Marketing Department
University of Pennsylvania
The Wharton School

Strategic Brand Management

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More and more firms have come to realize that their brands are among their most valuable assets in the firm. The goal of this course is to teach students the strategic significance of the role of brands in creating shareholder value. Using lectures, cases, discussions, exercises and group projects, the students should develop fluency with the core principles associated with branding including:

- an understanding of how to develop a brand positioning
- managing total brand experience
- how to manage the brand relevancy over time
- familiarity with the various qualitative and quantitative methodologies that are used to evaluate brand equity
- how to achieve growth through brand extension
- brand design and brand messaging

Course Philosophy:
The basic philosophy for this course is to blend theory and practice of brand management. Branding is both an art and a science. Few branding situations have a definitive, unqualified "right" answer as to what is the best approach. However, when armed with relevant and comprehensive theories, appropriate frameworks and models and familiarity with past successful and unsuccessful branding strategies, managers can make better and more informed decisions that are more likely to yield successful implementation.

While the course has obvious relevance for those contemplating marketing or consulting careers, it is also appropriate for a range of professionals as there is little in business that doesn't at some time or another wrestle with branding issues.

Course Requirements:

Class Contribution (20%):

- *Adequate preparation for each class session.* This requires students to develop a point of view regarding cases, exercises, theoretical and/or business press readings, and data analysis activities.
- *Regular attendance.* If a student will miss a class s/he should inform me in advance via e-mail, or, in the case of emergency, as soon as possible afterward. Students are responsible for making up work missed during an absence. In grading class participation, absences are marked as "excused" or "unexcused." Unexcused absences will adversely affect a student's course participation grade.

- *Contributions to discussions in the classroom.* Students' class contributions will be judged on the basis of the quality of commentary offered, and its role in facilitating the process of collective learning in the classroom. High quality classroom contribution requires students to:
    - state clear assumptions
    - support inferences with evidence
    - draw logical conclusions
    - communicate clearly, concisely, and specifically.

  Further, effective contributors help others learn by fitting in with the discussion, adding new insights, synthesizing multiple points of view, redirecting a discussion that has hit an impasse, clarifying ambiguities, provoking constructive debate, or encouraging in-class discovery. The benefits of listening can not be overstated. Class participants share in these responsibilities for learning by avoiding disruptions and distractions, resisting the temptation to elaborate or repeat unnecessarily, respecting others, and speaking with honesty and candor, thus guaranteeing a valuable learning experience for all.
- *Case Analyses***:** I will randomly call on 1-2 students at the beginning of each class to help lead off a case discussion. You may be asked to come up to the lectern and address one of the case assignment questions or role play the case situation. Please be ready with your recommendations. Your performance on the case lead-off will be included in the class participation component of your course grade. Note that given the size of the class, some students may never be selected to lead off the case.

3 Brand Exercises: (30%) 10 points each
(1) ZMET or laddering exercise on another group's brand (work in pairs)—Due Class 10
(2) Brand Valuation of Toyota (work in pairs) – Due Class 12
(3) Brand Elements Exercise (due Class 24) **OR** Point of View Assignment (see below) (Due Class 26) (individual)

POV Paper:
Identify and provide a written point-of-view on an emergent branding issue or problem, as reported in the media or encountered in the course of marketing experience. Reflections on the scope and significance of the problem or trend, implications for accepted norms of brand management practice, ramifications for dominant concepts and decision making frameworks in brand marketing, and general lessons (to be) learned should be considered. Some sample topics include: leveraging blogs as a brand marketing tool; bringing brand discipline into the music industry; when to milk a fad vs. when to build a brand; branding a commodity; managing community cult brands; when the niche brand goes mass; resuscitating the nostalgic brand; critique of the branded entertainment marketing trend; the anti-brand movement and its implications for the management of brands; confronting the private label threat. Critiques of particular brand strategy cases could also be considered, e,g.,: re-building NHL brand loyalty in the face of crisis; evolving the Dove Real Beauty Campaign; a critique of the Burberry's brand turnaround; an analysis of Harry Potter as a brand. These sample topics are offered for

your consideration, but should not confine your choices here. 1,200 word limit. (These will be discussed in class if there is time).

Academic Topic Paper <u>OR</u> Experiential Project: Output = PowerPoint Deck (individual): 20 %

Each student will be assigned <u>one</u> of the following topics (these will be assigned Class #2): **Brand Personality** (Class #5), **Brand Experience** (Class #7), **Corporate Branding** (Class 13), **Brand Extensions** (Class 15) **Brand Elements** (Class 19,20), **Brand Community and Word-of Mouth** (Class 23, 24)

Each student then will choose to either:

1. Read one of the optional academic readings assigned for the topic (acceptable papers for this assignment are bolded) and prepare a short powerpoint presentation summarizing the main points. Discuss the strengths and/or weaknesses of the research. Also try to think beyond what is in the paper to some of the managerial implications of the work. These decks will be due at the START of each assigned topic and I will randomly choose one person to present his/her powerpoint presentation in class.

   OR

2. For one of the topics, choose two real life brands that were not used as examples either in class or in the textbook. Show how these brands' strategies either positively illustrate the concepts and models discussed in class and in the textbook OR have not done a good job. Provide specific examples of the brands' tactical executions and strategies. If the topic you select is amenable, take on the role of a "mystery shopper" experiencing what it is like to be a consumer of this branded firm. Analyze how your encounters with the brands and/or brand values affect your inferences about the brand. Provide a powerpoint presentation illustrating your arguments with examples of advertising or photographs, video, etc. as appropriate. (Think of these examples as mini-cases of the concepts). These decks will be due one week after the assigned topic has been discussed in class and I will randomly choose one person to present his/her powerpoint presentation in class.

In addition, for either type of project, consider the following thought questions (adapted from Lehmann and Keller, "Brands and Branding: Research Findings and Future Priorities" MSI special Report, 2005.) to help you think more broadly about your topic. If possible, incorporate your thoughts on these issues in your presentations.

<u>Brand Personality</u>:

1. Is brand personality of more strategic or tactical importance?
2. Are certain brand personality dimensions more valuable at driving preference or loyalty than others? Does the value vary by product category?

3. How stable are these various brand personality dimensions and what causes them to evolve or change?

Brand Experiences:

1. To what extent are brand related experiences under the company's control? How can they be effectively controlled?
2. To what extent do customers respond (positively or negatively) to attempts to control their experiences?
3. By what different means do experiences affect brand equity? How can firms ensure that experiences positively impact their brand equity?

Corporate Branding? Brand Systems/Brand Architecture:

1. How much are corporate images created by words versus actions? What is the role of public relations and publicity in shaping corporate reputation and brand equity?
2. How do corporate images affect the equity of individual products?
3. How can the interplay and flow of equity between product and corporate brands be measured ("ladder up" versus "waterfall down"?)
4. What are the roles of different brands in providing "complete solutions" to consumers" How are "lead or driver" brands determined?
5. What is the proper executional approach to combining brands?

Brand Extensions:

1. For new to the world products, what should be the relative emphasis on establishing and growing the category versus building the brand? What should be the brand versus product focus over the product life cycle?
2. How should a brand be built and managed as a growth platform? Which kinds of brand associations are most beneficial or detrimental for future brand growth? What kinds of brand associations facilitate versus inhibit the introduction of line and brand extensions?
3. What is the optimal product breadth for a brand franchise?

Brand Elements:

1. What are the brand building contributions of brand logos and other nonverbal brand elements?
2. How are visual and verbal effects manifested in consumer memory for brand elements?
3. How do consumers integrate packaging and other brand-element information with information about product performance or from marketing communications?

Brand Community and Word of Mouth:

1. How do customer-contact points (personal and automated) influence brand equity?
2. What is the relative impact of company actions, agents and evaluators and customer conversations (e.g., on websites) on brand equity?
3. How much do opinion leaders exert influence on other consumers? To what extent is the communication "vertical" (from expert to novice) versus "horizontal" (experts talking to each other)?

Brand Audit Project (group) *30%*

Students will form brand management teams (6 teams/class) to work on this project. Your

assignment is to take a brand and conduct a brand audit. Every team must study a different brand, and brands are assigned as fairly as possible. A good source of possible brands is the Interbrand list but other brands are allowable. The goal of the brand audit is to assess its sources of brand equity and suggest ways to improve and leverage that brand equity. Brand audits are made up of brand inventories (comprehensive summaries of a firm's marketing and branding program) and brand exploratories (in-depth consumer profiles). More details are provided in Chapter 3, p. 162 of the textbook with an example for Jose Cuervo, p. 166.

Brand Inventory: a current comprehensive profile of how all products and services are marketed, branded and sold by a company (supply side).

1. Identify all brand elements (logos, symbols, characters, packaging, slogans, trademarks)
2. Identify the inherent attributes of the product/idea/service (pricing, communications, distribution policies, other relevant marketing activities)
3. Profile direct and indirect competitive brands for points of parity and points of difference.

- Understand what consumers' current perceptions may be based on
- Assess the consistency and continuity of marketing programs
- Assess perceptions of line and product extensions by customers and distribution channel

Brand Exploratory: An investigation of consumer knowledge of the brand, awareness, and the strength, favorability and uniqueness of associations (category, use, brand promise…). Research activity is directed to understanding what consumers think and feel about the brand and its corresponding product category in order to identify sources of brand equity.

1. Analysis of prior research studies (internal, external)
2. Analysis of media (trade magazines, business publications and company sources) interpretation of brand and product category (to substitute for interview internal personnel)
3. Analyze qualitative research generated by classmates
4. Generate exploratory quantitative survey and analyze results

- Uncover current knowledge structures for the core brand and its competitors. Develop a detailed and accurate profile or "mental map" of brand knowledge structures from the brand exploratory
- Determine depth and breadth of brand awareness, brand image and necessary points of parity and points of different with respect to competition.

Recommendations for brand positioning and marketing strategy

- Make recommendations to move from current brand image to desired brand image; which new associations? Strengthen which associations or eliminate which undesirable ones? What is optimal positioning?
- Identify a marketing strategy/program to deliver desired positioning. How can brand equity be built and how can it be effectively leveraged into new product categories to maximize profits? To answer this question, students will critically analyze current marketing programs and make suggestions for new marketing programs.

The formal requirements for the brand audit project are two progress reports and a final paper and presentation, as follows:

1. Progress Reports. The first progress report is due at the beginning of the class #5. All that you need to include with this report is the names of your team members and the top 3 brands you are interested in studying. The second progress report is due on class #13. This report should sketch your preliminary vision of a "mental map" for the brand in terms of the strength, favorability, and uniqueness of salient brand associations and outline a preliminary draft of the
questionnaire for the brand exploratory.

2. Final Report. The final report is due at the beginning of the class #26. The final report consists of a brand inventory, brand exploratory and provides recommendations concerning how to build and manage equity for the brand chosen. Your written summary should not exceed 20 double-spaced typed
pages, plus a one-page executive summary and appendices as necessary (1" margins, 12-point type). Each team will present their brand audit to the class in 25-minute presentations the last two weeks of the semester. In addition I would like a copy of the presentation slides on the day of the presentation.

Each of you will be asked to evaluate the contribution of your team peers at the conclusion of the course. These evaluations will be used in determining project evaluations. Each student will receive a team project grade that is proportionate to their participation, as assessed by other team members.

Textbooks:
Strategic Brand Management, Kevin Lane Keller, Prentice Hall 2003
Best Practice Cases in Branding, Kevin Lane Keller, Prentice Hall 2003.
Bulk Pack with readings

Lecture Date	Text Book Readings For Lecture And Assignments Due	Recommended Readings and/or REQUIRED Case Readings	Topic

Lecture Date	Text Book Readings For Lecture And Assignments Due	Recommended Readings and/or REQUIRED Case Readings	Topic
1. Tuesday, Jan. 9	**Chapter 1**	• Interbrand Top 100 Global Brands • "Brands and Branding," Holt (2003), *HBR*	**Intro**: What is brand equity? • Strong brands vs. Weak Brands
2. Thursday, Jan. 11	**Discussion Topics Assigned (Academic or Experiential papers)**		**Memory** • Sensory memory • Working memory • Long-Term memory
3. Tuesday, Jan. 16	**Chapter 2**	• Farquhar (2000), "Brand Waves: Building Momentum throughout the Ownership Cycle" *Marketing Management* • **MacInnis, Moorman and Jaworski.(1991) "Enhancing and Measuring Consumers' Motivation, Opportunity and Ability to Process Brand Information from Ads" *Journal of Marketing***	**<u>CUSTOMER BASED BRAND EQUITY (CBBE):</u>** • Hierarchy of Needs • MOA Model • CBBE model
4. Thursday, Jan. 18		**Case:** Keller Case: MTV: Building Brand Resonance	Customer-based brand equity
5. Tuesday, Jan. 23	**Chapter 3** ***"Brand personality" Academic Assignment Due for Select Individuals*** **First Progress Report Due for Brand Audit**	Keller, Sternthal and Tybout (2002), "Three Questions You need to ask about your brand" *Harvard Business Review* Moon (2005), "Break Free from the Product Life Cycle," *Harvard Business Review* Aaker (2003), "The Power of the Branded Differentiator," *MIT Sloan Management Reivew.* **Aaker (1997), "Dimensions of Brand Personality" *Journal of Marketing Research*** **Aaker (1999), "The**	**<u>STRENGTH OF BRAND RELATIVE TO THE COMPETITION</u>** • Brand Positioning Process • Brand Personality • Branded Differentiator • Branded Ingredients

Lecture Date	Text Book Readings For Lecture And Assignments Due	Recommended Readings and/or REQUIRED Case Readings	Topic
		Malleable Self: The Role of Self-Expression in Persuasion" ***Journal of Marketing Research*** **Azoulay and Kapferer (2003), "Do Brand Personality Scales Really Measure Brand Personality?"** ***Journal of Brand Management***	
6. Thursday, Jan 25		Wharton **CASE**: Clorox	Brand Positioning
7. Tuesday, Jan. 30	**Chapter 5** ***Brand Personality Experiential Assignment Due*** ***"Brand Experience" Academic Assignment Due for Select Individuals***	Pine and Gilmore (2001), "Welcome to the Experience Economy," *Health Forum Journal.* Chase and Dasu (2001), "Want to Perfect Your Company's Service? Use Behavioral Science," *Harvard Business Review* **Berrry, Carbone & Haeckel (2002), "Managing the Total Customer Experience,"** ***MIT Sloan Management Review.*** **Gupta and Schmitt , "Building a Customer-Centric Organization With Customer Experience and Customer Profitability," Columbia University** ***working paper.*** **Pine and Gilmore (1998), "Welcome to the Experience Economy,"** ***Harvard Business Review***	**<u>BRAND EXPERIENCE</u>** • Retail Branding • Branding of Services • Experiential Branding
8. Thursday, Feb. 1		Guest Speaker: Chris Malone, Aramark UBU Lounge	Brand Experience
		"Seeing the Voice of the	**<u>MEASUREMENT FOR</u>**

Lecture Date	Text Book Readings For Lecture And Assignments Due	Recommended Readings and/or REQUIRED Case Readings	Topic
9. Tuesday, Feb. 6	**Chapter 9** *Brand Experience Experiential Assignment Due*	Consumer," Zaltman, Coulter and Hige (1995), *Journal of Advertising Research* Roedder John, Loken, Kim and Monga, (2005, "Brand Concept Maps: A Methodology forentifying Brand Association Networks," *Marketing Science Institute Working Paper* **Zaltman, Gerald (1997), "Rethinking Market Research: Putting People Back in" *Journal of Marketing Research*** **Coulter, Zaltman and Coulter (2001), "InterpretingConsumer Perception of Advertising: An Application of the Zaltman Metaphor Elicitation Technique,"** *Journal of Advertising.*	**<u>EVALUATION OF BRANDS:</u>** • Qualitative Methods • Laddering • ZMET • Brand maps • Ethnography
10. Thursday, Feb. 8	**Chapter 8, 10**	**Park and Srinivasan (1994), "A Survey-based method for measuring and understanding brand"** ***Journal of Marketing Research*** **Simon and Sullivan (1993), "The Measurement and Determinants of Brand Equity: A Financial Approach, "** ***Marketing Science*** **Aaker and Jacobson (2001), "The Value Relevance of Brand Attitude in High Technology Markets,"** ***Journal of Marketing Research*** **Aaker, David A. and Robert Jacobson (1994), "The Financial Information Context of Perceived quality"** ***Journal of Marketing Research***	• Quantitative Methods • Brand Awareness • Brand Attitudes • Conjoint • Price-Market models

Lecture Date	Text Book Readings For Lecture And Assignments Due	Recommended Readings and/or REQUIRED Case Readings	Topic
11. Tuesday, Feb. 13	**Exercise Due** ZMET or laddering exercise on another group's brand (work in pairs)	Interbrand: Best Global Brands 2006 Interband: Brand Valuation	• Brand Valuation
12. Thursday, Feb. 15	**Exercise Due:** Brand Valuation of Toyota (work in pairs)	Wharton **Case/Exercise**: Valuation of Toyota Brand Guest Speaker: Steve Gibson, Wharton Senior, Interned at Interbrand	Brand Valuation
13. Tuesday, Feb. 20	**Chapter 11, 14** ***"Corporate Brand" Academic Assignment Due for Select Individuals*** **Second progress report due for Brand Audit**	Aaker(2004), "Even Brands Need Spring Cleaning" *Brandweek* **Aaker and Joachimsthaler (2000), "The Brand Relationship Spectrum: The Key to the Brand Architecture Challenge,"** ***California Management Review*** **Biehal and Sheinin (1998), "Managing the Brand in a Corporate Advertising Environment: A Decision Making Framework for Brand Managers"** ***Journal of Advertising***	**BRAND SYSTEMS/BRAND MANAGEMENT** • Corporate marketing • Global Brands • Brand Hierarchies • Private Brands • Cause Marketing
14: Thursday, Feb. 22		**Case**: Keller Case: Nivea: Managing a Brand Portfolio	Brand Architecture
15. Tuesday, Feb. 27	**Chapter 7, 12** *Corporate Brand Experiential Assignment Due* ***"Brand Extension" Discussion topic Assignment Due for Select Individuals***	Aaker (1990), "Brand Extensions: The Good, the Bad, and the Ugly," *Sloan ManagementReview* Keller and Sood (2003), "Brand Equity Dilution" **Aaker, (1997), "Should You Take Your Brand to Where the Action is?"** ***Harvard Business Review***	**GROWTH: BRAND EXTENSIONS** • Extensions • Co-branding • Licensing • Endorsements

Lecture Date	Text Book Readings For Lecture And Assignments Due	Recommended Readings and/or REQUIRED Case Readings	Topic
		Hoeffler and Keller (2003), "The Marketing Advantage of Strong Brands," ***Journal of Brand Management*** **Bottomley and Holden (2001), Do we Really Know how Consumers Evaluate Brand Extensions:,"** ***Journal of Marketing Research*** **Aaker and Keller (1990) "Consumer Evaluations of Brand Extensions,"** ***Journal of Marketing*** **Zhang and Sood (2002), "Differences between Children and Adlts in Brand Extension Evaluations,"** ***Journal of Consumer Research*** **Rodder John, Loken and Joiner (1998) "The Negative Impact of Extensions: Can Flagship Products be Diluted?** ***Journal of Marketing*** **Balachander and Ghose (2003), "Reciprocal Spillover Effects: A Strategic Benefit of Brand Extensions,"** ***Journal of Marketing*** **Kirmani, Sood and Brdiges (1999), "The Ownership Effect in Consumer Responses to Brand Line Stretches,"** ***Journal of Marketing***	
16. Thursday, March 1		New Wharton **Case**: Polo	Brand Extensions
<u>Spring Break: March 2- March 10</u>			
17. Tuesday, March 13	***Brand Extension Experiential Assignment Due*** ***"Brand***	"The Buzz on Buzz," *HBR*, Nov. 2000 Vranica (2005), "Getting Buzz Marketers to Fess Up," *Wall Street Journal*	**<u>Branded Community</u>** • Word-of-Mouth Strategies • Buzz Marketing

Lecture Date	Text Book Readings For Lecture And Assignments Due	Recommended Readings and/or REQUIRED Case Readings	Topic
	Community/W-O-M" Academaic Assignment Due for Select Individuals	**Joachimsthaler and Aaker (1997), "Building Brands without Mass Media,"** ***Harvard Bsuiness Review.*** **Ellison (2006), "Fever Pitch,"** ***Customer Relationship Management***	
18. Thursday, March 15		Wharton **Case:** Brand Communities at Fox Television Muniz & O'Guinn (2000), "Brand Community" *Journal of Consumer Research* **McAlexander, Schouten and Koenig (2002), "Building Brand Community"** *Journal of Marketing*	• Brand Communities • Brand Culture
19. Tuesday, March 20	***Brand Community/WOM Experiential Assignment Due***	Guest Speaker: Sharon A. Fordham, Principal, The Fordham Group	When to Extend: Creating a Branded Community
20. Thursday, March 22	**Chapter 13, p. 337-end ofChap. 6**	Mininni (2005), "Maintaining Brand Relevance with Kids," *Young Consumers* Keller (1999), "Managing Brands for the Long Run: Brand Reinforcement and Revitalization Strategies," *California Management Review* **Keller and Aaker (1992), "The Effects of Sequential Introduction of Brand Extensions"** ***Journal of Marketing Researc****h* **Aaker, Fournier and Brasel (2004), "When Good Brands Do Bad"** ***Journal of Consumer Research***	**<u>BRAND RELEVANCE, REPOSITIONING</u>** • Managing Brands over Time • Brands in Crises

Lecture Date	Text Book Readings For Lecture And Assignments Due	Recommended Readings and/or REQUIRED Case Readings	Topic
21. Tuesday, March 27		**Case**: Keller Case: Snapple: Revitalizing a Brand	Brand Repositioning
22. Thursday, March 29	**Chapter 4** ***"Brand Element" Academic Assignment Due for Select Individuals***	**Yorkston and Menon (2004), "A Sound Idea: Phonetic Effects of Brand Names on Consumer Judgments"** ***Journal of Consumer Research*** **Holt, Douglas B. (2003), "What Becomes an Icon Most?,"** *Harvard Business Review* **Bloch, Peter (1995), "Seeekinig the Ideal Form: Product Design and Consumer Response,"** ***Journal of Marketing*** **Henderson and Cote (1998), "Guidelines for Selecting or Modifying Logos,"** ***Journal of Marketing***	**<u>Messaging, Brand Communications:</u>** • Brand Design • Brand Packaging • Naming • Logos/Symbol • Slogans
23. Tuesday, April 3	**Chapter 6**		**<u>Integrated Marketing Communications</u>**
24. Thursday, April 5	***Brand Element Experiential Assignment Due***	Case: Celebrity Branding, Gap **McCracken (1989), "Who is the Celebrity Endoser? Cultural Fopundaions of the Endorsement Process,"** ***Journal of Consumer Research*** **Hsu and McDonald (2002), "An Examination on Multiple Celebrity Endorsers in Advertising,"** ***The Journal of Product and Brand Management.*** **Kahle and Homer (1986), "Physical Attractiveness of the Celebrity Endorser: A Social Adaptation Perspective,"**	Celebrity Branding
25. Tuesday, April 10		Guest Speaker: Raymond Kurz, Hogan & Hartson	What constitutes Trademark Infringement

Lecture Date	Text Book Readings For Lecture And Assignments Due	Recommended Readings and/or REQUIRED Case Readings	Topic
26. Thursday, April 12	**Exercise Due: Brand Elements Exercise:** Develop a brand name, logo, slogan, package (crude illustrations are fine), and, if appropriate, a character for a new woman's fragrance. Be ready to discuss why you selected these elements. **Point of View paper due**		Future Trends in Branding
27. Tuesday, April 17	**Brand Audit Final Paper Due**		**BRAND AUDIT PRESENTATIONS**
28. Thursday, April 19	**Brand Audit Final Paper Due**		**BRAND AUDIT PRESENTATIONS**

Case Questions:

Keller CASE: MTV: Building Brand Resonance

MTV was established in 1981 as a maverick pioneer in the burgeoning cable television industry. Over the next 20 years, MTV moved from the fringe of television culture in the US to the core of pop culture all over the world. This case examines the key decisions and factors that enabled MTV to accomplish its rise as a global media network from its humble origins.

DISCUSSION QUESTIONS:

1. Describe the historic and current sources of MTV's brand equity. How have they changed over time?
2. What role has the Internet played in MTV continual branding strategy? How should MTV's strategy change as a result of the changing role of the internet in consumer activities?
3. What is the MTV brand portfolio? How have the sister networks affected the parent channel's brand equity? What changes, if any, would you make in the positioning of the sister networks in order to create more sources of equity for MTV?

Wharton CASE: Clorox: Positioning the Clorox Toilet Wand System

Clorox is planning to launch the sixth entrant into the new and fast-growing toilet cleaning systems space in April 2004. This case is about how Clorox should position its product given it is such a late entrant.

DISCUSSION QUESTIONS

1. Should Clorox enter the toilet cleaning systems space?
2. Who should be the target consumer for the Clorox ToiletWand?
3. Identify the competitive frame for the ToiletWand- how should the ToiletWand positioned in relation to its competitors?
4. What benefit of the ToiletWand is most important to the target consumer?
5. In its marketing plan, what should ToiletWand define as its point of difference?
6. Write the positioning statement.
7. Write the strategy statement.

Keller CASE: *Nivea: Managing a Global Brand Hierarchy*

Nivea, the largest cosmetics brand in the world, had successfully defended its position during a decade of intense competition in its major European markets. Additionally, the company had expanded to many new markets in South and Latin America, Eastern Europe, and Asia. By the end of the 1990s, Nivea was known on a global basis. In addition to entering new markets, Nivea created a number of new sub-brands that broadened the company's product offerings. In this case we will examine how the Nivea brand has managed to grow large and yet maintain a very strong set of core brand associations.

DISCUSSION QUESTIONS:

1. How did Nivea build such a successful brand? Analyze their marketing program and identify their keys to success.
2. What are the sources of Nivea's brand equity? What role(s) do the various products play in sustaining the equity?
3. What is the role of the Nivea umbrella brand versus the individual product brands? How should Nivea manage this hierarchy across its territories?

Wharton CASE: Ralph Lauren

The Ralph Lauren brand is one of the world's premier brands, universally recognized and associated with a distinct design, luxury and quality. Unlike many other high fashion brands, Ralph Lauren has managed to be successful in many different lines offering products for men, women, children, and home furnishings. How does this company manage across so many different products without diluting brand equity?

DISCUSSION QUESITONS:

1. Compare Ralph Lauren's market position relative to that of its competitors. Is their position sustainable over the long-term? Why or why not?
2. Ralph Lauren Polo is currently juggling a lot of things including multiple brands, multiple collections, multiple channels and multiple licensees. What is the role of each of these elements in Ralph Lauren's overall business model?
3. What do you think is important when managing relationships with retail stores in order to guarantee the image of the brand is accurately conveyed?
4. Does the luxury image suffer when POLO products are available at chains such as Costco?
5. What extensions could RL add in the future and why? What extensions do you think would not be able to go under the Ralph Lauren name and why could the power of the brand not extend to those items?
6. Is the brand protected if something should happen such that the man is no longer able to participate in the management of the company?

Wharton CASE: Brand Communities at Fox Television

Brand communities have been the subject of considerable debate and discussion among marketers over the last few years. This case looks at two popular television shows, *Family Guy* and *24* and asks if these shows represent true brand communities. What is the definition of a "brand community" in the world of tv shows?

DISCUSSION QUESTIONS

1. Do the fans of *Family Guy* and *24* constitute brand communities, or are they simply viewers of popular television shows? To what extent are brand subculture attributes evident?
2. Why might *Family Guy* and *24* be appropriate shows for brand communities? Which other popular television shows might be suited to brand communities?
3. What, if anything, did Fox do to plan for and cater to the *Family Guy* and *24* fan-bases? In contrast, what elements of the *Family Guy/24* experience remain in the control of the fans themselves?
4. Are *Family Guy* and *24* fans more commercially important to Fox than the fans of typical television shows? Why?

Keller CASE: *Snapple: revitalizing a Brand*

Snapple is an example of a brand that started as an American success story, lost its way, then re-found itself over a period of 20 years. When Snapple took off in the 1980s, it broke into the highly competitive soft drink market. It was the first beverage to challenge Coke and Pepsi by creating a new category known as alternative beverages. The product was revolutionary because it didn't look like or act like a soda. In fact, the company was able to produce Snapple without preservatives by using glass bottles and a hot fill production process. The result was a product and a brand that became known as the "Best Stuff on Earth." Snapple's image is down to earth, off beat, and fun.

DISCUSSION QUESTIONS:

1. How would you characterize Snapple's brand image and sources of brand equity?
2. Where did Quaker go wrong? What could they or should they have done differently?
3. How effective and appropriate do you think Triac's marketing program was?
4. How might Snapple's sale to Cadbury affect its equity?
5. What do think Cadbury's next moves with Snapple should be? Should the company expand or reposition Snapple?

FIRST DAY OF CLASS EXERCISE:

Tom Peters: **http://www.tompeters.com/tpc/brand_you.php**
"What do you want to be known for? What is unique about you? What is the special value you provide to your team and organization? In the new world of work cultivating your individual brand, your "saleable distinction" is not optional. If those you work with don't appreciate what's unique and valuable about you, you won't be around for long. As Tom says, "Be distinct or be extinct!"

"Developing your individual brand is not self-aggrandizing or antithetical to organizational branding. By defining your brand and connecting it to the brand of your team, you are enhancing the brand of your team. By defining your team's brand and connecting it to the brand of your organization, you are enhancing the brand of your organization. Just as your organizational brand must reflect the vision, mission, and values of your organization, so must your individual brand.

"When you don't develop a brand for yourself, others do it for you! How they define you or your team then becomes your "default brand"—a brand you are stuck with, which may not be flattering. (For instance, what if you're saddled with a brand like "unreliable," "hard to deal with," or "old-school"?) Better to *deliberately* create a brand that represents what you want to be known for—a brand that makes an unforgettable impression and conveys trustworthiness and consistency."

Self Positioning Statement: Draft a positioning statement for yourself. The statement should be short and pithy yet capture your unique brand essence. It also should address your target audience's key insight (that one singular need, desire or want that motivates or drives their behavior).

A good general rule of thumb is to use 16 words or less for your final statement.
You should include the following in your document:
1) target audience
2) target audience's customer insight (singular need, desire or want)
3) your unique brand essence or equity and
4) positioning statement.

You can position yourself towards employers, business acquaintances, friends, future boyfriends/girlfriends and even potential in-laws.