

Marketing
Course Number: 22:630:613
Course Title: Brand Management

COURSE DESCRIPTION & LEARNING OBJECTIVES

Increasingly firms have come to realize that brands are one of the most valuable assets they possess. Brand Management is an advanced MBA elective that addresses many of the strategic areas of brand asset management in modern business entities. The basic objectives of this class are:

1. To build strong knowledge of business theory and practice:
 - a. To increase knowledge and understanding of major issues in building and managing brand assets
 - b. To communicate effective frameworks for understanding brand strategy decisions, along with important streams of empirical evidence
 - c. To enhance analytical skills in evaluating brands, thereby gaining skills in understanding a brand's strengths, weaknesses, and challenges
 - d. To provide resources and skills helpful for learning more about brand management.
2. To build persuasive communication skills:
 - a. To enhance the ability to communicate effectively through class presentations.

Students who complete this course will exhibit an ability to:

1. demonstrate knowledge of brand management theory and practice
2. apply their knowledge to different branding situations
3. communicate effectively through presentations.

Students will develop the above skills and knowledge through the following course activities and assignments:

- Lectures, case discussions, guest speakers from the industry, brand audit project
- Presentations and report writing.

COURSE MATERIALS

- Textbook: Strategic Brand Management: Lessons for Winning Brands in Globalized Markets. Authors: Deborah Roedder John and Carlos Torelli, Publisher: Oxford.
 - A case packet is available for purchase directly from Harvard Business Publishing for Educators website. You will need to register on the website, if you haven't already, and pay with a credit card. Access the packet here: <https://hbsp.harvard.edu/import/660185>
 - To create surveys for the brand audit: <https://oit.rutgers.edu/qualtrics>
<https://www.surveymonkey.com/>
 - List of journal article readings: links are posted on Canvas
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MY TEACHING PHILOSOPHY

I have over fifteen years of experience in teaching, researching, and working that have influenced my feelings about this class.

First, I believe that MBA courses should strive to blend theory and practice. Courses that simply describe how marketing works in the “real world,” accompanied by anecdotal stories, do not provide students and employers with the “value added” that they should expect from a top-notch MBA program.

Second, I believe that the most effective way to understand and manage brands is to understand how customers will think and react to the firm’s branding policies. My discussions with firms about branding strategies indicate that there is a strong need for a guiding theory or framework that can help them make sense of the decisions they face. This course draws heavily on concepts and research on branding to give you this type of understanding.

Third, I believe that MBA elective classes should push you to understand the subject matter far beyond reading a textbook. Branding is an emerging area, with new ideas and research emerge all the time. You will be reading journal articles to learn about these ideas, and you will be putting many of these concepts into practice for the brand audit projects. At the end of the term, you will know more about branding than the majority of MBA students across the country—if you do the readings, are an active participant in class, and devote time to the practical projects that we will engage in.

COURSE FORMAT

Class meetings will follow a lecture/discussion format. We will meet for 3 hours, once a week. We will take a break *approximately* halfway through the class. Occasionally, there will be small group discussions of cases and/or other activities that may be appropriate for the lecture topic(s). You are highly encouraged to participate in these discussions in a thoughtful manner to further your knowledge of the topic at hand--- Plus, thoughtful participation will help you achieve a higher class participation score.

BRAND AUDIT PROJECT

Students will form brand audit teams to work on this project. The team size will be announced in class. Your assignment is to select a brand and conduct a brand audit. Each team must study a different brand and brands are assigned on a “first come, first serve” basis. Once you decide on a brand, you need to inform the Professor. Brands used in previous semester cannot be used. I have a list of brands used in prior semesters.

Brand audits will be conducted in two parts: (1) brand definition and (2) brand inventory. Brand definition involves defining the brand image in the consumer’s mind. In doing so, the audit should provide management with a clear picture of how consumers think about the brand and what the greatest sources of equity are for the brand. The major deliverable should be a “mental map” of the brand. A variety of sources of information can be used to assemble this profile. Students are encouraged to consult trade magazines and business publications, conduct their own survey or interviews, and consult with company sources if available.

The second part of the brand audit is a comprehensive summary and evaluation of the firm’s branding program. How has the brand been built—advertising, new products, retail experiences, online presence? How is the brand being leveraged—brand extensions or cobranding? Are there any opportunities being overlooked? To answer these questions, students need to inventory the firm’s branding efforts (using concepts learned in class), critically analyze those efforts, and make suggestions for new branding programs.

Teams will summarize findings from their brand audits in two written reports and two inclass presentations. Each written report is limited to 12 pages of double-spaced 12-point text plus 10 pages of supporting exhibits and/or tables. You should submit **two paper copies** of each report. Important due dates are listed in the class schedule.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

PARTICIPATION

Class discussion is encouraged and opportunities for discussion will be provided through a variety of means, including discussions of the assigned cases and branding insight exercises.

The class participation grade will be based on in-class discussions, which includes cases, journal article discussions, and general discussions. For cases, students will be graded on the quality and quantity of their contributions. Valuable contributions are those that enhance the understanding of the issues in the case, including raising new issues, providing new analyses that support or undermine particular courses of action, and raising questions about the points or analyses offered by other students. Simply providing an opinion, without reference to case facts or marketing concepts, does not constitute a quality contribution.

For other discussions, including journal articles, students will receive credit for quality participation. For discussions of journal articles, students will be given an opportunity to summarize the key objectives and findings from each article as we begin our discussion. Students will also be asked to respond to questions about the connections between articles as well as managerial implications of these articles.

Attendance Policy: Class meetings have been structured to increase your understanding of readings and highlight important issues that you will be addressing in your brand audits. Regular attendance is recommended, but I do not take attendance except for days with case discussions. **You may be absent for no more than one case discussion. A make-up assignment, consists of writing a 3-page case analysis for the missed case and is due within 3 days of the missed class.**

TEAM SELECTION AND PEER EVALUATION

Throughout the semester, you will work in groups. Similar to projects assigned by your employers, group projects in academia can sometimes be a frustrating experience (e.g., scheduling conflicts, division of labor is not equitable, dealing with free riders and/or procrastinators, etc.). As frustrating as this may be, it is important for each of you to learn how to manage team work. You will self-select into teams. Excellent oral and written communication skills as well as solid interpersonal skills are necessary for success on the brand audit project. Choose your team members wisely. I strongly encourage you to consider inviting at least one person who is proficient at marketing research onto your team since the first part of your Brand Audit requires data collection.

All issues arising within your team related to members' amount and quality of contributions are to be handled internally, by the team; this is an essential part of the project experience. You will however, have an opportunity to evaluate your group members at the end of the semester based on the quality and quantity of their contributions. Your grade can go down based on these evaluations so do not underestimate the importance of contributing to team based assignments fairly and professionally.

READING MATERIAL

It will be my job to bring together all the reading assignments so you leave each lecture with a better understanding of how everything fits together (i.e., the bigger picture). Due to a host of reasons including

time constraints and staleness of the intellectual environment, I will not lecture on every detail covered in the text, journal articles or cases. Plan to use the reading material as a reference to better understanding lecture.

A NOTE ON JOURNAL ARTICLE READING

We will be reading a set of articles on branding topics from academic journals. Because branding is an emerging topic, students need to develop skills in reading journal articles that capture the newest issues and empirical findings in the area. In general, source material from journal articles takes 3-10 years to be translated into textbook content.

You will be expected to read articles in order to understand the key objectives or issues being addressed and the major findings. You are not responsible for understanding specific details regarding experimental design, statistical procedures, or background readings not assigned as part of this class.

Many students find the following method to be very efficient: (1) read the introduction to identify the key issues and objectives; (2) skim the method section and results; (3) read the discussion section to identify the key findings and their importance. Writing a brief summary of each article, with key issues and results in bullet points, can be very useful for the exam.

CLASSROOM CONDUCT

Please refrain from (1) using cell phones, (2) talking while I am lecturing, and (3) arriving late and leaving early.

Laptop computer use is not permitted while I am lecturing unless requested by me for a specific in-class activity. The lectures for a given class will be available on Canvas after class is completed. There should be no reason to take copious amounts of notes during class. Please understand that the use of laptops during class is distracting to other students, especially students sitting behind you. Please respect everyone in the class and take care of all computer related tasks outside of class. If you need special accommodations that require the use of a laptop, please see me ASAP so you can be accommodated.

EXAM DATES AND POLICIES

The exam will test your understanding of various branding concepts. It will consist of short answer questions. All material discussed in class will form the basis of this exam.

GRADING POLICY

Your grade will be determined by the following evaluations:

Performance will be evaluated on the following basis:

1. Brand Audit Project:
 - a. Written Report - Part I 20%
 - b. Written Report - Part II 20%
 - c. Presentation – Part 1 10%
 - d. Presentation – Part 2 10%

2. Participation 15%
3. Peer Evaluations 5%
4. Exam 20%

Grading Scale:

> 92.99 = A

90.0 – 92.99 = A - 87.0 –
89.99 = B+

84.0 – 86.99 = B

81.0 – 83.99 = B - 78.0 –
80.99 = C+

75.0 – 77.99 = C

68.0 – 74.99 = C- 60.0 –
67.99 = D

< 60.0 = F

COURSE SCHEDULE

| DATE | TOPIC | READINGS & WORK DUE |
|------|---------------------|---------------------|
| | Course introduction | Aaker (2012) |

Preparing a Brand Audit

Chapter 15; Brand Audit reports (I and II)

IDENTIFYING & MEASURING BRANDS

Defining brand identity

Assignment—Branding Insight #1

Chapter 3, 11, & 12

Brand identity measures

John et. al. (2006); Aaker (1997); Zaltman and Coulter (1995)

DUE: Brand selection

Brand Value Measures

Interbrand's Best Global brands

Case: Snapple: Rise and Fall

Brand Audit workshop

Brand Image Survey

DUE: Draft brand image survey at the end of class

BUILDING BRANDS

Establishing brand identity:

Communicating brand identity

Chapter 5 & 6

Case: The Hunger Games: Catching Fire: Using digital and social media for brand story telling

Brand architecture

Brand Audit workshop

Chapter 7

Aaker and Joachimsthaler (2000)

DUE: Final brand image survey due; Data collection plans team meetings with Professor

Case: Rebranding DSM: Creating Sustainable Shared Value

DATE

TOPIC

READINGS & WORK DUE

LEVERAGING BRANDS

Line Extensions, Brand Extensions, Cobranding,
Ingredient branding

Case: McDonald's adventure in the
hotel industry
Chapter 8 & 9
Aaker & Keller (1990); Volckner &
Sattler (2006); Monga & John
(2007)

PROTECTING BRANDS

Sources of Brand Dilution
Brand Protection Strategies
Brand Audit Workshop

Chapter 13 & 14
Assignment—Branding Insight
#2
Roehm & Tybout (2009); Milberg,
Park and McCarthy (1997)
DUE: 1-page Report Outline and team
meetings with Professor.

Revitalizing diluted brands

Keller (1999)
Case: Burberry

Brand Audit part 1 presentations

DUE: Brand Audit report part I

Exam

Brand Audit workshop

Developing International Markets

Brand Audit Workshop

****()**—designated for our class;
**Brand Audit Presentations (Part I briefly, and
part II)**

**Submit Brand Audit Part II Report &
Wrap up**

Assignment for Branding Insights

Branding Insight #1: Analyzing Brand Perceptions

Prepare in advance for class discussion

1. Select one of your favorite brands.
2. Answer the question: “What comes to mind when you think of this brand?”
3. List the first 5-8 things that come to mind for your favorite brand.

Branding Insight #2: Brand Extensions Gone Wild

Prepare in advance for class discussion:

1. Identify a brand extension that you feel is totally inappropriate or ineffective. Why?
2. Bring a picture or advertisement or the item to class if possible.
3. The class will cast votes for the worst brand extension presented. The winner will be announced at the next class—and, the winner will receive a gift certificate.

Case Assignment Questions

CASE: Snapple

Many “alternative” soft drink brands were spawned in the 1980s to serve New York’s yuppie generation, but only Snapple made the big time. The founders sold it to Quaker for \$1.7 billion, who sold it to Triarc four years later for \$300 million. Can we explain Quaker’s difficulties, and can we advise Mike Weinstein of Triarc on how to reverse the precipitous decline in sales as a fashion brand goes out of fashion?

This case traces 26 years in the life of the Snapple brand. It covers the birth of the brand, its battle to avoid extinction at birth, the triumph, a spectacular \$1.4 billion calamity, and finally an attempt to retrieve something from the ruins.

1. In the period of 1972 to 1993, why do you think Snapple flourished when so many small startup premium fruit drinks stayed small or disappeared? Explore each of the Four Ps (as you decide where to give credit).
2. Now look at the period from 1994 to 1997. Did Quaker make an error in buying Snapple or did they manage it badly?
3. Roll forward to 1998. What can Triarc’s managers learn from Quaker’s experience? What can they apply from their own experience? Is the Snapple target market “anyone with lips?” Is it ok that Snapple “ends up meaning lots of different things to lots of different people?” What are the risks and rewards of leaving “what the brand stands for” open to consumers’ interpretations rather than a strong positioning on it? And what does it mean to say that Snapple is a fashion brand?

CASE: The Hunger Games: Catching Fire

1. How did the marketing campaign for hunger games depart from a traditional marketing campaign for a movie?
2. A good transmedia storytelling campaign should be persistent, pervasive, participatory, and personalized. Critically evaluate the campaign based on these criteria.
3. Discuss why Lionsgate focused on engaging current fans rather than attracting new customers. Do you agree with the decision not to focus on other segments like male customers and older customers?
4. Carefully review all media and creative tactics. What did Lionsgate do well, and what could have been done better?
5. What elements of the Catching Fire campaign would you use for the sequel? And what would you leave out?
6. To what extent can the transmedia story telling approach be applied to marketing nonentertainment products? What contextual variables would affect its applicability?

CASE: Rebranding DSM: Creating Sustainable Shared Value

1. Why and how did DSM rebrand the company?
2. What were the changes made to the brand architecture?
3. How did DSM know it had been successful?
4. How can DSM address challenges of the future?
5. Reflect on the role of sustainability as a branding element for companies.

CASE: McDonald's and the Hotel Industry

This case asks us to consider how far the McDonald's brand can be stretched into categories other than fast food restaurants. Can the McDonald's brand franchise be leveraged into the hotel industry?

There are a number of interesting issues to discuss:

1. Describe McDonald's brand identity. What is the core identity? Does it differ by segment of consumers—adults vs. children?
2. What elements of McDonald's brand identity could be leveraged into the hotel industry? Which elements cannot be leveraged?
3. Consider the 6 segments for hotel and lodging described in the case. Thinking about McDonald's brand identity, as well as competition, what segment(s) would be reasonable for a McDonald's extension into the hotel industry?
4. Create a hotel concept for McDonald's based on your analysis. What would the brand positioning be?

CASE: Burberry

Burberry found itself in a situation common to many valuable brands that have lost brand equity and been diluted over the years. These situations usually occur as a result of changes in consumer preferences, changes in competition, and changes in the brand's marketing programs (including product, price, promotion, and distribution). This case describes how Rose Marie Bravo was able to transform the brand.

Our discussion will be focused on the following issues:

1. The fashion industry is inherently risky because of fluctuating demand. What are some of the changes that Rose Marie Bravo made? Have these changes increased or decreased the risk?
2. How have the Team managed to elevate the status of the Burberry brand?
3. Should Burberry be transitioning into a more restrained use of the check? How will this affect the brand's sustainability?
4. Describe Burberry's customer base. How could Burberry's popularity among nontarget customers affect the brand? How should the brand respond to this?
5. Should Burberry be launching the new perfume line *Brit*?

List of Journal Article Readings

1. David A. Aaker, "Win the Brand Relevance Battle and Then Build Competitor Barriers," *California Management Review*, Winter 2012, Vol. 54 (#2), pp. 43-57.
2. Gerald Zaltman and Robin Higgle Coulter, "Seeing the Voice of the Customer: Metaphor-Based Advertising Research," *Journal of Advertising Research*, Vol. 35, No. 4, 1995, pp. 35-51.
3. Deborah Roedder John, Barbara Loken, Kyeong-Heui Kim, and Alokparna Basu Monga, "Brand Concept Maps: A Methodology to Identify Brand Association Networks," *Journal of Marketing Research*, Vol. 43, No. 4, November 2006, pp. 549-563.
4. Jennifer Aaker, "Dimensions of Brand Personality," *Journal of Marketing Research*, Vol. 34, No. 8, 1997, pp. 347-356.
5. Interbrand, Best Global Brands 2015. (Go to <http://www.interbrand.com/en/bestbrands/> and access the Top 100 Global Brands report. Skim the listing of the Top 100 Global Brands and read the methodology description.)
6. David A. Aaker and Erich Joachimsthaler, "The Brand Relationship Spectrum: The Key to the Brand Architecture Challenge," *California Management Review*, Vol. 42, Summer 2000, pp. 8-22.
7. David A. Aaker and Kevin Lane Keller, "Consumer Evaluations of Brand Extensions," *Journal of Marketing*, Vol. 54, No. 1, January 1990, 27-41.

8. F. Volckner and H. Sattler, "Drivers of Brand Extension Success," *Journal of Marketing*, Vol. 70, No. 2, 2006, pp. 18-34.
9. Alokparna Basu Monga and Deborah Roedder John, "Cultural Differences in Brand Extension Evaluation: The Influence of Analytic vs. Heuristic Thinking," in *Journal of Consumer Research*, Vol. 33, March 2007, 529-536.
10. Alice M. Tybout and Michelle Roehm, "Let the Response Fit the Scandal," *Harvard Business Review*, December 2009.
11. Sandra J. Milberg, C. Whan Park, and Michael S. McCarthy, "Managing Negative Feedback Effects Associated with Brand Extension: The Impact of Alternative Branding Strategies," *Journal of Consumer Psychology*, Vol. 6, No. 2, 1997, pp. 199-140.
12. Kevin Lane Keller, "Managing Brands for the Long Run: Brand Reinforcement and Revitalization Strategies," *California Management Review*, Vol. 41, No. 3, Spring 1999.

Other Great Readings

- Kevin Keller, *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*, 4th Edition
- David Aaker, *Aaker on Branding: 20 Principles that Drive Success*

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu>.

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]