



## **MAR 4831 – Strategic Brand Management: Building, Measuring, and Managing Brands**

### **Instructor**

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### **Course Location/Times:**

St. Thomas University– OMH # 7

Monday & Wednesday 9:25 AM–10:40 AM

### **Text (Required)**

Keller L. K. (2013). *Strategic Brand Management* (4rd ed.) Boston: Pearson  
ISBN-978-0-13-266425-7

### **Reference Guide (Recommended)**

American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 978-1433805615.

### **Supplemental Reading/Web Sites**

*The Economist, The Wall Street Journal, Business Week, CNBC, Fortune, Financial Times, ABI Inform, Infotrac, Marketshare Reporter, Encyclopedia of major marketing campaigns, World's Business Directory, Hoover's Business Data.*

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## **Welcome!**

A warm welcome to MAR 4831 Strategic Brand Management-Creating, Building and Rejuvenating Brands. I am looking forward to make this course stimulating, fun, and a good learning experience for all of us.

This syllabus will provide you with an overview of the course, assignments, grading, procedures, and expectations. Please review this syllabus carefully, and let me know if you have any questions.

Also, please remember if there is any administrative question related to this course, this syllabus is considered the "ruling document." Also, this syllabus is subject to change according to course demands. Any changes will be announced by professor during class time.

**\* Use of cellular phones, IPods, laptops or any other electronic devices is prohibited during class!**

## **Course Description**

A comprehensive overview of strategies and tactics involved in brand analysis and building brand equity. Brands are among the most valuable assets of a company. This course will address the most important issues involved in creating and building strong brands and maximizing the value of existing brands and will provide a framework for understanding brands and when and how consumers perceive, evaluate, and respond to brands.

## **Course Learning Outcomes**

By using a variety of learning and teaching methods, students will

- Trace the historical evolution of branding and how brands connect with consumers in the 21st Century.
- Develop an overall appreciation for the importance of branding in today's dynamic, interdependent society.
- Understand the importance of branding and their value creation for their organizations.
- Demonstrate an understanding of how to design and build a brand-driven organization.
- Demonstrate an understanding of challenges and opportunities of branding in today's global marketplace.
- Identify and create an effective brand positioning strategies.
- Identify, analyze, and apply traditional branding theories.
- Determine the various components of branding strategy and identify options available to marketing executives.
- Develop an understanding of the increased role of communication and information technology in branding.
- Analyze branding cases and develop strategic solutions.
- Create and present a brand audit plan.

## **Student Learning Outcomes and Assessment**

- Develop leaders who contribute to the economic and cultural vitality of the regions they serve (institutional student learning outcome).
- Develop skills to manage effectively today's organizations by using applied behavioral science concepts (program student learning outcome).
- Obtain knowledge from curriculum core knowledge and skill foundation with concepts and theories combined with practical applications (program student learning outcome).
- Achieve all the specified student objectives listed above as evidenced by successful completion of all required tasks and assignments (course student learning outcomes).

## **Instructional Techniques**

Instructional techniques may include the following:

|                    |                      |
|--------------------|----------------------|
| Article Analyses   | Cooperative Learning |
| Presentations      | Case Studies         |
| Assigned Readings  | Ember Component      |
| Guided Discussions | Peer Feedback        |
| Presentations      | Projects             |
| Research Paper     | Web Resource         |

## **Library Use and Information Literacy Assignment**

Part of the expectation for this course involves students using library resources and focusing on information literacy. For all of their assignments, students should use various mediums of information including books, e-books, academic journals, magazines, newspapers, archival and primary source materials, audio-visual materials, and other electronic materials. Students should explore these kinds of materials by making connections between them, working in multi-disciplines, and producing assignments that blend both analysis and creativity. Students should go to the library, either in person or virtually, for bibliographic instruction and assistance.

## ***Grading Criteria***

**Students are graded on achievement, rather than solely on effort.** It is the responsibility of each student to prepare for each workshop and to communicate at a level that leaves the instructor with a clear impression that you understand the material or have exhausted efforts within the time allowed to maximize your understanding of the material covered.

## Reading Assignments

You should complete all reading assignments and be ready to participate actively in discussions prior to the relevant due date (see the Schedule of Activities and Assignments below).

## Participation

**• Cell phones and other similar devices should be turned off and out of sight prior to class starting. Any violation of this policy will result in your being asked to leave the classroom and being marked absent.**

**If you have an emergency purpose phone (parent/childcare, EMT) and require your phone to be on, please set it to vibrate and notify me that you must have it on during class period.**

Participation in all course activities is a very important element of this course, is a basic expectation, and counts for part of your grade. Course participation consists of active and respectful involvement in class discussions, presentations, peer feedback, postings, replies, projects, and other interactions. The course grade takes into account quality, quantity, and timeliness of student participation. Absence, disrespectfulness, non-participation, and passive participation in course activities all lower your chances of earning a passing grade.

\* Students are expected to attend all class meetings.

\* Students are asked to refrain from academic dishonesty:

**“Academic dishonesty is considered to be the representation of another’s work as one’s own, either directly or through complicity in falsification; cheating; plagiarism; facilitating academic dishonesty; or infringing on academic rights of others. Instructors show responsibility toward the prevention of academic dishonesty by explaining to students what constitutes academic dishonesty within the particular requirements of a course.”**

### *How points and percentages equate to grades*

**Please know that the course grade you can expect is based on your effort and performance.**

|        |    |         |    |
|--------|----|---------|----|
| 100-93 | A  | 76-73   | C  |
| 92-90  | A- | 72-70   | C- |
| 89-87  | B+ | 69-67   | D+ |
| 86-83  | B  | 66-63   | D  |
| 82-80  | B- | 62-60   | D- |
| 79-77  | C+ | 59 or < | F  |

**Partial points will be rounded to the nearest full point, e.g., 82.4=82, which leads to a grade of B-; 82.5=83, which leads to a grade of B.**

### *Point Values for the Course Assignments*

| <b>Assignments</b>                                  | <b>Due</b> | <b>Points</b> |
|---|------------|---------------|
| Attendance and class participation                  | All Weeks  | 15            |
| Article Analysis (2 Articles, 5 points each)        | TBA        | 10            |
| Ranking of Brands assignment and class presentation | TBA        | 20            |
| Brand Report Card Exercise                          | TBA        | 5             |
| Brand Audit Paper                                   | TBA        | 25            |
| Brand Audit Paper class presentation                | TBA        | 10            |
| Rebranding exercise                                 | TBA        | 15            |
| Total   | TBA        | 100           |
| Bonus   |            | 4             |

| <b>SCHEDULE OF ACTIVITIES AND ASSIGNMENTS</b>  |   |   |   |
|--|---|---|---|
| Visit the <b>Module Overviews</b> in Ember for details about each assignment listed below. |   |   |   |
| <b>Week</b>  | <b>Topics</b>   | <b>Read &amp; Review</b>  | <b>Assignments</b>  |
| 1 & 2  | <ul style="list-style-type: none"> <li>Brands and Brands Management</li> <li>Brand Equity concept</li> </ul>                                | <ul style="list-style-type: none"> <li>Keller (2013) Chapter 1</li> <li>Chapter 1 PowerPoint</li> </ul>                   | <ul style="list-style-type: none"> <li>Weekly Discussion</li> </ul>   |
| 3 & 4  | <ul style="list-style-type: none"> <li>Developing a Brand Strategy</li> <li>Customer-Based Brand Equity</li> <li>Brand Resonance</li> </ul> | <ul style="list-style-type: none"> <li>Keller (2013) Chapters 2 &amp; 3</li> <li>Chapters 2 &amp; 3 PowerPoint</li> </ul> | <ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Article analysis – Brand Report Card</li> </ul> |
| 5 & 6  | <ul style="list-style-type: none"> <li>Brand Elements</li> <li>Designing Marketing Programs</li> </ul>                                      | <ul style="list-style-type: none"> <li>Keller (2013) Chapters 4&amp; 5</li> <li>Chapters 4&amp; 5 PowerPoint</li> </ul>   | <ul style="list-style-type: none"> <li>Weekly Discussion</li> </ul>   |
| 7 & 8  | <ul style="list-style-type: none"> <li>Integrating Marketing Communications</li> <li>Secondary Brand Associations</li> </ul>                | <ul style="list-style-type: none"> <li>Keller(2013) Chapters 6 &amp; 7</li> <li>Chapters 6 &amp; 7 PowerPoint</li> </ul>  | <ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Article analysis –TBA</li> </ul>                |
|  | <ul style="list-style-type: none"> <li>Brand Equity Measurement</li> </ul>  | <ul style="list-style-type: none"> <li>Keller (2013) Chapters 8 &amp; 9</li> </ul>  | <ul style="list-style-type: none"> <li>Weekly Discussion</li> </ul>   |

|         |   |   |   |
|---------|---|---|---|
| 9 & 10  | <ul style="list-style-type: none"> <li>Measuring Sources of Brand Equity</li> </ul>   | <ul style="list-style-type: none"> <li>Chapters 8 &amp; 9 PowerPoint</li> </ul>   | <ul style="list-style-type: none"> <li>Exercise- Brand Report Card Exercise</li> </ul>                    |
| 11 & 12 | <ul style="list-style-type: none"> <li>Branding Architecture Strategies</li> <li>New Products &amp; Brand Extensions</li> </ul> | <ul style="list-style-type: none"> <li>Keller (2013) Chapters 10 &amp; 11</li> <li>Chapters 10 &amp; 11 PowerPoint</li> </ul> | <ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Ranking of Brands assignment</li> </ul> |
| 13 & 14 | <ul style="list-style-type: none"> <li>Managing Brands Over Time</li> <li>Managing Brands Over Market Segment</li> </ul>        | <ul style="list-style-type: none"> <li>Keller (2013) Chapters 12 &amp; 13</li> <li>Chapters 12 &amp; 13 PowerPoint</li> </ul> | <ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Rebranding Exercise</li> </ul>          |
| 15      | <ul style="list-style-type: none"> <li>Closing Perspectives</li> </ul>  | <ul style="list-style-type: none"> <li>Keller (2013) Chapters 14 &amp; 15</li> <li>Chapters 14 &amp; 15 PowerPoint</li> </ul> | <ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Brand Audit Paper</li> </ul>            |
| 16      | <ul style="list-style-type: none"> <li>Closing Perspectives</li> </ul>  | <ul style="list-style-type: none"> <li>Keller (2013)</li> </ul>   | <ul style="list-style-type: none"> <li>Weekly Discussion</li> <li>Brand Audit Paper</li> </ul>            |

## EXPECTATIONS:

### 2 HOMEWORK ARTICLE ANALYSES; (Each analysis 750 words minimum, double-spaced):

Due dates are indicated in the syllabus. Please follow article analysis template.

**1 BRAND REPORT CARD EXERCISE:** You need to rate a national brand as per professor's instructions. You need to follow the Brand Report Card Exercise template

### 1 RANKING OF BRANDS ASSIGNMENT: (1,000 words minimum, double-spaced):

Profile and contrast the following global brand ranking systems:

- Best global brands – by Interbrand
- Top 100 global brands – by Millward Brown
- World's most valuable brands – by Forbes
- The Global 500- by Brand Finance

Due date indicated in the syllabus.

**DISCUSSION PARTICIPATION:** Branding discussion topics will be discussed during the semester. Students will earn graded credit for participating in the discussion of each topic.

**BRAND AUDIT REPORT (5,000 words minimum, double-spaced):** In order to increase intercultural knowledge, students are to work in groups of three or four to develop an original

brand audit report for a national or international brand of their choice, based on prior approval from instructor. Include pictures, charts and graphs where necessary.

- 1. Table of Contents:** Main topics and corresponding page numbers.
- 2. Executive Summary**
- 3. Brand History and Profile**
- 4. Background about the industry**
- 5. Company's Mission Statement**
- 6. SWOT Analysis**
  - A. Strength**
  - B. Weakness**
  - C. Opportunities**
  - D. Threats**
- 6. Marketing Strategies**
  - A. Positioning**
  - B. Branding**
  - C. Company's Marketing Mix**
    - C 1. Product**
    - C 2. Price**
    - C 3. Place**
    - C 4. Promotion**
      - C 4.1. Advertising**
      - C 4.2. Personal selling**
      - C 4.3. Promotions**
      - C 4.4 Public relations**
- 7. Brand audit objectives, scope, and approach**
- 8. Consumer analysis (trends, motivation, perceptions, needs, segmentation, behavior)**
- 9. Brand inventory**
  - Elements, current marketing programs, POPs, PODs
  - Branding strategies (extensions, sub-brands, etc.)
  - Brand portfolio analysis
  - Competitors' brand inventory
  - Strengths and weaknesses
- 11. Brand exploratory:**
  - Brand associations

- Brand positioning analysis
- Consumer perceptions analysis (vs. competition)

## 12. Summary of competitor analysis

## 13. Brand equity evaluation

## 14. Strategic brand management recommendations

## 15. References (APA style)

### Additional Support

*Academic Enhancement Center* (“AEC”) – offers courses of instruction in the skill areas of writing, reading, English as a Second Language, and others. Its qualified personnel offer individualized and small group instruction to St. Thomas University students wishing to improve their basic skills. In addition, the AEC offers placement-testing services (such as ELLIS-English Training Software) to all graduate applicants. The AEC is located in the Institute for Workforce Enhancement Building (on the southwest side of the O’Mailia building) and is open Monday through Friday (call for hours). Students can attend in person, telephone (305) 628-6563, or go to the AEC Website (<http://www.stu.edu/aec>).

*University Writing Center* (“UWC”) – provides St. Thomas University students help with writing issues. Students can work one-on-one with personnel trained in all aspects of writing, from brainstorming to drafting, revising, editing, research, documentation, and proofreading. The UWC is located in Dooner Building, Room 209-B, and is open Monday through Friday (call for hours). To get an appointment for general assistance with written assignments, students can attend in person, telephone (305) 628-6607, or go to the UWC Website (<http://www.stu.edu/uwc>).

*University Library* – offers assistance with research for students. Qualified library staff can help with locating and using many kinds of print and electronic resources including many searchable databases (e.g., e-encyclopedias, e-books, e-journals, print journals and magazines, newspapers). The Library is open seven days per week (call for hours). Students can attend in person, telephone (305) 628-6667, or go to the Library Website (<http://www.stu.edu/library>).

*Office of Information Technology* (“OIT”) – provides several kinds of technical, training, telephone support, and consulting services. St. Thomas University students can attend in person, telephone (305) 628-6610, send an e-mail to [helpdesk@stu.edu](mailto:helpdesk@stu.edu), or go to the OIT Website (<http://www.stu.edu/oit>).

### Severe Weather Information

In case of severe weather or other emergencies that may disrupt regular university operations, please consult the following:

STU *Safety and Emergency Handbook* (available at the Office of Human Resources)  
STU Emergency Information Line      877-STU-PLAN = (877) 788-7526  
STU Website      <http://www.stu.edu> & <http://www.stu.edu/emergency>  
Local media outlets      Local radio and television stations.

### **IMPORTANT COURSE POLICIES:**

**APPROACH:** A variety of course activities will be undertaken to achieve these objectives. These include assigned case study readings, lectures, class discussions, individual homework assignments, group project and presentation, and written examinations.

**PARTICIPATION:** Interaction during class is expected and will be reflected in the final grade. Being in class paying attention is basic in order to participate. Everyone has something to offer that we could all learn from.

**PREPARATION:** students are expected to have read all assignments in advanced and be prepared to be called upon to orally summarize and give opinions, while being respectful of other's point of view.

**HONESTY:** Plagiarism and cheating are serious offenses and may be punished by failure on an exam or assignment, failure in the course, and/or disciplinary action by the university. Refer to University's student handbook.