

Brand Management

Course code: MKT 320

Semester and year: Fall 2021

Day and time: Tuesday, 11:30–14:15

Course instructor: Christopher M. G. Shallow BA (Hons.); MSc (Marketing), Merit; DipExM; DipITB

Instructor contact: Mobile phone: +420-603-489474 (*if you text me, include your name and class*)

E-mail: chris.shallow@aauni.edu; (cshallow@gmail.com)

Consultation hours: One hour after the lesson; place of appointment must be confirmed by SMS with your course leader.

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	MKT248, MGT248
Contact hours	42 hours	Course type	Bachelor Optional/Required

1. Course Description

The aim of the course is to equip students with theoretical and practical knowledge necessary for a successful and efficient management of brands. It provides the framework for the analysis of the main factors determining success of a brand in the market and introduces techniques and tools necessary for management of brands, such as: development of vision for the brand, identify the correct market niche, design a communication and marketing strategy and implement it. The class will also cover the following topics: brand building, evaluation of brand definition, brand positioning, strength and profitability; evaluate brand's maturity and repositioning of mature brands, rebranding topics, the link between brand and image of the corporation, corporate identity.

This *advanced course* provides a comprehensive examination of the skills of brand management. Course members will learn how to identify and establish brand positioning and values, plan and implement brand marketing programs, measure, and interpret brand performance, and grow and sustain brand equity. It centres on developing a successful brand strategy, (which requires that marketers identify the most appropriate target market for their product and fully understand its needs and wants and behavioural tendencies – covered in MKT329 Buyer Behaviour).

It emphasizes that brand names, and their brand equity, are some of the most valuable assets any firm has. It describes how, as products, pricing and distribution increasingly become commodities, the new competitive arena is brand value derived from creating long-term profitable brand relationships. As a strong brand is one of the most effective tools to hedge against market risk and distance a product or service from its competitors, students will learn how to manage brands within the context of other brands, as well as over multiple categories, over time, and across multiple market segments.

It focuses on the theories, models, and tools for planning, implementing, and evaluating effective strategies for building and managing brands. It aims to make these concepts relevant for any type of organization (public or private, large, or small, etc.).

It covers, first, the factors that most often determine the overall success of particular brands in competitive markets.

Second, practical tools to develop and implement winning brands, including how to develop a clear market vision, implement a successful marketing strategy, identify, and communicate with a specific target audience and position a product for optimal success. Other topics include: measuring and managing brand equity to successfully develop, manage and promote an organization's brand internally and in competitive markets; customer focus, brand positioning, building and identity; creating points of difference and competitive advantages, and brand communications including the Internet and building customer loyalty.

Building brand portfolios, sub-brands, line extensions, and distribution strategies will also be covered.

2. Student Learning Outcomes

After taking Brand Management, the student will be able to:

- Explain the role of the brand in today's economy.
- Describe the purpose and methods of effectively managing brands including how to build brand equity and establish brand identity.
- Formulate effective brand strategies for consumer and business goods and services.
- Demonstrate the ability to conduct a critical brand audit, including recommendations for changes and improvement in brand management.

3. Reading Material

An online reader (class presentations and key handouts) containing the basic course material is available to students via the course Website. You should also refer to:

Supporting Materials:

- "Strategic Brand Management", 3rd ed., 2009. Author: Kevin Lane Keller. ISBN 978-0-13-188859-3. On reserve (cannot be checked out but only used in the library) in the AAU Library.
- For current information, all of the main business publications (e.g., Bloomberg Business Week*, Fortune, and Forbes, plus, less often, The Economist, Harvard Business Review*) have marketing articles frequently dealing with branding issues.
- The Wall Street Journal* also often addresses branding issues.
- Also useful to subscribe to are: ANA SmartBrief on Marketing Leadership (natadv@smartbrief.com), Business Insider (newsletter@businessinsider.com), BCG Perspectives by the Boston Consulting Group (thebostonconsultinggroup@bcg.com) and Strategy+Business edit@strategy-business.com
- Two useful industry trade publications are Advertising Age and BRANDWEEK. Both are excellent sources of current information about advertising, branding, and marketing in general for that matter.
- *(All, except*are available, through AAU, on EBSCO - Academic Search Complete (fulltext). BBW is available online, directly; WSJ is available through AAU, on ProQuest (fulltext), whilst HBR is available through AAU, in EBSCO - Business Source Complete Business Source Complete.)*

4. Teaching Methodology

The course is divided into 13 lessons, during which a variety of student participation methods are used. Classes will be organized principally – but *not exclusively* – around presentations based on the course book (*see above*). Discussions are encouraged and case studies may be used to demonstrate students' analytical thinking, creative problem-

solving skills, and information acquisition. Before each class, each student should, therefore, be prepared to discuss the session topics (see **Course Schedule**, below).

The basic premise is that we REALLY learn by doing. First, we need to know what we do not know (*knowledge transfer*). Then we need to see how what we do not know is being applied (*association*). THEN, we need to practice together how we apply creatively in our own project and how these concepts and capabilities can be applied (*deep learning*) to solve business problems or to capture an opportunity – collectively, these create competitive advantages. The final grade is based on the student’s and their team’s ability to apply what they have learned to create a *competitive advantage*.

5. Course Schedule

Week 1 Tuesday, Aug. 31 st	Class 1: Course Information: expectations, deadlines, and procedures. Introduction to the brand audit project. <i>Part I: INTRODUCTION.</i> Chapter 1: Brands and Brand Management - Opening Perspectives LO 1: What Is A Brand? - The Brand Audit project
Week 2 Tuesday, Sept. 7 th	Class 2: LO2: Why Do Brands Matter? Due: CW1 Brand in the News presentation by: _____ DUE: ALL, deadline to select brand and date for YOUR Brand in the News presentation, CW1 by 23:59 Friday 10th September 2021.
Week 3 Tuesday Sept. 14 th	Class 3: LO3: Can Everything Be Branded? Due: CW1 Brand in the News presentation by: _____ DUE: CW2: DRAFT version of Book Review (DOCX file ONLY) TO BE SUBMITTED by 23:59 Friday 17th September 2021.
Week 4 Tuesday Sept. 21 st	Class 4: LO4: What Are the Strongest Brands? Due: CW1 Brand in the News presentation by: _____ CW2: Draft Book Reviews returned by Monday, 27 th September 2021.
Fri. 24th Sept.	Class Make-up Day (if required)
Week 5 Tuesday Sept. 28 th	Czech Public Holiday (NO CLASS; no make-up needed)
Week 6 Tuesday Oct. 5 th	Class 5: LO5: Branding Challenges and Opportunities Due: CW1 Brand in the News presentation by: _____ DUE: CW2: Book Review (DOCX file ONLY) TO BE SUBMITTED by 23:59 Friday 8th October 2021. MAXIMUM Word Count = 5,000 words.
Week 7 Tuesday Oct 12 th	Class 6: LO6: The Brand Equity Concept Due: CW1 Brand in the News presentation by: _____ CW2: Book Reviews returned by Monday, 18 th October 2021.

	DUE: CW1: Individual Brand in the News presentation.PPTX slides & notes (.DOCX file) (digital only). TO BE SUBMITTED by 23:59 Friday 15th October 2021.
Week 8 Tuesday Oct 19 th	Mid-term exam (E1): Topics 1 to 7: Keller_SBM_Ch01 - Brands and Brand Management LO1.pdf Keller_SBM_Ch01 - Brands and Brand Management LO2 LO3.pdf Keller_SBM_Ch01 - Brands and Brand Management LO4 LO5.pdf Keller_SBM_Ch01 - Brands and Brand Management LO6 LO7.pdf
Fri. 22nd Oct.	Class Make-up Day (if required)
Week 9 Tuesday Oct. 26 th	Mid-term Break (25th-29th October)
	CW1: Brand in the News Presentations' grades sent by Monday, 25 th October 2021. E1: Mid-term exam. results sent by Monday, 1 st November 2021.
Week 10 Tuesday Nov 2 nd	Class 7: LO7: Strategic Brand Management Process Due: CW1 Brand in the News presentation by: _____
Week 11 Tuesday Nov 9 th	Class 8: <i>Part II: Identifying and Establishing Brand Positioning and Values</i> Chapter 2: Customer-Based Brand Equity LO1: Customer-Based Brand Equity Due: CW1 Brand in the News presentation by: _____
Week 12 Tuesday Nov 16 th	Class 9: LO2: Making a Brand Strong: Brand Knowledge Due: CW1 Brand in the News presentation by: _____ CW3 DUE: DRAFT version of Brand Audit group report, (DOCX file ONLY) TO BE SUBMITTED by 23:59 Friday, 19th November 2021.
Week 13 Tuesday Nov 23 rd	Class 10: LO3: Sources of Brand Equity Due: CW1 Brand in the News presentation by: _____
Fri. 26th Nov.	Class Make-up Day (if required)
Week 14 Tuesday Nov 30 th	Class 11: LO4: Building a Strong Brand: The Four Steps of Brand Building Due: CW1 Brand in the News presentation by: _____
Week 15 Tuesday Dec 7 th	Class 12: CLOSING PERSPECTIVES. Course Review for final exam. Due: CW1 Brand in the News presentation by: _____ CW3 DUE: TO BE SUBMITTED by 23:59 Friday, 10th December 2021: Group Report & Presentation: Brand audit report (.DOCX file) with Brand audit presentation .PPTX slides file plus Speakers' Notes (.DOCX file) (digital only).

	CW3 Brand Audit group presentations , 30 minutes per team, to be given in this class session.
Fri. 10th Dec.	Class Make-up Day (if required)
Week 16 Tuesday Dec 14th	Final exam (E2): All questions are based on the Second Class Presentation: Keller_SBM3_02 - Customer-Based Brand Equity.pdf, up to and including Slide 325, <i>only</i> . (LO1-04.) CW3: Group Presentations and Reports returned by Monday, 20 th December 2021. E2: Final exam. results sent by Monday, 27 th December 2021.
Fri. 17th Dec.	<i>University closes for Christmas break</i>

Deadlines in business are *critical*. **Each student is responsible for checking the course Website and their AAU student e-mail box regularly, attending every class on time, and completing all assignments on time.**

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average) (hours)	Weight in Final Grade	Evaluated Student Learning Outcomes
CP Class Participation (<i>Individual</i>)	42	15%: Participation in classes	See Participation , below. (1, 2, 3) Ability to read, think, and express ideas analytically, critically, and creatively. Ability to ask and answer questions relating to subject knowledge. Ability to communicate effectively in oral English. Ability to meet deadlines. Ability to identify and summarize key points relating to a topic.
CW1 (<i>Individual Presentation</i>): PowerPoint-based presentation (with notes) on previously agreed <i>Brand in the News</i> .	15	10%	(1, 2, 3) Ability to recognize when information is needed and to locate, evaluate, and effectively use (including citation) that information. Ability to read, think, and express ideas analytically, critically, and creatively. Ability to identify and use fundamental principles, concepts, and methods essential for the acquisition and application of knowledge. Ability to cite from relevant texts. Ability to identify and summarize key points relating to a topic. Ability to create and give a business presentation. Ability to explain a topic to peers. Ability to communicate effectively in oral and written English.
CW2 (<i>Individual / Group Assignment</i>): Word-processed book	25	15%	(1, 2, 3) Ability to read, think, and express ideas analytically, critically, and creatively.

review, in business report format, on previously agreed book (SEE: Bibliography, Additional Readings.)			Ability to identify and summarize key points relating to subject knowledge. Ability to cite from relevant texts. Ability to write in a business report format. Ability to communicate effectively in written English.
CW3 (Group Assignment): Word-processed business report <i>plus</i> PowerPoint presentation (with Word notes) brand audit on previously agreed brand.	20	20%	(1, 2, 3) Ability to recognize when information is needed and to locate, evaluate, and effectively use (including citation) that information. As CW1 and CW2 , <i>plus</i> : Ability to work in a team.
E1 Mid-term Exam (Individual) CH01: LO1-LO7 (see above) handouts.	24	20%	(1, 2) <i>See Exams, below.</i> Ability to understand and recall the theoretical aspects of, and terminology used in, the course. Ability to understand, recall, interpret and extrapolate theory into practice.
E2 Final Exam (Individual) CH02: LO1-LO4 (see above); handouts.	24	20%	(1, 2) <i>See Exams, below.</i> Ability to understand and recall the theoretical aspects of, and terminology used in, the course. Ability to understand, recall, interpret and extrapolate theory into practice.
TOTAL	150 hours	100%	

1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

Deadlines in business are critical. Each student is responsible for checking the class course space and their AAU Student e-mail box regularly, attending every class on time, and completing the assignment on time.

7. Detailed description of the course participation and assignment grading

Assessment breakdown summary for all assignments

Assessed area	Percentage
TITLE, INTRODUCTION, CONCLUSION AND TABLE OF CONTENTS	15
ORGANIZATION AND DEVELOPMENT Structure of the paper, logical coherence (including AAU SBA title page, table of contents, executive summary, introduction, recommendations, conclusion, and works cited)	10
CONTENT / QUALITY OF IDEAS Knowledge of methodology, its application. Evidence of critical thinking. Includes: correct use of supportive material (e.g. charts, diagrams, illustrations, maps, and tables)	50
QUALITY OF RESEARCH Work with sources and literature – includes proper citation	15
CLARITY, FORMAT, READABILITY, AND QUALITY: Writing style, level of English: 5 Formal quality and format of report: 5	10
PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS	Up to -5

NB See the [Course Assignments handout](#) for detailed **Course Assignment Grading Criteria** under each of the above headings.

Participation (CP: 15%): Participation is evaluated on the quality of your contribution to the learning experience of the class. Participating by actively responding to questions, asking questions yourself, and engaging in class discussions will help you earn your participation grade. Simply attending every class is *not* participation. If you are not sure, please ask your course leader what you can do to increase your participation.

- **Note that the *quality* of your participation is *not* necessarily a function of the *quantity* of your participation.** Your participation grade will be evaluated, (at the end of the course), as follows:
 - **Outstanding (90-100%):** Contributions provided important insights for the class. Arguments were well-supported (with evidence) and persuasively presented. If this student were not a member, the quality of the class would have been significantly less.
 - **Good (80-89%):** Contributions were on-target, fairly well-supported and persuasive. If this student were not a member, the quality of the class would have been slightly less.
 - **Attending Non-participant (70-79%):** Contributed nothing to the class. The student attended every class but was silent and did not participate.
 - **Repetitive (-10%):** If a student's class comments were repetitious and obvious and did not add value to the class. That is, you will be penalized for 'airtime' without value.
 - **Unsatisfactory (-20%):** Unsatisfactory contribution occurs due to inadequate preparation. If this student were not a member of the class, the quality of the discussions would have been enhanced.
- **NB Any or all of the following will *IMMEDIATELY reduce your participation grade by 10% for each occasion*:**
 1. Arriving late for, or leaving early, a class. Leaving a class apart from hourly breaks.
 2. Continually talking. (This means talking for longer than a few seconds.)
 3. Reading non-course related material, e.g. newspapers and magazines, or online, e.g., Facebook, during class.
 4. Any breach of the **Electronic Devices policy**, below.
 5. Any other action which another student may reasonably find distracting during class.

Assignments. All assignments will be evaluated for clarity of writing, critical analysis of the issues, proper use of references to support positions taken, quality and diversity of sources, and extent to which the assignment meets the requirements specified.

- See above for the detailed **Course Assignment Grading Criteria**.
- **Remember:** It is important to answer *all* aspects of the assignments.

NB For ALL assignments, as per university regulations, five academically respectable correctly cited sources is the minimum expected. Any assignments NOT meeting this standard will NOT be graded.

Individual (CW2 – Book Review, 15%); and Group Written Assignment (CW3 – Brand Audit, 20%); (35% in total), Requirements

- All assignments are due, in **printed format**, at the beginning of class on the due date (*unless otherwise agreed*). All assignments MUST also be correctly uploaded via the NEO LMS (it is your responsibility to learn how to achieve this) PLUS **e-mailed in Microsoft Office compatible format – Word for CW2, CW3 and notes for CW1; PowerPoint for CW1 (no PDFs)** to your course leader by **midnight of the due date**.
- Both the assignments **must be word processed**; whilst **CW2** must be written in an appropriate **book review format**, as per the handout, (available on the online class course space); **CW3** must be written in an appropriate **Business Report format**, as

per the **Business Report format** *handout*, (also available on the class course space). (For books to review for **CW2**, see list: **Bibliography, Additional Readings** – all books are available from me, on personal loan). **All sources used must be referenced in an approved academic style using Harvard formatting with in-line citation (author, year, page number) and a complete bibliography (better, works cited) at the end of the paper. Information on proper Harvard citation** is available on the online class course space.

- **Written assignments must**, as a **minimum**, include a **cover sheet** (use the SBA cover sheet), **table of contents**, **executive summary**, **introduction**, **recommendations**, **conclusion / summary**, and **works cited**, as *separate* pages. The main body of the paper should include a **header** (title of course, term and name of student) and **footer** (date and page number). The paper should have normal margins (1" on all sides), be single-sided, 1.5-spaced, **12-point font**, Times New Roman. *Failure to meet ANY of the above requirements will result in the assignment not being graded.*
- **Creativity** is to be demonstrated in the content of your paper. Your work should reflect your understanding of the material. An emphasis on *synthesis* and *critical thinking* rather than simply "reporting" is expected.
- You will need to submit two word-processed papers: the first, a book review, (**MAXIMUM Word Count = 5,000 words**; see, below), as an individual, **CW2**; the second, a report, as a member of a group (3-5 students), **CW3** on a subject agreed with me, in advance, by email, from the course content topics listed above.
- Some general **guidelines**:
 - A good summary will earn you no more than a C; adding relevant practical examples will enhance your grade; adding reasoned recommendations will further enhance your grade.
 - For the group (3-5 students) assignments, a **Group Self-Assessment (GSA) form** (see *handout*, available on the online class course space) **MUST** be completed by each member of the group. *Failure to do so will result in the assignment not being graded.*

Individual (CW1: 10%) & Group Presentations (CW3: 15%); (25% in total) Requirements

- Each student is **required to deliver one PowerPoint presentation** (with **notes**), **CW1**, on a previously mutually agreed **Brand in the News** topic; plus, as a group member (3-5 students), the **PowerPoint presentation** (with **notes**) on their group's **Brand Audit** (on previously agreed brand), **CW3**. (See below, for details.)
 - Students are *required to read and use* the **presentation format guidelines**, (see below), when preparing their presentations.
 - Each individual **PowerPoint presentation** must be approximately 30 minutes long (including time for questions) and must present and analyse in a clear and concise way information relevant to the agreed topic.
 - This presentation should *not* be just a summary of the topic (*an inadequate presentation; worth 60-70%*) as you will be expected to explain the significance of the topic as well as critically review the topic (*a good presentation; worth 80-89%*). It is recommended to supplement the course book text by finding other texts (e.g. other textbooks and reliable and legitimate online sources) that cover the topic and cite these also (*an excellent presentation: worth 90-100 %!*).
- Your **presentation** *must* be correctly uploaded via the NEO LMS (it is your responsibility to learn how to achieve this) **PLUS e-mailed** to me in **Microsoft PowerPoint compatible format** together with speaker's notes in a **Microsoft Word compatible format (no PDFs)**, as well as presented in class (but **NOT printed**).

- Your **presentation** must include a **cover 'page'**, a **list of contents**, an **introduction** explaining what is to come and why it is important, a **conclusion / summary**, and **works cited** at the end of the presentation, all as *separate slides*.
- It MUST contain a **SWOT Analysis**, **Criticisms**, and **Recommendations**, all as separate slides.
- Your **presentation** slide master must include a **header** (title of course, term and name of student) and **footer** (date and page number).
- **All sources are to be written in an academic style using** appropriate in-line citation (preferably, **Harvard formatting: *author, year, page number***). **Information on proper Harvard citation** is available as a link on the online class course space.
- Each presentation will be graded on your understanding of the topic, plus relevant data use, clarity, organization, time management, graphics, etc.
- An 'A grade' (90-100%) presentation should demonstrate all of the **7Cs**:
 - **Clarity** in the message
 - **Charisma** when delivering
 - **Credibility** when presenting
 - **Confidence** in front of your audience
 - **Competence** at an essential business skill
 - **Convincing** demeanour
 - **Compelling** case
- A **Group Self-Assessment form** (see *handout*, available on the online class course space) MUST be completed by each member of the group. **Failure to do so will result in the assignment not being graded.**
- During the final week, you will receive feedback on the results of your group presentation.
- See the **Course Assignments handout** (available on the online class course space) for my detailed **Course Assignment Grading Criteria**.

CW2: Individual Book Review, (15%)

- What is required is NOT an essay but a **business report**, (as per the **Business Report format handout**; also available on the class course space). It should be a short summary and analysis of the key points (arguments) in the mutually agreed book. Do *not* waste space with a *long Executive Summary, Introduction and Conclusion* (they should be very short and confined to the key points). While you should *not* use essay structure and can, and should use bullet points, numbered sections, headings, and sub-headings, YOU MUST WRITE IN COMPLETE SENTENCES. Full (author, year, page) academic citation must be used. **MAXIMUM Word Count = 5,000 words. (No PDFs.)**
- The main body of your review must be in three main parts:

Part 1.

Write a single paragraph summarizing each key argument of the book. Note that the argument is not the same thing as the text, and so a summary of the argument is not the same thing as a summary of the text.

Part 2.

Write a brief objective critique of the argument. This critique should analyse the logical structure of the argument and point out the strengths and/or weaknesses of the argument.

Part 3.

Write a brief subjective critique concerning the book. What are your personal thoughts? What do you agree with? Disagree with? Value? Not value? Is there

something you did not understand? End this section with at least two points/questions for discussion in the class.

Then there should be a separate **Conclusion**. Avoid phrases like "in conclusion", "to conclude", "in summary", and "to sum up". These phrases can be useful – even welcome – in oral presentations. But readers can see, by the section title, that your written assignment is about to end. You will irritate your audience if you belabour the obvious. The conclusion provides an opportunity for you to persuasively and succinctly restate your key points given your reader has now been presented with all the information about the book.

CW3: Brand Audit and Brand Management Plan: Business Report plus Group Presentation (20%):

- In addition to **CW1** and **CW2**, each student as a *group member (3-5 students)* will be **required to collectively research, prepare, and deliver one brand audit** in the form of *both* a **Brand Audit and Brand Management Plan Report** and a summary **PowerPoint presentation, CW3**, on a previously mutually agreed **brand**.
 - Students are *required to read and use* both the **brand audit** and the **presentation format guidelines**, (available on the online class course space), when preparing their presentations.
 - Each **brand audit and brand management PowerPoint presentation** must be approximately **30 minutes** long (including time for questions) and must present and analyse in a clear and concise way information relevant to the agreed brand together with any relevant recommendations.
 - **All members of a team (3-5 students) receive the same grade for the team project unless objective reasons to vary individual grades are reported in the Group Self-Assessment form.** (This enables team members to provide feedback on each other's contributions that will provide insight into the grading. One of the objectives of the AAU SBA is to create real world conditions, and team projects do this.)
 - Your job is to make it all work. If problems within a team arise, please attempt to resolve any problems of responsibility and performance prior to notifying the course leader.
- The **brand audit** will be based *entirely* on information from public secondary sources, company Websites, as well as your own professional experiences and insights. (I do *not* expect you to conduct any surveys or primary research.) Specifically, you will assess the **brand planning, building, and growth** of your chosen brand. Addressing the following, as you examine your brand, will allow you to do this:
 - **Brand Planning**
 - The *first* element of a brand audit is a full description of the firm's current branding programs. This involves an analysis of the firm's brand hierarchy, brand portfolio, strategic branding alliances, the brand's current positioning in the marketplace, and how the firm is addressing branding through each of the marketing mix elements. Be sure to include brand elements (names, URLs, logos, symbols, characters, slogans, jingles, packaging).
 - *Address the following:*
 1. How would you characterize the positioning of your brand?
 2. Where are there the greatest opportunities to further enhance that positioning?
 - **Brand Building Assessment**
 - The *second* element involves assessing brand building capabilities. Address the following questions:
 1. How much brand resonance does your brand have?

2. What have been the key marketing activities that have most contributed to the success of achieving its resonance and positioning?
 3. How would you suggest that they improve on their brand building activities?
- **Brand Growth Assessment**
 - The *third* element involves assessing growth potential and providing recommendations. Address the following questions:
 1. How would you critique your brand's architecture?
 2. What is good and bad about its hierarchy?
 3. How does it fit into a broader brand portfolio?
 4. How well has it been expanded into new markets or channels?
 5. How would you judge its growth strategy?
 - **Final Report (*Business Report* format)**
 - Use headings and subheadings throughout your report.
 - The final report profiles the positioning of the brand, its sources of brand equity and provides recommendations concerning how to build and manage equity for the brand chosen. After summarizing current and desired brand knowledge structures, you should outline creative and relevant directions for management of your chosen brand, providing justification where appropriate with course concepts.
 - The final written report should *not* exceed 20 pages in length (*not* including figures, references, or other supporting documentation), The paper should have normal margins (1" on all sides), be single-sided, double-spaced, 1-inch margin pages, **minimum 12-point font**, preferably Times New Roman or Garamond.
 - The report *must* include a *cover 'page'* (use the [SBA cover page](#)), a *table of contents*, an *executive summary*, an *introduction*, a *conclusion / recommendations*, and *works cited*. All sources are to be written in an academic style using Harvard formatting with appropriate in-line citation (**author, year, page number**).
 - **PowerPoint presentation**
 - Your presentation should be a top-line summary of the key points from your report.
 - Each team will have 30 minutes (25 mins. to present, 5 mins. Q&A). Every member of the team must present.
- Each **presentation** *must* be e-mailed to me in **Microsoft PowerPoint compatible format together with speaker's notes in a Microsoft Word compatible format (no PDFs)**, as well as presented in class (but *NOT printed*).
 - Each **presentation** *must* include a *cover 'page'*, a *list of contents*, an *introduction*, a *conclusion / summary*, and *bibliography / works cited* at the end of the presentation, all as *separate slides*. All sources are to be written in an academic style using Harvard formatting with appropriate in-line citation (**author, year, page number**). **Information on proper Harvard citation** is available as a link on the online class course space.
 - The **presentation** slide master must include a **header** (title of course, term and name of student) and **footer** (date and page number).
 - Each **presentation** will be graded on your understanding of the topic, plus relevant data use, clarity, organization, time management, graphics, etc.
 - An 'A grade' (90-100%) **presentation** should demonstrate all of the **7Cs**:
 - **Clarity** in the message
 - **Charisma** when delivering
 - **Credibility** when presenting
 - **Confidence** in front of your audience
 - **Competence** at an essential business skill
 - **Convincing** demeanour
 - **Compelling** case

- A **Group Self-Assessment form** (see *handout*, available on the online class course space) **MUST be completed by each member of the group.** (This enables team members to provide feedback on each other's contributions that will provide insight into the grading.) **Failure to do so will result in the assignment not being graded.**
- The week after the final class session, you will receive feedback on the results of your group presentation (and report).

Shared Assignments: Your course leader may share completed student assignments with the class as "good examples" of work. If you do *not* want to have your work shared, please notify the course leader at the beginning of the semester. Additionally, your papers may be shared in subsequent sessions of this class. Please notify the course leader if you do *not* wish that to happen.

Exams (E1, 20% & E2, 20%):

A **mid-term exam** and a **final exam** will be given on the dates stated in the **Course Schedule**, above. **Students are expected to attend on those dates.** These exams will assess not only your understanding of the theoretical aspects of and terminology used in the course but also your ability to interpret and extrapolate this theory into practice. The material to be tested will be taken from the textbook(s), class discussions and my handouts and presentations. In both exams, the format *may* combine a mixture of short answer, true / false, matching, sort answer, and short essay questions. **No excuses for absence from either of the exams. will be accepted; the dates are stated here.**

The Importance of Taking Notes

Students should come equipped to **take notes** at all sessions. Experience shows that learning any subject requires **active involvement** with the material: passively listening, or scanning documents – even repeatedly, leaves little impression. (Still less does looking at your notebook / tablet PC during the lesson; students who do so are more likely to get poor grades or **even fail**.) *The act of making one's own notes, by hand, has a 'magic effect' of stimulating thought and understanding.* Any student who takes the course *seriously* will need to take his or her own notes in the lessons, and his or her own notes on the textbook(s) and do further reading (i.e. from my handouts) – and will need to revise those notes in preparation for the tests and/or exams. My lessons are no more than an *introduction* to a complex and demanding subject; and just reading my PowerPoint slides will *not* be enough to gain the necessary level of knowledge and understanding.

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity.

Quality of Written Assignments

All written assignments, including in-class quizzes, exams, exercises, assigned papers etc., **must be written at an acceptable university English level of quality.** This means students **must** proofread exams, assignments, papers, etc. and make sure that they are free of grammatical, spelling, sentence structure and other errors. Papers with

a high level of errors of this type (meaning more than one per page) will be graded down substantially.

This means students must **take responsibility for the overall quality of the work they submit.**

For students who need assistance with writing skills, the school offers the Academic Tutoring Center (ATC). Students who are unsure of their writing abilities should work with the ATC's writing lab **before assignments are due.** All assignments with a significant writing component are given in enough time for students to work with the writing lab **before submitting work.**

Electronic communication and submission

- **Communication:** The university and instructors shall only use students' university email address for communication.
 - **Email Protocol:** Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "**MKT320-1 Mid-term Exam. Question**".
- **Document Submission & Naming:** All electronic submissions are carried out through the NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of the NEO LMS. The file name must be structured as follows: CourseCode_Section_AssignmentNumber_YourLastName. Example: "**MKT320-1_CW1_Smith.docx**". (Section to be added where applicable.)
 - For all hard copies submitted **Student Name, Course No. and Assignment No.** should be clearly visible on first page. (Use the **Assignment Template**, provided online.)

Attendance

Attendance is required. **Students who are absent 35 percent of classes [i.e. 5 times or more] will be failed (or administratively withdrawn from the course if most absences are excused).** Students might also be marked absent if they miss a significant part of a class (by arriving late or leaving early) as specified in the syllabus. **Therefore, any student who has missed five classes of this course will be asked to WITHDRAW. Should they fail to WITHDRAW from the course they will be FAILED.**

Remote students in a different time zone: Attendance takes the form of watching the recorded class session in MS Teams and then submitting a specified brief attendance-proving assignment within 48 hours.

Absence excuse and make-up options

Should the student be absent from a class for relevant reasons (illness, serious family matters), he/she needs to submit an Absence Excuse Form supplemented with documents proving the reasons for absence to the Dean of Students. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if they submit an Absence Excuse Form along with the finalized add/drop form. The form and documents must be submitted within one week of absence. The student is responsible for making arrangements with the instructor about make-up options, as necessary.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Late work: No late submissions will be accepted – please keep to the deadlines in the Course Schedule, above.

Electronic devices

Mobile phones must be turned off during classes and **placed in a bag on the floor.** No calling or texting during class meetings (wait until the break). Unauthorized usage of said devices will result in a **lowering of class participation grade by 5%.**

Laptops and Tablets: may NOT be used during class time unless approved by course leader. They must be placed in a case or bag. Unauthorized usage of said devices will result in a lowering of class participation grade by 5%.

Eating

Is not allowed during classes.

Cheating and disruptive behaviour

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behaviour to the Dean.

Students engaging in behaviour which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehaviour, the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation but relies too closely on the text's original wording and/or structure.

As the minimum policy, the types of plagiarism from 1 through 8 result in a failing grade for the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail a disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center (ATC). For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with Disabilities: Students with disabilities are asked to contact their course leader as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 - 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Bibliography (Additional Readings – all, plus others – ask for full list – available from me; a completed and signed personal book loan form must be submitted)

- Aaker, David A. (2004), *Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity*, Free Press (hardback);
- Aaker, David A. (1996), *Building Strong Brands*, Pocket Books (paperback);
- Adamson, Allen P. (2009), *BrandDigital: Simple Ways Top Brands Succeed in the Digital World* (Updated), Palgrave Macmillan (paperback);
- Adamson, Allen P. (2006), *BrandSimple: How the Best Brands Keep it Simple and Succeed*, Palgrave Macmillan (paperback);
- Asacker, Tom (2005), *A Clear Eye For Branding: Straight Talk on Today's Most Powerful Business Concept*, Paramount Market Publishing (paperback);
- Atkin, Douglas (2004), *The Culting of Brands: When Customers Become True Believers*, Portfolio (hardback);
- Bedbury, Scott (2002), *A New Brand World: 8 Principles for Achieving Brand Leadership in the 21st Century*, Penguin (paperback);
- Clifton, Rita and Simmons, John et al (2003), *Brands and Branding*, The Economist / Profile Books (hardback);
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- D'Alessandro, David F. (2001), *Brand Warfare: 10 Rules For Building The Killer Brand*, McGraw-Hill (paperback);
- Dahlén, Micael, Lange, Fredrik, Smith, Terry, (2010), *Marketing Communications: A Brand Narrative Approach*, 1st ed., John Wiley & Sons
- Davis, Scott M. (2002), *Brand Asset Management: Driving Profitable Growth Through Your Brands*, Jossey-Bass (paperback);
- Dhar, Mainak (2007), *Brand Management 101: 101 Lessons From Real-World Marketing*, Wiley (paperback);
- Gobé, Marc (2009), *Emotional Branding: The New Paradigm for Connecting Brands to People* Updated and Revised, Allworth Press (paperback);
- Grant, John (2007), *The Brand Innovation Manifesto: How to Build Brands, Redefine Markets & Defy Conventions*, Wiley (hardback);

- Holt, Douglas B. (2004), *"How Brands Become Icons: The Principles of Cultural Branding"*, Harvard Business Press (hardback);
- Kapferer, J.N. (2010), *"The New Strategic Brand Management: Creating and Sustaining Brand Equity Long Term"*, 4th ed., Kogan Page (hardback);
- Keller, Kevin Lane (2008), *"Strategic Brand Management: Building, Measuring, and Managing Brand Equity"*, 3rd ed., Prentice Hall (hardback).
- Lindstrom, Martin (2005), *"Brand Sense: Sensory Secrets Behind the Stuff We Buy"* Revised, Simon and Schuster (paperback);
- Middleton, Simon. (2010), *"Build A Brand In 30 Days"*, Capstone (paperback);
- Lane, Frank (2007), *"Killer Brands: Create and Market a Brand That Will Annihilate the Competition"*, Avon (paperback);
- Murray, Will (2000) *"Brand Storm: A Tale of Passion, Betrayal, and Revenge"*, Prentice Hall (paperback);
- Neumeirt, Marty (2006), *"Brand Gap: How to Bridge the Distance Between Business Strategy and Design. A Whiteboard Overview"* Expanded Ed., New Riders (paperback);
- Nissim, Bill (2008), *"Brand Triad: Toolbox for Strategic Brand Assessment and Repositioning"*, iUniverse, Inc. (paperback);
- Nissim, Bill (2005), *"The Brand Advocate: A Strategy-Driven Workbook"*, iUniverse, Inc. (paperback);
- Post, Karen (2004), *"Brain Tattoos: Creating Unique Brands That Stick in Your Customers' Minds"*, Amacom (paperback);
- Ries, Al and Ries, Laura, (2002), *"The 22 Immutable Laws of Branding: How To Build a Product or Service into a World-Class Brand"*, Collins (paperback);
- Sharp, Byron. (2010), *"How Brands Grow: What Marketers Don't Know"*, Oxford (hardback);
- Temporal, Paul (2010), *"Advanced Brand Management: Managing Brands in a Changing World"* 2nd ed., Wiley (hardback);
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- Van Auken, Brad (2003) *"Brand Aid: An Easy Reference Guide to Solving Your Toughest Branding Problems and Strengthening Your Market Position"* 1st ed., Amacom (hardcover);
- Van Gelder, S. (2005) *Global Brand Strategy: Unlocking Branding Potential Across Countries, Cultures and Markets*. New Edition. London, U.K.: Kogan Page [Paperback];
- Wheeler, Alina (2009), *"Designing Brand Identity: An Essential Guide For the Whole Branding Team"* 3rd ed., Wiley (hardback);
- Wipperfürth, Alex (2005), *"Brand Hijack: Marketing Without Marketing"*, Portfolio (paperback);
- Young, A. (2011) *Brand Media Strategy: Integrated Communications Planning in a Digital Era* (Advertising Age) New York, U.S.A.: Palgrave Macmillan [Hardcover].

Suggested supplementary reading (helpful for those interested in pursuing a career in brand management):

- *Journal of Brand Management* (accessible through AAU library: EBSCO - Business Source Complete);
- Hill, Sam and Lederer, Chris (2001), *"The Infinite Asset: Managing Brands to Build New Value"*, Harvard Business Press (hardback);
- Upshaw, Lynn and Taylor, Earl (2000), *"The Masterbrand Mandate: The Management Strategy That Unifies Companies and Multiplies Value"* 1st ed., Wiley (hardback);
- Milligan, Andy and Smith, Shaun (editors) (2002) *"Uncommon Practice: People who deliver a great brand experience"*, FT Prentice Hall (paperback) (**Out Of Print**);
- Schmitt, Bernd and Simonson, Alex (1997), *"Marketing Aesthetics: The Strategic Management of Brands, Identity, and Image"*, (paperback) Free Press;
- Upshaw, Lynn (1995), *"Building Brand Identity: A Strategy for Success in a Hostile Marketplace"*, (hardback) Wiley.

Suggested Websites worth reviewing:

- BrandChannel (by Interbrand): brandchannel.com
- BrandForward: brandforward.com
- McKinsey & Company (McKinsey Quarterly): mckinseyquarterly.com
- Prophet Strategy: prophet.com
- BuildingBrands: buildingbrands.com
- Brand Keys Research: brandkeys.com
- Upshaw Brand Consulting site: brandbuilding.com
- Brand Republic: brandrepublic.com

LinkedIn

My LinkedIn network includes some leading academic and, particularly, practical marketers as well as executive recruiters. Therefore, all keen students of marketing (particularly its practical aspects) are STRONGLY encouraged to join me on LinkedIn: <http://www.linkedin.com/in/chrisshallow>

Prepared by and when: Chris Shallow MSc, Chair of Department of Marketing, 25th June 2021.

Approved by and when:

Chris Shallow MSc, Chair of Department of Marketing, 25th June 2021;
Jan Vasenda, Ph.D., Dean of School of Business Administration, 25th August 2021.

Brand Management *Introduction Talk Sheet*

Please complete, print and bring this form to the first class meeting. It will be collected in class

Name: _____

1) List any other marketing classes you've had:

2) Rate your level of expertise with marketing (*circle one*):

1 2 3 4 5 6 7 8 9 10

** Your answers to 3, 4, 5, and 6, below, will be read aloud*

3) I think the best Brand is:

4) I think the worst Brand is:

5) My favourite Brand is:

6) My favourite Brand tagline, slogan or character is:

7) What do you expect from this class?

