

MORAVIAN COLLEGE
MGMT 228
Telling and Selling Your Brand

Spring, 2015
PPHAC 330
M/W: 10:20 – 11:30 a.m.

Dr. Gary Kaskowitz
216 Comenius Hall
GKaskowitz@moravian.edu
610-861-1406

Office Hrs: M: 1:30 – 3:00 p.m.
T/R: 2:30 – 3:30 p.m.
Others by appointment

COURSE DESCRIPTION:

This course will explore the use of mythology, archetypes, and storytelling to create a cohesive and compelling image across an organization. We will focus on how legendary organizations have built trust and created iconic brands by understanding and applying these principles. In this course we will discuss the use of imagery (visual and mental) to create a theme that is enduring, powerful, and integrated throughout the organization. Students will explore ways that organizations and people can develop deep and lasting relationships with their customers and other stakeholders through the understanding and application of these storytelling techniques.

COURSE OBJECTIVES:

Upon successful completion of this course, the student should be able to:

1. Understand the use of myth in branding
2. Understand and explain the use of storytelling in branding
3. Discuss the importance of culture and context in creating a compelling message for an individual or organization
4. Understand and discuss the how to design an integrated image campaign through advertising, symbols, stories and other factors
5. Discuss how “classic” brands have attained loyalty through imagery, mythology and/or storytelling
6. Be able to deconstruct and construct powerful stories
7. Create an appropriate branding strategy for an organization based upon principles discussed in class

REQUIRED TEXTS AND MATERIALS:

Kaskowitz (2010). *Brand It Like Barack! How Barack Obama sold himself to America and what you can learn from this*. Dog Ear Publishing.

Holt, D. & Cameron, D. (2010). *Cultural Strategy: Using innovative ideologies to build breakthrough brands*. Oxford University Press, UK.

Signorelli, J. (2014). *StoryBranding 2.0: Creating standout brands through the purpose of story*. Austin, TX: Greenleaf Book Group Press.

Colored pens/pencils (**to be brought to each class**)

Drawing paper

Blank Personal journal for Personal Branding Project

Additional readings in marketing methods provided by the professor via URL links to web pages and databases, handouts in class, or articles from the library or other sources. These reading assignments will be made available via the Blackboard system or on reserve at the library.

RECOMMENDED READING:

Mark, M., and Pearson, C.S., (2001). *The hero and the outlaw: building extraordinary brands through the power of archetypes*. New York, NY: McGraw-Hill.

Fog, K., Budtz, C., & Yakaboylu, B. (2005). *Storytelling: Branding in practice*. Springer.

Vogler, C., (1998). *The Writer's Journey: Mythic structure for writers*. 2nd ed. Michael Wiese Productions.

Bonnet, J., (2006). *Stealing fire from the Gods: The complete guide to story for writers & filmmakers*. 2nd ed. Michael Wiese Productions.

COURSE REQUIREMENTS:

The course requirements are as follows:

1. **Thought Pieces:** Each student will write three (3) thought pieces on topics assigned by the instructor. The topics can range from reading and responding to an article of interest to creating a story congruent with course topics (e.g., a hero's journey tale). Papers will vary in length. Specific information regarding these assignments will be distributed throughout the semester.
2. **Your Core Story** - Throughout this course you will be given various assignments to help you understand yourself as a brand and story. You will be asked to identify the role you are looking to play in your life and career, and determine the

- best way to present this to the market (e.g., an employer). This will be a semester long project and you will be asked to complete all elements of a “brand bible” for yourself as well as understand your role and story as you position yourself in the marketplace. Specific elements of this project will include:
- a. *Your personal brand bible*
 - i. You will be asked to complete several assignments both in and outside of class designed to help you determine your core story. **You will need to complete all assignments to receive full credit for this portion.**
 - ii. You will need to keep a separate journal for these exercises (or have a way of collecting them)
 - iii. These exercises will comprise your brand bible that will be used as background material for your core story.
 - b. *Your brand manifesto/website*
 - i. You will need to create a personal manifesto in accordance with guidelines provided by the instructor.
 - ii. ***This manifesto will be used to create a personal marketing website or social media presence.***
 - c. *Your core story video*
 - i. ***At the end of this project, each student will create a short video as your '60-second resume'. Each video MUST be between one to two and one-half (i.e., 1 – 2 ½) minutes in length.***
 - ii. Your video must capture your ‘core story’ that can be used for personal marketing purposes.
3. **Brand Comic Book:** Each student will create a 5-page comic book that tells a brand story for a brand of their choice (with approval of instructor). The comic must be able to tell the brand story through image and narrative and show the brand/product as a prop for the main storyline. The comic may be hand-drawn or you may use software to complete this project. Creativity here is important! Specific details about the project will be handed out in class.
 4. **Branding Campaign Project:** Students will form groups of approximately 5 students each to work as a Branding Campaign Management team. Each individual team will be tasked to work with a local business or Not-For-Profit organization to help develop a branding initiative according to the themes of the course. Specifically, the teams will be asked to help identify and develop a creative brief for their organization. Each team will create a creative brief as well as marketing collateral for the organization. The creative brief will discuss the narrative, communication, and implementation strategies. The creative brief should be approximately 10-12 pages in length, ***plus appendices***. At the end of the semester, students will present their strategy and materials to the class. The business representatives will be invited to the presentations and your presentations will be taped for posterity as well!
 5. **Class attendance:** Students are expected to attend class and ***participate*** in classroom discussions and exercises. Merely sitting in your seat watching the action is not enough. A large portion of this course will consist of exercises and

discussions that you will be expected to participate in. If you know you will be absent from a class, please inform the instructor as soon as possible.

GRADING:

The final course grade will be determined as follows:

Thought Pieces (3)-----	300 pts
Core Story Project -----	300 pts
Branding Campaign Project -----	250 pts
Brand Comic Book -----	75 pts
Attendance and participation-----	75 pts
 TOTAL -----	 1000 pts

Extra Credit Policy: While coming to class is a necessary component to success in this course, it is not sufficient. Even more important is the effort that you put forth. Each student will be eligible to earn up to 25 *extra credit* “effort points” for contribution to the class and our projects. These points will be distributed by the instructor to students who are actively participating, leading, etc. Effort cards will be given to students throughout the semester for extra effort as deemed appropriate by the instructor. It is the responsibility of the student to turn these completed cards into the instructor for redemption prior to the end of the course or they will expire.

Thoughts on This Course:

This course is highly adaptive and interactive. It is much more challenging than you might think. It is also a lot of fun if you do your part. You will be asked to think about topics and interact in ways that might be somewhat uncomfortable at first (e.g. “show and tell” exercises) but are based on what we know creates successful branding. To succeed in this course will require a great deal of interaction and input from you, the student. Do not expect to come to class and be “lectured to” because a course of this nature does not lend itself well to that approach. To be successful in this course you will have to play games, be willing to think outside the box, and interact with the professor, guest speakers, and classmates. You will be required to work a great deal outside of the classroom with your peers and service agencies as well. **Do not make the mistake of thinking that this course is a passive experience. You will not succeed in here if you merely “sit back and watch” and if that is your plan then you should seriously consider taking another course. In addition, this course will take a large amount of work in and out of the classroom (figure an average of 10-12 hours/week), especially in the second half of the course when we are working on the campaign projects. Plan accordingly!!**

The readings for this course are considered “table stakes.” It is expected that you have done the reading, understand it, and are ready to apply the knowledge. I will not be spending class time reiterating what is already in the book. HOWEVER, I will GLADLY spend class time explaining and clarifying anything you read that you do not understand and would like a more thorough discussion on. I expect you to bring these points to my

attention during the class session, or I will assume that you do understand the reading assignment for the session.

This course will present material that integrates many disciplines. As such, we will be discussing a variety of topics from a variety of approaches. We will have guest lecturers as well as a lot of reading that will present what may, at times, seem like sensory overload. However, *it is very important that you stay current on the reading and the discussion in order to get the most out of this course*. I believe that one of the best ways to develop knowledge is to be immersed in the topic and look for the connections among the chaos. This course will be run like a survey course with many topics and approaches around the central theme being addressed. While at times it may seem like the topics are coming at you fast and furious, I have found one of the best things to do is to read the material, listen to the discussion, and then take a step back and let your mind seek the unifying themes. To this end, I will do my part in sharing what I believe these themes are, as well as allowing you the opportunity to reflect on, lead discussions, and work with these themes in an applied setting. Hopefully, by the time this course is over you will know some things that you didn't know before and will be able to think of what might otherwise be considered "common knowledge" from a different perspective. So, as they say at the Rock-n-Rollercoaster™ at Disney; "Buckle up and enjoy the ride!"

WRITING STANDARDS:

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the total communication process. Moravian College recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate high-quality level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 5th Edition. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free. Work submitted online should follow standard procedures for formatting and citations.

POLICY ON ACADEMIC HONESTY AND PLAGIARISM:

Academic integrity is central to the learning and teaching process. Students are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity by making all reasonable efforts to prevent the occurrence of academic dishonesty. Academic dishonesty includes, but is not limited to, obtaining or giving aid on an examination, having unauthorized prior knowledge of an examination, doing work for another student, and plagiarism of all types.

Plagiarism is the intentional or unintentional presentation of another person's idea or product as one's own. Plagiarism includes, but is not limited to, the following: copying verbatim all or part of another's written work; using phrases, charts, figures, illustrations, or mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions, or research without citing the source; and using all or part of a literary plot, poem, film, musical score, or other artistic product without attributing the work to its creator. Students can avoid unintentional plagiarism by following carefully accepted

scholarly practices. Notes taken for papers and research projects should accurately record sources to material to be cited, quoted, paraphrased, or summarized, and papers should acknowledge these sources. The penalties for plagiarism include a grade of “F” on the work in question, a grade of “F” in the course. All acts of suspected plagiarism will also be reported to the College. Students are encouraged to review the student handbook (pgs. 51 – 56) for further clarification on academic honesty.

Students with Disabilities:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

COURSE ASSIGNMENTS AND SCHEDULE*:

Week	Date	Topic	Reading Due	Assignment Due
1	01/19/15	Course Intro/Intro to Branding		
	01/21/15	Foundations of Branding	Kaskowitz: 1-5	
2	01/26/15	Understanding self and audience	Kaskowitz: 6-14	
	01/28/15	Intro to story	Signorelli: 1-3	Branding Campaign: Team Assignments
3	02/02/15	“		
	02/04/15	Story Structure	Signorelli: 4-5	
4	02/09/15	“		
	02/11/15	Intro to Culture/Context	Holt: 1	<i>Thought Piece #1 due</i>
5	02/16/15	Culture case studies	Holt: 2-3	
	02/18/15	“	Holt: 4-5	
6	02/23/15	“	Holt: 6-7	
	02/25/15	Cultural Innovation Theory	Holt: 9	
7	03/02/15	“		
	03/04/15	Intro to story and branding	Signorelli: 6	<i>Thought Piece #2 due</i>
8	03/09/15	<i>Spring Break</i>		
	03/11/15	“		
9	03/16/15	Creating Story	Signorelli: 7-14	Branding Campaign: Research Plan
	03/18/15	“		
10	03/23/15	“		
	03/25/15	“		
11	03/30/15	“		
	04/01/15	“		<i>Thought Piece #3 due</i>
12	04/06/15	Writing the story	Signorelli: 15 -18	
	04/08/15	“		
13	04/13/15	Congruence and telling the story	Signorelli: 19-23	
	04/15/15	“		<i>Core Story: Final Project Due</i>
14	04/20/15	“		
	04/22/15	“		<i>Comic Books due</i>
15	04/27/15	<i>Presentations</i>		<i>Branding Campaign: Creative Briefs due</i>
	04/29/15	<i>Presentations</i>		

***Note: The schedule, topics and assignments outlined above are subject to change throughout the semester.**