <https://www.simonuwins.com/blog/2012/9/20/change-as-your-customers-change.html>

Activities:

- Brief branding presentations
- Guest speaker
- Lecture and discussion
- Preparation for wk14

Week 14 (Monday, April 16, 5:30pm)

Deliverables:

- Pre-presentation summary (for teams presenting this week).

Week 14 (April 17)

Project Presentations

Activity:

Project presentations

Week 15 (Monday, April 23, 5:30 pm)

Deliverables:

- Pre-presentation summary (for teams presenting this week).

Week 15 (April 24)

Project Presentations

Activity:

Project presentations
Wrap-up

Week 16 (Tuesday, May 1, 5:30 pm)

Deliverables:

- Major project
 - Revised and elaborated Part 1
 - Revised and elaborated Part 2
- Peer evaluations