



# Consumer Branding

|                          |   |                                       |
|--------------------------|---|---------------------------------------|
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| <b>Module ID</b>         |   |                                       |
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| <b>Contact hours</b>     |   |                                       |
| <b>Course site</b>       | <a href="https://dlwo.dem.hva.nl">https://dlwo.dem.hva.nl</a> |                                       |

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# 1. Module overview

This guide gives you an overview of Consumer Branding. More detailed information can be found on the DLWO (<https://dlwo.dem.hva.nl>)

## 1.1 Content

Successful positioning and branding strategies imply that the marketer is able to get under the skin of his target audiences, to get an in-depth understanding of their key motivations, and to be able to act upon them. To do this successfully, a thorough understanding of consumer behavior is an absolute necessity.

During this semester module you will focus on core concepts of consumer behaviour, by using theoretical insights such as:

- The decision making model
- Consumer segmentation
- Laddering: the Means-end Chain
- Benefits, Perceptions, and Attitudes
- 'Brand Psychology': Brand values and Brand Personality
- Cultural influences on consumer behaviour

You will also learn how to apply this knowledge to investigate brand image. You will learn what brand equity is. In a project with a real-life client, you use marketing strategy (branding / positioning) to change brand image or to create the desired positioning of the brand or company.

## 1.2 Learning goals

| #  | You can:   |
|----|--|
| 1. | Describe the main concepts used in consumer behavior theory  |
| 2. | Design the consumer decision making process in a given context, by using recent insights in the social and psychological processes that drive consumer behaviour |
| 3. | Develop the research design that measures the decision making process and the key motivations and attitudes of the target audience of a brand or organization    |
| 4. | Uses data analysis techniques to assess consumer behavior and brand image with real-life market data   |
| 5. | Create a branding strategy by using the different visions on creating brand equity   |
| 6. | Determine the desired image of a brand or organization, by combining the resource-based and the needs-driven approach  |
| 7. | Position a brand or organization by taking into account the key motivations and choice behavior of the target audience in combination with the desired image     |
| 8. | Analyze and act upon consumer behaviour in an international context  |

Appendix 1 defines the relationship of the learning goals within this module with your programme's profile competences.



### 1.3 Coherence with other modules

This module is part of the minor International Marketing. It assumes students have obtained prior knowledge of marketing fundamentals. It complements and integrates elements from the other modules in the minor International Marketing, especially Global marketing Communications, Strategic Market Management and Market Research Management.

### 1.4 Study materials & recommended further reading

#### Required study materials:

| Study books                                |  |                         |      |                         |               |
|--|--|-------------------------|------|-------------------------|---------------|
| Title                                      | Author(s)  | Publisher               | Year | Edition                 | ISBN          |
| Consumer behaviour: A European perspective | Michael Solomon<br>Gary Bamossy<br>Søren Askegaard<br>Margaret K. Hogg | Pearson Education       | 2013 | 5 <sup>th</sup> edition | 9780273772729 |
| How brands grow: What marketers don't know | Byron Sharp  | Oxford University Press | 2010 |                         | 9780195573565 |

| Articles   |
|--|
| Aaker, J. L. (1997). Dimensions of brand personality. <i>Journal of Marketing Research</i> , Vol. 34(8), 347-356. [google scholar, bib.hva.nl]   |
| Alsem, K.J., & Kosteljik, E. (2008). Identity based marketing: a new balanced marketing paradigm. <i>European Journal of Marketing</i> , 42(9/10), 907-914. [google scholar, bib.hva.nl] |
| Keller, K.L. (2001), Building customer-based brand equity: A blueprint for creating strong brands. <i>Marketing Science Institute</i> , 3-38. [google scholar, bib.hva.nl]               |
| Kosteljik, E.J. (2015), The Value Compass (to be published 2016). [will be handed out in class]  |
| Reichheld, F. F. (2003). The one number you need to grow. <i>Harvard Business Review</i> , Vol. 81(12), 46-55. [google scholar, bib.hva.nl]  |

### 1.5 Questions and who to contact

Questions about the module's content and study materials can be addressed to your lecturer(s) during the lessons. The consultation hours of the individual lecturers as well as their office location can be found in the lecturers' profile on the DLWO.



## 2. Set-up of this module

### 2.1 Teaching methodology

The course is designed over 12 weeks, each consisting of 3 contact hours. Lectures, discussions, case studies, project group assignments, and group coaching sessions.

### 2.2 Assignment

#### Description

In the module, you will execute an assignment for a real-life company. In this group assignment you analyze a consumer behavior problem, and then use this analysis to create a positioning or branding strategy for this company.

In the past, we worked for clients such as Fox Sports or Noordhoff Publishers. An example of a project: Fox Sports wanted to know why many people have a positive attitude towards watching football, and are interested in watching games on tv, but despite this positive attitude it did not lead to taking a prescription on a sports TV channel. The assignment was to analyse the underlying decision making model, and then to develop a campaign for Fox Sports in which the positive attitude was transformed into taking a prescription.

For the assignment you will need to:

- Carry out needed analysis of consumer behaviour through primary research
- Give advice on possible solutions (e.g., branding strategy, positioning strategy)
- Create operational plan to implement this solution

The structure of your analysis and solution should be based on existing consumer behaviour and branding models.

You have to apply theory to the specific context of the client. Since each client has its own specific problem, you need to select the appropriate method and customize it to the needs of the client.

#### Instructions

- The assignment is intended for groups with a maximum of five participants
- The assignment focuses on a consumer branding problem of a company
- In the beginning of the semester you receive a briefing by the company
- Based on this briefing you have to write a proposal, including problem definition and subquestions, research design, and the type of advice you will give to the client
- This proposal needs to be presented to the client in the form of a pitch; based on the pitch the proposal has to be approved by the client
- After approval, you have to execute research to get the necessary data on consumer behaviour, brand image or other required information
- Based on the outcomes of this consumer research, you design the advice as promised in your proposal
- During the semester you will have regular coaching sessions with your lecturer
- Your advice will be presented to the client, at the end of the semester. You submit your report during this presentation
- The assignment will be assessed as described in appendix 2. Your grade will be based on the group work, but individual grades are adjusted based on your contribution to this group work. "Free-riders" will be expelled from the group and will not receive a grade for the group project.

- If you are expelled from the group, you need to compensate with a separate individual assignment. The maximum grade for such an assignment is a 5.5.

The assessment model(s) for the assignment(s) can be found in Appendix 2.

## 2.3 Exams

### Individual exam (Central exam – 50% of the grade)

The individual exam:

- will be in the form of a written individual test
- consist of a combination of
  - multiple choice questions (30% of the grade)
  - a case with open-ended questions (70% of the grade)
- is scheduled in the exam week at the end of the semester
- is based on the lectures, and on the literature specified under 1.4
- assesses learning goals 1 to 8

### Group project (Decentral exam – 50% of the grade)

The group project mentioned above under 2.2

- will be in the form of a project for a real-life client
- will be executed during the semester
- is based on a briefing provided by the client, and on information provided by the lectures, and the literature specified under 1.4
- assesses learning goals 3 to 7
- is assessed with a report in combination with a presentation
- For the assessment model: see appendix 2



## 2.4 Assessment

The assessment methods used in this module are summarised below. The table also shows how the grade for this module will be calculated. For the assessment of the group project, more details can be found in appendix 2.

| # | Description        | Form                           | Learning goal(s) # | Lecture week        | Weight (%) |
|---|--------------------|--------------------------------|--------------------|---------------------|------------|
| 1 | Theory examination | Individual exam (Central exam) | 1 - 8              | Central exam period | 50%        |
| 2 | Assignment         | Group project (Decentral exam) | 3 - 7              | 12                  | 50%        |
|   |                    |                                |                    |                     | 100%       |

## 2.5 Resit

If the average grade obtained for this module is below 5.5 you must do a resit. Which resit(s) you must do depends on which part(s) is/were insufficient. The different situations are illustrated in the table below.

| Situation:  | The resit will consist of the following test(s): | Your average module grade after resit will be calculated using the following weights: | The resit(s) will be scheduled in:                    |
|---|--|---|---|
| 1 • Average grade for the whole module $\geq$ 5.5 | No resit needed                                  | N.A.  | N.A.  |
| 2 • Average grade for the whole module $<$ 5.5    |  |   | Allocated SEM resit period (will be filled in by O&K) |

Resits of the central theory exam will be scheduled according to the central exam planning. For the group project, students have only 1 resit option. In case of a resit of the group project, the revised group project report needs to be submitted within a month after the students receive the first group project grade. Revision of the group project will affect all group members contributing to this revision.

## 2.6 General regulations

- 1 You are required to prepare for lessons. If you come to class unprepared, the lecturer has the right to deny you access to the lesson. What is requested of you in terms of lesson preparation is stated below and/ or on the DLWO for this module.
- 2 You must bring a laptop to school for each class. It is your responsibility to make sure that the battery lasts throughout each lesson. If you fail to bring a laptop to class and/or if the battery does not last throughout class, this is regarded as not being prepared. A lecturer then has the right to deny you (further) access to that lesson.
- 3 The assignments will not be graded if the level of English is inadequate. If that is the case, you have to hand in your assignment again in the appointed resit period.



## 2.7 Lesson plan

| Lecture week | Class Activities  | Prepare for Class   |
|--------------|---|---|
| 1            | Introduction on consumer behaviour (Ch. 1, 2)                                       | -   |
| 2            | Means-end chain, decision making model (Ch. 3, 9)<br>Briefing by the client         | Solomon Chapter 1, 2  |
| 3            | Modelling of consumer behaviour (Ch. 3, 9)<br>Proposal Pitch to client              | Solomon Chapter 3, 9<br>Proposal Pitch                        |
| 4            | Attitudes & Perception (Ch. 4, 8)   | Solomon Chapter 4, 8  |
| 5            | Personality, Values, Lifestyle (Ch. 5, 6)   | Solomon Chapter 5, 6<br>Brand Personality (Aaker)             |
| 6            | Influence from others: reference groups, family, social structures (Ch. 10, 11, 12) | Solomon Chapter 10, 11, 12                                    |
| 7            | Brand psychology  | The Value Compass (Kostelijk)                                 |
| 8            | Customer-Based Brand Equity   | CBBE (Keller)<br>Net Promoter Score (Reichheld)               |
| 9            | Designing a brand strategy (I)  | Sharp: Chapter 1 / 4<br>Identity Marketing (Alsem, Kostelijk) |
| 10           | Designing a brand strategy (II)   | Sharp: chapter 5 / 8  |
| 11           | Culture & consumption (Ch. 13,14,15)  | Solomon Chapter 13, 14, 15                                    |
| 12           | Presentation Group Project  | Submit Report, Prepare presentation                           |

## Appendix 1: Relationship with your programme's profile competencies

| #  | You can:   |
|----|--|
| 1. | Describe the main concepts used in consumer behavior theory  |
| 2. | Design the consumer decision making process in a given context, by using recent insights in the social and psychological processes that drive consumer behaviour |
| 3. | Develop the research design that measures the decision making process and the key motivations and attitudes of the target audience of a brand or organization    |
| 4. | Uses data analysis techniques to assess consumer behavior and brand image with real-life market data   |
| 5. | Create a branding strategy by using the different visions on creating brand equity   |
| 6. | Determine the desired image of a brand or organization, by combining the resource-based and the needs-driven approach  |
| 7. | Position a brand or organization by taking into account the key motivations and choice behavior of the target audience in combination with the desired image     |
| 8. | Analyze and act upon consumer behaviour in an international context  |

| LG | IBMS Profile Competencies   | LEVEL |
|----|---|-------|
| 1. | III.6 International Marketing and sales management  | 3     |
| 2. | III.6 International Marketing and sales management  | 3     |
| 3. | III.6 International Marketing and sales management<br>V.4 Business Research Methods                   | 3     |
| 4. | III.6 International Marketing and sales management<br>V.4 Business Research Methods                   | 3     |
| 5. | III.6 International Marketing and sales management<br>II.3 International Strategic Vision Development | 3     |
| 6. | III.6 International Marketing and sales management  | 3     |
| 7. | III.6 International Marketing and sales management<br>II.3 International Strategic Vision Development | 3     |
| 8. | III.6 International Marketing and sales management<br>I.2 Intercultural Competence                    | 3     |

## Appendix 2: Assessment model for the Group Project

|   | Insufficient     | Satisfactory | Good | Very Good | Excellent |
|---|------------------|--------------|------|-----------|-----------|
| <b>1. Problem analysis</b> <ul style="list-style-type: none"> <li>In line with client's demands</li> <li>RQs present</li> <li>RQs make sense</li> </ul>   |                  |              |      |           |           |
|   | <b>Comments:</b> |              |      |           |           |
| <b>2. Research design</b> <ul style="list-style-type: none"> <li>Research design present</li> <li>Research design makes sense (appropriate methods)</li> <li>Use of mixed mode</li> </ul>   |                  |              |      |           |           |
|   | <b>Comments:</b> |              |      |           |           |
| <b>3. Theoretical framework</b> <ul style="list-style-type: none"> <li>Evidence of COB theory present</li> <li>Theory provides added value (e.g., creates relevant structure, gives new insights)</li> </ul>  |                  |              |      |           |           |
|   | <b>Comments:</b> |              |      |           |           |
| <b>4. Research results</b> <ul style="list-style-type: none"> <li>Each RQ received an answer</li> <li>Results relevant to solution of the problem</li> <li>Results provide real information to the client (novelty, interesting, new light on the situation)</li> </ul> |                  |              |      |           |           |
|   | <b>Comments:</b> |              |      |           |           |
| <b>5. Strategy</b> <ul style="list-style-type: none"> <li>Based on research outcomes</li> <li>Feasibility</li> <li>Novelty</li> </ul>   |                  |              |      |           |           |
|   | <b>Comments:</b> |              |      |           |           |
| <b>6. Implementation</b> <ul style="list-style-type: none"> <li>Suitability with respect to strategy</li> <li>Feasibility</li> </ul>  |                  |              |      |           |           |
|   | <b>Comments:</b> |              |      |           |           |
| <b>7. Client-orientation &amp; Persuasiveness</b> <ul style="list-style-type: none"> <li>Showing belief in what you are doing</li> <li>Stimulates client</li> <li>Presentation is convincing</li> </ul>   |                  |              |      |           |           |
|   | <b>Comments:</b> |              |      |           |           |
| <b>8. Presentation</b> <ul style="list-style-type: none"> <li>Structure</li> <li>Organisation of material</li> <li>Professional appearance</li> <li>clarity of expression &amp; correct use of English</li> </ul>   |                  |              |      |           |           |
|   | <b>Comments:</b> |              |      |           |           |
| <b>9. Q &amp; A session with client</b> <ul style="list-style-type: none"> <li>Open &amp; receptive attitude towards client</li> <li>Answers give added value</li> </ul>  |                  |              |      |           |           |
|   | <b>Comments:</b> |              |      |           |           |
| <b>Overall Assessment (please comment)</b>  |                  |              |      |           |           |



The grade for the group project is a group grade. The individual contribution to the group process is assessed by using a RACI-matrix, which is to be added as appendix to the report. In the RACI-matrix, the individual contribution of each group member to the different sections of the report is made explicit. The general format of the matrix:

|           | Group member 1 | Group member 2 | Group member 3 | etc |
|-----------|----------------|----------------|----------------|-----|
| Chapter 1 |                |                |                |     |
| Chapter 2 |                |                |                |     |
| Chapter 3 |                |                |                |     |
| Chapter 4 |                |                |                |     |
| etc       |                |                |                |     |

In each cell of the matrix, the contribution of the group member is assessed as R, A, C, and/or I, in which:

- R = responsible for execution: he/she provided the information that was needed to write the chapter, for instance, created the survey or analyzed the data
- A = accountable for documentation: he/she significantly contributed to writing the chapter
- C = consulted: he/she was informed before or during the process, and has been giving feedback during the process
- I = informed: he/she was informed only after the chapter had been written, and had no active contribution

A group member that did not contribute or was not informed at all with respect to a certain activity, will receive a NC (no contribution) for this activity.

The group is responsible for filling the matrix, and adding it to the report. The matrix should provide information on the contribution of individual group members. In case of overperformance or underperformance of individual group members, these group members receive an individual grade that is higher or lower than the group grade.