

BRAND MANAGEMENT

Course code	<i>GRAV022</i>
Course title	<i>Brand Management</i>
Type of course	<i>Compulsory</i>
Level of course	<i>Graduate</i>
Department in charge	<i>Graduate school</i>
Year of study	<i>1st</i>
Semester	<i>2nd</i>
Number of credits	<i>6 ECTS; 36 hours of class work, 124 hours of self-study, 2 hours of consultations (distant or direct form)</i>
Lecturer	<i>Peter Spier, Lecturer, SKEMA business school. Peter.spier@skema.edu</i>
Prerequisites	<i>None</i>
Form of studies	<i>Consecutive (evening)</i>
Teaching language	<i>English</i>

Course Description

Few would deny the importance of brands as valuable assets and a potential source of sustainable competitive advantage. Nestlé bought Rowntree (KitKat, After Eight...) for almost three times its stock market value and 26 times its earnings. This value is created by the place occupied by the brands in the minds of customers: brand awareness, image, trust and reputation - all built up over many years - are the best guarantee of future cash flows. As one commentator puts it: 'products are created in the factory. Brands are created in the mind.'

Brands provide a short-cut for customers when making a purchasing decision, seeking to avoid risk and obtain value for money. Brands provide a relevant, exciting experience. Brands connote a certain lifestyle, set of values or attitude. Brands can become objects of affection or desire - 'Lovemarks', even. Buying a brand can be an integral part of an individual's quest for identity and meaning. It could be argued that brands create value by providing consumers with content, a form of belief system and powerful stories that embody these beliefs and values.

Students will learn how companies manage 'brand equity' - clearly a major strategic issue - but also reflect on how the use of different frameworks for understanding brands impacts the way they are managed.

This course provides a comprehensive introduction to strategic brand management, covering such areas as the building of brand equity, the role of emotion and creativity in branding, the ways in which companies seek to give a 'human face' to their brand and more.

More than that, however, the course explores the importance of sense and meaning in the creation of value as well as the degree to which this is rooted in a specific social and cultural context. In doing so, it raises important questions about the role of marketing and consumption in modern society.

It is impossible to understand brands without 'getting out of the building'. Students will be asked to do just that to explore brand experiences and consumers' responses to branding.



Course Objectives

On completion of this course successful students will:

Course learning outcomes (CLO)	Study methods	Assessment methods
CLO1. Increase understanding of the important issues in planning and evaluating brand strategies	Lectures, seminars, self-study, home assignments	Participation, real case analyses, brand audit and final exam
CLO2. Provide the appropriate theories, models and other tools to make better branding decisions	Lectures, seminars, self-study	Participation, real case analyses, brand audit and final exam
CLO3. Provide a forum for students to apply branding principles in practice	Lectures, seminars, self-study, home assignments	Participation, real case analyses, brand audit and final exam
CLO4. Gain an in-depth knowledge on the planning and implementation of a branded product	Lectures, seminars, self-study, home assignments	Participation, real case analyses, brand audit and final exam
CLO5. Develop skills of brand analysis, draw reasonable interpretations and objective judgements	Lectures, seminars, self-study, home assignments	Participation, real case analyses, brand audit and final exam
CLO6. Develop skills of presenting research / field work findings	Lectures, seminars, self-study, home assignments	Participation, real case analyses, brand audit and final exam

Quality Assurance Measures

The lecturer will apply multiple teaching methods to keep the students engaged in the topic. Continuous student feedback will be encouraged and accommodated to continuously improve class experience.

Cheating Prevention

Course will apply zero tolerance policy towards plagiarism, following the rules of the University. To avoid plagiarism, reference your work using the Harvard system. Assignments need to follow the APA referencing style.

Course Content

CLASS DATE	TOPICS	CLASS HOURS	ASSESSMENT DUE DATES
April 8th	1. What are these things called brands? Course overview & introduction. Key issues and theories in branding. What we brand. Brand architecture. Product	3 online	

	marketing vs brand marketing. Brands as key assets		
April 9th	2. Brands and us How do brands fit into our lives? How do they influence purchasing decisions? What kind of relationships do we have with brands?	3 online	
April 12th	3. Brands and us (2) Brands' role in purchasing decisions. The role of Sneakerheads and other 'true believers'	3 online	
May 2nd	4. Standing out from the crowd From differentiation to distinctiveness: on attention, memory, category convergence, brand platforms, distinctive brand assets, purple cows and fame	3	Group Presentations on topic with survey/interview results
May 3rd	5. Humanising the brand Brand personality and strategies for giving a human face to the brand	3	Group presentations on topic with survey/interview results
May 6th	6 Branding with emotion. Why feelings matter. System one vs system two thinking. The long and the short of it. Working with emotion and creativity	3	Group presentations on topic with survey/interview results
May 7th	7. Stand up to stand out - branding with purpose Purpose, values, meaningfulness in branding: dos, don'ts and debates. When and how should brands engage with social issues?	3	Group presentations on topic with survey/interviews
May 8th	8. Brand experiences Beyond products and services in the experience economy. Value, customer engagement & the dimensions of experience	3	Group presentations: mystery shopping/experience testing feedback

May 10th	9. Brands, tribes and communities Tribes and communities: what they are; when and how to engage with them in branding	3	Group presentations on brand communities with field work
May 15th	9. Brands compete in categories Group presentations: audit of product/service category with comparison of strategies of key brands	3	Final group presentation: Brand category audit with comparative analysis of brand strategies

Assessment methods

ASSESSMENT	GRADE WEIGHT, %
PRESENTATION ON TOPIC (GROUP TASK) - short presentation on one of the branding topics covered during the appropriate session	25
AUDIT OF BRANDING STRATEGIES IN A CATEGORY OF THE GROUP'S CHOICE (GROUP TASK) – short presentation in final session	25
FINAL ESSAY (INDIVIDUAL TASK) - short essay on one of the topics covered in the course	50
TOTAL	100

BRAND MANAGEMENT (GROUP)

To make classes more interactive, students will be asked to contribute a short group presentation (15 slides, 15 minutes) covering aspects of the topic being treated during designated sessions, so that there will be one or two presentations per session. Details will be provided and groups and topics assigned prior to the course so that groups can prepare for this

BRAND CATEGORY AUDIT (GROUP)

Brands compete in markets and categories, so the best way to understand branding strategies is to compare and contrast the strategies of brands in a given market. This will give students an opportunity to apply to a market of their choice some of the notions encountered during the course. The deliverable will be a short group presentation in the final session (15 slides, 15 minutes) that will involve use of AI-generated material. Details, groups and markets will be finalized prior to the course so that preparation can begin in advance. Further details will be provided during the course.

FINAL ESSAY

As a final part of the evaluation, students must submit a final essay. The essay should be an analysis of a selected brand, preferably a local/domestic one. The essay should analyze their brand management, both online and offline, applying the concepts discussed in the course and integrating field work. The essay should be no more than 10 pages long excluding appendices (images or other visuals allowed where relevant. For text, Times New Roman 12, line spacing 1,5). Further details will be provided during the course.



RETAKE

Students can retake only the final assignment (Final Essay) (50% of the grade). The group activities cannot be retaken.

TEACHING METHODS

Lectures, in-class discussions, individual and group assignments.

TEXTBOOK

The classic course book for a course of this kind is:
Keller, K.L. (2020). "Strategic Brand Management: Building, Measuring and Managing Brand Equity". 5th ed. Upper Saddle River: Prentice Hall

Students may wish to consult this book, but it is not required reading. Instead, a list of suggested readings will be provided on the learning platform and a selection of articles and case examples will be made available in the different topic folders. Students will be asked to read certain articles and cases in preparation for certain courses and those texts will also provide a 'starter pack' for the final essay.

ADDITIONAL SUGGESTED READING

1. Kapferer, J.N. (2000). *Strategic Brand Management: Creating and Sustaining Brand Equity Long Term*. London: Kogan Page.
2. Hill, S., Lederer, C. (2001). *The Infinite Asset: Managing Brands to Build New Value*. Boston: Harvard Business School Press.
3. Aaker, D.A., Joachimsthaler, E. (2000). *Brand Leadership: Building Assets in the Information Society*. New York: The Free Press.
4. Aaker, D.A. (1991). *Managing Brand Equity: Capitalizing on the Value of a Brand Name*. New York: The Free Press.
5. Aaker, D.A. (1996). *Building Strong Brands*. New York: The Free Press.
6. Temporal, P. (2002). *Advanced Brand Management*. John Wiley & Sons (Asia).
7. Kotler, P (2000). *Marketing Management*. Upper Saddle River: Prentice-Hall, Inc.

Because branding is 'alive and kicking' the course will draw on recent examples. These will be made available as we go along. PPT slides will be made available in pdf form after each session.

Role of the subject in reaching learning outcomes of International Marketing and Management program

Special learning outcomes	CLO
S1. Demonstrate knowledge and understanding of contemporary theories and their applications in the research field of international marketing and management that provides with opportunity for originality in developing, applying, and implementing ideas in the areas of international management and international marketing	CLO1, CLO2, CLO3, CLO4, CLO5
S2. Analyze and assess internal and external international business environment and derive managerial decisions on company's governance and international expansion and based on a set of environmental factors in particular business situation, having particular regard to the importance of cultural aspects in international business.	CLO2, CLO3, CLO5

S3. Analyze and assess the peculiarities of global business environment and shifts in geo economical situation, putting a particular emphasis on emerging economies and their role in international business environment.	
S4. Have the ability to formulate judgments and take socially and ethically responsible decisions in global business environment.	CLO5
S5. Be able to model various business situations using principles of system dynamics; be able to use contemporary modelling software for macro economical analysis	
S6. Analyze and critically evaluate various real-life business examples, situations and experiences in dealing with multiple international management functions (international human resource management, international consumer behaviour issues, international marketing and negotiation strategies, advanced corporate finance issues, innovation management and marketing communication matters); be able to analyze mentioned functions both separately and in integrative manner.	CLO2, CLO3, CLO5
S7. Conceptualize, research and write a state of the art review of a chosen area of investigation and generate empirical data on the phenomenon under investigation; be able to evaluate the appropriateness of the use of qualitative and quantitative research methods in particular context; be able to use advanced qualitative techniques and quantitative data analysis methods.	CLO3, CLO5, CLO6
General learning outcomes	
G1. To apply modern information technologies in the data gathering, analysis and communication.	CLO3, CLO6
G2. To apply a systematic, critical and constructive thinking in problem identification and solving.	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
G3. Have abilities to communicate the knowledge to specialist and non-specialist audiences clearly and unambiguously.	CLO5, CLO6
G3. Develop a range of personal skills including argumentation, evaluation, problem identification and solving, interactive and group skills, self-appraisal, cross-cultural teamwork.	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
G4. To prepare research papers according to proper language, writing style and general bibliographic citation requirements.	CLO3, CLO6
G5. To develop independent learning skills necessary to continue studies on a higher level.	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6