

Brand Promotion

SUBMITTED BY: Leya Matthew

SUBJECT(S): Marketing

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

It is not just products or services that use promotional campaigns; brands too design and implement promotional campaigns. Building on the earlier lessons of branding, brand strategy and brand equity, brand promotions comes as a logical extension. If branding is a powerful tool to position, target and market an identity, it is only natural that this identity be promoted and leveraged to increase product sales. Additionally, this lesson orients students towards the subtle differences and overlaps between brand promotion and product promotions.

In this lesson, students begin by watching the Dove evolution video. This commercial was part of the successful campaign for real beauty designed and implemented by Dove in response to the falling sales of Dove products. Using the video, components of a successful brand promotional campaign are analyzed.

≡ NBEA STANDARD(S):

- Marketing, I. Foundations of Marketing

≡ RELATED ARTICLES:

- [“Super Bowl Advertising and Corporate America’s Message on Diversity”](#)
- [“Roadtrip! A Year of Brand Building and Self Discovery Inside the Wienermobile”](#)
- [“NOMsense Bakery and the Nuances of ‘Dessert Maximalism’”](#)
- [“Lessons in Limited-edition Marketing from the Kids at Kickpin”](#)
- [“Julia Coquard on Creativity and Authenticity in the Beauty Business”](#)

- “Invisible Horse Dance: The Business of ‘Gangnam Style’”
- “IHOP Flips to IHOb and Gets People Talking about the Business of Burgers”
- “Fashion Meets Function: Deepa Gandhi’s ‘New Dawn’ for Handbags”
- “Educator Toolkit: Building Your Brand”
- “Corn Flake Innovation and the Battling Brothers Behind the Kellogg’s Brand”
- “Companies Respond to the Tide Pod Challenge”
- “Cheesy Garlic Bread Chips: Lay’s Lesson in Marketing and Brand Awareness”
- “Brand, Image and How Pizza Innovators ‘See the World’”

Common Core Standard(s):

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas and expressing their own clearly and persuasively. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.
3. CCR Standards for Speaking: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

Objectives/Purposes: Students will analyze the promotional strategies of a brand of their choice.

Knowledge@Wharton Article: “Unilever’s Michael Polk: It’s All about ‘Dislocating Ideas’”

Other Resources/Materials:

Internet access for commercials

Knowledge@WhartonHighSchool glossary

Activity:

1. Watch commercial: (1.15 mins)

The teacher begins the class by screening the Dove Evolution viral video, available on YouTube at <http://www.youtube.com/watch?v=iYhCn0jf46U>. This video shows, in time lapse, a pretty but ordinary woman being transformed into a striking billboard model through make-up, photography and Photoshop. The advertisement promotes the Dove self-esteem fund and the idea of “real beauty”.

2. Group Discussion/Brainstorming (10 -15 mins)

The teacher leads a class discussion based on the evolution video. This could begin with simple warm-up questions like “What do you think?” This encourages students to respond to the concept of “real beauty” at a personal level. This can later be used to understand the power of brand promotion.

After the students are provided with a platform to respond to the video personally, the teacher leads the discussion on to marketing concepts.

Alongside, the concept of viral marketing could also be clarified since the video is introduced as a “viral” video: *Viral, or word of mouth marketing, is a type of marketing when a company uses an existing social network, like friends, colleagues from work, and others, to meet a marketing objective such as an increase in brand awareness or increase in product sales.*

Other questions that could be asked include:

1. What is being advertised?

Dove, the self-esteem fund, the brand?

2. What products do you know of this brand?

Soap, shampoo.

3. How is the brand promoting itself?

By attaching itself to an idea that will appeal to its target customer segment.

4. Why does Dove need to promote the brand and not just a product, like Dove soap, or Dove shampoo, which it does too?

Dove products like Dove soap and shampoo have the same ideas and concepts associated with the brand. It's easier to promote the brand and have that strong identity transferred to the individual products.

The teacher now looks up commercials for Dove soap and shampoo on the Internet. For example, you could show the Dove Shampoo commercial at <http://www.youtube.com/watch?v=3SLDmRjx7Og>. As this example illustrates, while promoting a particular product, the focus may remain on the product features. Customers will relate more strongly and personally to a brand or the story that a brand creates. Many product promotions use this formula by highlighting the branding rather than the product features.

To continue the discussion, other possible questions you could ask are:

1. How does product promotion differ from Brand promotion in the Dove examples we saw?

Product promotion may need to focus on the particular product, the features of product, and the supposed benefits of using the product. Dove uses brand promotion to go beyond product specifics to promote the idea/emotion/identification associated with its brand.

2. What ideas/emotions do you associate with this brand?

Soft, comfortable, caring, not harsh, ethical.

3. How does the logo/name/colors/font communicate the brand image?

Dove — soft feel of a bird, smooth contours, blue — cool, not harsh, font — cursive, soft gold or silver to accentuate feelings of specialness?

4. What strategies do brands use for brand promotion?

Awards, advertising, sponsorship, testimonials, write-ups, celebrity endorsements, product/brand placements in movies, etc.

3. Work with Knowledge@Wharton article (10 mins)

Students are given handouts of the article and asked to read the sections **Getting the Right Data** and the **Lipton Tea Party**. The teacher then leads a group discussion on the examples of branding mentioned in the article — Starbucks, Dove, Lipton Tea and Country Crock. The promotional strategies of these brands are used to illustrate the concepts further.

4. Small Group Activity (10 mins)

The teacher now asks the class to break up into small groups, and instructs the groups to analyze the brand promotion strategies of a brand of their choice.

Students are asked to make sure that their presentation covers the following questions:

Name your brand.

What promotional strategies has the brand used?

- Advertising
- Publicity
- PR (talk shows, funds, awards, etc.)
- Sponsorship
- Any other

How does this appeal to its target segments?

How does the brand logo/font/color communicate the brand identity?

Groups are allowed to use the Internet, but advised to organize browsing around specific questions and to delegate browsing work.

4. Presentation, Feedback, Wrap-up (10 mins)

The groups are asked to present their analysis. Other groups are encouraged to provide constructive criticism — What was insightful about the design? Was there anything about the

design which you felt was erroneous or misleading?

Tying It All Together: Brand promotion is an integral aspect of marketing a product. By tying the product to emotions and identities beyond its immediate benefits, marketing uses powerful psychological tools to leverage important aspects of our social identification.

Practice Outside of the Classroom: The next time you make a purchase, examine the role of brand promotion in your purchase.

What Worked and What I Would Do Differently: The specific example used in the lesson can be replaced with current/culturally relevant examples. The impact of brand promotion can be examined in greater detail. For example, in a girls school in an urban slum in Mumbai (India), I would love to do a comparative study of “Dove” and “Fair and Lovely”. This can even be extended into a project with actual surveys to be conducted in the neighborhood.

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