Learn Branding through Case Studies

A brand for a company is like a reputation for a person. You earn reputation by trying to do hard things well. – Jeff Bezos (2007)

INTRODUCTION

A research has confirmed that we are exposed to the phenomenal number of 5000 communications by different brands per person and per day. This confirmed that every product is being tried to be made a brand by the marketer. Our brain constantly chooses what “interests” us. It stores this information at a “conscious”, accessible, close level and classifies elsewhere what “doesn’t interest us” and archives it in an area that is, so to speak, more “distant and less of a priority”. It’s often said that we are entering an era of “Permission Marketing” in which the consumer is more and more able to build barriers around them to stop appeals that they consider undesirable.

The practical consequence is that the only means of convincing the maximum potential clients is to try to be present in the media as often as possible in order to have a chance of getting there “with the right offer, at the right time”…when such and such an individual’s “drawbridge” is open. Some brands are able to bread the barrier and enter the consumer’s mind and the people start calling the product by the name of the same. For example people say ‘Selpak’ instead of a tissue. Now what is this concept of brand. According to the American Marketing Association, brand is defined as a name, term, sign, symbol, or design, or a combination of them intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of other sellers.

Landa (2006) suggests that there are three integrated meanings of brands:

1. A brand is the sum total of all characteristics of the good or service, which includes physical features, emotional assets, and cultural associations. These characteristics are essential in order to differentiate the good or service from its competitors.
2. The brand identity as applied to a single or an extended family of good(s) or service(s) should also be taken into consideration. The brand identity is a program, which integrates all visual and verbal elements of a brand.

3. The ongoing perception by the audiences, consumer, or public, of the brand is also significant. The target audience, which is a specific group of consumers for a brand, should be selected carefully and their perception should be investigated continuously.

Further there are some more opinions by experts about brands:

A brand is a name, term, sign, symbol or design or combination of them, intended to identify the goods and service of one seller or group of sellers and to differentiate them from those of competition – (Keller, 2003).

In the ever increasing consumer markets of present times, brands provide the elements of differentiation between the offerings made by the companies. The distinction is critical as it can be a determinant of the success or the failure of a company. This is the reason that makes the management of brands critical for any company. Every brand differs from the other in terms of the logo trademark, design and the packaging of the same. Brands are also found to have symbolic values that enable the people to choose the best product according to their respective needs. Brand names represent many things to the consumer along with representing the functional prowess of the product offering. Besides it represents the customers’ convenient summary like their feelings, knowledge and experiences with the brand. Moreover customers do not spend much time to find out about the product. When customer considers about the purchase they evaluate the product immediately by reconstructed product from memory and cued by the brand name (Hansen et al., 2003).

While trying to define the relationship between customers and brands we arrive at the term “brand equity”. The term brand equity is largely debated in the accounting and the marketing literature. It has highlighted the importance of having a long term focus with the concept of brand management. The term brand equity has earned multiple meanings. The accountants have defined it differently from the marketers. (Fieldwick 1996) in many classified approaches:

1. The total value of a brand as a separable asset when it is sold, or included on a balance sheet;
2. A measure of the strength of consumers’ attachment to a brand;
3. A description of the associations and beliefs the consumer has about the brand.
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The first approach is the one that is often called the brand valuation or brand value that is often adopted by the accountants.

The second is the measurement of the consumers’ level of attachment to a brand while the third is the brand image.

The marketers on the other hand tend to define the term brand on the basis of the strength of the brand. Brand description and brand strength are often referred to as the “consumer brand equity” in order to differentiate it from the meaning in terms of asset valuation. A popular definition of brand equity in marketing terms is given by (Cravens, 1990) “Brand equity is a set of brand assets and liabilities linked to a brand, its name and symbol that add to or subtract from the value provided by a product or service to a firm and/or to that firm’s customers.”

Brand equity is therefore a set of assets and liabilities linked to a brand, its name and symbol that add to or subtract from the value provided by a product or service to a firm and/or to that firm’s customers. For assets or liabilities to underlie brand equity they must be linked to the name and/or symbol of the brand. If the brand name or symbol should change, some or all of the assets or liabilities could be affected and even lost, although some might be shifted to a new name and symbol.

The success of a product, a service, a person or even a country is based on its being perceived as unique. Every successful product or service or idea has a unique place in the mind of the consumer. These products and services have been able to distinctly differentiate themselves from the rest of the competitors. Branding is much more than marketing. In a way, it creates a memorable marketing experience on the part of the consumer. The promise of a successful branding programme is the display of oneself as distinctly different from the competition. Branding creates a perception that the product is unique. The distinction can be a function, form, ease of use, price or prestige, but the consumer believes that there is something different in the product. There can be tangible as well as intangible factors that affect the brand of an organization. Simply put, brand is the image of an organization perceived by the outside world. In the following paragraphs we shall try to understand the distinguishing elements of branding created by some of the popular companies of our times.

CASES OF SUCCESS AND PITFALLS IN BRANDING

The process of branding for products was created to protect them from failing in the market. A look at the history of branding in the 18th century suggests that brand identities were created to protect the products from being diluted in the minds of the consumers. The makers of brands created a human element in order to position the products. Before industrial revolution the buyers were dependent on the shopkeepers for the decision about purchase choices but, the brand identities began to
create trust on themselves for being the buying choice of the consumer. Branding helped to save the mass produced products from failing. Brands have transformed the landscape of business and helped to develop global companies like McDonald’s, Nike, Coca-Cola etc. Every strong brand has a history that has helped it grow and sustain the cut-throat competition in the marketplace. Here are some popular stories that go behind the making of these successful brands.

**Coca Cola**

Coca Cola derives its strength from its robust marketing framework that today encompasses many variants of the brand. The capabilities of company as against that of competition particularly that of Pepsi lie in its marketing strategy. It is rightly called the ‘vision brand’. The marketing of Coke is outstanding and the communication mix is concocted to suite the tastes of target market. The Unique Selling Points of Coke are highlighted in its mission statements which say:

- To refresh the world.
- To inspire moments of optimism and happiness.
- To create value and make a difference.

Of late Coca Cola has gradually started moving from ‘Creative Excellence’ to ‘Content Excellence’. The marketing strategy for Coke is designed keeping in mind the cultural dynamics of the place where it is sold.

As already mentioned it is present in almost every corner of the world, its marketing is designed keeping in mind the cultural nuances of the place. Coke is therefore a vehicle for promotion of events. It is a regular at the Olympic where it has had its presence since 1928, it has also had its presence at the FIFA World Cup apart from sponsoring other sporting events at the national level. The strength of Coca Cola rests on its marketing prowess conforming to all the 4 Ps of marketing mix elements. Product is unique, Price is competitive standing at $ 1.95 for the smallest bottle, Place mix is handled by its global availability with the concentrated formula supplied by the Coca Cola Company and bottled by various bottling units often franchised, and Promotion is one of the best balances of integrated marketing communication.

Another area of strength perceived for Coca Cola is the huge surge in revenue across three geographic segments. These are Latin America, East Asia and South Asia. Besides the company has record earnings from Bottling Investments. This growth in revenue has led to increase in top line growth or Coca Cola.
Google

Google was founded by Larry Page (Larry) and Sergey Brin (Sergey). They graduated in computer science from Stanford University in 1995. Both the friends began to work at extending their summer project on search engine in the year 1996. They were able to develop a technology that was capable of retrieving large body of information from data available in the internet. They called this search engine ‘BackRub’ due to its ability to analyse back links in given websites. By 1997 BackRub had gained great popularity due to its ability to provide solutions to massive problems. Larry and Sergey wanted more investment in this concept for which they approached many people including David Filo (Filo), the founder of Yahoo. Although Filo complemented on their technology he did not enter in any agreement. The owners of many other portal refused to invest in their technology. The CEO of one such portal told them, “As long as we are 80% as good as our competitors that is good enough. Our users do not really care about search” (www.google.com).

Finally help came from Andy Bechtolsheim (Andy), one of the co-founders of Sun Microsystems. Andy was impressed with their concept and handed over a check of $100,000 in favor of Google Inc., an organization that did not yet exist. The name Google was derived from the word Googol, which denotes the number one followed by a hundred zeros (www.google.com).

Pepsi

Pepsi is a household name now, but it wasn’t always. The drink was originally called Brad’s Drink after founder Caleb Bradham and the soda fountain in his drugstore. Brad’s Drink was very popular with customers and included, among other ingredients, pepsin (a digestive enzyme) and cola nuts. Right before the end of the 19th century, the beverage was renamed Pepsi Cola and the names stuck all these years.

Pepsi-Cola is one of the most famous soft drinks consumed worldwide. Manufactured and marketed by PepsiCo, it was first developed and produced in the early 1890’s by Caleb Bradham, a pharmacist in New Bern, North Carolina labeled as “Brad’s drink”. In 1898, Bradham renamed his drink into “Pepsi-Cola”.

On June 16, 1903, the title Pepsi-Cola was trademarked and had since remained unchanged. But one aspect of Pepsi-Cola that witnessed many transformations over the years is the Pepsi logo. The Pepsi logo is one of the most famous and recognized logo design in the world.

In 1898, Bradham used a scribbled logo script as the first Pepsi logo to brand the product. When his business got established and people started enjoying his drink, Bradham decided to modify the Pepsi logo into a more customized version of the previous logo script. Thus, in 1905, a modified script logo was introduced, followed
by a second change in Pepsi logo in 1906 with the inclusion of the slogan, “The Original Pure Food Drink”, in it.

During the 1933’s sugar crisis, Loft, Inc. bought Pepsi-Cola. As part of their marketing strategy, Pepsi-Cola doubled the quantity of its drink from six-ounce package size to twelve-ounces for 10 cents. Thus, the slogan “Refreshing & Healthful” was added to the Pepsi logo, which was printed on the bottle. When the price for the twelve-ounce bottle dropped to 5 cents, Pepsi-Cola reverted back to the old logo design.

In 1940, Walter Mack, the CEO of Pepsi-Cola, adopted the idea of 12-oz. embossed bottle with “Pepsi-Cola” baked into the glass. He further developed the idea of introducing the new bottle design with crown, labeled with the Pepsi logo. In 1941, the Pepsi bottle crown colors were changed to red, white and blue, along with the Pepsi logo, to commemorate the war efforts of the country.

By 1943, the Pepsi logo adopted a “bottle cap” look that included the slogan, “Bigger Drink, Better Taste”. Later, in 1962, the Pepsi logo was replaced with two bulls-eye marks encircling “Pepsi”, and then again in 1973, into a boxed Pepsi logo with minor typeface changes.

In 1991, Pepsi commemorated the evolution of its scripted Pepsi logo by featuring a logo design with an italic capital typeface. Later at the company’s 100 years celebration in 1998, Pepsi-Cola unveiled a new logo that symbolized the brand’s innovation and global recognition. The new Pepsi logo consists of a three-dimensional globe against an ice blue background, with the inclusion of the previously designed Pepsi typeface. It has been the official Pepsi logo of PepsiCo, till date.

Over the past century, the Pepsi logo has been evolved into remarkable designs with significant modifications. All in all, Pepsi logo is an exemplary piece of creativity and innovation. No doubt, it is one of the most recognized logos, ever.

Adidas

The moment we think of sports apparel the name of Adidas comes instantly into our mind. The Company’s name is a combination of the founder’s nickname and last name Adolf “Adi” Dassler. His brother, Rudolf “Rudi” Dassler, founded his own shoe company called, Ruda, which later was renamed Puma. It is indeed intriguing to analyse the success of the brand in the minds of the consumer. Experts are of the opinion that the identity of the brand has a lot to do with the success of the same. Those famous three stripes have inspired every sportsman and made Adidas the international face of sports gear and apparels. The brand identity of Adidas has an intriguing history described as under:
The Three Stripes

The evolution of Adidas logo and its popularity as an imagery has an interesting history. Adi Dassler had a unique idea in mind. He thought about a logo design that could give its brand a unique look so that it retains longer in the memory of the people. He then came up with those iconic three stripes. In 1967, the first official logo looked like this: The three stripes went well with the masses and complemented the slogan of the company: “The Brand with the 3 Stripes.” Even Adi Dassler would not have known then that the three stripes would gain such massive recognition.

The Trefoil

It was not until 1972 that the Adi Dassler designed another and the most iconic one of the Adidas logos: The Trefoil. As the company spread its business in apparel and leisure industry, Adi Dassler realized the need for a more apt logo design that could demonstrate industrial diversity of his company. Adi Dassler did some creativity with the overall design and transformed the original “three-striped” logo into the “trefoil”. The idea made sense to the diversity of the brand and the new logo became an instant hit with the masses.

The Triangle

In 1990, Adidas did one more makeover with the logo design. Creative director Peter Moore had an interesting idea in mind. He proposed that the three stripes should be slanted like a triangle. Adi Dassler liked the idea and approved it. The first version of the logo was visible on the equipment products of the company. Finally in 1997, the logo became the corporate symbol of the Adidas Company, while the classic Trefoil made exclusive for the traditional products. The Interesting Fact: The three slanted stripes of Adidas logo implicitly suggest a meaningful message to the audience. The triangular shape is symbolic of mountain which stands for the challenges to be overcome. It goes with the type of product line of the Adidas that mainly sells the shoes for the athletes.

Volkswagen

The legend behind naming of Volkswagen goes that Hitler proposed to build a cheap car that almost anyone could afford. He gave it the name “KdF Wagen,” which we know as the Volkswagen. KdF was the abbreviation for “Kraft durch Freude” (Strength through Joy), a subsidiary of the Deutsche Arbeitsfront (German Labor Front), headed by Robert Ley. This chapter on the beginnings of the Volkswagen
is taken from a book celebrating the achievements of “Kraft durch Freude.” As it turned out, not many people got their cars until after the war. As the chapter notes, the first deliveries were planned for early 1940, at which point the factory had been turned over to war production (Arbeitsfront, 1938).

**Nation Branding (Switzerland)**

Founded in 2000 by the Swiss Federal Council and parliament, Presence Switzerland is an organization that has been charged with the strengthening of Switzerland’s image abroad. In the Swiss Federal Council website it is said that in today’s global society countries vie with each other for the world’s attention, for people, for foreign investment and capital. Where people go for their holidays, where companies invest, where universities select scientists for their research activities, or where major conferences are held - all these decisions affect the prosperity of a country. And they are made by people. Their decisions are influenced to a greater or lesser extent by the image created in their minds by the country concerned. The way a country is perceived abroad is central in such decisions. A country therefore cannot allow itself to be indifferent to its image abroad. This is not only true for the political scene but especially for foreign opinion-makers, the opinion ‘multipliers’ of society. This is where the concept of nation branding comes in. Nation branding is a process by which a country creates a fair and balanced image of itself for a particular purpose. It is intended to ensure that its image is not dominated by events from the past, but corresponds with current reality and is oriented to the future. Nation branding is successful if a country has a clear identity and is heard in this age of information overkill. If this can be achieved the country will stand out above others, and the images it generates in peoples’ minds become sharper and closer to reality” (www.presence.ch).

**Starbucks**

The Company has been able to transform coffee into a phenomenal brand. When people think of Starbucks, many images come to mind, the logo, and the coffee mug. These are brand qualities created by Starbucks to distinguish themselves from other coffee companies. Starbucks has created a consistent experience in every store, every ad, every employee and every cup of coffee they serve. Today, when people think coffee, they often think Starbucks. Not only does this translate into sales, it validates the company’s most valuable asset: the Starbucks brand.

Designed by Terry Heckler of Heckler Associates, the iconic mermaid that beckons coffee drinkers was based on a classic 15th century Norse woodcut of the mythical siren. The hardy yet feminine look was perfect for the Pacific Northwest
local. Evoking the local lumber industry’s history in the area coupled with an inviting face, the logo was a perfect fit.

However, the finely crafted corporate identity soon faced challenges. How do you place a bare breasted siren on the side of a truck? Modify! Eventually, the siren’s hair was lowered to cover the bare-chested icon. Then the suggestive pose of the mermaid, posed a unique branding challenge during Starbucks rapid expansion. What had seemed a clever and folksy design in Seattle was considered risqué in other parts of the country? Modify Again! Soon, the offending pose was slightly altered, and then eventually the pose completely obscured.

Evolution of New Redesigned Starbucks Logo

The current Starbucks logo that the world knows today now focuses on the warm and inviting face of the mermaid, rather than her body. The iconic cigar band outline remains, framing one of the most famous corporate identities in the world. The story of the Heckler Associates modification and re-imagining of each subsequent logo design is necessary for anyone interested in logos and branding.

Nike

The name “Nike” was taken from the Greek and means “goddess of victory.” The logo represents the wing of the Greek Goddess. In the world of brands, Nike is definitely a victor. Nikes uses a simple logo, a great slogan and a list of superstars including Michael Jordan, LeBron James, Andre Agassi, Shane Warne, Maria Sharapova, and Venus and Serena Williams to promote their sales. The Nike “swoosh” logo was created in 1971 by Carolyn Davidson, a graphic design student at Portland State University. Davidson was asked for ideas by Phil Knight, the owner of Blue Ribbon Sports (BRS), a company she was freelancing for. Davidson took the job and developed an earlier concept of the now famous swoosh logo charging only $2.00 per hour for work. She was paid approximately $35.00 for the logo. Years later, in 1983, in a show of appreciation, Knight gifted Davidson with a gold Swoosh ring and an envelope filled with Nike stock. Introduced in the late 1980s, the “JUST DO IT” slogan became an instant success and remains a popular branded slogan some twenty plus years later. There are many companies that sell quality athletic shoes and a major component behind Nike’s success is not their products, but their successful branding strategies.

Nike advertising is one of the most effective emotional branding examples in the marketing world today. Nike brand strategy is to build a powerful brand – so powerful that it inspires fervent customer loyalty from people literally all over the world. This is because Nike advertising uses the emotional branding technique of

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archetypes in its advertising – more specifically, the story of the Hero. It’s an age old
tale, a tale of a hero pitted against a great foe, and after a great struggle, emerging
triumphant. In a way, you could say that Nikes marketing strategy is thousands of
years old, and has been inspiring customer loyalty the entire time. Nike advertising
takes the common hero story and turns it on its head. Instead of inspiring customer
loyalty by singling out an external enemy, it pulls out the stops and focuses on an
internal foe – our laziness.

Branding has made the process of marketing perception - based. Brand image is
by far the strongest determinant of marketing success. The buyer hardly goes behind
the nitty gritties of the deliverables given by the product. They are focused on the
brand name of the same and the rest of the determinants follow. Thus the success
of a product rests on an intangible asset called ‘branding’. A successful brand is
considered an identifiable product that can be (consumer or industrial), service,
person or place etc. It is an augmented product in a way that the buyer perceives
relevant and unique with added values, which match their needs closely. If a brand
provides good service over many years of regular use, it acquires added values of
familiarity as well as proved reliability.

Consumers’ feelings about themselves are often reflected in their choice of
brands and the particular associations they derive in brand personalities. One way
to build a strong relationship between a brand and a consumer is to create an ap-
pealing brand personality by associating human characteristics with a brand to make
it more attractive to consumers. This works because personality is often seen as a
bundle of traits – e.g., friendliness, responsibility, empathy etc – that make a person
distinctive. A significant amount of research has focused on how the personality of
a brand enables a consumer to express his or her own self, and ideal self, or specific
dimensions of the self through the use of a brand. Further brand personality can
be viewed as an important way to differentiate a brand in a product category, as a
central driver of consumer preference and usage, and as a common denominator
that can be used to market a brand cross cultures (Aaker, 1997).

Does that mean that branding is the panacea to marketing success? Well, the
answer is not in the affirmative. There are abundant cases in the global marketing
scenario of branding failures. Companies have failed to create brands in spite of
sustained efforts. The reason attributed to this scenario is that today products are
bought and not sold. Scott Bedbury, Starbucks’ former vice-president of marketing,
controversially admitted that ‘consumers don’t truly believe there’s a huge difference
between products,’ which means brands have to establish ‘emotional ties’ with their
customers. The role of emotion makes branding a rather fragile concept. The brand
may not meet the expectation and the customer may just get disillusioned by the
same. Here is a look at few of the historical cases of branding failures.
**New Coke**

Coca Cola is regarded as one of the biggest brand of our time. Yet, the company had replaced its popular soft drink with a new product called ‘New Coke’. This decision was prompted by the massive competition it was facing in the market from its arch rival Pepsi. Pepsi was always outwitted by Coke in terms of market success. In the 1960s Pepsi repositioned itself as a youth drink. In the 1970s, Coke’s chief rival raised the stakes even further by introducing the Pepsi Challenge – testing consumers blind on the difference between its own brand and ‘the real thing’. Most of the participants preferred Pepsi’s sweeter formula. Continuing its offensive in 1980s Pepsi took the challenge around the Globe and heralded the arrival of ‘Pepsi Generation’. Coke felt vulnerable in the first position. Coca Cola was not only facing competition from Pepsi but also ‘cannibalism’ from its own brands like Fanta and Sprite. Thus, losing its market share considerably. At such a market condition the company decided to launch ‘New Coke’ in place of the old one. On 23 April 1985 New Coke was introduced and a few days later the production of original Coke was stopped. This joint decision has since been referred to as ‘the biggest marketing blunder of all time’. Sales of New Coke were low and massive public outrage was high mainly due to the fact that the original Coke was no longer available. It soon became clear that Coca-Cola had to bring back its original brand and formula.

**Ford Edsel**

Another popular story of brand failure was that of ‘Ford Edsel’. It was called the ‘the Titanic of automobiles’, the Edsel is regarded as one of the biggest branding disasters. Edsel car was launched amid a lot of hype. Although the car didn’t appear in showrooms until September 1957, ads promoting it had begun to appear months previously bearing the teaser slogan: ‘The Edsel is Coming’. In order to create the suspense the advertisements did not show the Ford Edsel. Dealers stocked the car under cover and also risked penalty the car was shown to public. Car showrooms became packed with curious visitors, desperately seeking their first glance of the car. In the first week of its launch, almost three million members of the US public visited Edsel showrooms. However, the pre-launch publicity hardly could match the product itself. Edsel sold only 64,000 units in its first year, way below the number anticipated. Ford launched 1959 and 1960 Edsel models but sales fell even further (to 44,891 and 2,846 respectively). In November 1959 Ford printed the last ever advertisement for the car and halted production.
Cosmopolitan Yogurt

One of the most popular brands that tried to extend to a different line of product but failed miserable was the Cosmopolitan Yogurt. Cosmopolitan is the world’s largest selling women’s magazine. It launched its own brand of yogurt under the name of ‘Cosmopolitan Yogurt’. It was an effort to capitalize on the brand value of Cosmopolitan, yet the product failed and it was out of the shelves in 18 months. Cosmopolitan however has success with other crossovers. For example it is now the second best bed linen brand in the United Kingdom. Jane Wentworth a senior brand consultant said that it was obvious for Cosmopolitan yogurts to fail as any brand extension has to be credible for the mother brand.

Colgate Kitchen Entrees

Among the many strange brand extension efforts by various companies here was one by Colgate when it decided to use its name on a range of food products called Colgate’s kitchen Entrees. The range never took off well and remained confined to the United States. The consumers did not seem to correlate with Colgate’s name with a kitchen ware. Thus the brand failed miserable.

Pond’s Toothpaste

Pond is one of the most popular face cream in the global market. But when the same brand name was brought out as toothpaste it failed to generate market interest. In a test conducted in a certain market the people were not able to distinguish between Colgate and Ponds toothpaste. Although Pond’s had earlier successfully extended to the soaps category but the success of these was attributed to the fact that the fragrance of the cream was found in the soaps as well which enabled the consumers to link the same.

Frito-Lay Lemonade

Frito Lay a prominent brand of salty snacks in the global market tried to extend their brand identity by launching Lemonade. The company might have thought that a Frito Lay Lemonade might be a good option to quench the thirst created by a salty Frito Lay Chips. But the consumers failed to correlate the product with the other products of Frito Lay. Moving to an unrelated category of product was a mistake on the part of the company as this led to Brand Schizophrenia which bewildered the consumers and devalued the core brand.
McDonald’s: The McLibel Trial

McDonald’s is perhaps one of the biggest brands of our time. McDonald’s itself claims that its chain of fast food restaurants represents the ‘most successful food service organization in the world.’ McDonald caters to approximately 40 million people every day across the globe. Indeed a phenomenal number of customers. The success of McDonald brand has been put forward in the words of Des Dearlove and Stuart Crainer as under:

“Henry Ford mastered mass product production; McDonald’s has mastered mass service production. It has done so through strict adherence to simple beliefs. Quality, cleanliness and uniformity are the basis of the McDonald’s brand. [. . . ] A McDonald’s restaurant in Nairobi, Kenya looks much the same as one in Warsaw, Poland or Battle Creek, Michigan. [. . . ] In effect, the very uniformity of the brand is the crucial differentiating factor.”

However the company has to face a turbulent time which hit the brand value hard. It was in the 1990s that the London’s Greenpeace campaign was launched against the company. The libel case involved two activists Helen Steel and Dave Morris. The trial turned out to be the longest in the English history of corporate litigation continuing up to 313 days in court. As the trial progressed the media interest grew and the general public became involved in the proceedings. The verdict finally came in the year 1997 and McDonald emerged victorious with the judge absolving the charges of food poisoning, cancer and third world poverty on McDonald. Despite of being a winner in the court room McDonald was not able to undo the damage of the long trial.

Pan Am

Pan American World Airways popularly called Pan Am was one of the most famous airline brands. It held the pride position of being one of the best in the world for a long period of 60 years. It was till the year 1988 that the company was at its best. Then in the year 1988 there was as a disaster when the Pan Am Plane on its way from London to New York disappeared from the radar. It was later discovered that a bomb went off mid air killing all the 270 people. The ghastly nature of the tragedy tarnished the image of the airline which could never be recovered. Finally, after three years of the tragedy the company had to shut down due to bankruptcy.

Snow Brand Milk Products

Snow Brand dairy foods were a premier milk product company of Japan. The brand faced a bizarre case of food contamination that led to 14,800 people falling ill. The
company was asked to recall all its products by Osaka state authorities. But the company partially recalled until it was forced to recall all the products. The health authorities made it public that the company was forced to recall leading to a negative public opinion about the company. Besides, the company withheld a lot of information about the exact nature of the incident. As a result of the incident, sales for the company took a nosedive and Snow Brand’s president, Tetsuro Ishikawa, closed eight of his factories. Before the food poisoning, Snow Brand had a market share of 45 percent. This dropped to under 10 percent and the brand has still to recover back to its pre-2000 levels.

Thus these examples of brand failures remind us that branding is something that goes beyond the quantitative evidence available about the market. Empirical data hardly satisfy the branding ideologies. There are a number of vague constructs at play in creating brands like that of perception and belief. Both perception and belief of the consumer get built and are based on psychologically attributed to attitude, personality etc. The marketer needs to understand these attributed to fit the needs of the consumer with the brand offerings. If the gap in the need and the availability is met by the given product/service offering the consumer will readily take the brand and if it falls short of the expectations then the consumer will just not let it enter the periphery of his product choices. Thus it is important to understand the elements of branding discussed in the following paragraphs.

BRANDING CHALLENGES

The markets are inundated with new brands every day. New brands have been launched in sector such as telecom, retail, automobile Fast Moving Consumer Goods (FMCG), apparels and many more. There are approximately three brands launched in a day, but only 5% of these brands are seen to survive. The world has become one market and in order to succeed in any market in any part of the world, marketers have to face competition from the global players. Brand managers face many sleepless nights due to this tough competition. Brands need to thrive globally in order to survive locally. Brand managers have to face many challenges in order to see that their product succeeds. Brand managers need to understand the challenges well in order to make effective brand decisions. Some of the strongest challenges in building brands in today’s market scenario are as follows:

- Consumers are aware of the various product choices and they have a greater understanding of the brand available in the market. Also, the consumers of today are educated and intelligent. There is information overload and internet has brought about wealth of information in the click of a mouse.
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- There is massive brand proliferation. A number of brands are vying for the customer’s attention which has lead to increased competition and greater difficulty in differentiation of the products. Globalization has fostered the proliferation of brands all over the globe.
- Increasing power of trade has significantly impacted the process of brand creation. There are a number of powerful retailers and wholesalers, therefore organizations are engaged in many below the line activities in order to motivate the retailers and wholesalers to sell their brands.
- Fragmentation of communication channel is another major challenge faced by the brand managers. There is increase in the number of television channels, radio channels and magazines which has led to target audience being distributed across the channels. This has added to greater issues and hindrances for the marketers as the advertisement budget has to be spread across a number of communication media.
- In order to differentiate in the market as against the competitor products and brands companies have to invest in a lot of marketing support. To be the choice of the customer, the brand needs to be outstanding in the market place. A brand is created over a period of time and requires consistent delivery of the brand promise.

OVERCOMING THE BRAND CHALLENGE

With the maturing of markets only companies can overcome the challenges of branding effectively. Companies strive to create brand equity and sustained customer loyalty. Brand equity and brand loyalty are two very different concepts often misinterpreted as same. Brand loyalty is a result of brand equity.

Brand Equity

Brand Equity is defined in terms of “the marketing effects uniquely attributable to the brand—for example, when certain outcomes result from the marketing of a product or service because of its brand name that would not occur if the same product or service did not have that name” (Keller, 2003). The need for understanding the concept of brand equity arises due to the need for measuring the financial worth of a brand and for improving the marketing productivity.

It was in 1980s that companies started putting a value in their balance sheets for the brands that they had acquired. Reckitt and Colman bought the Airwick Brand and added a value for this brand on the balance sheet; similarly, Grand Metropolitan bought the Smirnoff Brand and put up the value in the balance sheet. The moves by
these companies started the trend among their counterparts in recognizing brands as financial assets in a company. The history of evaluating brand equity dates back to 1988 when Rank Hovis McDougall (RHM), a United Kingdom based flour miller valued the portfolio of his brands as against a hostile takeover bid by Australian firm-Goodman Fielder Wattie and included the value of the brands in the account books. This move was a defensive strategy to display the power of the brands to the bidding company, yet it helped in offsetting the takeover bid. It also helped in proving that brands can be evaluated and a financial worth attached to them. In 1989, the London Stock Exchange endorsed this concept of brand valuation as used by RHM, by providing the impetus for major branded goods companies to recognize the value of the brands as intangible assets in their balance sheets.

**Brand Loyalty**

Brand Loyalty is often associated with customer loyalty. The market is cluttered with many brands. A change in the market share has a significant financial implication; it is the brand loyalty that helps to ensure sales in a business scenario of acute competition. Brand loyalty is a measure of how attached the customer is to a brand. It tells one how attached a consumer is to a brand and also how likely a consumer is to shift to a newly launched brand which is in some way upgraded. Statistics proves that brand loyalty is given importance by not only marketers but also the consumers. Just 25% of US consumers consider brand loyalty as something that impacts their buying behavior (Ernst & Young, 2012), 78% of consumers are not loyal to a particular brand (Nielsen, 2014). A repeat customer spends 67% more than a new one (BIA/Kelsey, 2014) while 61% of Americans switch brands due to price (Nielsen, 2014). Female consumers (68%) are more loyal to brands than males (55%) (Analytic Partners, 2013) and 70% of customers cite poor customer service as a reason for not buying from a brand (McKinsey, 2006). A Totally Satisfied Customer contributes 2.6 times as much revenue as a Somewhat Satisfied Customer (InfoQuest, 2014) and 51% of U.S. consumers switched service providers in the past year due to poor customer service (Accenture, 2013). 85% of consumers say companies could have recognized & rewarded them for doing business with them (Accenture, 2013) and 82% of small business owners said that loyal customers were the main way they grow their business (Constant Contact, 2014). It is found that 94% of customers who have a low-effort service experience will buy from that same company again (CEB, 2014).
LESSONS LEARNED FROM THE CASE STUDIES

Branding is therefore a topic of strategic significance for survival in the present market. In the various chapters of the book we shall try to understand the concept with the help of cases of successful branding and also that of failures in branding. The rational for building a strong brand is to get an identifier against the competitors. Learning from cases can be a help to the decision makers in arriving at strategic brand building decisions and to the academicians in understanding the elements of branding practices. Valuable lessons on branding have been learnt from the cases in the following chapters. For global branding success it is recommended that organizations need to standardize the essence of brands across the various markets that they are playing. After identifying the essence of a brand it becomes easier to execute the global brand image and also to leverage the values of the brand.

Companies also need to focus on the brand planning process with accountable people in place to ensure that the brand planning is executed on a global scale. The brand planning process should focus on the strengths of the brand to develop sustainable brand advantage. Global brand strategies should be translated into country specific strategies in order to reinforce the brand identity consistently in all the markets. Building of coherent brand architecture is a must for success branding practice. While moving from local to global markets, companies can acquire other brands through corporate alliances. International branding is done through an evolutionary process that results from a number of decisions taken over a period of time. A top down approach is often advocated in which the global brand strategy is delineated from that of the country specific branding strategy.

The various cases in the book are from different countries across the globe. It is seen that organizations need to explore opportunities beyond the geographical boundaries for further growth and profitability of the brands. There are advantages of economies of scale, increasing the brand life etc. Brands are created over a period of time. Therefore the brand managers have to nurture them in order to have the benefits trickle down for a longer period of time. There are challenges in developing brands of long life yet, all the rewards are worth the efforts. It will not be wrong to tell that some of the world’s best known brands are those that have withstood the test of time. For example, Twinings was Established in 1706 by tea merchant Thomas Twining, the brand holds the world’s oldest continually-used commercial logo created in 1787. Thomas Twining also opened Britain’s first known tea room at No. 216 Strand, London in 1706, a shop that is still operational today. In 1964, the tea manufacturing company was bought by the Associated British Foods, and is now one of the most sought-after tea brands in the world. Similarly, Cadbury, the second largest confectionary brand in the world (after Wrigley’s) was established in Birmingham in 1824 by John Cadbury, a merchant who sold tea, coffee and hot...
chocolate. In 1866 John Cadbury’s sons introduced an improved cocoa into Britain, marking the company’s first major breakthrough. The brand has been a constant constituent of the FTSE 100 starting from 1984 when the index was launched up until 2010 when Kraft Foods bought the brand. After only two years Mondelez International acquired Cadbury and the brand now operates in over 50 countries worldwide. Fox Biscuits another iconic brand was founded in 1853 by the Fox family as a biscuit manufacturing company in West Yorkshire, starting out as a small Victorian bake house that sold biscuits to fairs throughout the north of England. As of 2008, Fox’s biscuits have been investing millions of pounds in marketing campaigns centered on ‘Vinnie’, a character representing a cross between a dog and a panda. The brand now offers 20 ranges of biscuit products, including crunch creams, melts and the iconic party rings all manufactured in the three main UK facilities in West Yorkshire, Blackpool, and Staffordshire.

HISTORY OF CASE STUDIES IN TEACHING LEARNING PROCESS

The construction of case studies was first developed as a tool for the study of law in the nineteenth century. By the mid-twentieth century, case studies were increasingly used in other areas of professional education, including medicine, accounting, business and management studies, engineering, nursing and agriculture. Educators in these fields recognised that it was not enough to teach the generic principles and practices of a profession (Gardener & Miller, 1999). The case study is becoming an essential tool in professional education. Formal education rarely allows for experiential learning. Students are presented with theories and philosophies, with rules and guidelines, but they often have little or no time to apply these concepts and see how they work, or not, in practice. As the time allotted for apprenticeship is shortened and that for formal education lengthened, the time needed for understanding the profession may be distorted. Students often do not have the opportunity to follow a realistic event, such as a management or technical problem, from beginning to end. Case study teaching provides the student with the human element that cannot otherwise be explored fully in the limited time available within an educational programme (Gardener & Miller, 1999).

Paul R. Lawrence (1953) defined the case study as follows: A good case is the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced in real life situations. It is the anchor on academic flights of speculation. It is the record of complex situations
that must be literally pulled apart and put together again before the situations can be understood. It is the target for the expression of attitudes or ways of thinking brought into the classroom.

**USE OF CASES TO UNDERSTAND BRANDING CONCEPTS**

World over case study has been recognized as an important pedagogical tool in management education. The case method of teaching differs from the traditional methods of teaching and demands that the students actively participate in the teaching process. In a case study method of teaching the students are put in a stimulated environment as someone who is faced with a business problem and has to solve the problem with the available data. The role of a teacher is pivotal in managing the class and the students while delivering the concepts of the theory through the case under discussion. Another related challenge for the case study teachers is to share with the students the hold over the flow of discussion. The manner in which the case teacher leads the discussion becomes significant to the student learning. Before further discussing the case study method of teaching here are the benefits of the method:

- **Analytical Skills:** The case method increases the analytical skill i.e skills of diagnosing the problem (understanding it clearly, precisely and totally), identifying the various alternative solutions possible, evaluating them to arrive at the best solution. It is a major skill that helps to pull out the important information from a large set of data.

- **Application Skills:** One of the most important use of the case method is in developing the application skills in the student. It enables the student to use the management concepts, tools and the techniques in order to solve the real life organizational problems. Particularly, for courses like strategic management, marketing, studies of branding, consumer behavior etc which require the drawing up of concepts tools and techniques from a diversified group of functional areas.

- **Creative Skills:** The case study method helps in the generation of a large number of alternative solutions. The students are motivated to brainstorm on issues given in the case. This brings out a lot of creative inputs from the participants.

- **Communication Skills:** In case study method it is imperative for the presenter (participant) coherently assemble the information and articulate the same. The various relevant information pertaining to the case needs to be interjected with the relevant information of the case and serve as the premise.
of the class discussion. This helps in improving the oral communication skills an extremely important aspect of executive function.

- **Social Skills:** The case study method involves the development of the social skills as the participants should display the ability to win over others in spite of accepting and accommodating the views of the others.

## CASE METHOD IN BRAND MANAGEMENT

The case method is all the more important for courses like marketing management and brand management which draws inputs from diverse subjects like economics, behavioral sciences, finance etc. The decisions required in this area require skills of integration of multiple subject areas. Understanding of multiple subjects may be difficult in the beginning as the student is exposed to one subject at a time. The course on brand management is therefore taught across the globe with the help of case study method. However, paucity of relevant cases hinders the understanding of the subject in the right perspective.

## TYPES OF CASES

A case study is a vivid description of a business situation that is faced by an organization. The format of a case study varies considerably. However every case must have a reasonably sufficient amount of factual data. Cases can be of various lengths from a few paragraphs to many pages. It is a misconception that cases can be considered complex on the basis of the length of the same. The reality is that even short cases can have a lot to analyze on the part of the student. In the given case study book there are cases of 5000 words to 11000 words approximately. A case study has to be an accurate description of a real business situation or a fictitious one (Easton, 1988). At times cases are disguised and the name of the real subject under discussion is withheld. These disguises however do not have a significant impact on the case per se. However, if the data significant to the case is missing than the results might be damaging to the very idea of the case. Therefore most of the authors of case studies prefer to use real life situations in business as cases. It demands enormous amount of experience as a case writer and analyst to draw a fictitious case. In this case study book all the cases are from the real business world and the authors are experts in case writing from various countries. This would give the student an insight into the cultural aspects in branding when reading each of the cases. Branding cases are generally historical cases or problem oriented (Issue based) cases. Historical cases are those that deal with those decisions have already been taken by an organization.
Learn Branding through Case Studies

The summary of the cases are often found in great detail which describe the impact and the ramifications of certain decisions of the organization into the present state of brand. Historical cases are suited for stimulating discussions among the managers within the organizations and the outside stakeholders by helping them to understand the events the causes of the same and the consequences of the actions taken.

Issue based cases are those that give us a summary of the problems and the opportunity that was faced by the organization while being faced with a certain business situation. These cases however do not describe the manager’s decisions. The summary of such cases gives a description of the actions taken the analysis of the actions etc. Issue based cases are better suited for the developing decision making skills among the managers.

Again cases can be made up of both primary as well as secondary data. The secondary data used in cases are drawn from the already published materials. Primary data based cases on the other hand have the required data drawn from the organizations. The present book has cases that have used both the primary as well as the secondary data.

The cases can be “dead” or “live” or somewhere in between. In the former type all the information is presented to the students at the beginning of the analysis (Easton, 1988). On the other hand a live case is one in which information is injected over a period of time. This enables the student to develop their knowledge about the organization. The other method is the piecemeal injection of information by the instructor to the class from time to time. Live cases are more interesting as the cases unfold as they are being solved. In this book we have a number of live cases that have sufficient support materials for the instructor to use in the class.

METHODS OF USING CASES

Cases may be used as a pedagogical tool as shown in Figure 1.

In a case study based course there are two methods that can be typically be followed. One of them is the open classroom discussion. In this the course instructor leads the class discussion and then he gives a few leading questions for which the entire class has to think of justifiable solution by brainstorming into the subject. In the next method, the students either individually or in groups are called to make a formal presentation of their analysis and the recommendations. While one of the students is presenting, the other students are trying to seek clarifications in the subjects discussed along with their observations of the same. The case study may be presented as an assignment, with the student required to write an analysis and recommendations. This may be done as a take-home assignment or as part of an examination, requiring immediate response. Now which method of case study dis-
The discussion to follow in the class is purely the discretion of the course instructor? However the skills required to control the class are higher in case of the former method. There is another method also used by some instructors in case study classes i.e. the use of roleplay.

Role play is a popular tool in management pedagogy. The case study may be presented either in whole or in part as a role play. For example, the students may be given ‘parts’ as people in the case and asked to present their ‘character’s’ concerns

Table 1. Teacher and student roles in regular case class

<table>
<thead>
<tr>
<th>When</th>
<th>Teacher</th>
<th>Student or Participant</th>
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<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>During Class</td>
<td>Deals with readings. Leads Case discussion.</td>
<td>Raises questions regarding readings. Participates in discussions.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Class</td>
<td>Evaluates and records student’s participation. Evaluates material and updates teaching notes.</td>
<td>Compares personal analysis with colleague analysis. Reviews class discussion for major concepts learned.</td>
</tr>
</tbody>
</table>

and point of view. Discussion and analysis would proceed either through the role play or at the conclusion, as a class review. In this two or more students are assigned role of one or the other key executive in the case (Jauch et al., 1988). The limitation of this method lies in the format of the case that might not have identified the key players and their respective thought process. The students may only be presented with part of the information and be required to ask particular questions to extract the rest of the data needed and provide their analysis and recommendations. The instructor or other students may serve as ‘actors’ to present the information and answer questions.

ROLE OF STUDENTS

Students play a pivotal role in the success of a case study method of teaching. The pedagogical significance of case study cannot be complete without the preparation by the students. Inadequate preparation on the part of the students might yield absolutely no returns on the part of learning through case study. Therefore there are certain steps needed by the students to prepare for the case Jauch et.al (1988):

1. Reading the case to familiarize with the facts of the same.
2. Identifying the key issues and problems on which the executive or the decision maker should be focusing their attention.
3. Identifying alternative courses of action.
4. Evaluating each of the alternative solutions of the actions developed.
5. Selecting one of the alternative solution.
6. Observing the solution from the point of view of implementing it.

A student might require more than one reading, preferably three readings are recommended to give a clear picture of the case. In the first reading the students get familiar with the details of the organization like the nature of the business, the problems faced by the organization.

The second reading is to critically examine and identify the problems and the issues that the organization is facing. Sometimes the problems are not very easily identifiable and the issues discussed in the case may be obscure. Many a times sub-issues are also present that need to identifies. While reading, the student should mark the places where he might see problems. Finally, the student would be able to recognize the problem in totality. There he has to think of the alternative solutions or the courses of action that might possibly be taken.

The novelty of the solution is the key to solving a case well. Creative and ingenuity is demanded from the students while they prescribe their solution for the case. Then
there is the stage of evaluation of the alternatives. Here the student has to read the third and the final time to identify the alternative solutions along with the criteria of evaluation to be used for evaluating various alternatives on a comparative basis.

Once the student has taken the best course of action he has to look at it from the point of view of implementation and how the various tasks of implementation would be carried out. It exposes any weaknesses that might have been overlooked earlier. The students however have to prepare extensively for the historical cases may be on somewhat different lines. In such cases the event in question has already taken place and the learning outcome is derived from the evaluation of the process with which the decisions have been arrived at. This is why the historical cases are long and are often divided into two or more parts. The first one elaborating the premise in which the decisions have been taken while the following parts describe how effective the decisions have been. By reading the first part of the historical case the student should draw a flow chart of the decision process. Then they should determine the deficiencies in the analysis and describe the problems that may arise out of the decisions. The students might be given some lead questions by the instructor to enable the student to structure the ideas of the subject.

REQUIREMENTS OF CLASSROOM DISCUSSION

On discussing the cases in a classroom along with the peer group and the teacher there is a need to take efforts in understanding the management concepts involved in the case. In short optimum learning is to be desired from the case discussion. Here are some things to be noted in discussing cases in classrooms.

1. There is a need to avoid rehashing the rehashing the case. The use of data is significant to help in arriving solution to the case.
2. One must avoid the desire to participate for the sake of participating. Listening to the deliberations of the others can also be of great help to the learner. The view of various participants helps in understanding the nuances of the case. It is required that the students make relevant points at the right time concisely by accepting the views of the others. The process of the classroom discussion is facilitated when the students bring their analysis in written forms. This also helps in sharpening the listening skills students. If the students come unprepared then a lot of time in the class gets wasted when all the students start speaking as well as doing the analysis of the case at the same time. This is why the instructor is required to give the case studies in advance.
3. There is a need to carefully take the assumptions which are realistic in nature and not absurd. A student should be careful not to get attached to a particular
Learn Branding through Case Studies

problem or to commit to a solution or a strategy in advance and then start looking for information in the case to justify the same. Instead one must spend a good amount of time in identifying the problem as clearly as possible. The rational method of approaching a problem is by keeping aside opinions and personal biases.

PROBLEMS IN LEARNING BY CASE STUDY METHOD

After the discussions in the preceding sections, we can conclude that the case method of learning different from the other methods of teaching learning like lecture, seminar or tutorial. The list of additional skills developed with the help of case study method of learning is exhaustive. After a lecture a student has a feeling that he has indeed gain substantial knowledge. Many a times, a student is left to figure out what is the additional knowledge he has acquired after finishing the case discussion. It is more so in the case of subjects like brand management that has a lot of unstructured decision situations. The student may also express concerns over what concepts they have learnt. This happens because of the fact that improvements in higher level of learning created by the case study method are difficult to measure. For a student it is difficult to measure what progress he has made. Only when he is faced with such a business situation that bears similarity with the case study situation the student realized how much he knows to be confident of dealing with the same.

A good case will have all the relevant information relating to the issues being discussed in the case and the decisions that are to be taken, on which the case writer wants the students to focus their attention. The students might complain at times that the case contains too much information. This might be another perception created largely due to the instructor using the case with limited purpose in mind. In rare case it might be due to the fact that lack is perceptual due to the instructor using a case to demonstrate the points intended by the case writer. Such problems may be overcome by making suitable assumptions while doing the analysis or making decisions.

Another frequently occurring complaint may be due to the fact that the case might have too much of irrelevant information in it. This might also only be a perceptual condition with the instructor using the case with restricted purpose in mind and not being able to determine the purpose set by the writer of the case. Besides, the students might find the look at the matter as irrelevant due to their lack of appreciation of some of the issues dealt with in the case. The extra information in a case does not damage the case in any way except that it consumes a lot of extra time of the students. This problem can be taken care of by the instructor by selecting the cases that have the relevance to the topics discussed in class and that the instructor can also decide to discuss limited topics from a given case.
The role of an instructor as a facilitator is pivotal in the case method. He should explain the basic details of the case and moderate the discussions in the same. He may also provide broad and flexible guideline during and before the case study discussion is in progress.

Table 2. Elements of a case study

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The introduction defines the problem to be examined and explains the parameters or limitations of the situation.</td>
</tr>
<tr>
<td>Overview/Analysis</td>
<td>The overview/analysis provides a scenario of the situation and offers more detail about the various players in the scenario, including the organisation, its employees or other people involved with the issue in question. It may also mention professional, technical or theoretical issues that arise from the situation. It might also include graphic or visual aids such as budgets, organisational charts, mission statements or technical specifications, as relevant. In complex case studies, the overview and analysis may be presented separately.</td>
</tr>
<tr>
<td>Status Report</td>
<td>The status report describes the organisation’s actions, on the matter. It may include statements from managers or employees about their intentions for resolving the issue.</td>
</tr>
<tr>
<td>Case Problems</td>
<td>In many case studies, the status report may end with one or two case problems, which require the learner to analyse or solve a particular question. Case problems generally take one of three forms: Give a situation and ask learners what they would do next. Set a task, such as asking learners to prepare a report recommending an action for review by a key official. 6. Illustrate a scenario and ask learners to analyse the faults and recommend how it should have been handled.</td>
</tr>
<tr>
<td>Appendices</td>
<td>The case study may include as many appendices as necessary to ensure learners understand the case scenario and have the necessary information to solve the case problems, including exhibit copies of documents, charts, technical specifications and so on.</td>
</tr>
</tbody>
</table>

Table 3. Elements of a teaching notes

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synopsis</td>
<td>The synopsis presents a brief overview of the case in question.</td>
</tr>
<tr>
<td>Educational Objectives</td>
<td>The educational objectives include a discussion of the learning points raised by the case.</td>
</tr>
<tr>
<td>Discussion Outline/Question Set</td>
<td>The discussion outline/question set provides the instructor with guidelines for how to teach the case. It includes key questions to raise while discussing the case study, with appropriate answers or discussion points.</td>
</tr>
<tr>
<td>Tips for Resolving the Case Problem</td>
<td>If a specific problem was outlined in the case, these tips might describe the objectives of the problem and tasks to be undertaken. Tips might also be included about approaches that might be taken, sources that could be consulted and points that should be addressed in arriving at a ‘solution’.</td>
</tr>
<tr>
<td>Appendices</td>
<td>Appendices to the teaching note may include a bibliography, a glossary of relevant terms or a list of other activities or exercises that might be used to further learning of the subject. Some appendices, such as the bibliography or glossary, may be prepared in such a way that they may be easily reproduced for the students.</td>
</tr>
</tbody>
</table>
Learn Branding through Case Studies

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REFERENCES


