

Branding for Social Impact:

Spring Semester 2024

Course number: ECON 327.006

Meeting Days, times and locations

T/TH 12:30-1:45 pm

Professor: Kenyetta Hall, MBA Donohoe Social Entrepreneur in Residence, Shuford Program in Entrepreneurship

Contact information: hallkk@unc.edu

LinkedIn:

<https://www.linkedin.com/in/kenyettahall/>

Office Hours: by appointment

Course Description

This course starts with the premise that individuals want to make a difference in the world and have a passion for social impact. In today's rapidly changing environment, one of the most valuable and often underutilized assets in a business is the element of having a strong brand presence in the marketplace. As a change agent who will challenge the status quo, having a compelling brand is more important than ever. This course is designed for students who want to explore how to develop a brand that will stand out. This course is applicable to multiple aspects of social enterprise including – for profit companies and start -ups, non-profit or self-funding organizations and people who want to act more entrepreneurially from within larger non-profits or socially oriented businesses.

Why you should not take my course.

You are in the Entrepreneurship minor because:

- Deciding if Entrepreneurship is a path for you

and/or

- Want to cultivate that entrepreneurial mindset. Well, in order to do that you must practice. Which means this course has a heavy focus on application, implementation and agility. Our class will not be like your traditional classes. We will adjust according to your needs and what to the needs of the marketplace.

Why you should be committed to this course.

If you are looking to:

- Get the foundational knowledge in brand and marketing
- Obtain the critical thinking skills it takes to craft and implement branding and marketing efforts, as well as, evaluate the market, understand positioning, make decisions
- And gain the skills, tools and frameworks to be a brand strategist

This class is for you.

Prerequisites

- ECON 101 AND ECON 125
- ECON 325 must be taken prior to or during the same semester

Objectives

- Learn the fundamentals of what it takes to create a brand for social impact
- Create and apply different techniques to create a brand strategy
- Become skilled in effective listening, working within a team
- Create and apply marketing concepts to launch a brand and get/serve stakeholders.
- Learn how to launch a brand using the Align, Design, Develop, Deliver framework

Structure of this course

The course is taught through a combination of classroom lectures, class discussions, individual assignments, and a team project. Class sessions will be devoted to reviews of key points, experiential exercises, and discussions of materials and readings. Students are expected to prepare readings and cases, but the real “work” of the course involves the hands-on research and analysis needed for individual and team assignments. Much work will be done in teams. This course prepares you through six different types of learning:

- Lectures – Development of the theory of the case
- Class Discussions – Facilitated conversations to explore ideas and concepts
- Case Studies – Discussions based on the analysis of real situations
- Individual Assignments – Work designed to develop analytical skills
- Guest Lectures – In-classroom talks by people with relevant real-world experiences
- Team Project – Application of the lessons of the course in a real world setting

Required Text or tools:

- No book is required
- Chatgpt 4

Class Attendance (required)

Attendance will be taken at the beginning of each class.

It is vital that you attend every class and team meeting since so much of the learning for you and your colleagues is gained from in-class interactions. In accordance with general Questrom policy, absence from more than three classes can result in a failing grade for this course.

Because this course moves quickly, the issues are so interrelated, and material builds over the course of the semester, falling behind will put you at a disadvantage.

Absences will be excused for illness, family emergencies, and other personal issues. For the safety of your colleagues and community, please stay home when you aren't feeling well or when you have been at high risk of exposure of COVID-19.

- Excused Absences
 - Standard university attendance policies apply (see
 - Illness or other major life issues will be the only accepted excuses
 - It is the Professor's discretion if an absence is excused or not. Please email me for further guidance.

Class Preparation, Etiquette, Attendance and Contributions:

Be on time for class.

- Late arrivals interrupt the class discussion. Please let me know if you have any concerns with getting to class on time consistently. Late arrivals and leaving early will result in point deduction from class attendance for that day.

Be prepared for cold calls and discussion in class.

Preparation and participation in class discussion are essential to your and everyone's learning. When you speak in class, your emphasis should be on quality as opposed to quantity. Everything you say in class should either add value to the discussion, or address a specific question you have or point on which you would like further clarification.

- This will directly affect your participation grade. This class is all about collaboration, communication and participation. This is my expectation.

Laptops and Class Materials:

Please do not use electronic devices for non-class activities during class. You may use laptops to take notes in class and refer to electronic versions of the course materials. However, please do not use electronic devices for non-course-related activities. Surfing the web and the like is distracting for both you and your colleagues. Class will be a better experience if everyone is fully engaged. I will emphasize and repeat important points and will post slides to help with your notes.

Assignments

Four Case study analysis Assignments:

- Each assignment will be submitted via Canvas at 11:59pm on the due date outlined in the syllabus.
- Each assignment must include your name, the class name and section number.
- Max 3 pages, 12 pt font, 1 inch margins
- All assignments are graded on the following:
 - 25% Quality of writing
 - 25% Effectivity applying the concepts, tools and frameworks learned in this course
 - 25% Persuasive Storytelling

- Canva specifies assignment type (individual or Team), due date and time
 - Assignments submitted late on the same day are marked down ONE letter grade
 - NO credit will be given to assignments submitted after the due date

Monthly Presentations

- Each Monthly Presentation will be presented at the end of each month. The date is specified in the syllabus.
- Each presentation will be followed by a retrospective meeting to discuss amongst your team about what went well, improvements, what you all need to work on and the action plan going forward. This information will need to be submitted on Canva.
- Presentation should be no more than 7 mins long.

Other Assignments

- Any other assignments are to be completed and submitted Canvas prior to the start of class.
- Students are responsible for ensuring all assignments are turned in on time, in valid file formats

File Format

- File Formats (required)
 - Presentations: PowerPoint, PDF, google or canva; Documents: Word, google and canva; Spreadsheets: Excel, google
- File naming conventions (required)
 - Individual [Student Last Name, First Name] Class [Class number].file extension (Example: HallKenyetta Class 0001.xlsx)
 - Team: [Team name] Class [class number].[file extension] (Example: BlackMambas Class 0001.xlsx)
 - All team members' names need to be on the first page, slide, or spreadsheet of every file submitted

Rating

- Team members rate each other monthly
- You get graded on completing the ratings surveys AND on the rating received
- This helps identify issues with team member contributions
- An overall grade is calculated for the semester based on the ratings data from all surveys
- Failure to complete and submit a rating survey results in a rating of 0 for that survey

Grading System

- 10% Class attendance and Participation
 - The course requires you attend and participate within the discussions in class
 - However 3 unexcused absences and you drop ONE LETTER GRADE
- 10% Team Rating
- 20% Case study analysis
- 20% Monthly Presentations
- 40% Group Final project

Grade Distribution

Grading Scale: At least 93%

A but less than 93%: A

At least 90% but less than 93% A-

At least 87% but less than 90% B+

At least 83% but less than 87% B

At least 80% but less than 83% B-

At least 77% but less than 80% C+

At least 73% but less than 77% C

At least 70% but less than 73% C-

At least 67% but less than 70% D+

At least 60% but less than 67% D

Less than 60%: F

Schedule of Assignments

Dates	Topic	Assignment
January		

Jan 11	Syllabus Overview	Unload Pictures into Canva, and submit what is your goal for taking this course (This will be apart of your attendance grade)
Jan 16	Types of Social Enterprises	
Jan 18	The Importance of Branding	What does Brand mean to you
Jan 23	The difference between Marketing and Branding	
Jan 25	Impact Identification. What problem are you trying to solve and what is your solution? What impact do you want to make	First Case study analysis is due at 11:59pm
Jan 30	Pitch your Idea	
February (Alignment)		
Feb 1	Group Project Vote Team Identification Group Assignment explained	
Feb 6	Guest Speaker: Sarah Wechsberg	
Feb 8	Brand Fundamentals: 9 elements needed for a great Brand strategy	
Feb 13	Well Being Day (NO CLASS)	
Feb 15	Your Brand Starts with WHY? The importance of Vision, Mission, Values within a social impact organization	
Feb 20	Goal Setting: important for your business. Important for your Brand	

	How to design what success looks like for your industry.	
Feb 22	Who we serve: Defining your Target Market and Niche Brand Positioning	
Feb 27	Guest speaker: Vic Hill of My Ruck. ai	Case Study Analysis Due at 11:59 pm
Feb 29	Presentations	Your presentation will need to include the following concepts. Summary of business Problem Statement Solution Mission Vision Values Goals (5yr, 3yr, 1yr, 90 days)
March		
Mar 5	Retrospective and Feedback from Peers Articulating your Value in your defined space	Submit Retrospective Summary in Canva
Mar 7	How to build your target Persona	
Mar 12	NO CLASS (SPRING BREAK)	
Mar 14	NO CLASS (SPRING BREAK)	
Mar 19	Customer Journey map	

Mar 21	Guest speaker TBD	Case Study Analysis is due at 11:59pm
Mar 26	Presentation 2	<p>Your presentation will need to include the following concepts .</p> <p>Target Segment Market research Target Personas SWOT Analysis Personas Customer Journey Map</p>
Mar 28	Mental Health day (no Class)	
April		
Apr 2	How to craft your brand vibe	Mood Board
Apr 4	How to craft a brand personality &How to create the Vibe(culture for your brand)	
April 9	Brand Style Guide	
April 11	Guest speaker TBD	
April 16	Marketing Elements to launch and sustaining a successful brand	
April 18	Brand Story and Communication Channels	
April 23	Guest speaker TBD	

April 25	Crafting a great Marketing strategy and Plan	Case study analysis due at 11:59pm
April 30	Presentation 3	Present Brand Vibe
May		
Final	Your FINAL presentation	

Policy Statements

Academic Policies

University Class Attendance Policy (required)

University Policy: As stated in the University's Class Attendance Policy, no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities: University Approved Absence Office (UAAO) website provides information and FAQs for students and FAQs for faculty related to University Approved Absences
- Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
- Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

Honor Code Statement (required)

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me, or consult studentconduct.unc.edu.

Syllabus Changes (required)

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full Information Technology Acceptable Use Policy, which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Additionally, consult the Safe Computing at UNC website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

Data Security & Privacy

UNC-Chapel Hill Privacy Statement: Sakai's Discussion Forum, Assignments, DropBox, Gradebook, and Tests & Quizzes tools are designed to share FERPA-protected information privately between instructors and individual students.

Grade Appeal Process

If you have any concerns with grading and/or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or department chair.

Services & Student Support Policies

Accessibility Resources & Services (ARS) (required)

Accessibility Resources and Service (ARS- ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to reach out to ARS to discuss.

Counseling & Psychological Services (CAPS) (required)

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources (required)

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at [https://eoc.unc.edu/report -an-incident/](https://eoc.unc.edu/report-an-incident/) or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office at [https://eoc.unc.edu/report -an-incident/](https://eoc.unc.edu/report-an-incident/).

Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.

AI Usage Philosophy

Use of generative AI in your coursework is based on the following principles:

AI should help you think. Not think for you.

Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.

Engage with AI Responsibly and Ethically: Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.

You are 100% responsible for your final product.

You are the user. If the AI makes a mistake, and you use it, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-

generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.

The use of AI must be open and documented.

The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.

These guidelines are in effect unless I give you specific guidelines for an assignment or exam. It is your responsibility to ensure you are following the correct guidelines.

Data that are confidential or personal should not be entered into generative AI tools.

Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

The following sections provide the philosophy and specific guidelines for using these tools and features (increasingly, generative AI capabilities will be integrated with everyday applications). Unless I provide other guidelines for an assignment or exam, you should follow these guidelines.

Guideline Specifics

Not following these guidelines may be a reportable violation to the UNC Honor Court.

Assignments

Writing and Presentation: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.

Multimedia Assignments: In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.

Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.: Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.

Readings and Discussions: Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works

themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.

Research: If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.

Simulations: In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.

Group Work: Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).

In-Class Activities: Instructions on the appropriate use of AI for in-class activities will be provided by me.

Written & Oral Exams: Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

Sourcing Use of AI

Accuracy: Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.

Attribution: All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a twofold obligation with respect to attribution:

(1) If a source is identified, find and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.

(2) Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:

"I attest that this project did not use AI at any stage in its development or in the creation of any of its components."

“I attest that this project made use of AI in the following ways:”

You must then use the following form to document your usage. *

Usage Tool Used

(e.g., ChatGPT-4)

How you edited the output, if at all Conversation Link

(If available)

Topic selection

Brainstorming and idea generation

Research

Source valuation

Outlining/planning

Drafting

Media creation

Peer review

Revising

Polishing

Other

*Note that such attribution is not a valid source for facts, only for the output itself.

ChatGPT was used in the development of these guidelines – more specifically, it was employed to generate suggestions for student use policies and to rephrase and consolidate certain sections of the text. Also, Sentient Syllabus was a resource for a number of the ideas within this document.