Introduction
This course is designed to give participants a good working knowledge of the many aspects of brand management. It builds on and uses knowledge from courses such as marketing fundamentals, consumer behaviour and marketing research. At the completion of Brand Management course you will understand:

the role of branding in organizations.
the brand management process throughout the lifecycle of a brand practical and theoretical aspects of strategic brand management the process of brand auditing the importance and measurement of brand equity.
issues facing brand managers now and in the future.

Course Coordinator
Lara Moroko
Room 320 John Goodsell Building
Telephone  61 2 9385 3615
Email  l.moroko@unsw.edu.au

Consultation Times
Tuesday    2pm to 3pm
Other times by appointment
Text Book and Readings

We will be drawing on a range of materials for this class. The primary textbook contains most of the information you will need for the course. However, we will be supplementing the textbook with readings from a variety of sources for some topics (eg: Services Branding, Integrated Brand Communications, etc.).

Also listed are other texts and journals that will assist you with coursework. These are useful sources of relevant information that you might need to complete assignments or gain a deeper understanding of the topics we discuss week to week. This list is not exhaustive, but will simplify your search for data, theory, commentary and opinion. It is not necessary to purchase these additional texts.

1) Primary Text Book
Jean-Noel Kapferer, The new strategic brand management, Kogan Page, 2004

2) Reading packs and additional readings
Following is a list of the preliminary list of readings for the weeks for which a reading pack is assigned. These readings will be available in hard copy or online via My Course or on Web CT (where indicated).

Week 2 – Brand audit
   – Kellogg case (attached)

Week 3 – Sustaining and adapting brands
   – Cadbury case 1 (hand out)

Week 4 – Decline, Aging and Revitalisation
   – McDonald’s breakfast case (my course)

Week 6 – Service Brands
   – Gala case (Web CT)

Week 10 – Brand Identity - design, legal issues
   – Journal articles TBA
   – Jet star case (Web CT)
Week 11 – Integrated Brand Communications
- Virgin Atlantic case* (Web CT)
  *note – there is no tutorial question for this case study

Week 12 – Brand Loyalty

Week 13 – Globalisation vs. Localisation

Week 14 – Brand Equity

3) Additional sources of information*


Journals dealing with brand**:
- Journal of Marketing
- Journal of Brand Management
- Journal of Product and Brand Management
- Journal of Marketing Management
- Journal of Market Research
- Journal of Consumer Research
- Australian Professional Marketing
- Australian Marketing Magazine
- Harvard Business Review
- McKinsey Quarterly
- B&T
- Ad News

*A number of these texts are not held by the library, but have been ordered
** Most of the journals can be accessed via the EBSCO database (McKinseys and HBR are unavailable on Proquest).

Assignments and Assessments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Mark Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial exercise</td>
<td>5%</td>
<td>Individual Mark</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>5%</td>
<td>Individual Mark</td>
</tr>
<tr>
<td>Major Assignment</td>
<td>25%</td>
<td>Group Mark</td>
</tr>
<tr>
<td>Group presentation</td>
<td>15%</td>
<td>Group mark</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50%</td>
<td>Individual Mark</td>
</tr>
</tbody>
</table>

Tutorial Exercise

For the first half of the semester, we will be working through case studies that help illustrate some of the main themes underpinning brand management. Each student is expected to prepare a 2 page (single sided, 12 point font, double spaced) answer to the case study question each week. This should form the basis of your contribution to discussion during the tutorial. You will be asked to submit your written answer to the tutorial exercise once only, however, this may occur any week during the first half of the semester. If you do not submit a written answer in the week you are called on to do so, you will forfeit the 5% of your final grade allocated to the tutorial exercise.

Tutorial Participation

A grade will be given on the basis of your thoughtful and constructive contribution to class discussions, rather than the volume of your participation. Naturally, if you do not attend classes regularly, you put this component of your final grade in great peril. As noted below, you are required to attend at least 80% of classes.
Major Assignment and Group Presentation

The assignment consists of two components:
Part A – Evaluate an existing brand via a brand audit
Part B – Having gained an understanding of the issues facing the brand, propose a strategic direction and tactical initiatives that will cement and enhance the brand’s equity.

You are required to work in a group consisting of 4 or 5 members. Each group will be allocated one of the following brands:

- Westpac
- Commonwealth Bank
- St George
- ANZ
- Aussie Home Loans
- Bendigo Bank
- Citibank

A) Brand Audit

‘The success of an organisation can, to a large extent, be determined by the success of a brand strategy. It can therefore be very important to register continuously the success factors of a brand’ (Riezebos, 2003 p.270). Riezebos describes this activity as ‘brand monitoring’. Another term used to describe this activity is ‘brand auditing’. A brand audit allows the organisation to know what factors are contributing to a brand’s performance. A brand audit gathers and evaluates information about the brand and competing brands.

A brand audit can answer questions such as: What is the core proposition of my brand? What do my customers/clients/employees think about my brand? What is the competition doing? What will the next generation be focused on? What can threaten the brand?

To do this each team (group) will gather information on:

- Brand positioning
- Differentiation points
- The brand’s target market
- Execution of the brand positioning

A variety of sources of information can be used to assemble this profile. You should consult trade magazines, business publications, and company sources such as annual reports and websites.
B) Strategic Brand Plan

Your task is to assess the sources of brand equity for your selected brand and suggest ways to improve and leverage that brand equity. Ongoing initiatives at a strategic (positioning of the brand, targeted market segments, brand structure) and tactical (use of marketing communications, areas of product and skill extension) should be considered.

Assessment
You are required to submit two progress reports, a final report and 15-20 minute presentation to the class. The first progress report is due on the 15th March (week 3). This report will consist of the names of your team members, the brand allocated to you for audit and a brief outline of how you are planning to carry out the project. The second progress report is due on the 19th April (week 8). This is a summary of the brand audit you have carried out. The final report is due on the 31st May (week 14). This should contain both the brand audit and the proposed strategic plan for the brand.

Progress reports
The progress reports you submit will not contribute to your final assessment, per se. The purpose of these reports is to help you manage your time and to give you the opportunity to gain feedback. It is in your best interest to treat these progress reports seriously. The more thought, research and care you put in at the progress report stage, the easier your task of completing the final assignment will be. You are expected to comply with the style guide for written assignments for the progress reports as well as for the final report.

Group presentation
Together with your group members, you will be required to present the brand audit of your focus company during the tutorial in the second part of the semester. Essentially, you will be presenting the content of your progress report. Presentations will be assessed on:
- factual content
- breadth of understanding
- analysis and findings
- quality of presentation and delivery
- ability to engage the audience

The aim of this course is to give you grounding in the theory and practice of strategic brand management. As such, the standard of your presentation should be commensurate with that of an agency or internal marketing team presenting a brand audit to a board of directors or to a director of marketing.

Final report
Further information on the final report will be provided by Week 4, including a marking guide.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01.03.05</td>
<td>Course Overview Administration Objectives Evaluation Tutorials</td>
<td>2,3</td>
<td>No tutorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject Overview Course structure Introduction: What is a brand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>08.03.05</td>
<td>The brand audit process</td>
<td>4,5</td>
<td>Kellogg case</td>
</tr>
<tr>
<td>3</td>
<td>15.03.05</td>
<td>Strategies for launching and sustaining brands</td>
<td>7,9</td>
<td>Cadbury case 1:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Progress report 1 due</td>
</tr>
<tr>
<td>4</td>
<td>22.03.05</td>
<td>Decline, aging and revitalisation</td>
<td>8, 15</td>
<td>McDonald’s for breakfast</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reading</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>29.03.05</td>
<td>RECESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>05.04.05</td>
<td>Service brands</td>
<td>Reading pack</td>
<td>Gala case</td>
</tr>
<tr>
<td>7</td>
<td>12.04.05</td>
<td>Brand architecture</td>
<td>12</td>
<td>Cadbury case 2</td>
</tr>
<tr>
<td>8</td>
<td>19.04.05</td>
<td>Multibrand portfolios</td>
<td>13</td>
<td>Group presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Progress report 2 due</td>
</tr>
<tr>
<td>9</td>
<td>26.04.05</td>
<td>Brand extensions, name changes and transfers</td>
<td>11,14</td>
<td>Group presentations</td>
</tr>
<tr>
<td>10</td>
<td>03.05.05</td>
<td>Brand identity - design, legal issues</td>
<td>Reading pack</td>
<td>Group presentations</td>
</tr>
<tr>
<td>11</td>
<td>10.05.05</td>
<td>Integrated brand communication</td>
<td>pp 161-166 Reading pack</td>
<td>Group presentations</td>
</tr>
<tr>
<td>12</td>
<td>17.05.05</td>
<td>Managing brand loyalty</td>
<td>pp 203-215 Reading pack</td>
<td>Group presentations</td>
</tr>
<tr>
<td>13</td>
<td>24.05.05</td>
<td>Globalisation vs. localisation</td>
<td>16 + reading pack</td>
<td>Group presentations</td>
</tr>
<tr>
<td>14</td>
<td>31.05.05</td>
<td>Brand equity - definitions and valuation</td>
<td>1,17</td>
<td>Group presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reading pack</td>
<td>Final written report due.</td>
</tr>
<tr>
<td>15</td>
<td>07.06.05</td>
<td>Course summary and exam preparation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Readings other than the main text will be made available via My Course. They consist of chapters from texts included in the additional information list as well as journal and trade articles.**
Course Protocol

Distracting behaviour such as non-relevant chitchat is not acceptable during sessions. Relevant questions and comments are acceptable, particularly during tutorial sessions as participation is expected in tutorials. Please note that an 80% attendance record applies. An attendance register will be kept, and non-compliance will result in the loss of the participation grade. Please turn off mobile phones during lectures and tutorials. Also, note that the tape-recording of lectures and tutorial is not permitted without prior consent. To do so represents an infringement of copyright.

It is a requirement of the School of Marketing that in order to pass a subject a student must pass the individually assessed components of the subject before group work can be taken into account. This means that you must pass the exam component (i.e. final exam) before the group work marks can be taken into account. Therefore you will need to obtain 25 or more out of 50 for the exam component to pass this course. Please note that the class participation mark is individually awarded.

Written Assignments

A basic requirement is that assignments should show a high degree of professionalism in both content and presentation. Please follow the guidelines for written work attached to this handout. Do not hand in any written work where each page is enclosed in a clear plastic envelope. This makes it difficult to give feedback. Also, please ensure that you allow the 2cm margin requirements and that your font size is at least 10 point. Line spacing can be 1.5 or double, but not single.

Please ensure that you understand what plagiarism entails and avoid it. To plagiarise is to take and use another person's thoughts, ideas, writings, or inventions as one's own. In written work plagiarism can range from the direct reproduction of a sentence or paragraph, a table or a diagram to paraphrasing and adaptation. So even if you rewrite the idea or thought in your own words it still constitutes plagiarism. The most common form of plagiarism occurs when students use the contents of published material as their own. It should be noted that if students hand in assignments with the same (or similar) sentences, paragraphs, diagrams, tables (or similar) without due acknowledgment it will be viewed as plagiarism and students will be penalized accordingly. Essentially, it means that you must reference your work. If you make a direct quotation, you need to cite the source and the page number(s). If you use Web-based sources make sure the reference is clear so that another reader can find the section you have quoted.

Please note that the time set for the submission for assignments must be adhered to. A penalty of 0.5 of a mark per day overdue will be incurred.

Extensions may be granted and the penalty waived on medical and/or compassionate grounds provided they are adequately documented. It should be noted when general topics (as opposed to individual topics) are set, even if extensions have been granted late assignments will not be accepted once assignments have been marked and returned to students. Students should schedule their workload carefully to avoid inadequate and late submissions of assignments. Students are required to keep a copy of each assignment submitted as they may be asked to submit the copy in case the original has been lost.
Summary of assignment requirements:

- typed
- lines double spaced
- 2cm margins
- A4 paper
- pages should not be inserted in single plastic sheets
- pages should be numbered

Students should note that inadequately referenced assignments will be penalized.

**Final Exam.**

Final examination procedures are governed by University rules. All students are expected to sit for the final examination. It is not possible to offer examinations earlier or later than the time set by the University.

If for any reason you cannot attend the final examination, then you must submit a Consideration Form to the Registrar (do not submit this form to lecturing staff or the School of Marketing). You will be informed, in writing, of the decision of the Registrar.

If you fail to sit the final examination and have not submitted a Consideration Form, or have your consideration turned down, you will have to terminate your enrolment in the subject or repeat the subject in the following year.
APPENDIX 1: Guide to Presentation of Essays and Assignment

These requirements are mainly a matter of usage and common sense. The material that follows is designed to help the student in the presentation of written essays and assignments.

1. **Abstract/Table of Contents**
   When a brief summary of the essay or table of contents is required, this should be placed separately following the title page.

2. **Quotations Within the Text**
   Quotations of no more than two or three lines may be introduced into the body of the Paragraph and should be enclosed in quotation marks.

   Longer quotations should be indented and set out as separate paragraphs within the paragraph being written. Such quotations do not require quotation marks. Where the assignment is typed, single line spacing should be used.

   An omission from a quotation should be shown by three dots.

   When the quotation involves another quotation, the whole quotation should be enclosed in double quotation marks and the quote within the quotation enclosed in single inverted commas.

   All quotations should be grammatically linked with the words that precede them.

3. **Documentation**
   In the body of the text where any of the following are included then they must be documented:

   - direct quotations
   - indirect quotations, i.e., stated opinions of others which have been paraphrased
   - references to books, studies, individuals, etc.,
   - facts, figures, statistics, etc., included.

   In general, such documentation should include the name of the author, year of publication and pagination. Documentation of particular instances as illustrated in what follows:

   If the author's name is in the text, follow it by year of publication. "As Davies (1956) has shown in his analysis of class...". If the author's name is not in the text, insert at an appropriate point, surname and year of publication: "According to some studies of the family in Australia (Martin, 1957)".

   Where two authors are involved, cite both surnames, e.g. Brealy and Hitchfield (1966). Where more than two authors are involved, cite the first surname et al., e.g., connel et al., (1962). For institutional authorship, supply only sufficient details for positive identification: "Recent figures on the incident of mental illness among migrants (Commonwealth Immigration Advisory Council, 1961) show that...".
Separate multiple citations by semicolons: "As several studies of class have shown (e.g., Davies, 1956; Martin, 1957)…".

If two or more works by the same author, published in the same year, are cited they should be distinguished from each other by adding the letters a,b,c, etc', as required: e.g. (Davies, 1956a, Davies, 1956b).

4. References
All books, articles and other sources referred to directly in the text should be listed on a reference page(s) that follows the body of the paper. Entries are arranged in alphabetical order by author surname in the following manner:

Journals:
− Names, followed by initial(s).
− Year of publication - if several papers by the same author(s) in one year are cited, a,b,c, etc., are placed after the year of publication.
− Name of the article in inverted commas.
− Name of journal in full, in italics.
− Volume number in Arabic numerals without prefix 'vol.' and underlined.
− The numbers of the first and last pages of the article in Arabic numeral without prefix "pp".

Thus references will appear in the following form:


5. Reference to Books
State author(s), date, title underlined, edition where appropriate, city of origin and publisher, date, thus:

One author

Two or more authors:

Editor(s) of collection:

Components part by one author in a collection edited by others:
6. Content Footnotes
In some systems of referencing, details of works cited are included at the foot of each page rather than listing them at the end of the text as in this system. Here footnotes should be restricted to explanatory matter which the writer himself may wish to make, i.e., "content footnotes". Such footnotes should be numbered at the appropriate point in the text. Footnote number sequences should be confined to the one page and start again with the number 1 on the next page on which a footnote occurs.

Example 1. The term G.N.P. (Gross National Product) is used interchangeably here with G.D.P. (Gross Domestic Product).
APPENDIX 2: Kellogg’s Case Study: Launching Real Fruit Winders through new media

Summary:

This case study looks at the recent launch of Kellogg's Real Fruit Winders. The launch had two main features. Firstly, it was done with key support from a website. Secondly, the product format is Kellogg's first move outside of cereals and cereal bars and into a totally new category of fruit snacks.

Real Fruit Winders are fun, fruit snack rolls. The primary target market for them is children aged 6 - 12. The Internet was chosen to communicate with the target audience because it is where children interested in games and technology are most likely to be found.

The campaign aimed to grab the attention of opinion formers and trendsetters who would then tell their peers. The campaign is particularly interesting because it was based around a set of animated characters that speak their own language. Also, these characters and their adventures were introduced to the target audience well in advance of the product they supported.

In a rapidly changing world, marketing specialists need to use state-of-the-art communication methods, particularly when dealing with young people who tend to be most familiar with the latest technology. The best way to launch a new product is to use the media most appropriate to the target audience. For example, magazines like Bliss and Sugar (targeted at teenage girls) are ideal vehicles for launching teenage cosmetics. Similarly, popular television programmes watched by a large proportion of the population provide suitable media for marketing mass-market consumer products like toothpaste and breakfast cereals.

Traditionally, firms have used television for product launches because it reaches into millions of homes. However, in an age in which the majority of homes have access to the Internet and where young people are the keenest online browsers, it makes sense to build a launch around digital media as well as television advertising with some products. Online games and competitions help remind consumers about a brand, but the difficult bit is how to persuade audiences to interact with these forms
of branded entertainment in the first place; promotions such as animations, e-mail campaigns and sponsorships need to be developed.

Even the very best new products will not sell themselves. They need the support of a sound marketing plan.

The starting point of any plan is to set out clear objectives. Marketing planners at Kellogg's established the business objectives for Real Fruit Winders and its launch. Note how precise the objectives are for the company's first non-cereal based product:

- become a Top 10 kids confectionery snack
- to generate annual sales of over £15 million and to be profitable within 2 years from launch

Kellogg's marketing research showed that children wanted a sweet snack that is 'cool and fun'. Parents wanted a fruity snack that was healthy for their children. Having developed a product that met these two criteria, the marketing department then had to communicate this clearly in the launch as well as getting across that the product:

- is a fruit snack roll in 3 flavours; orange, blackcurrant and strawberry
- is over 5% real fruit
- has no artificial colouring or flavours.

Advertising and promotional campaigns were designed to attract children by concentrating on the elements of great taste, fun, and website interactivity. Parents were given the reassurance that the product comes from Kellogg's, and mainly consists of real fruit.

Children were selected as the target market because they are the end consumers of the product. To spread the word about the product, it made sense to target 'playground leaders' who are the trendsetters for others to follow and the first ones to adopt new fashionable products. At the same time, it was necessary to reassure parents about the fruit based nature of the product: this was done using the pack.

In a consumer driven society, firms need to understand and then meet the needs of their target market. The marketers given the job of launching Real Fruit Winders needed to carry out detailed research to develop insights into how children use communication channels. This research showed that a key child's insight is: 'All the things I'm into are really interactive; my Gameboy, the Internet, multi-channel TV, CD-ROMs.' So a website that simply gave information was not enough. The site had to be interactive in ways attractive to children, the target users.

Advertising plays a key role in any new product launch and must generate excitement about the product. With a product targeted at children, it is vital to get them talking about it amongst themselves e.g. in the school playground and in other places where young people get together and chat about what is happening in their world.

To achieve this level of interest, Kellogg's went for:

- interactive animated advertisements placed on children's websites
- animated characters that used a secret language to give true 'cool credibility'.
To maintain the momentum and excitement of the launch it was rolled out in several phases.

Phase 1: Sowing the seed
This involved seeding the language prior to the launch. It featured unbranded Flash-based animations of the three flavours: strawberries, blackcurrants and oranges looking fearful of the 'Wicked' Chewchat Gang. The three fruit characters (Blabber, Sorbabe & Booster) were developed as symbols of mischief and naughtiness.

The Chewchat Gang use their own Chewchat language to communicate their wicked thoughts. Facing the Chewchat Gang is a series of Terrified Fruit: the real fruit that spend their lives in fear of the Chewchat Gang. They too use Chewchat language to express their fear. A key part of the new product concept is the secret Chewchat language, which is set out in a variety of symbols.

The aim of this secret language is to give young people something they can experiment with and take ownership of. Children decide for themselves what the symbols mean and, using the language, can communicate through stickers, chat discs and on the web.

Phase 2: The pre-launch boost
Once the initial buzz had been created, the next phase developed the animations into characters which, when clicked on, took users through to Chewchat.com, where they could play games, send text messages and enter competitions.

The objective of this phase was to make sure that children made the connection between the various parts of the campaign (Chewchat, Chewchat Gang and Terrified Fruit). At this stage the campaign was still unbranded. Chewchat sticker sheets were distributed through children's media, and Chewchat symbols continued to appear in unexpected places such as shopping centre floors.

Phase 3: Making the connections
Finally it was time to make the connection between the campaign and the product. Having already established credibility with children through Chewchat, the objective of Phase 3 was to create awareness amongst parents and children of a real fruit snack from Kellogg's.

This was done by creating lots of links between other Internet sites and Chewchat.com, and also by setting up 5 nationwide spoofs or 'wind-ups'. On April Fool's Day the national press was used to communicate these wind-ups and make the connection with Kellogg's Real Fruit Winders. Four million stickers giving the web address were distributed in magazines such as Smash Hits, in shopping centres, in toy stores, and at concerts.

Phase 4: Consolidation
The final phase in the campaign was two 30-second advertisements involving 'Orange' and 'Strawberry', which were seen as the most powerful flavours. An important part of the television advert was a message to parents about the real fruit content. In the event, the television advertising was postponed because by then
demand for the product was already so high that it had seriously outstripped the company's initial production capacity.

The product consists of fruity flavours that are flattened and rolled up into the pack by the Chewchat Gang, to give you - Kellogg's Real Fruit Winders! It has several novel features. One key feature is that symbols can be printed onto the product itself with stampers that came with the multi-packs (for limited promotional periods).

A campaign needs to be evaluated against the targets set at the outset. In this case, the targets were to:
- become a Top 10 children's snack
- generate a high value of sales.

It is also worth asking, however, whether the success was because of the media used or in spite of it. How vital had the online promotion been? Did the interactive website really make a big difference?

The available evidence suggests that the website initiative did pay off.

The chart below shows awareness of the Real Fruit Winders brand when compared with other snacks.

The chart indicates a remarkable success story, bearing in mind that this was a completely new product area for Kellogg's, and that Kit Kat and Twix are by far the best selling snacks in the UK. Note that the burst of TV advertising took off only on June 4, 2001. Until then, sales had been driven by public relations and online activity alone.

<table>
<thead>
<tr>
<th>PERCENTAGE OF SNACKS EATEN MOST WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG SEPT OCT NOV</td>
</tr>
<tr>
<td>Kit Kat</td>
</tr>
<tr>
<td>Twix</td>
</tr>
<tr>
<td>Fruit Winders</td>
</tr>
<tr>
<td>Any Cereal Milk</td>
</tr>
<tr>
<td>Rice Krisp Square</td>
</tr>
<tr>
<td>Nutri-grain bar</td>
</tr>
</tbody>
</table>

It is also important to evaluate the web launch. A problem with many websites is that children just flick through them. To hold children's interest, websites need something special about them. Recent research has indicated that the average time spent at Chewchat.com is 12 minutes, and that 10% visitors spend longer than 19 minutes onsite. This is very encouraging, because it indicates that visitors will have engaged with the site and thus have a good understanding of its key messages. Typically, visitors spend time on the site playing the games, particularly Chewchase.
The site also serves as an important market research tool because users are able to register for a newsletter. Data collected from visitors asking for newsletters shows that typical visitors are aged between 8 and 12 years, and 60 of them are female.

There can be little doubt that the web launch was an appropriate vehicle for creating a buzz of excitement about Real Fruit Winders and that the animated characters associated with the product have become part of popular culture.

Interactivity has been a core theme throughout. The idea of the Chewchat Gang terrifying fruit has proved engaging and persuasive. Introducing that idea in a way that left children feeling that they had discovered it for themselves greatly increased its impact. The product has more than met initial expectations and is now successfully established as a popular brand with its target market.

TUTORIAL QUESTIONS:

a) Describe the target market(s) for Kellogg’s Winders
b) Discuss the ways in which Kellogg’s aligned the main brand themes (positioning) with the target market’s needs: include campaign execution and media selection
c) Briefly outline the benefits of taking a multi-phase approach to the brand launch