Strategic Brand Management
MARK 6185
Spring 2016
Monday, 5:30 – 8:30
David Straz, Jr Hall, Room 350

Instructor: Felicia M. Miller, PhD
Office: 679 David Straz Hall
Phone: (414) 288-8068
E-mail: felicia.miller@marquette.edu
Office Hours: Monday and Wednesday: 3:15 – 5:00; other times by appointment

Course Materials:
- Required case studies and a few articles (items in italics in the course content section below) should be purchased and downloaded at
  https://cb.hbsp.harvard.edu/cbmp/access/43978900.
- The remaining required articles should be downloaded from D2L. They are posted in the appropriate weekly module in the content section of the course website.

COURSE OBJECTIVES
This course is about the art and science of branding. It will help students understand and apply the critical strategies that successfully craft and grow global brands. This will be accomplished by examining brands from both a managerial and consumer perspective. A diverse group of global brands provide the lens through which this course is taught. Specifically, the course objectives are:

1. Advance critical thinking about the strategies and tactics involved in crafting, growing, and sustaining strong brands.
2. Build creative problem solving skills in the context of realistic marketing situations.
3. Develop fluency with the basic principles and language associated with branding and brand practice.
4. Instill an appreciation of the discipline of strategic brand management and its contribution to stakeholder value.
5. Improve written and oral business communication.

The course objectives will be achieved through a combination of cases, articles, simulation and class discussions. The required reading for this course brings together theory and practice to provide a holistic view of the state of branding today. Individual and team assignments will be used to reinforce and assess understanding of fundamental concepts.

COLLEGE OF BUSINESS ADMINISTRATION ASSESSMENT STATEMENT
The fundamental mission of the College of Business Administration is to provide a quality education grounded in Catholic, Jesuit intellectual values. Students are expected to learn how to
function effectively in a diverse and global economy so that they may develop into ethical and socially responsible global leaders and responsible members of their organizations and communities. As one of many methods of assuring that the goals of our educational mission are successfully met, the college regularly and systematically engages in the assessment of these competencies.

Students in our MBA program are assessed on their competency to communicate effectively, reason ethically and apply critical thinking, as well as their capacity to comprehend the global strategic issues of firms and perform fundamental activities of business managers. Assessment takes place each semester in all programs using quantifiable measures; the data is analyzed and the information is used to help continuously improve the educational process. The College of Business Administration is dedicated to successfully providing a quality education for our students and assessment is part of the process the college uses to evaluate our success. Additional information on assessment can be found at (http://www.marquette.edu/assessment/) or in the assurance of learning tabs under http://business.marquette.edu/academics/assurance-of-learning-undergrad or http://business.marquette.edu/academics/assurance-of-learning-graduate

The Masters of Business Administration’s program learning goals are:

1. Perform the fundamental activities of business
2. Communicate effectively in business settings
3. Comprehend global strategic issues of a corporation
4. Apply ethical reasoning to business situations

**COURSE FORMAT**

This is an accelerated hybrid course that meets face-to-face once a week for seven weeks; three hours per class session. Given the accelerated format, students are expected to spend a significant amount of time outside of class (2-3 hours per week) preparing for the in-class analysis and discussion of the assigned articles and case studies. This includes viewing the lecture videos, reading articles and cases, and posting questions and responses to the on-line discussions. In addition, much of the analysis and decision making for the simulation project will occur outside of class (1-2 hours per week).

Each class session will begin with a short debrief of the lecture videos focusing on areas that need clarification based on the questions that are posted. Next we will have an interactive discussion of the assigned articles and case studies. Finally, we will spend some time at the end of class discussing the simulation project.
COURSE CONTENT AND SCHEDULE
Below is a week-by-week description of the required reading and assignments for each class session. As you can see in the schedule, there are a number of items that must be completed by the Saturday before each class session. The schedule also shows what we will do in each class including exams and other assignments.

January 25, 2016
Module 1a: The Power and Value of Brands to Consumers

Articles
A History of the Concept of Branding: Practice and History
Brands, Brand Management and the Brand Manager System
Brands and Branding
Symbols for Sale

Case Study
Exploring Brand Person Relationships
February 1, 2016
Module 1b: The Power and Value of Brands to Organizations

Articles
Building Customer-Based Brand Equity
Varying Perspectives on Brand Equity
Linking Brand Equity to Customer Equity
Brand Valuation: The Methodologies
Interbrand Best Global Brands 2015 (pages 1-18 and 75)
Why B-to-B Branding Matters More Than You Think
B2B Branding: Consumer Branders Need Not Apply

Case Study
Rosewood Hotels and Resorts

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- Lecture
- Articles
- Cases
- PharmaSim
February 8, 2016
Module 2a: Crafting Brand Meaning Through Strategy

**Articles**
Three Questions You Need to Ask
The Brand Relationship Spectrum
Achieving the Ideal Brand Portfolio

**Case Studies**
Hennes and Mauritz 2012
Inditex 2012

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- Lecture
- Articles
- Cases
- PharmaSim
February 15, 2016  
Module 2b: Crafting Brand Meaning Through Tactics

**Articles**  
Naming Names: Part 1  
Thinking Outside the Box  
Cause Related Marketing  
Growing Green

**Case Studies**  
*Doosan Infracore International (A)*  
*Doosan Infracore International (B)*

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Legend:  
- **Lecture**  
- **Articles**  
- **Cases**  
- **PharmaSim**
February 22, 2016  
Module 3a: Managing Brands Through Crisis

**Articles**  
*How to Manage a Crisis Before It Hits*  
Crisis Diagnostics  
The Ethics of Celebrity-Athlete Endorsement

**Case Studies**  
*Introducing New Coke*

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Legend:  
- Green: Lecture  
- Blue: Articles  
- Yellow: Cases  
- Red: PharmaSim
February 29, 2016
Module 3b: Managing Brands Over Time

Articles

A Brand is Forever
If Brands are Built over Years

Case Studies

Dove: Evolution of a Brand

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March 7, 2016
Final Class

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COURSE GRADING

Class Participation 10%
On-line participation 10%
Case Exam #1 20%
Case Exam #2 20%
PharmaSim Project 40%
Paper 30%
Reflection 4%
Final Presentation 6%

Your final letter grade for the course will be determined using the scale below.

A 93% or higher
AB 88-92%
B 83-87%
BC 78-82%
C 70-77%
F Below 70%

COURSE ASSIGNMENTS
Requirements for the course include a mix of individual and team assignments. There are two individual assignments (Case Exam #1 and Case Exam #2) and one team assignment (PharmaSim). In addition, the instructor will assess individual class and on-line participation. For the team assignment, I will divide the class into 3-4 person teams.

Participation
Your in-class participation in this course will be based on your contribution to the class discussion. Specifically, you will be expected to come to class prepared to engage in an informal discussion of the assigned reading. The case-based teaching method hinges on interactive discussion and therefore individual learning is a shared responsibility. Class participation will be judged on the quality, not the quantity, of the commentary offered and its role in the process of collective learning. Quality contributions are insightful and timely. They reflect critical thinking and well-reasoned conclusions based on your unique perspective. They offer new insights and substantially build on previous comments. Repeated attempts to boost “air time” by simply restating information from the reading or drawing out obvious points fall short of my expectations and will result in a less than optimal learning environment. My in-class participation grading rubric will be discussed during the first class session.

On-line participation in this course will be based on the timely and satisfactory completion of three weekly activities: 1) lecture question(s), 2) article response, and 3) case study response. These tools are designed to help students prepare for each class session which will ultimately enhance the quality of the class discussion and maximize student learning. My on-line participation grading rubric will be discussed during the first class session.
Case Exam
The purpose of the case exam is to demonstrate, in real time, the ability to analyze and organize large amounts of seemingly disparate pieces of information into a well-reasoned point-of-view. This task takes on added difficulty because of the limited time frame and length of the assignment. As is often the case in actual business practice, you may not have all the time, data, or expertise you would like. Nevertheless, you must communicate your point-of-view based on the information available in the case within the time allowed.

The first Case exam will be given during class on February 15th. Questions for the first exam will be based on the cases discussed on January 25th, February 1st and February 8th. The second case exam will be given during class on March 7th. Questions for the second exam will be based on the cases discussed on February 15th, February 22nd, and February 29th. You will have 1 hour and 15 minutes at the start of class to complete each exam which will consist of 4-5 essay questions. The exam will be accessed through D2L so you will need to bring your laptop to class and ensure you are able to access the internet. You will also need to bring a hardcopy of the case to class for your reference. No other notes may be used during the exam. Scratch paper will be provided.

PharmaSim
PharmaSim is a web-based simulation that brings to life the key fundamentals of strategic brand management in the context of a realistic business situation. This team project includes 9 sets of marketing decisions for the Allround brand. Successful completion of the PharmaSim assignment will be based on an eight page paper and two oral presentations: a reflection and final presentation. The paper will include a review of the final market results along with a critical analysis of the development and evolution of the team’s key decisions. Information on accessing PharmaSim will be provided prior to the first class session. Details of the assignment along with the dates for the reflection will be discussed on the first day of class. The final presentation and paper are due on March 7th. Both documents must be uploaded to the appropriate dropbox on D2L before 5:30pm.

COURSE CONDUCT AND POLICIES
Student Code of Conduct
Academic dishonesty includes but is not limited to cheating, plagiarism, misrepresentation, falsification, and fabrication or assisting others to do the same. All forms of academic dishonesty will result in a zero (0) for the assignment in question and may lead to additional disciplinary actions per the University’s Standards of Conduct.

For the Case exams, academic dishonesty is specifically defined as but is not limited to: looking at or copying someone else’s answers, allowing someone to copy your answers, and accessing notes or other information when not authorized to do so. For the PharmaSim assignment, academic dishonesty is specifically defined as but is not limited to: collaborating on team decisions with members of other teams and accessing information about simulation decisions from websites, blogs, etc.
**Attendance**
Given the accelerated nature of this course, any absence will have a significant, negative impact on a student’s ability to successfully complete the course. If a student must miss class, she or he should inform the instructor in advance via e-mail or in the case of emergency, as soon as possible afterward. The student is responsible for getting missed information. I strongly suggest that any student who anticipates missing more than one class session consider taking the course at a later time.

**Make-up/Missed Assignments**
All assignments must be submitted via the on-line drop-box as instructed. Failure to turn in assignments for reasons other than illness (confirmed in writing by a physician) or family tragedy will result in a zero (0) for the assignment for the individual or team.

**Grading Issues**
If you disagree with the grade you receive on an assignment, you should discuss the issue with me within 1 week of receiving the grade. No grade changes will be made after 1 week. If you are not satisfied with your final grade in this course you should discuss it with me immediately. If after discussing the issue with me you are still not satisfied with your grade, you have the right to appeal to the chairperson of the Marketing department and Dean of the College of Business, if necessary, in accordance with the policy outlined in the Graduate Bulletin.

**Office Hours/Meetings**
Please feel free to come see me during office hours or by appointment if you have a question or a problem in this course. DO NOT WAIT until the end of the term to discuss any difficulties you are having with the course.

**Students with Disabilities**
Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the Coordinator of Disability Services (414-288-3270) before the end of late registration.

**Emergency Plan**
Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.

*This syllabus is intended to reflect all the requirements for this course. However, unexpected events may necessitate changes at the instructor’s discretion. You will receive fair notice of any changes.*