

## **TEACHING PLAN FOR**

### **• STRATEGIC BRAND MANAGEMENT**

#### **1. Basic description**

**Name of the course:** Strategic Brand Management

**Academic year:** 2018-2019

**Term:** 1st

**Degree / Course:** International Business Programme

**Course's code:** 80134

**Number of credits:** 6

**Total number of hours committed:** 150

**Teaching language:** English

**Lecturer:** Oriol Castells

**Timetable:** Mondays and Wednesdays, 13.00 – 15.15 pm

**Office hour:** Monday 15.15 – 15.45 pm

## 2. Introduction to the course

We live surrounded by brands. Our environment is dominated by visual stimuli in which brands play a role. Ever wondered how many brands are seen in one hour? In ten minutes? An estimate of about 5,000 brand impacts are received per day, and yet, of all the brands viewed, how many are remembered? And of these, which are preferred and why?

Quite often, regardless of its intrinsic value, the difference between a new offering success or failure comes down to its branding. Companies must build their brand up, even as competitors are doing everything they can to knock it down.

Strategic Brand Management will provide the students with a deep knowledge of the strategic role of branding, enabling them to master the key principles of building enduring brands in competitive markets and create market value. The course combines the key elements and latest research in brand management with real-world cases of brand successes, but also missteps. Topics covered include:

- Designing an effective Brand Strategy.
- Developing a strong brand value proposition that engages customers.
- Brand Architecture and Dynamics: Managing and sustaining brand portfolios over time, including brand repositioning, brand extensions and co-branding.
- Building Lifestyle and Premium brands: The role of brands as a means of self-expression.
- Brand ethics and social responsibility.

At the end of the course, students are expected to have developed a managerial perspective regarding Strategic Brand Management in a global framework.

## 3. Competences to be worked in the subject

<b>General competences</b>	<b>Specific competences</b>
<p style="text-align: center;">Instrumental</p> <p>G.I.2. Ability to relate concepts and knowledge from different areas.            G.I.3. Ability to organize and plan.            G.I.6. Ability to prepare, present and defend arguments.</p> <p style="text-align: center;">Generic personal</p> <p>G.P.5. Capacity for empathising</p>	<p style="text-align: center;">Disciplinary</p> <p>E.D.11. Introduce the basic marketing instruments and ability to plan commercial strategies.</p> <p style="text-align: center;">Professional</p> <p>E.P.1. Ability to understand the decisions made by economic agents and their interaction in the markets.</p>

<p style="text-align: center;">Generic systemic</p> <p>G.S.1. Creative ability. G.S.2. Observational ability. G.S.3. Ability to think globally</p> <p style="text-align: center;">For applicability</p> <p>G.A.2. Ability to use quantitative criteria and qualitative insights when making decisions. G.A.3. Ability to search and exploit new information sources. G.A.4. Ability to understand and apply the network concept. G.A.5. Ability to understand an economic organisation with a global perspective.</p>	<p>E.P.8. Ability to take functional decisions within an organisation with international activity. E.P.20. Ability to confront and understand the business culture and environment and propose real solutions to specific problems in the organisation.</p>
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The above competences interrelated with the basic abilities set out in Royal Decree 1393/2007 are namely:

- a. competence to **understand knowledge** on the basis of general secondary education;
- b. competence to **apply knowledge** to day-to-day work in international management or marketing, more specifically, the ability to develop and defend arguments and to solve problems.
- c. competence to **gather and interpret** relevant **data** making possible to issue reflective judgments on economic and social reality.
- d. competence to **communicate and transmit information** (ideas, problems, solutions) to a specialized and non-specialized audience.
- e. competence to **develop learning activities** in a relative autonomous manner.

Thus, the competences developed in the subject are structured into those that are seen as a development or specification of basic knowledge and those that define the professional profile of the graduate with respect to general and specific competences.

**Basic competence: understanding knowledge**

*General Competences* G.I.3, G.S.2, G.A.2  
*Specific competences* E.P.1

**Basic competence: application of knowledge**

*I. General competences* G.I.2, G.S.1, G.S.3

**Basic competence: gather and interpret data**

*Specific competences* E.P.21

Basic competence: **communicate and transmit information**

*General competences* G.I.8

*Specific competences* E.P.17

Basic competence: **develop learning activities**

*General competences.* G.I.3, G.S.6

Competences that define the professional profile which are not included under basic competences

In general, these competences combine the following key elements for professionalizing students in the area of international business and marketing:

- provide students with the capacity to adapt to dynamic teams and environments.
- provide students with the capacity to create their own integral vision of the operation of a business or international marketing project.
- provide students with the capacity to make complex decisions and carry out negotiation processes.

Learning outcomes

Establish the strategies and positioning for products at an international level.

## **4. Contents**

### **I. Key Branding Concepts**

Why is branding so crucial to an organization's success? Properly managed, brands can be a company's most valuable asset, creating lasting customer loyalty and preferences strong enough to overcome intense competition and price differences. Students will learn the components that make up a brand and the value that brands provide for consumers and firms.

Introduction: What is a brand? Brand value. Brand equity.

Reading: Deshpandé, K. *'Brands and Brand Equity'* (Harvard Business School)

### **II. Brand Positioning**

Effectively positioning an offering in a distinctive way determines a brand's success or failure.

Brand Positioning Strategies. Crafting a Positioning Statement. The Three Cs model: Consumer analysis, Competitive analysis, and Company analysis. Brand Repositioning.

Reading: Keller, K., Sternthal, B. and Tybout, A. (2002) *'Three questions you need to ask about your brand'* (Harvard Business Review)

Case: Seabra de Sousa, R. *'Renova Toilet Paper: Avant-Garde Marketing in a Commoditized Category'* (Insead)

### **III. Brand Architecture and Dynamics**

What can organizations do to leverage and defend strong brands?

Managing established brands in dynamic markets over time. Strategic Management of the Brand Portfolio. Brand extensions. Brand Turnaround and Rejuvenation.

Case: Rowell, Nicholas *'Parfums Cacharel de L'Oréal 1997-2007: Decoding and Revitalizing a Classic Brand'* (Insead)

### **IV. Communicating Value**

Developing effective Communications. Internal branding. Managing Integrated Marketing Communications. Social Media and brand challenges.

Case: *'Dove: Evolution of a Brand'* (Harvard Business School)

Reading: Fournier, S., Avery J. *'The Uninvited Brand'* (Kelley School of Business, Indiana University)

### **V. Lifestyle and Premium branding**

The role of brands as means of self-expression.

Case: *'Nespresso: What Next?'* (London Business School)

### **VI. Global Branding: Tapping into Global markets.**

As globalization of markets has become a staple of doing business, so has globalization of branding.

Consumer behaviour across countries. Global branding: Definition, advantages and disadvantages. Building a global brand. Limits of global marketing.

Reading: Kelly, N. (2015) *'The most common mistakes companies make with global marketing'*, *Harvard Business Review*, September.

## VII. Brand Ethics

In order to retain credibility, branding needs ethics at its heart.

Reading: Pallazo, G. and Basu, K. (2007) 'The Ethical Backlash of Corporate Branding' (Springer – *Journal of Business Ethics*, Vol. 73, N<sup>o</sup>. 4, pp. 333-346).

## 5. Assessment

### Regular term evaluation

The final grade will be determined by the weighted average of various continuous evaluation activities and a final exam:

Assessment elements	Time Period	Type of Assessment		Assessment Agent			Type of activity	Grouping		Weight
		Comp	Opt	Lecturer	Self-eval	Co-eval		Indiv	Group	
Valuable Participation	Lecture classes, case and reading discussions	X		X			Application	X	X	10%
Group Project	Week 3 & 7	X		X			Conceptual Application and synthesis	X	X	30%
Final Exam (A minimum score of 4 is required)	Exam Week	X		X			Conceptual and synthesis	X		60%

### Description of evaluation

Taking the final exam and obtaining a minimum score of 4 are necessary conditions in order to pass the course. Hence, students must take the final exam if they want to receive a quantitative course evaluation. Students who do not sit the final exam will receive a "No Show" grade.

"Valuable Participation" must be understood as those comments that will help case and exercise discussions during seminars. Thus, in order to take the maximum grade in this subject the following is requested:

-To attend to lecture classes and seminars

-To participate in lecture classes, case discussions and exercises with comments that bring a valuable new point of view or a new idea to the subject that is being discussed in class.

The Exam will be on an individual basis. It will be based on multiple choice questions and/or exercises about everything which has been discussed in lecture classes and seminars. Please bear in mind that this includes all articles and cases which have been assigned for the preparation of those lecture classes and seminars (so we strongly recommend preparing in depth the cases and reading carefully all articles).

Students who took the final exam but failed the course will be admitted to a retake of the final exam. In such case, the grades of the participation and group project earned during the term will be preserved, and the retake concerns exclusively the final exam. Therefore, the overall grade will result from:

- Preserved grades from participation and group project: 40 %
- New grade: Retaken Final Exam 60 %

**Total or partial copy and/or plagiarism will imply a failure in the subject with a final grade of zero points and no access to the make-up exam. According to the academic regulations specified in the Disciplinary rules for students of Universitat Pompeu Fabra, other additional sanctions may apply depending on the seriousness of the offence.**

**Working competences and assessment of learning outcomes:**

	G I 1	G I 2	G I 3	G I 4	G I 5	G I 6	G I 8	G A 1	G A 2	G S 1	G S 2	G S 4	G S 6	E D 1 1	E P 1	E P 2	E P 1 7	E P 2 1	E P 2 2	Learnin g outcomes	
Class participation							X										X			X	
Case discussions and presentations				X	X	X	X	X	X	X	X	X	X		X	X	X			X	X
Group project	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X			X
Final exam							X										X				X

## 6. Bibliography and learning resources

Kapferer, Jean-Noël. *The New Strategic Brand Management: advanced Insights & Strategic Thinking*, Fifth Edition, Kogan Page, 2012.

Ind, Nicholas. *Living the Brand: How to Transform Every Member of Your Organization into a Brand Champion*, Kogan Page, 2007.

Kotler, Philip and Keller, Kevin Lane. *Marketing Management*, Fourteenth Edition, Pearson Education Limited, 2012.

Lane Keller, Kevin. *Strategic Brand Management: building, Measuring, and Managing Brand Equity*, Third Edition, Pearson Education Limited, 2008.

Lasserre, Philippe. *Global Strategic Management*, Fourth Edition, Palgrave MacMillan, 2018.

Roberts, Kevin. *Lovemarks: the future beyond brands*, Second Edition, PowerHouse Books, 2005.

Taylor, David. *Brand Stretch: Why 2 in 1 extensions fail, and how to beat the odds*, John Wiley & Sons, Ltd, 2004.

Weeler, Alina. *Designing Brand Identity: An Essential Guide for the Whole Branding Team*. John Wiley & Sons, Inc, 2017.

### Learning resources

- Powerpoint slides for each session which will be uploaded to Aul@-Esci (Moodle platform).
- Video documentaries.
- Articles related to subject and case studies.

## 7. Methodology

IN CLASSROOM	DIRECTED (OUTSIDE CLASSROOM)	AUTONOMOUS
Professor: <ul style="list-style-type: none"> <li>• Professor's exposition</li> <li>• Doubts and questions resolutions</li> </ul>	Professor: <ul style="list-style-type: none"> <li>• Reading and assessment of case study reports.</li> <li>• Reading and assessment of marketing plan sections.</li> </ul>	

<p>Student:</p> <ul style="list-style-type: none"><li>• Case study discussions.</li><li>• Group project presentation.</li><li>• Final exam.</li></ul>	<p>Student:</p> <ul style="list-style-type: none"><li>• Case study preparation.</li><li>• Marketing plan elaboration.</li></ul>	<p>Student:</p> <ul style="list-style-type: none"><li>• Reading of material before class.</li><li>• Personal individual study of the subject.</li><li>• Preparation for the final exam.</li></ul>
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## 8. Topic overview for lectures and seminars.

Module	Week	Lecture	Seminar
Key Branding Concepts	Week 1	Key Branding Concepts	Group Assignment: Guidelines
Brand Positioning	Week 2	Brand Positioning Strategies. Crafting a Positioning Statement	
Brand Positioning	Week 3	The Three Cs model	Case discussion: Renova
Brand Positioning	Week 4	Brand Repositioning	Group Assignment: Presentation (1)
Brand Architecture and Dynamics	Week 5	Strategic management of the Brand Portfolio	Case discussion: Cacharel
Brand Architecture and Dynamics	Week 6	Brand Turnaround and Rejuvenation	Practical Exercise
Communicating Value	Week 7	Developing Effective Communications. Internal Branding	Case discussion: Dove
Communicating Value	Week 8	Managing Integrated marketing communications. Social Media and Brand Challenges	Group Assignment: Presentation (2)
Lifestyle and Premium Branding	Week 9	The role of brands as means of self-expression	Case discussion: Nespresso
Global Branding	Week 10	Consumer behaviour across countries. Building a global brand	Reading discussion: "The most common mistakes companies make with global marketing"
Brand Ethics	Week 11	The role of ethics in sustaining brand credibility.	Reading discussion: "The ethical backlash of Corporate Branding"

	Week Final Exams	Final Exam	
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