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MKTG 778: Strategic Brand Management
Spring Semester 2018

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More and more firms have come to realize that their brands are among their most valuable assets. The goal of this course is to teach students the strategic significance of brands in creating shareholder value and to develop the necessary critical thinking skills for appropriate implementation of those strategies. Using lectures, discussions, exercises, and a group project, the students will learn the general 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 (25%):

- *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 cannot 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.

- *In-class exercises:* There will be an in-class exercise (ZMET. These will be evaluated and will contribute to your in-class contribution score.

Brand Audit Project (group grade) *75% —for more detail **about the project** and grade break down, please see appendix*
Students will form brand management teams to work on this project. The goal of the brand audit is to assess the sources of brand equity and suggest ways to increase brand awareness and grow revenues.

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.

Textbooks:
Strategic Brand Management: Building, Measuring and Managing Brand Equity (4th edition)
Kevin Lane Keller, Prentice Hall 2012
Global Brand Power: Leveraging Branding for Long-Term Growth, Barbara E. Kahn, Wharton Digital Press (2013)

Understanding the Brand: Identify clear value proposition, positioning
Measuring the Brand: measure brand performance
Managing the Brand: grow and sustain brand equity

Lecture Date	Text Book Readings for Lecture and Assignments Due	Topic
1. Friday, February 2 4:15-6:15	**Chapter 1 & 2, Keller Intro and Chapter 1, Kahn** **Choose team members for Group Project (in class) and choose brand.**	**Intro**: What is brand equity? • Strong brands vs. weak brands **Memory** • Sensory memory • Working memory Long-Term memory **CUSTOMER BASED BRAND EQUITY (CBBE):** • Hierarchy of Needs • MOA Model • CBBE Model
2. Saturday, February 3 1:00-4:00 pm	**Chapter 3,4, 5 (Keller)** **Chapter 2, Kahn** **In-class :** • **Value Map framework** • **POD's, POS** • **Experiential positioning project** **For your group brand and its competition** **Brand Inventory Due**	**STRENGTH OF BRAND RELATIVE TO THE COMPETITION** • Brand Positioning Process • Brand Personality • Branded Differentiator Branded Ingredients **BRAND EXPERIENCE** • Retail Branding • Branding of Services • Experiential Branding **Messaging, Brand Communications:**

Lecture Date	Text Book Readings for Lecture and Assignments Due	Topic
	Monday, February 12	- Brand Design - Brand Packaging - Advertising - Social Media
3. Friday, March 2 5:15-8:15	**Chapter 9 (Keller)** **Chapter 3,6 (Kahn)** **12 photos of another team's brand due** **In-class Zmet Exercise**	**MEASUREMENT FOR EVALUATION OF BRANDS:** - Qualitative Methods - Laddering - ZMET - Brand Maps - Ethnography
4. Saturday, March 3 9am-12 noon	**Chapter 8, 10 (Keller)** **Chapter 4 (Kahn)**	- Quantitative Methods - Brand Awareness - Brand Attitudes - Conjoint - Price-Market models - Brand Valuation
5. Friday March 16 1-4:00 pm	**Chapter 7, 12 (Keller)** **Chapter 5 (Kahn)** **Brand Exploratory Due: March8**	**BRAND SYSTEMS/BRAND MANAGEMENT** - Corporate marketing - Global Brands - Brand Hierarchies - Cause Marketing **GROWTH: BRAND EXTENSIONS** - Extensions - Co-branding - Licensing

Lecture Date	Text Book Readings for Lecture and Assignments Due	Topic
6. Saturday, March 17 1-4:00 pm	**Chapter 13, p. 337-end of Chap. 6 (Keller) Chapter 6 (Kahn)** **Brand Audit Final Paper Due March 17**	**BRAND RELEVANCE, REPOSITIONING** • Managing Brands over Time • Brands in Crises **Brand Audit Presentations**

APPENDIX

ZMET project:
1. Record the stories told from images brought
2. Which pictures did respondent think about and not bring (draw a "note" of the missing image)
3. List the names of the "piles" the images were sorted into
4. Kelly Grid: what differentiates two photos from another (interviewer randomly selects the three images)? Keep doing this until nothing new emerges; usually requires 4 triads.
5. Laddering: start with the photos and ladder up to get the terminal value
6. Pick three most representative images: ask respondent to "imagine widening the frame" for each image. What's just outside the frame? What might enter the picture to reinforce or maybe contradict the meaning? (representative image, opposite image task)
7. Sensory images: participants are asked to use non-visual sense to convey what is and what is not representative of the concept being explored (taste, touch, small, sound, feelings/emotions, color)
8. Draw a mental map summary of the discussion so far
9. Digital Image: Create a summary image or montage key ideas so far. Explain the digital image as if the listener had not been present through the interview process
10. Vignette: imagine a short movie that describes your thoughts and feelings on the brand

    Write a synthesis or summary report based on the analysis of steps 1-10. The goal is to identify the key perceptual dimensions that underlie the collection of photographs. Think of it as the "correct diagnosis."

    More Details on Zmet Assignment

Each student is asked to bring 12 pictures of another team's brand—as assigned at the beginning of the course—to the **class on Friday, March 2.** The format of the pictures is up to you; electronic format (tablet, laptop, phone) or print-outs are fine. BUT students should not bring in pictures that are too literal (i.e. images of the logo), but rather images that seem to resonate with the brand meanings. Please make sure that the brand team that your images are for will have access to your pictures. If they are in electronic format, please upload them in any file format (one file per student) to the appropriate ZMET brand folder in the "files" section of Canvas so the teams can view them.

The in-class exercise will work as follows: Each student will interview another student that brought in pictures of her/his brand about the brand, following the instructions and using the interview techniques laid out in the appendix of the syllabus.

The interviewer will submit a ZMET synthesis or summary report (**due Sunday, March 4**) that should include three sections:
1. A collage of images (that classmates brought to class) that synthesize the brand story and highlight important brand associations.
2. A summary of the brand story based on the interview.
3. A description of how the interview process and interview techniques helped to uncover specific brand perceptions and associations, prevalent brand features, etc. and what

the main differences are between the brand story in section 2 of the ZMET summary report and the brand stories that the person interviewed shared at the beginning of the interview process.

Please submit the ZMET summary reports, labeled with your name and brand, to the appropriate ZMET brand folders on Canvas by **Sunday, March 4**. If possible, submit one file that features all parts of the ZMET assignment, including any notes/comments/explanations.

Group Project

There are three parts to this project:

1. Brand Inventory 20%.

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

   a. Identify all brand elements (logos, symbols, characters, packaging, slogans, trademarks)

   b. Identify the inherent attributes of the product/idea/service (pricing, communications, distribution policies, other relevant marketing activities)

   c. 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

   d. Create a SWOT analysis for your brand.

2. Brand Exploratory 20%

   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 and suggestions for new strategies for the brand.

   a. Analyze prior research studies (internal, external)

   b. Analyze media (trade magazines, business publications, and company sources) interpretation of brand and product category (to substitute for interviews of internal personnel)

   c. Analyze qualitative research generated by classmates.

3. Final Report and Presentation (35%)

   The final report will include your brand inventory and your brand exploratory, and should provide recommendations for the strategy for the brand going forward.

   Each team will present their brand audit to the class. In addition I would like a copy of the presentation slides on the day of the presentation.

Your final recommendations should address the following:

1) Using the formula:
   'Traffic x Conversion x AOS (average order size) = Revenue

   How can you grow sales? Consider:
   - How do you increase brand awareness? (will help drive traffic)
   - How do you increase conversion?
   - How can you increase loyalty?
   - Is positioning right?

2) How can you affect the formula using the following initiatives (as appropriate)?

   - Social Media
   - CRM
   - Cross-channel initiatives
   - Technology
   - Customer service
   - Trade shows
   - Marketing
   - E-commerce opportunities
   - Physical retail opportunities (e.g., pop-up stores, partnerships with dept. stores, stand-alone stores)
   - Celebrity placements
   - Licensing opportunities
   - Public relations/guerilla marketing

3) Consider *possible* growth opportunities for the brand through meaningful brand extensions, e.g., (may not be relevant/worthwhile for all brands, but something to consider)

4) Identify the following:

   - Which component of the formula will be affected by your various suggested initiatives?
   - What is your projected increase in that variable(s)?
   - Prioritize your initiatives and map the dependencies among them
   - What is the required investment for your initiatives and what is your predicted ROI for that investment?

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.