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Boston University Study Abroad
London

Strategic Brand Management in the UK Context

COM CM 447 (Elective B)
[Semester] [Year]

Instructor Information

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Course Description

Building on studies in advertising, public relations, the media and social sciences, this course provides students with a theoretical and working knowledge of the role that brands and brand management plays in helping today's organisations achieve their marketing and corporate goals, with a particular emphasis on business and marketing environments in the United Kingdom. The course investigates the origin and rationale for brands, explains how brands create value for consumers, organisations and society at large and introduces the concept of brand equity – the differential effect that branding confers on the marketing of goods and services. The strategic brand management process involves the design and execution of marketing programmes to build, measure and manage brand equity; in this course, students will examine in detail and acquire working knowledge of these elements. How brands meet the emotional as well as the functional needs of customers/consumers and how they create meaning - brands as both sign and symbol - is central to their success and power and will be closely examined in the course.

Hub-Aligned Course Objectives

<u>Social Inquiry I Learning Outcome 1-aligned Course Objective</u>
Students will demonstrate understanding that successful brand management is based on a deep understanding of consumer behaviour and that this behaviour is shaped and influenced by the social structures -family, college, work, community- in which consumers are located. Brands are socially consumed and brand choice is often a means of self-definition and social referencing. The car a consumer purchases, the clothes or watch a consumer wears, the restaurant patronised, the music followed, the holiday location chosen; all are decisions which signal social referencing, both a means of social integration and as social differentiation. Through set readings, exercises, field trips and case studies, students will understand how social constructs such as gender, age, education, income, class, culture, geography, personality/psychology all contribute to creating an individual's brand choice and following and be able to apply these concepts in developing brand management strategies.

<u>Critical Thinking Learning Outcome 1-aligned Course Objective</u>

Students will be able to identify key elements of critical thinking by identifying and understanding the primary forces underpinning consumer preference and choice of brands, understanding the consumer purchasing journey and making informed, rational choices for the application of brand management strategy. They will be able to accurately appraise the strengths and weaknesses of competing brands across a variety of market sectors and territories including international markets, identify important points of parity and key points of difference between these brands, and evaluate the principal sources of 'brand equity' for these brands. They will be able to draw responsible and informed conclusions on the state of a brand's health, and to identify opportunities for brand development and growth and recommend future courses of action.

Critical Thinking Learning Outcome 2-aligned Course Objective
Drawing on skills developed in student-centred learning activities, mainly through analysis of brand management case studies, critiques of academic literature on branding theory and practice and the examination of industry-based studies, reports and white papers, students will demonstrate their ability to critically evaluate the validity of arguments in respect to branding theory and practice, including their own. This would include critical reflection on such threshold concepts as brand equity, brand positioning, brand loyalty and penetration, brand portfolio and architecture, brand stewardship and risk management.

Oral and Signed Communication Learning Outcome 1-aligned Course Objective
Students will be able to craft and deliver responsible, learner-centred seminars and lead other discussion sessions for fellow students which explore and elucidate core brand management theories, concepts and practices using a range of media and modes of expression appropriate to the situation, employing both oral and signed argument.

Oral and Signed Communication Learning Outcome 2-aligned Course Objective
Through participation in classroom activities and in the design of their learner-centred seminars, students will develop the ability to prioritise interactivity in their discussions and presentations. By delivering responsible, well-structured, and persuasive arguments they will stimulate an active learning environment and generate a positive classroom interaction in which their audience will be able to respond thoughtfully and knowledgeably to others.

Oral and Signed Communication Learning Outcome 3-aligned Course Objective
Students will be able to speak/sign effectively in a variety of situations from formal to extemporaneous, interacting comfortably with audiences of diverse character, background, status and in various contexts, extending from formal public occasions to informal working group or brainstorming sessions. This will be achieved through a range of teaching and learning activities which include group discussions, question and answer sessions, case study analysis and feedback, guest speaker interaction, role playing, session summarisations, minute papers, problem-solving exercises, and field trips. Students will lead learner-centred seminars giving orally-delivered presentations involving peer to peer activity, questions and answers and moderation.

Additional Course Objectives

On completion of this course students will be able to:

- Recognise and reflect on the cultural and aesthetic context of creating and successfully managing brands in the UK and international context
- Critically evaluate the contribution of transparency, good citizenship and an ethical mindset to the long-term success of brands in today's business environment

- Work effectively and productively as a member of a team to create a professional response to a communications brief and to recognise the characteristics of a well-functioning team
- Exercise enhanced project management skills in order to complete communications tasks and projects in a timely and professional manner

Assessment

There are four assessments which contribute to the final grade:

1.	White Paper (20 %)	1500-word 'white paper' - business report style presentation. Topic: the role, value and contribution of brands and a critical evaluation of the strategic brand management process. Delivered Session 4 of course.
2.	Group Seminar (25%)	Students deliver a 45-minute seminar on topics listed on syllabus (p.9) consisting of a 20-minute PowerPoint presentation and a 25-minute class session. Student groups create, orally present and lead/moderate classroom activities investigating and discussing the seminar topic in further depth.
3.	Peer Evaluation (5%)	Students will be given an opportunity to evaluate their colleagues' contribution to your seminar. See Peer Evaluation form which will be given out in class (p.10).
4.	Examination (50%)	Times and locations will be posted on the BU London Blackboard page two weeks prior to the examination. Questions set will assess all the course learning outcomes.

Grading

The following Boston University table explains the grading system that is used by most faculty members on Boston University's Study Abroad Programme in London.

Grade	Honour Points	Usual %
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

Grading Criteria

'Incomplete' or **I** grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow **'Audits'** (AU), '**Withdrawals'** (W), or **'Pass/Fail'** (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

A This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

A- Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

B+, B, B- This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

C+, C, C- Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student's own work except where properly cited.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism

Please refer to the Academic Handbook for detailed grading criteria and policies on plagiarism.
** Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.*

Attendance

Classes

All Boston University Study Abroad London Programme students are expected to attend each and every class session, tutorial, and field trip in order to fulfil the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

Authorised Absence
Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness, for which students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). The Authorised Absence Approval Request Form is available from:
http://www.bu.edu/london/report-absence/

Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence

Students may apply for an authorised absence only under the following circumstances:

• Illness (first day of sickness): If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student's lecturer).
• Illness (multiple days): If a student is missing more than one class day due to illness, the student must call into the Student Affairs Office each day the student is ill. Students must also provide the Student Affairs Office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.
• Important placement event that clashes with a class (verified by internship supervisor)
• Special circumstances which have been approved by the Directors (see note below).

The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.

Unauthorised Absence
Any student to miss a class due to an unauthorised absence will receive **a 4% grade penalty** to their final grade for the course whose class was missed. This grade penalty will be applied by the Academic Affairs Office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

Religious Holidays
Boston University's Office of the University Registrar states:
'The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.'

Special Accommodations
Each student will need to contact Disability and Access Services to request accommodations for the semester they are abroad. Students are advised by BU-DAS not to expect the same accommodations as they receive on campus.

BU London can only uphold special accommodations if we have received the appropriate documentation from BU-DAS. We cannot accept letters

from other universities/centres.

All disabilities need to be known to DAS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

Lateness
Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Assistant Director of Academic Affairs and if the lateness continues, may have his/her final grade penalised.

Course Chronology

Session	**Readings for next session and assignments**
1. *Introduction to Brands and Branding* • Understanding the origins, character and rationale for brands in helping achieve an organization's marketing goals • Identifying and classifying types of brands • Brand ownership/trade marks • Evaluating the advantages of brands for consumers and brand owners • Reflecting on brands' social and economic contribution • Example Classroom Assessment Techniques (CATS) from session • Case study (From list below) • Individual minute paper summarising key insights learned in session/Muddiest point • Group discussion on what makes a brand strong and what makes some endure and others not. • Paired discussion on 'my favourite brand' and why	**Brief assignment 1** **For submission session 4** Reading Chp. 1 Keller et al.
2.*The strategic management of brands and the concept of brand equity* • Assessing the strategic brand management process • The product and the brand • Investigating the brand equity concept • Considering and examining models of brand equity • 1 minute paper summarising key learnings from session 1 and main points from chapter reading for session. Paired, shared and compared • 5 to 10-minute individual oral presentation on brand item of interest/topicality in past week • 5 levels of a product. Group exercise	Reading Chp. 2, 3 Keller et al. Chp. 1 D. Aaker Managing Brand Equity ***Discuss student seminars and allocate groups.*** ***Students discuss and agree upon group peer evaluation criteria.*** ***Brief Seminar 1 to be delivered session 4***

• Branding videos. Kotler on brand Equity • Case study	
3 *Brand Positioning* • Analysing the competitive frame of reference. • Comparing brand points of parity and points of difference • Understanding brand associations- distinguishing functional v emotional • Considering and assessing brand awareness and brand image • Designing brand essence/mantra • **Guest Speaker. Vincent O'Brien (Obico). Brand essence, brand positioning and brand value proposition** • Syndicates develop a brand essence analysis for a brand of their choice and write a brand positioning statement and a core brand value proposition. Make a PowerPoint presentation to guest speaker and tutor and receive formative feedback • 5 to 10-minute individual oral presentation on brand item of interest/topicality in past week	Reading Chp. 4 Kotler et al ***Brief student seminar 2. Delivered session 6***
4. *Managing Brand Elements* • Choosing key brand elements and evaluating their contribution to brand equity: Brand name, logo, packaging/design, brand characters • Examining and assessing the criteria for choosing brand elements • ***Student-led Seminar 1*** • ***Field shopper exercise*** to research and choose a brand. Return to class to conduct an exercise evaluating the contribution of brand elements to creating brand equity. • 5 to 10-minute individual oral presentation on brand item of interest/topicality in past week	Hand in assignment 1 Reading Chp. 2, 3, 4 Rosenbaum-Elliot et al ***Brief student seminar 3. Delivered session 7***
5. *Brand Meaning* • Distinguishing between brand as symbol and sign • Consumption and the symbolic meaning of good • Investigating and reflecting on brands as cultural artefacts • Brands and community identity • ***Field Trip – British Library. IP Centre and Social Sciences Reading Room*** and exercise	Reading Chp. 4 Keller et al

on interpreting multiple sources of market data.	
6. *Brand Portfolio Management and Architecture* • Brand hierarchy • Evaluating brand architecture strategies – monolithic, sub brands, endorser brands, house of brands • Appraising brand stretching and brand extension • ***Student-led Seminar 2*** • Case study • 5 to 10-minute individual oral presentation on brand item of interest/topicality in past week	
7. *Brand Communication 1* • Identifying and evaluating brand communications options Comparing and investigating sales activation v long-term brand building communication • Integrated Marketing Communications in building brand equity • ***Student-led Seminar 3*** • Case study • 5 to 10-minute individual oral presentation on brand item of interest/topicality in past week	Reading Chp. 5 Keller et al. ***Brief seminar 4. Delivered session 10***
8. *Brand Communication 2* **Guest Speaker – Chris Bestley, Westminster Business School.** • Examining theories of how brands grow • Distinguishing between brand loyalty and brand penetration • Evaluating push and pull in brand communications • Shopper marketing v brand marketing • Shopper missions and typologies syndicate exercise and presentation with feedback by guest speaker.	Reading Keller et al chps. 8, 9

9. *Measuring Brand Performance* • Analysing the brand value chain • Investigating and applying the brand audit. • Designing market research programmes to gain consumer insight and to measure/evaluate performance • Brand stewardship and risk management • Case study	Reading Keller et al. chp. 14
10 *Managing Brands Internationally* **Guest Speaker. Richard West, Westminster**	

Business School
• Evaluating the case for brands going international?
• Identifying and reflecting on key issues in managing brands internationally
  ○ Local v global brands
  ○ Standardisation v adaptation
  ○ Control and evaluation
• Appreciating the cultural dimensions in managing brands internationally
Example CATS from session
Student-led Seminar 4
• Syndicate exercises exploring brands contrasting approaches to brand positioning, presentation and communication/advertising based on key cultural dimensions
Course wrap-up and examination revision	

Group Seminar Assessments

Students are required to facilitate a 45-minute seminar on one of the four topics listed below. In these seminars they will be required to make an initial PowerPoint presentation to the class which addresses and explores the seminar topic in some depth. This oral presentation should be no more than 20 minutes. The remainder of the seminar is also to be led by the presenters and should involve a variety of facilitation techniques devised by them to explore the seminar topic with fellow students in an interactive manner. For example, facilitators might set a short exercise and/or quiz to assess class understanding of what the seminar has covered, or ask questions and discuss answers. Students should in their presentation draw on exemplars/brand illustrative material to fully support their seminar, for example, advertising, packaging, sales promotions. Students may draw on thought leadership on the topic—videos or Ted Talks or podcasts by experts in the field. Students should conclude the seminar by summarising the main learning points from the seminar and give their assessment of peer participation.

Student need to provide the tutor with a copy of their PowerPoint slides (electronically and hard copy). The slides will be later shared on Blackboard.

The final slide of their seminar should provide a reference list for sources cited in the compilation of their seminar.

A starter reading/reference list for each topic will be given in session 2.

Seminar Topics

1. A critique of the article 'The Social Contribution of Brands' Steve Hilton, *British Brands Group* (2004)

2. A critique of the article 'What Becomes an Icon Most', Douglas Holt, *Harvard Business Review* (2003)

3. An investigation into brand portfolio management and brand architecture. What is its place in strategic brand management? Of what does it consist? Why does it matter? How is it used? Exemplars of good practice to be provided.

4. Developing a brand audit. Of what value in the brand management process? Of what does it consist? How can it be used?

How will your seminar be assessed?

- Approach, style, interaction with class 25%
- Understanding and exposition of branding theory and concepts 35 %
- Clarity and accuracy of conclusions drawn 20 %
- Range/quality of research material used in compiling seminar 20 %

Peer Assessment GROUP SEMINAR - PEER EVALUATION

The group seminar will require all members to conduct an individual peer group review, assessing each member's contribution to the completion of the seminar. The criteria to be used into completing the peer evaluation will be discussed and agreed by students themselves in class during session 2 of the course in consultation with the course tutor. In agreeing the evaluative criteria, Belbin team roles may be considered as also effective team-working characteristics such as planning and time-management, researching, problem solving, idea generation and conflict resolution. While one overall grade will be given for the assignment, individual grades will subject to the peer group review process. It is expected that all group members complete the peer group review and marks will be deducted for those who fail to do so.

The peer evaluation is to be completed anonymously and emailed to the tutor.

Method

Students must allocate points out of 100 to themselves and the other members of their group for their contribution to the making of the seminar. The total must add up to 100 points x the number of people in each group.

So, if there are 4 members in a group, the total number of points must add up to 400. If 5 members in the group, the total must add up to 500 etc.

An individual allocator might think that everyone has equally contributed to the effort. So here everyone scores 100 and if there are 4 members in the group, that adds up to 400. If 3, it adds to 300.

But an allocator may think that some members have contributed a little more to the report, so they can give their peers more marks than 100 to reflect that effort.

But that means students will have to take those extra marks off others, including themselves if they so consider, so that the group total still adds up to 400 or 300.

Student Names	**Points awarded**
Myself	
Total	

To ensure a fair distribution of grades across the group, members will grade each other for their contribution to the development and delivery of the seminar. Peer assessment accounts for 5 % of the course grade.

Case Studies

Brand case studies for in class analysis and discussion will have a focus on UK and European brands:

- Mulberry
- Burberry
- John Lewis
- Innocent Drinks
- Tesco
- Unilever
- Sainsbury
- Waterstones Books
- Dyson
- Brompton Bikes

Course Reading List

Core text

Strategic Brand Management, A European Perspective K.L. Keller, T. Aperia, M. Georgson (2nd Edition, Pearson, 2012) New edition in pipeline

Other texts

Strategic Brand Management, R. Rosenbaum-Elliot, L. Percy and S. Pervan (4th edition, Oxford, 2018)
The New Strategic Brand Management, J. N. Kapferer (4th edition, Kogan Page, 2011)
Managing Brand Equity, D. Aaker (N. York, 1991)
Building Strong Brands, D. Aaker (N. York, 1996)
Brand Portfolio Strategy, D. Aaker (N. York, 2004)
How Brands Become Icons, The Principles of Cultural Branding, D. Holt (Harvard, 2004)
How Brands Grow. What Marketers Don't Tell You, B. Sharp (2011)
Kellogg on Branding ed. Tybout A.M., and Calkins T. (New Jersey, 2005)

Articles

Aaker, D., and Joachimsthaler, E., 'The Brand Relationship Spectrum. The Key to the Brand Architecture Challenge', *California Management Review*, 42, 4 (2000)
Bastos, W. and Levy, S., *'*A history of the concept of branding: practice and theory*', Journal of Historical Research in Marketing* 4, 3 (2012)
Coombe, G. (CEO Gillette),'Should Brands Take a Stand' *British Brands Group*, (2019)
Davis, E., 'Are Brands a form of Corporate Bullsh*t' *British Brands Group*, (2017)
Greyser, S. and Urde, M., 'What Does Your Corporate Brand Stand For?' Harvard Business Review, Jan-Feb (2019)
Hoeffler, S., K. L. Keller, 'The Marketing Advantages of Strong Brands' *Brand Management* 10, 6 (Aug 2003), 421-45
Hilton, S., 'The Social Contribution of Brands.' *British Brands Group*, 2004

Holt, D., 'What Becomes an Icon Most' *Harvard Business Review* March 2003
Holt, D., 'Branding in the Age of Social Media' *Harvard Business Review*, March 2016
Keller, K.L., and Lehmann, D.R., 'Brands and Branding: Research Findings and Future Priorities' *Marketing Science* 25, 6 (Nov-Dec 2006), 740-59
Keller, K.L., 'Building Strong Brands in a Modern Marketing Communications Environment' *Journal of Marketing Communications*, 15, 2-3 (April-July 2009), 139-55
Keller, K.L., and Lehmann, D.R., 'How Do Brands Create Value?', *Marketing Management*, May- June 2003
Naidoo C. and Abratt R., 'Brands that do Good: Insight into Social Brand Equity', *Journal of Brand Management*, 25, 1 (2018)
Sha, P., 'Kill It or Keep It? The Weak Brand Retain-or-Discard Decision in Brand Portfolio Management,' *Journal of Brand Management*, 22, 2 (2015)

Journals

Harvard Business Review
Journal of Brand Management
Journal of Product and Brand Management
The International Journal of Brand Management (available through BU London Library)

Other useful sources for brands and branding in UK context

British Brands Group www.britishbrandsgroup.org.uk
British Library Intellectual Property Centre www.blpc.org
Institute for Brands and Brand Relationships www.brandrelationships.org
WPP.BrandZ report www.brandz.com
Intellectual Property Office www.ipo.org
UK Chartered Institute of Marketing www.cim.org
Ofcom www.ofcom.org
Museum of Brands www.museumofbrands.co.uk
World Advertising Research Centre www.warc.com
Creative Club www.creativeclub.co.uk
Institute of Practitioners in Advertising www.ipa.co.uk