

**Peter F. Drucker and Masatoshi Ito
Graduate School of Management
Claremont Graduate University**

**MGT 331 Strategic Brand Management
Spring 2009 Module 2**

Dr Jenny Darroch
Assistant Professor of Marketing
Burkle 213
Phone: (909) 607 2471
Email: jenny.darroch@cgu.edu
Office Hours: by appointment

Faculty support: Bernadette Lambeth, Burkle Upper Level East End, 909-607-7008,
bernadette.lambeth@cgu.edu

Course Description:

Strategic Brand Management is a course about branding. The course will examine the importance of building brand strategies that both enhance brand equity and endure through time. Particular emphasis will be placed on the design of marketing programs to build brand equity.

Learning Objectives:

Following the successful completion of this course, students should be able to:

- Understand the importance of evaluating and planning brand strategies; and
- Understand appropriate theories, model and other tools to make better branding decisions.

The class environment will provide a forum for students to practice the two learning objectives above. Particular emphasis will be placed upon understanding the interface between consumers and brands. One aim of the course is to make these principles transferable across any type of organization within the for-profit and not-for-profit spectrum.

Class Meeting Times

Wednesdays 4 – 6.50pm, **Module 2 (beginning March 25 2008; ending May 6)**

Required Text:

Kevin Lane Keller (2008), *Strategic Brand Management* (3rd edition). NJ: Prentice Hall. ISBN 978-0-13-188859-3 or 0-130188859-5

Kevin Lane Keller (2003), *Best Practice Cases in Branding: Lessons from the World's Strongest Brands*. NJ: Prentice Hall. ISBN 0-13-141133-0

Four readings will be provided to assist you with the brand report card and brand orientation assignment.

Additional recommended readings are provided at the end of the syllabus for interest only. Most of them are available on ABI Inform (one of the Business and Industry databases accessible via the library interface).

Course Requirements:

Assessment comprises two components:

Participation	50%	General participation and discussion (individual)
Brand Report Card	50%	Apply Keller's Report Card to a branch of interest (individual) (Due in Week 7)

General participation and class discussion

Preparation and participation are critical to the success of any course. You will be graded on the quality (not necessarily quantity) of your contribution. A grading sheet for participation is provided at the end of the syllabus. You need to have read and prepared for every case study prior to class and you should be expected to be called upon prior at any stage during class. The questions at the end of the cases are helpful and will be used to frame our discussion.

Report Card

Use the template on pp 674-675 of your text (and read the Keller (2000) HBR article as background reading; this is in your course pack). Apply the template to a brand of interest and to a competitor brand. Evaluate each of the ten categories identified on pp 674-675, using a scale of 1 to 10 (where 10 = extremely good). Write 2 paragraphs for each of the 10 categories to explain/reflect upon the score you gave. In addition, you will need to provide a strong introduction in order to provide sufficient background to the assignment (1-2 pages) and appropriate conclusions and recommendations (2 pages).

This assignment will be due at the start of class during Week 7. I expect your work to be well written and free of spelling, typographical and grammatical errors. Please use 12-point font and 1.5 spacing.

Course Schedule

The following schedule indicates topics we will cover and the order in which we will cover them. Please note, by listing 12 chapters, I have prescribed a lot of reading for a 2-unit course (this represents over 600 pages of the text). I will not have time to cover all topics in class and encourage you to skim and scan the material, reading pieces you find interesting, rather than reading every chapter in detail.

WK	DATE	TOPIC	ACTIVITIES
1	W1	Introduction to course Brands and brand management (Ch 1)	Discuss personal biographies and opinions about branding. What makes a good brand?
2	W2	Identifying and establishing brand positioning and values (Chapters 2 and 3)	Case study 1: Levi's Dockers
3	W3	Planning and implementing marketing brand marketing programs (Chapters 4 and 5)	Case study 2: MTV
4	W4	Planning and implementing marketing brand marketing programs ... continued (Chapters 6 and 7)	Case study 3: Red Bull
5	W5	Measuring brand performance (Chapters 8, 9 and 10)	Case study 4: Starbucks
6	W6	Growing and sustaining brand equity (Chapters 11 and 12)	Case study 5: Accenture
7	W7	Brand report card presentations	Brand report card reports due at the start of class.

Required readings for assignments:

Brand Report Card

Keller, Kevin Lane (2000), "The brand report card," Harvard Business Review (January-February), 147-57. HBS # R00104

Additional readings (these demonstrate how the report card has been extended into brand orientation work)

Ewing, Michael T. and Julie Napoli (2005), "Developing and validating a multidimensional non-profit brand orientation scale," Journal of Business Research, 58, 841-53

Urde, M. (1994), "Brand orientation - a strategy for survival," Journal of Consumer Marketing, 11 (3), 18-32.

---- (1999), "Brand orientation: a mindset for building brands into strategic assets," Journal of Marketing Management, 15, 117-33.

Class Meetings:

I have two simple views that guide my preparation and presentation of materials: (1) all of you are consumers and so already have a rich background in marketing that may or may not be underpinned by formal job experience or training; and (2) we can all learn a lot from each other. Therefore, my role as your professor is to lead discussion, challenge you, ask you to reflect upon your own experiences, and compare and contrast your experiences and ideas with what I present. You will quickly find that I encourage and get full participation in class discussions.

You are expected to come to class having prepared the material assigned to you for that week. As a matter of courtesy, if you are unable to attend, you must email or phone me before class. **If you miss more than one class, you will be marked as absent for the course.**

Please arrive on time to class, as we will start punctually. When in class, mobile phones and pagers must be switched off. You are expected to remain attentive and contribute to class discussion. Importantly, I endeavour to create a "safe" classroom environment, where people are entitled to and can express their opinions freely without fear of being judged harshly or criticized by their peers.

Academic Honesty

You should be familiar with the University policy regarding academic honesty. The policy can be found at <http://www.cgu.edu/handbook/Academic%20Honesty.doc>. You should also consult the Writing Center's guidelines as to what constitutes plagiarism (<http://writecenter.cgu.edu/students/plagiarism.html>).

I **do not** tolerate academic dishonesty and will actively monitor students' work to ensure dishonesty does not occur. A student who violates the University policy on

academic honesty will get a minimum of zero for the piece of assessment for which dishonesty is established and I will ask the MBA Director to put a note on that student's file.

It is very important that you correctly reference everything you use. I generally use APA referencing and have provided this link as one of many examples of APA referencing (<http://www.lib.usm.edu/~instruct/guides/apa.html>). You might prefer to use the Harvard style of referencing (see: <http://www.shef.ac.uk/library/libdocs/hsl-dvc1.html> as an example of a style guide). I do not mind which style you use as long as your referencing style is consistent.

Late assignments and extensions

The following outlines the policy for this course. You need to communicate with me in advance if you are unlikely to meet the original deadline. The following penalties will be applied based on the original deadline:

- Up to three days late = 2 letter grades (i.e., a B+ becomes a B-).
- 4-7 days late = 3 letter grades (i.e., a B+ becomes a C+).
- Anything later will not be graded. I will also not grade any assignment turned in from a student who did not communicate with me in advance about a potential late assignment.

Grading

The following reflects the grading system used to mark your work.

CGU explanation

- A+ Truly exceptional performance, rarely given.
- A Performance significantly above expected levels.
- A- Performance moderately above expected levels.
- B+ Expected level of performance.
- B Performance moderately below the expected level.
- B- Performance significantly below the expected level.
- C+ Passing but marginally acceptable performance.
- C Unacceptably poor performance.
- C- Very poor performance.
- U Unsatisfactory work. No credit given.

Reading List

de Chernatony, Leslie and Francesca Dall'Olmo Riley (1998), "Defining a "brand": beyond the literature with experts' interpretations," *Journal of Marketing Management*, 14, 417-43.

de Chernatony, Leslie, Francesca Dall Olmo Riley, and Fiona Harris (1998), "Criteria to assess brand success," *Journal of Marketing Management*, 14, 765-81.

Doyle, Peter (2001), "Shareholder-value-based brand strategies," *Journal of Brand Management*, 9 (1), 20-30.

Hoeffler, Steve and Kevin Lane Keller (2003), "The marketing advantages of strong brands," *Brand Management*, 10 (6), 421-45.

Keller, Kevin Lane (1999), "Brand mantras: rationale, criteria and examples," *Journal of Marketing Management*, 15, 43-51.

---- (1999), "Managing brands for the long run: brand reinforcement and revitalization strategies," *California Management Review*, 41 (3), 102-24.

---- (2003), *Strategic brand management: building, measuring and managing brand equity* (2nd ed.). NJ: Prentice Hall.

Keller, Kevin Lane and David A. Aaker (1992), "The effects of sequential introduction of brand extensions," *Journal of Marketing Research*, 29 (February), 35-50.

Keller, Kevin Lane and Donald R. Lehmann (2003), "How do brands create value," *Marketing Management* (May-June), 26-31.

Keller, Kevin Lane and Sanjay Sood (2003), "Brand equity dilution," *MIT Sloan Management Review*, 45 (1), 12-15.

Keller, Kevin Lane, Brian Sternthal, and Alice Tybout (2002), "Three things you need to know about your brands," *Harvard Business Review* (September), 80-86.

Lane, Vicki and Robert Jacobson (1995), "Stock market reactions to brand extension announcements: the effects of brand attitude and familiarity," *Journal of Marketing*, 59 (January), 63-77.

Lederer, Chris and Sam Hill (2001), "See your brands through your customers' eyes," *Harvard Business Review* (June), 125-33.

Low, George S. and Ronald A. Fullerton (1994), "Brands, brand management, and the brand manager system: A critical-historical evaluation," *Journal of Marketing Research*, 31 (May), 173-90.

Petromilli, Michael, Dan Morrison, and Michael Million (2002), "Brand architecture: building brand portfolio value," *Strategy and Leadership*, 30 (5), 22-28.

Rust, Roland T., Valerie A. Zeithaml, and Katherine N. Lemon (2004), "Customer-centered brand management," *Harvard Business Review* (September), 110-18.

Sharp, Byron (1993), "Managing brand extension," *Journal of Consumer Marketing*, 10 (3), 11-17.

Urde, Mats. (2003), "Core value-based corporate brand building," *European Journal of Marketing*, 37 (7/8), 1017-40.

Class Participation

Name: _____

Circle One Only

What this means for class participation

- A and A- Comes to class prepared. Contributes readily to the conversation but does not dominate it. Makes thoughtful contributions that advance the conversation. Shows interest in and respect for others' points of view. Participates actively in small groups. Makes a genuine effort to assist colleague presenters by being engaged and involved in presentations.
- B+ and B Comes to class prepared and makes thoughtful comments when called upon. Contributes occasionally without prompting. Shows interest in and respect for others' points of views. Participates actively in small groups.
- B- and C+ Participates in discussion but in a problematic way. Such students may talk too much, make rambling or tangential contributions, bluff there way unprepared or otherwise dominate discussions, not acknowledging cues of annoyance from other students or the professor.
- C and C- Comes to class prepared but does not voluntarily contribute to discussions and gives only minimal answers when called upon. However, does show interest in the discussion, listens attentively and takes notes.
- F Seems on the margin in class and may have a negative impact on the participation of others. Often does not participate because has not read the material in advance. May be disruptive or radiate negative energy via hostile or bored body language. May be overtly rude.