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FRONT END ANALYSIS and  
RECOMMENDATIONS:  
**Clarity-First.com's**  
**DIY Brand Camp**

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## PROBLEM AND OPPORTUNITY

For most participants, **DIY Brand Camp (DIYBC)** is a positive experience and a valued time to get away from the daily grind to reflect on the important-but-not-urgent issue of brand development. However, it is a one-off experience, failing to leave most participants in a place where they can actually do branding themselves. Participants report difficulty applying the DIYBC curriculum and experience to their businesses and organizations, for three top reasons:

1. They leave without an action plan or next steps to take.
2. They do not / cannot find time at work for further brand development.
3. They no longer have access to DIYBC “scaffolding” (resources and people).

“Scaffolding” refers to Constructivist Learning Theory, which posits a “Zone of Proximal Development” (ZPD). The ZPD is a “learning edge” which can be extended by scaffolding made of learning supports (a coach, supportive environment, materials). Brand Camp’s scaffolding extends the ZPD of campers for brand development, and exhorts them to continue on their own.

As a business opportunity, DIYBC provides a low-cost pipeline to entry-level Clarity clients and their networks. As a service opportunity, it offers Camp participants many moments of clarity about the state of their brands, a vision of how to move forward with brand development, and opportunities to build connections with other learners at similar levels.

However, Brand Camp leaves learners without the scaffolding they needed to regain the levels of brand awareness they reached during the experience. Camper ZPDs collapse soon after; they lose the clarity, access to tools, and social learning community, and instead encounter barriers that were not present at camp. This makes “Do It Yourself” a false promise.

This problem presents an opportunity, however. At the end of each camp, with their ZPDs still extended, learners experience a moment when they have clarity about the importance of branding and the feeling that they can do it themselves. This moment is a time when Clarity could offer options for continuing the work.

For Clarity, the possibility of these options represent a **business opportunity** (both in registration fees and in later consulting, as clients take their branding more seriously) and an extension of the **service opportunity** DIYBC represents. Without such an extension, campers find themselves in limbo, believing that brand development can be DIY (and justified in not hiring help they believe they cannot afford) but unable to proceed on their own.

Attending regular Camps to keep their ZPDs open is not feasible for busy business owners, and the “learning environment” of a 1-day intensive format is not well designed for applying knowledge, skills and attitudes to the performance environments of work. Alternatives need to be designed and developed that substitute new scaffolding to support the conceptual foundation and peer learning community of DIYBC. After analysis, we propose answers for two questions:

- Can an online (or blended) solution provide sufficient scaffolding for learners to effectively apply their DIYBC learning experiences to their work?
- Can such a solution turn a DIYBC learning community into a Community of Practice?

In addition to interviews with Clarity founder Mitch Anthony, the following documents provide a basis for analyzing DIY Brand Camp's goals and impacts, the needs and barriers experienced by campers, and the requirements for an online extension to help campers achieve those goals:

- [Survey Questions](#) (prepared by [Jessica Payne](#), applied researcher)
- [Survey Results by Participant](#) (raw data from Survey Monkey)
- [Survey Question Analysis](#) (a multi-sheet spreadsheet coding and grouping the data)

## TASK ANALYSIS

DIYBC consider Brand Development as a crucial goal for businesses and organizations, and positions this task as **DIY**. In practice, Mitch acknowledges that later stages MAY require the expert creative work of consultants like Clarity, but that consulting costs can be minimized by a DIY approach: bringing as many elements as feasible in-house. To do that, staff need training and clarity on core messaging. At the end of the work, organizations can and should do most of the work themselves - and this alignment will help everyone be more effective as well.

## Brand Development

The 3-part process of Brand Development is a long-term, iterative process comprised of 7 tasks, each with its own quality and focus. Creative tasks may not be DIY for all campers even with full scaffolding, but the analytic tasks in first two process groups may be, with the right help:

1. **Defining Audience** (Analytical, Exogenous)
  - a. Develop Market Personae
  - b. Perform Psychographic Segmentation
  - c. Analyze Needs of Personae
2. **Defining Need Fulfillment Promise** (Analytical, Endogenous)
  - a. Apply Audience Definition to Product Definition

The third part of the branding process combines research and analysis with creative work. In an iterative cycle, all three parts will be engaged at different levels, but a major investment in collateral and outreach should occur only after a level of finality is reached for a given iteration. The Clarity process positions stage 3 as a prime consulting opportunity before this "lock-in":

3. **Defining Distinction** (Creative / Analytical)
  - a. Define how product differs from competitors (differentiation).
  - b. Develop strategies for maintaining competitive difference (leverage).
  - c. Apply brand promise to business model that maintains difference.

Brand Camp provides an orientation to this three-part process, targeting beginning branders who are stuck and thus willing to set aside the time to get help.

## Doing It Yourself

Presentations of the brand development task are readily available from blog posts by avatars like Seth Godin to course syllabi and degree curricula. However, these materials are not tuned

for DIYBC's audience: small businesses and nonprofit / social impact leading organizations looking to DIY. "Doing it yourself" is the second half of the DIY Branding task, and can be broken down as follows:

### **1. Establishing Right Environment**

- a. Finding Time and Space to Think Strategically: the "Fortress of Solitude" (FOS)
- b. Building a Supportive and Engaged Team
- c. Building Research Relationships with Clients and Prospects

DIYBC offers a "learning environment" free from the distractions of the workplace, supported by Clarity staff who make it a "safe space" rich with opportunities to learn from peers. For campers to actually "DIY", however, they need help creating similar supports at work, after camp, either with their team (if they are not sole proprietors) or by finding other sole proprietor allies.

### **2. Establishing Right Approach**

- a. Kicking the "Event Driven" addiction (5 Stages of Behavior Change – Prochaska)
- b. Patiently exploring the process ("Combing Hair")
- c. Staying Data-Driven (Ask Questions / Lean Launch)
- d. Establishing a Strategic Vision (Think 5 Years from Now)

Without the face-to-face emotional support during a Camp, continued support will only be experienced if learners can engage with each other and course materials in other ways. They need to feel these engagements as positive supports they are drawn to access, rather than complex impediments to doing necessary work.

### **1. Get the Right Help**

- a. Engage Clarity Staff at appropriate inflection points up to Course Allotment
- b. Predict appropriate triggers for hiring Clarity for post-course consulting
  - i. Internal Needs (Creative Brief for Campaign)
  - ii. External Events (So That Happened; Now What?)
- c. Saving Money by Active Participation: talk to your own customers (Lean)

Learning when to involve consultants is not an explicit part of DIY Brand Camp, but perhaps should be. Learners who know that they cannot actually do ALL of it themselves but feel that they are being told they "should" be able to will experience some cognitive dissonance. Advice about how to work with consultants could be of value to learners at the end of DIYBC. However, a one-day DIYBC can provide only an introduction to these tasks and approaches.

## **LEARNER / NEED ANALYSIS**

### **A. Personae**

People who understand the importance of brand development and have the resources and resolve to overcome barriers are not likely to set aside time to attend DIYBC. DIYBC attracts and is designed for an audience that can be described by personae. Camp participants participated in a survey that informs much of this analysis, numbers reflected below:

1. **Small Nonprofit CEOs and staff** whose budgets preclude outside help. (6)
2. **Small business owners** who only buy outside help when an ROI application exists. (5)
3. **Marketing directors [unschooled]** whose value grows with what they can do well. (4)
4. **Web and media developers** who don't want to be marketing firm subcontractors. (1)

A commitment to attend a one-day DIYBC (DIYBC ) implies that these campers bring a branding problem that they feel this experience can help them solve, as well as barriers that have kept them from solving it on their own before.

## B. Barriers to Transfer

For DIY Campers, brand development is stuck. Mitch Anthony believes there are two primary reasons for being stuck, and each of these carry associated costs:

- **They Are Confused:** they don't know how to think about their brand, or how to talk about it with others. Cost: even if they may have arrived at a brand successfully from gut instinct, unconscious (unarticulated) brands won't respond to market changes.
- **They Have Vague Messaging:** marketing materials may not be clear or consistent. Cost: Muddy messages blocks synergy brand/product synergy, limiting business growth.

Brand camp offers an opportunity to get unstuck by providing scaffolding (as described above) that enables campers to find clarity about the status of their brands and the process they need to follow to apply it.

However, **pre-existing barriers** made campers stuck in the first place:

- **They Are Reactive:** workdays may be event-driven, because they have not learned (or applied) strategies for setting aside time for long-term creative or strategic thinking.
- **They Are Isolated At Work:** their colleagues may not participate fully in discussions about branding, or respond to invitations. If they did, there would be more movement.
- **They Are Treading Water:** if business is going very well now, there is no pressure to invest time into clearer branding that could grow the business beyond what the current team can deliver. This will be a problem, however, when market conditions change.
- **They are in a Holding Pattern:** facing a need for massive change, but resisting.

The barriers that lead people to attend DIYBC will likely return when camp is over and their expanded ZPDs collapse without scaffolding. These are treated in more detail in the Environmental Analysis below.

In their surveys, campers (#) cited four barriers to applying what they learned after DIYBC:

1. Don't have a **workbook / checklist / action plan / application strategy** (5)
2. Don't have access to a **community of practice** for support and testing out ideas. (3)
3. Can't find the **time to think** strategically when they return to work.
4. Can't get **team member buy-in from team members** who did not attend camp.

The first two barriers can be better addressed during DIYBC, and are discussed below. However, the second two concern environmental and behavioral change (by the participants,

and by their team members), and are beyond the scope of a one-day DIYBC to address. Those who complete camp can understand branding's importance, but still have those barriers.

## ENVIRONMENTAL ANALYSIS

Creative and strategic brand development is, as Steven Covey would categorize it, an important but not urgent task, one with distant financial rewards. As Dan Pink described in [Drive](#) and in his [TED Talk](#), creative people work from intrinsic motivation, while those whose work days provide the adrenalin rush of constant stimuli to react to are addicted to extrinsic motivation.

Consider the scattered business owner who comes to DIYBC stuck, having not worked on his brand or even taken the time to articulate it. He may be:

1. **Event-driven:** Always and only reacting to the urgent (even the unimportant).
2. **Change-resistant:** As he is not losing ground, he wants to keep doing as he has been.
3. **Blocked by fear:** New levels of success involve new levels of risk and responsibility.
4. **Shy:** He won't ask questions of clients or peers that might make him appear less savvy.
5. **Reward-driven:** He sees no monetization of the costs of inaction or benefits of action.

Marketing directors may have similar issues, or may feel that they are not supported in taking risks by their supervisors. By attending DIYBC, there is a sense that this approach is limiting the success of the organization, and at the end of camp, a window is open to possibility. However, that window will close unless that sense of potential can be continually kindled.

DIYBC participants did not describe themselves this way, of course, but rather attributed the lack of time for reflection as a function of their environments. Cited factors included:

1. **Pace of Activity:** Workplace requires constant reaction to externals.
2. **Unsupportive Internal Team:** Co-workers lack interest in brand development.

Other uncited factors that might effectively block transfer could include:

3. **Uncultivated External Team:** No customers or prospects inform development.
4. **Supervisor Suppression:** New thinking is viewed as a threat.

By definition, environmental obstacles are neither skills nor knowledge, and thus cannot be directly addressed by a learning intervention like DIYBC. However, their removal may be influenced by the degree of commitment kindled by the experience and opportunities to name problems and propose remedies to them.

## DEFINING SUCCESS: DIYBC

### A. Not Confused

By survey reports, almost all campers leave DIYBC no longer confused about their brands:

1. They feel and/or appreciate the value of brand clarity.
2. They experience themselves talking easily about their brand to other participants.
3. They experience value journaling clearly to themselves about status of their brands.

Though not universal, some campers identified these takeaways in comments:

1. Perceived deeper understanding about brand development.
2. Appreciation of the value of an opportunity to retreat to think with help.
3. Appreciation of the value of Clarity tools and camp supports for reflection.
4. Experience of building a conceptual map about brand development they hope to retain.
5. Sense of a direction for future work.

These are "learning goals" rather than "performance goals", reflecting the design and limitations of a one-day workshop as well as the scope of the follow-up survey, which did not ask whether applying the lessons of DIYBC resulted in measurable outcomes in the workplace.

As a learning experience, DIYBC is a success; but whether the experience results in changes in the workplace requires another survey [one which should be designed and distributed as soon as possible to inform the next camp]. There are additions to DIYBC that could improve its potential impact for performance transfer, which are described below. These additions would also provide ideal opportunities to convincingly invite participants to consider additional supports, which are considered in the recommendations that follow this analysis.

## B. Ready to DIY

"The actual implementation process is somewhat mysterious and intimidating. Tips and suggestions for that work would be useful."

To fulfill the DIY Brand Development promise, campers need to leave camp **ready to DIY**: even though, at the end of camp, they are eager to keep working on their brands with each other, they lack the tools to succeed. They need to understand what is required to be successful, they need ongoing access to the materials and to each other, and they need to have personal action plans that spell out next steps.

DIYBC can increase the likelihood of campers succeeding at continuing the brand development work, with changes that can be made to DIYBC (without creating an online course).

1. Be eager to **keep working with materials, together**:
  - o **Provide online access to materials** distributed at camp: Materials can be available from the Clarity website (via link to a Google Drive folder, perhaps).
  - o **Provide contact information** for fellow campers, copied and shared at the close of the workshop (for those who give permission).
2. Better **understand what's required** for successful application:
  - o **Lead the creation of task checklists**: campers are prompted to add to task lists at the end of each activity, as raw material for an action plan.
  - o **Lead the creation of an action plan**: At the end of camp, an opportunity to choose from among action plan SMART goals or develop one of their own initiates an "action planning" session. Campers choose/identify a SMART branding goal, then gather in a circle to share them.
  - o **Prepare campers for the challenges**: At the close of the action plan session, Mitch Anthony shares some results from previous surveys about challenges previous



campers have faced when they returned to work, and encourages present company to access the online materials and each other.

## C. Committed to DIY

As supportive as these last steps would be (particularly sharing action plans with the group), they are not likely on their own to address personal and environmental barriers without high levels of personal commitment and change-readiness. Are participants willing to honestly commit to a path forward at the end of the workshop?

Given the barriers (and the likelihood that clarity will fade as camp recedes into memory), participants should be invited to indicate their commitment by completing a final short survey as they leave, and in that survey, indicate willingness to complete a follow-up survey to report on their success with the action plans and citing specific examples (and perhaps be interviewed to provide case studies). It is possible that knowing they will be asked this may increase their commitment; in any case, it will help DIYBC assess impact.

Either participants can imagine themselves successfully moving forward with DIYBC 's brand development program on their own, or they will need to be offered options for continued support that stop short of dependence on hired consulting (negating the DIY pledge).

Though they will feel more capable of addressing these problems after camp, the problems and barriers that drew them to DIYBC will still be there. The second half of this document explores specifications for an Online Brand Camp (OBC) designed to help solve these problems, greatly increasing the impact of DIYBC as a service and business opportunity.

## RECOMMENDATION: ONLINE COURSE

### Bridging from DIYBC

Imagine that at the end of DIYBC, when participants are handed the survey, they are also given a brochure / flyer for an **Online Brand Camp (OBC)** course, along with Mitch Anthony's business card. The survey ends with a Likert question about their current depth of commitment to applying DIYBC to their work, followed by an opportunity to request supports:

1. I need more help. I have attached an OBC registration form; please give me that deep discount you promised!
2. I am going to try and achieve my Action Plan on my own. When you send me the survey in a week I'll let you know how it went. Maybe I'll take that course ... we'll see.
3. I still have questions about applying this material. Thanks for the card; I'll be in touch.
4. Other (see below)

As indicated, participants will receive a survey one week after DIYBC as well as another copy of the OBC flyer/brochure. Their survey feedback provides an opportunity both to inform the final design of the course AND to invite registrations once more (without the deep discount). While

the motivation for registering at the end of DIYBC is current appreciation for possibility and desire to keep that window open, the motivation after one week is the recognition that transfer may be elusive.

## The Pilot

An OBC pilot course proposed below will require significant development expenses, so registration fees will need to be commensurate. The potential ROI for the course fee should be clearly positioned in promotional materials, and pilot evaluations should validate this claim.

After the pilot (which will need to be offered at a discount fee), a record of OBC success stories will help justify a course fee high enough to cover the costs of developing and running the course. Development costs will drop significantly and quickly, and instructor time commitments will also become clearer, by the third course iteration.

The first pilot must prove the potential of its design to remove barriers and solve problems, generating marketing material for subsequent courses and focusing on key performance areas. It's design should help learners remove barriers that have been preventing them from solving their problems on their own.

## The Creative Brief

Although all beginners have just taken a workshop together, they are not at the same level. An OBC will need to support divergent and convergent activities, given the different business requirements and timing for each organization. This presents a tension between application to performance (which needs to address the needs of each business) and concurrent learning (where learners are engaged in the same process steps at the same time).

A concrete task needs to serve as the focus and conclusion of the OBC, one which provides opportunities to apply all common aspects of brand development to an opportunity particular to each business or organization's needs. The first two task groups, Brand Development (10 sub-tasks) and DIY, will need to set up this third task.

Mitch Anthony has posited the "Creative Brief" as a sufficiently open application of the DIYBC curriculum. To serve, the Creative Brief task should reference the three top levels of Brand Development: Defining Audience, Need Fulfillment, and Distinction.

A Creative Brief answers three questions:

1. **With whom are we talking?** This answer follows the work previously done about **audience definition**. In the brief I coach people to be as specific as possible. If speaking to more than one persona then do the process for as many personae you have.
2. **What do we want them to know?** This follows the **messaging** work pointed to at the end of Brand Camp and to be developed in OBC. Messaging can include the need fulfillment promise (what do we do that you need) and differentiation (why choose us?).

3. **What do we want them to do?** This is not directly related to Brand Development, but applies Brand Definition. It defines and maps conversion paths to messaging via advertising channels. It may as simple as “go to our website”, or “refer us”, or “think of us the next time they need this...”

For a more detailed breakdown [Mohawk](#) cites 10 elements. Items below that can be positioned as applications of the DIY Brand Camp curriculum are highlighted in **yellow**; those that would need to be developed through the OBC course, in **blue**. Non-highlighted items pertain to individual contexts.

1. **Background Summary:** Who is the client? What is the product or service? What are the strengths, weaknesses, opportunities and threats (or *SWOTs*) involved with this product or service? What research, reports and other documents help you understand the situation?
2. **Overview:** What is the project? What are we designing and why? Why do we need this project? What’s the opportunity?
3. **Drivers:** What is our goal for this project? What are we trying to achieve? What is the purpose of our work? What are our top three objectives?
4. **Audience:** Who are we talking to? What do they think of us? Why should they care?
5. **Competitors:** Who is the competition? What are they telling the audience that we should be telling them? *SWOT* analysis on them? What differentiates us from them?
6. **Tone:** How should we be communicating? What adjectives describe the feeling?
7. **Message:** What are we saying with this piece exactly? Are the words already developed or do we need to develop them? What do we want audiences to take away?
8. **Visuals:** Are we developing new images or picking up existing ones? If we are creating them, who/what/where are we photographing or illustrating? And why?
9. **Details:** Any other information that must be included? List of deliverables? Preconceived ideas? Format parameters? Limitations and restrictions? Timeline, schedule, budget?
10. **People:** Who are we reporting to? Who exactly is approving this work? Who needs to be informed of our progress? By what means?

## The Scenario Brief

The non-highlighted tasks present a challenge. Because they are not going to be taught during the course (beyond performance aids and checklists), different organizations will be more or less well-positioned to identify or supply them, creating weaknesses that impact the final product.

A solution to this problem is to lead with a preparatory case study scenario. With a scenario, learners team up to work from provided elements (those that are not highlighted, like visuals and details). The preparatory activity is followed by applying the same model to real settings, relying on whatever was understood from the supplied materials and performance aids. Once a clear outline for Creative Briefs is finalized, a preparatory scenario activity can be crafted.

## The Course Curriculum

DIYBC provides two key elements that need to be bridged into an OBC format:

- **Concepts:** "I really appreciated the conceptual framework for thinking about brands, particularly the notion that one starts with meaning and core identity and then works outward."
- **Community:** "I was able to reflect on my work with unique prompts... AND it had the added benefit of getting mirrored by a significant number of people."

The first key principle of Constructivist Learning Theory is that individuals have ZPDs that both motivate and limit what they are able to learn and understand, but that these may be extended through scaffolding. A second is that knowledge is socially constructed: we develop conceptual maps through communication, internalizing the ideas and feedback of others.

We have identified two essential scaffolds for building brand awareness provided by DIYBC: the **Clarity Tools** (conceptual foundations and exploratory activities) and the **Learning Community** (peers to pitch to and bounce off). First, an OBC must maintain access to and use of these and other Clarity tools, and second, nurture the Learning Community (LC) as a Community of Practice (CoP) where people self-organize rather than depend on courses.

Third, the OBC must ensure that participants transfer their learning to workplace performance. As a vehicle, all participants produce **Creative Briefs** that model the application of the Clarity Tools, have been reviewed by peers from the Learning Community, and can be applied with measurable effect to demonstrate ROI. Application may not be concurrent with the course, depending on business needs, so reporting on success will be a CoP rather than LC activity.

The DIYBC environment itself provided a key scaffold, for which a course analog is needed:

"Taking time away from business for a retreat is hard, but finding time to reflect is even more rare. I had time to connect the overarching concepts to my specific business."

Taking an online course requires the same set-aside time that brand thinking does, and which the DIYBC offered: **time for strategic and creative thinking away from work**. The course should be explicit about the importance of establishing this behavior and setting. Students can locate themselves on Prochaska's five-step path: [psychologytoday.com/blog/happiness-in-world/200910/5-steps-changing-any-behavior](http://psychologytoday.com/blog/happiness-in-world/200910/5-steps-changing-any-behavior) and set an intention to progress. The course can prompt them with short regular surveys to self-monitor:

"Even just filling out this survey has brought "branding" back into my consciousness for the first time today.

A second focus for preparing the work environment is team-building:

"[Brand development] needs to be the focus of my company to allow for time to work through these ideas."

DIYBC provided a supportive social environment, and the course cohort will extend it. However, the social learning also needs to be extended to the workplace, enlisting team support for the abstract, strategic work of brand development.

DIYBC business owners who complained about lack of team support may not know how to ask for it, or may not be aware of ways that they suppress thought sharing. DIYBC marketing directors may have a boss who is not yet willing to schedule branding meetings, or colleagues with more urgent priorities. The course should help them **develop a collaborative culture at work** to support brand development.

In short, there are five key goals for the OBC, three related to the Learning Environment (LE) and two requiring changes in the Performance Environment (PE) (*in italics*):

1. LE: Engaging and applying **Clarity Tools** in the context of the workplace.
2. LE: Participating in the course **Learning Community**, making it last beyond the course.
3. LE: Developing an impactful **Creative Brief** that can later be profitably applied.
4. *PE: Creating a "Fortress of Solitude" for coursework and brand development.*
5. *PE: Developing and engaging Workplace Collaboration and group learning.*

## Measuring and Sharing Success

### Milestones

The application of DIYBC to business and organizational branding, with or without an online course, should involve common milestones tied to the curriculum. Target milestones should be core needs, such that failure to achieve them will limit impacts, and the course should be designed around supporting these. Such milestones could include (but are not limited to):

- a. Key members of the workplace team express buy-in to the process
- b. Key members of the workplace team collaborate on brand development
- c. Market research is conducted to define the audience, brand and alignment.
- d. Market research is applied to brand development and messaging.

Designing the course to help participants reach these milestones can help participants experience the alignment of learning tasks to performance needs, increasing the impact of the course. Anyone who has taken online courses knows the experience of coursework as busywork, a result of activities that are not authentic and serve no obvious applicable purpose.

These milestones should be assessed via quick surveys. When a milestone is reached, participants should describe the change: if a team for the first time expresses buy-in, what happened? What market research was conducted? These examples should be shared in the course discussion forum, rather than in the survey, to encourage other participants and prompt discussion about what worked and why.

### Red Flags

"Not sure if we don't follow up with a consultant, how relevant what we did in April will be in 6 months time."

Just as a course should track the achievement of milestones, so it should prompt for the identification of warning signs and bring the intervening support of the community and course resources to bear if they appear. Red flags include (but are not limited to):

1. Failure to complete a time-sensitive course task (need refocus on FOS?)
2. Failure to meet a time-bound implementation goal (need peer coaching?)
3. Difficulty engaging in online conversation with course learners, either on discussion boards or during live meetings (need instructor coaching?)
4. Inability to get workplace bought in to marketing effort (need paid consulting?)

Of all of these, the first red flag is most critical, and the central challenge of any online course for busy business people: is time spent on course activities perceived as valuable enough by participants to keep it a time priority? Without that, even the prospect of wasting a high registration fee will not maintain their alignment to due dates and engagement with peers.

## Tools

Moving to an online format makes a host of business tools available that are key to real-life brand development but could not be a part of DIYBC. Tools like Google Forms or Survey Monkey create surveys, and spreadsheets, charts, and other visualization tools help analyze results. Project management tools like Asana organize non-urgent tasks, and knowledge management tools like Google Drive or Microsoft Onenote maintain a structured storage of information so that it can be applied as needed. While an online course has an advantage because these tools can be used for more impactful application, tool options must include free, easy choices (like Survey Monkey or Google Sheets) and training references for participants who need to learn to use them.

Tool categories and free options for participants who create Google Accounts include:

1. **Thinking Tools:** Google Forms, Google Sheets
2. **Planning Tools:** Smartsheet, Google Tasks, Asana.
3. **Presentation Tools:** Google Slides
4. **Information Management Tools:** Google Docs, Google Drive
5. **Communication Tools:** Google Groups, LinkedIn

Some similar tools are offered within Learning Management Systems, but wherever possible learners should be directed to use tools they will have access to after the course.

## NEXT STEPS

### Data Gathering for Course Design

If a decision is made to develop OBC, more data is needed to increase the likelihood of the success of the pilot. If the OBC will launch in October, then surveys / interviews with DIYBC graduates should be conducted immediately to explore their post-Camp experiences:

1. How they maintained engagement and commitment with brand development.

2. How they applied that work to improvements in their workplace.
  - a. What successes have they had, with what financial impacts (if known)?
  - b. Are they still experiencing problems with brand definition?
  - c. Have they been able to set aside time with their teams to work on it?

Graduates should also be asked about their interest in an online course, how many hours per week they would set aside for it, and what they would be willing to pay if they knew the course would succeed at the goals presented. Specific questions about an online course could include:

1. Likert: Interest in taking an online course to help apply DIYBC to their work.
2. Likert: Interest in an online community of current and past DIYBC graduates.
3. Checklist: Technical readiness for online course (equipment / experience / fluency).
4. Multiple Choice: Maximum hours/week available for course participation commitment.
5. Multiple Choice: Maximum amount willing to pay for such a course (3-month?)

If the OBC is positioned as a follow-up to the Smith DIYBC, it will need to begin soon afterward to keep the ZPD window open and support application to workplaces while it is open, and thus be fairly launch-ready. That said, Smith graduates who are interested in the course should be given an opportunity to customize it for their own needs through a focus group.

The course curriculum can be presented as a draft document, and prospective registrants can provide guidance where there is room to make changes. A Learning Management System (like Moodle or Canvas LMS) can be easily altered based on this feedback. If we consider a course made up of monthly assignments (or "modules"), a cycle of draft => test => feedback => modify => launch for each module should take no more than three weeks, providing space to incorporate formative feedback during the conduct of the course.

## APPENDIX: Course Features / Ideas

Once course development begins, the following ideas (and others yet to be added) should be considered:

**1. Each month, record a Guest Speaker presenting on the topic at hand.** Guest speakers should be willing to contribute for free, because they will want more business / online presence, as long as they are given co-ownership of the recordings.

**2. For an early task, students should research communications with past clients.** Exploring the record of contacts and the utility of saved information is great preparation for new outreach to current clients via survey / interview / focus group, a key audience definition skill.

**3. Continue regular speed pitch practice.** Students should record themselves pitching to their peers and to others, and share these recordings as MP3s with other students, along with reflections about the experience that can student discourse.

**4. Employ a Peer Review system using small groups (dyads, quads) and Rubrics / Checklists / Document Commenting** rather than rely on instructors for all feedback. An instructor presence can be emphasized with recorded monthly intros and focus comments.

**5. Hold bi-monthly optional real-time conference calls** / Google hangouts to establish and sustain the face-to-face warmth and bandwidth that campers appreciate at DIYBC.

**6. What else?**