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**Federal State Autonomous Educational Institution of Higher Education**  
**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA**  
**RUDN University**

**Faculty of Philology**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

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**Professional workshop / Branding for companies, institutions, products, people**

course title

**Recommended by the Didactic Council for the Education Field of:**

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**42.04.02 Journalism**

field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

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**Global and Digital Media**

higher education programme profile/specialisation title

## 1. OBJECTIVE OF THE DISCIPLINE

The main goal of the Discipline “Branding for Companies, Institutions, Products, People” is to accommodate students with the key concepts, elements, strategies of the branding

The main objectives are:

- to show branding’s interconnection with the positioning, marketing, PR and sales;
- to get theoretical and case-study knowledge about the brand differences of the government and commercial institution, goods and services in different industries, of the political and personal brands;
- to learn about the differences of building and communicating good’s and service’s brands in different wealth-levels: economy, mass-market, business, luxury segments.

## 2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

*Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)*

Code	Competence	Indicators of competence achievement (within the discipline)
UC-1	The ability to carry out a critical analysis of problem situations based on a systematic approach, to develop a strategy of action	UC-1.1 Knows types, methods, and concepts of critical analysis
		UC-1.2 Can apply types, methods, and concepts of critical analysis to develop a plan of action in problematic situations
		UC-1.3 Knows the basic principles that define the purpose and strategy of solving complex situations
GPC-1	Able to plan, organize, and coordinate the process of creating media texts and/or media products demanded by society and industry, and (or) communication products, to monitor and take into account changes in Russian and foreign language norms and the peculiarities of other sign systems	GPC-1.1 Knows all stages and principles of media text production and/or media products and/or communication products
		GPC-1.2 Manages the process of preparing journalistic texts and/or products demanded by society and industry, taking into account changes in Russian (foreign) language norms and peculiarities of other sign systems

## 3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “Professional workshop” belongs to the Variative Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline in accordance with the matrix of competencies.

*Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline*

Code	Name of competence	Previous discipline	Subsequent disciplines
UC-1	The ability to carry out a critical analysis of problem situations based on a systematic approach, to develop a strategy of action	PR and media relations / PR и медиарелейшенз	Modern problems and mass media agenda / Проблемы современности и повестка дня СМИ Psychology of management / Психология управления
GPC-1	Able to plan, organize, and coordinate the process of creating media texts and/or media products demanded by society and industry, and (or) communication products, to monitor and take into account changes in Russian and foreign language norms and the peculiarities of other sign systems	Photojournalism / Фотожурналистика	Media production / Производство СМИ

#### 4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **6** credits.

Table 4.1. Types of educational work by periods of study of the EP HE for the full-time mode of study

Type of activity	TOTAL, ac. hours	Semester (s)			
		1	2	3	4
<i>Classroom activities, ac. hours</i>	50		50		
Including:					
Lectures					
Laboratory activities					
<i>Practical lessons/Seminars</i>	50		50		
<i>Independent work, ac. hours</i>	140		140		
<i>Control, ac. hours</i>	26		26		
<b>Overall workload</b>	ac. hours	216	216		
	credits	6	6		

#### 5. CONTENT OF THE DISCIPLINE

Table 5.1 Content of the discipline (module) by type of activity

Name of the Unit	Content of the Units (topics)	Type of activity
<b>Introduction</b>	No-name goods, services, businesses, professionals etc. and branded ones. What is the difference? The difference between company's and its products' brands. Line of products within the one company and their brands. Key branding concepts: brand, branding, integrated marketing communications and the place of the branding, marketing.	Seminars, individual work

Name of the Unit	Content of the Units (topics)	Type of activity
	<p>What does brands service for? Brands interconnection with the positioning, marketing, PR, sales.</p> <p>Brands over 100 year on the market.</p> <p>Brand-manager. Brand-agency.</p>	
<p><b>Key aspects and technics of building brands</b></p>	<p>Brand's identity: design, logo, taste, sound, product, market places, quality, post-sales support, insurance and guarantees. Non-material aspects (customer-relations, HR-brand, investors credibility).</p> <p>Brand's code. Brand's DNA. Brand's power.</p> <p>Audience's perception of the brands and products and reality. The key aspects influencing different audience's perception.</p> <p>Target audiences.</p> <p>Product's and company's reputation interconnection with brand.</p> <p>Recognition, credibility, loyalty, readiness to advise brands.</p>	<p>Seminars, individual work</p>
<p><b>Technologies of communicating brands</b></p>	<p>Brand impression. PR and media, social media, event-management and special activities as key parts of the brand-strategy. How to choose target media to work with?</p> <p>Sponsorship. Charity. Art support.</p> <p>Corporate Social Responsibility projects as a part of a company's brand strategy (case-study).</p> <p>Brand-Ambassador. Brand-SMM-Influencer/SMM-Ambassador (case-study).</p> <p>Brands, based on the founder's publicity (case study).</p>	<p>Seminars, individual work</p>
<p><b>Rebranding</b></p>	<p>Rebranding (the reasons and the process).</p> <p>Rebranding influence on the business, customers' relations.</p> <p>Positive and negative reasons for rebranding, case-studies.</p>	<p>Seminars, individual work</p>
<p><b>Different dimensions of the brands: Territory's and country's brand, Government institution's brand, Political brand. State company's brand</b></p>	<p>Territory's and country's brand for political and cultural engagement with other countries.</p> <p>National identity and reputation, public diplomacy, cultural policy and cultural relations, regional integration, immigration and related areas of social policy, sustainability, educational policy, trade, export promotion, tourism, security and defense, foreign direct investment, talent attraction and major international events.</p> <p>Government institution's brand. Objectives, particularities, audiences.</p> <p>Political brand. Objectives, particularities, audiences.</p> <p>State company's brand. Objectives, particularities, audiences.</p>	<p>Seminars, individual work</p>

Name of the Unit	Content of the Units (topics)	Type of activity
<b>Different dimensions of the brands: Corporate brand (including HR Brand), Brands in different industries (Media, Education, IT, FMCG, Pharmacology, Heavy-equipment Industry, Real estate Development, Energy)</b>	Corporate brand. HR Brand. Internal communications. Corporate identity. Brands in different industries: Media, Education, IT, FMCG, Pharmacology, Heavy-equipment Industry, Real estate Development, Energy. Objectives, particularities, audiences, target results, local and international dimension. Brands in the new ethics reality – reduction of consumption, sustainable development, eco-friendly approach in business.	Seminars, individual work
<b>Different dimensions of the brands: Personal brand</b>	Personal brand for CEOs, professionals. Energy. Objectives, particularities, audiences, target results. Personal brand's building strategies. Free-publicity instruments.	Seminars, individual work
<b>Brands of goods and services: economy, mass-market, business, luxury segments.</b>	Differences of building and communicating goods/services brands in a different wealth-level audience: economy, mass-market, business, luxury segments. Consumer expectations, brand code and brand DNA role.	Seminars, individual work

## 6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

*Table 6.1. Material and technical support of the discipline*

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering of the discipline (if necessary)
Multimedia classroom	Multimedia classroom, computer, Internet access, smart board, library reading room.	The computer has to be equipped with licensed and up-to-date software. Each computer has broadband Internet access. All computers are connected to RUDN University corporate computer network and are located in a single domain.

*\* The classroom for students' independent work **MUST be indicated!***

## 7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

### *Main readings*

1. Brawn Paulin Aesthetic Intelligence: How to Boost It and Use It in Business and Beyond. – HarperBusiness, 2019
2. Castells, M. The Information Age: Economy, Society and Culture, 3 volumes / M. Castells. – Oxford: Blackwell, 1996.
3. Kotler Philip, Marketing Insights From A to Z: 80 Concepts Every Manager Needs to Know. – John Wiley & Sons, Inc.2020

4. Kotler Philip, Jatusripitak Somkid, Maesincee Suvit, The marketing of nations: a strategic approach to building national wealth. – New York: Free Press, 1997.
5. Miller Donald, Building a StoryBrand: Clarify Your Message So Customers Will Listen Hardcover. – New York, 2017

*Other recommended readings*

1. Anholt, S. National brand as context and reputation / S. Anholt. – Henry Steward Publications, 2005.
2. Anholt, S. Place branding: Is it marketing or isn't it? / S. Anholt // Place Branding and Public Diplomacy. – 2007. – Vol. 1-6.
3. Anholt, S. Public diplomacy and place branding: Where is the link? / S. Anholt // Place Branding. – 2006. – Vol. 2.
4. Anholt, S. Should place brands be simple? / S. Anholt // Place Branding and Public Diplomacy. – 2009. – Vol. 1-6.
5. Anholt, S. Why brand? Some practical considerations for nation branding / S. Anholt. – Palgrave Macmillan, 2008.
6. Gilboa, E. Public Diplomacy in the Information Age [Electronic resource] / E. Gilboa. – Stable URL: <http://icp-forum.gr/wp/wp-content/uploads/2008/12/gilboa-lecture-athens-jan-2009.pdf>.

*Web-sites and online resources*

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:  
[УНИБЦ \(НБ\) РУДН \(rudn.ru\)](http://rudn.ru)
2. Databases and search systems:
  - Digital informational system of the RUDN: <http://lib.rudn.ru:8080/MegaPro/Web>
  - Multimedia data-basis of Scopus: <https://www.scopus.com/>
  - Scientific digital library E-library: <https://www.elibrary.ru/defaultx.asp>
  - Brand-index: GLOBAL 500. The annual report on the most valuable and strongest global brands: <https://brandirectory.com/rankings/global/>
  - Nation brands index. The annual report on the most valuable and strongest nation brands: <https://brandirectory.com/rankings/nation-brands/>
  - Future brand index. The top-100: <https://www.futurebrand.com/futurebrand-index-2020/top-100>

*Teaching materials for students' independent work while mastering the discipline/module\*:*

1. A course of lectures on the discipline.
2. Practical assignments and their brief contents;
3. Questions for self-check, test assignments.

\* - all educational and methodical materials for students' independent work are published in accordance with the current order on the page of the discipline in TUIS!

## **8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE**

The grading materials and grading-rating system\* for assessing the level of competence (part of competences) for the discipline are presented in the Appendix to this Working program of the discipline.

\* - are formed on the basis of the requirements of the corresponding local normative act of RUDN University.