

MKT 7300 – Brand Management and Strategy
Flores MBA Program
E. J. Ourso College of Business Administration, LSU
Spring 2009
M/W, 10:40 a.m. – NOON, Patrick F. Taylor Hall 2145

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Office: 3122C Patrick F. Taylor Hall

Office Hours: 12:30 p.m. – 2:00 p.m. M/W
and by appointment

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(Home and cell listed on MOODLE)

COURSE OBJECTIVE

Brands represent the most valuable assets for many firms, accounting for about 1/3 of the value of Fortune 500 firms. For example, the Apple brand, #7 on Milward Brown's BrandZ ranking¹, was estimated to be worth about \$55 billion in 2008 while Apple Computer's total market cap (@ \$94.48/share) is roughly \$81 billion in January 2009 (68%). Of course, a large chunk of that brand value is due to the presence of Steve Jobs. Although it helps to be a product and marketing genius, managing brands to build long-term value is a task that can be studied systematically. Further, there are basic branding principles and frameworks that can be applied to manage any brand – from the brand called “you” to the largest corporate brand.

This course will provide students with insights into how profitable brand strategies can be created. But more importantly, it will give students the opportunity to apply these strategies to a real corporate brand, and thereby impact the future of that (and their own) brand. The primary objectives are to provide an understanding of (1) important issues in planning and evaluating brand strategies, (2) appropriate concepts and techniques to improve the long-term profitability of brand strategies, and (3) hands-on experience applying branding principles and presenting these to client management. After completing the course, students should be able to describe the experiences gained here on their resume and in job interviews.

MKT 7300 “By the Numbers:”

14 Book Chapters

7 Cases (5 Case decision memos)

6 HBR/Sloan Articles

5 Holidays during the semester

2 Exams (0 makeup exams)

2 Brand Updates

2 Guest Speakers

1 Branding Project (delivered in 3 parts throughout the semester)

1 Presentation

¹ Complete 2008 BrandZ ranking report available at
<http://www.milwardbrown.com/Sites/Optimor/Media/Pdfs/en/BrandZ/BrandZ-2008-Report.pdf>.

TEXT: *Strategic Brand Management: Building, Measuring and Managing Brand Equity*, 3rd Edition, by Keller (2008), Upper Saddle River, NJ: Pearson Prentice Hall. [Listed as **SBM** on Course Calendar]

REQUIRED READINGS: *Harvard Business Review* and *Sloan Management Review* articles will be posted on Moodle. You get access to these free via LSU's subscription to *Business Source Complete*.

Current information on brands can also be found at sites like: BrandChannel.com; MediaPost.com; AdvertisingAge.com.

CASES: Four Cases must be downloaded from <http://hbsp.harvard.edu>. Other cases are provided on Moodle. Instead of making you pay for a coursepack, which includes both the permission fee and a bookstore markup, you can download the cases directly from Harvard and save the bookstore markup.

Launching the BWM Z3 Roadster	(Harvard Case #: 9-597-002)
Citigroup: Rebranding in 2007 (A)	(Harvard Case #: 9-508-010)
Snapple	(Harvard Case #: 9-599-126)
Global Branding of Stella Artois	(Ivey Case #: 900A19) <i>available through Harvard site</i>

COURSE REQUIREMENTS:

Exams (two @ 100 points each)	200 points
Case Decision Memos (five @ 20 points each)	100 points
Brand Updates (2 @ 50 points each)	100 points
Branding Project	300 points
Class Participation	<u>100 points</u>
Total Points possible	800 points

GRADES:

Final grades will be based on the following point system:
A = 720 – 800 points
B = 640 – 719
C = 560 – 639
D = 480 – 559
F = 479 and below

Note: Do not use the “total points” column to calculate your course grade as the first two project deliverables contribute to your overall project grade, but will show up as points out of 100, thereby inflating your total points.

<i>You must create a project team of 4 members and email me the group membership by Friday, January 16. Also by January 16, your group must pick a brand to track for your Brand Updates (details below).</i>

SEMESTER EXAMS (200 points)

Two exams will be given worth 100 points; one during the semester, the second will be given during final exam week, and is comprehensive. Exams may consist of true/false, multiple choice, short answer and/or essay questions. All exams will include mini-cases that require an analysis and recommendation. The scheduled exam dates are given on the attached schedule. The dates are also on Moodle. **THERE ARE NO MAKEUP EXAMS. If you must miss the midterm exam, then the final will count twice.**

Since there are no true/false or multiple choice exams in business, be prepared for thinking questions such as...

“In general, businesses are the most successful when they pursue mass markets rather than niches.” This statement is...

True for the following reasons:

False for the following reasons:

[space for the answer]

A true/false question could include a statement with the following set of choices:

- the statement is basically correct
- the statement is basically correct, with one exception, the Internet
- the statement isn't even close to being correct
- the statement is neither basically correct nor basically incorrect. It depends on the circumstances, the most important of which are _____
- None of the above. The best way to describe the statement is: _____

A retailer buys X for \$6 and sets its price at \$10. The shipper pays the freight. The retailer forecasts turnover for X to be between 5 and 6 times a year. Its retail gross margin is:

- 30 percent
- 60 percent
- you can't say from the information given. What you need to know is: _____
- None of the above. The retail gross margin is in fact: _____

CASE DECISION MEMOS (100 points)

Over the semester we will discuss 7 business cases that describe real-world problems that executives have faced. We will collaboratively analyze all 7 in class, and you will be required to submit written decision memos for five of these cases (specific cases and dates listed below). Each decision memo will count 20 points toward your semester total.

Late case decision memos will not be accepted under any circumstances and will count as zero. In order to be considered “on-time” a hard copy should be turned in at the *beginning* of the class in which the case is due. **IF you are not in class**, you may email your case analysis, but it must be received in my inbox prior to the start of class; further, this practice is neither preferred nor recommended.

Grading of Written Case Decision Memos: Clear and effective communication is a critical skill in marketing, and generally in business. Therefore, **grades for case decision memos will be based on both content and writing.** I look for two things when grading cases. All recommendations must be sufficiently *justified*, and all recommendations must be *consistent* with each other and the big picture.

Points will be deducted for misspelled words and grammatically incorrect or otherwise unclear writing. Two such errors will result in the loss of 5% of the total possible points. Three or more will result in the loss of 10% of the total possible points. Also, **ALL parts of the memo must be typed – including charts, calculations, etc. I will not read or grade information that does not meet the space limitation, or information that is handwritten (other than last-minute corrections; see below).**

Guidelines:

1. Put a **cover sheet** on your memo with your **group number** and the **names** of all the members of the group on the cover page. I will grade the memo without knowing which group submitted it.
2. **Double space** your papers, please.
3. Make last minute corrections in ink.
4. Your memo should run no more than **one page, not** including tables or exhibits. The page limit forces you to be brief. Stick to it. Don't evade it by typing single-space, or by typing from the top edge of the sheet to the bottom, from the left-hand edge to the right-hand edge. Your pages should be typed in **12-point font** and have **1" margins all the way around**. Lengthy numerical calculations, tables, charts, financial statements and the like are *not* counted in the page limit. They should be used to present your figures, not to evade the page limit.
5. **Start your paper with your recommendations.** They should be at the top of the page and run from three to six lines, no more. If they run to more than six, rewrite them to make them shorter. Because you start your paper with your recommendations, you do not need to end your paper with a summary. Put recommendations in the active voice (e.g., "Promote the product by" instead of "The product should be promoted by. . .").
6. I am thoroughly familiar with the case. You need not summarize the case or rehash any of the background – unless you have something to add. This will save you a paragraph or two or three.
7. The reports are due **in class, at the beginning of class, on the day they are due**. No later. You must meet these deadlines. **Late papers won't be accepted.** If you must miss class, turn in your paper early. Email is not preferred, but will be accepted **IF** you are not in class and it meets the same deadline.
8. **Proofread** your paper. Spell checking is not enough. It will pass words that are spelled correctly but aren't right, like slop for slip, soles for sales, and casts for costs. Train yourself to thoroughly proof your papers (and letters, and faxes, and what have you).
9. If you include tables and the like in your report, put a **clear, informative title** on each exhibit. Don't write a vapid title like, "Profit Projections." Say instead: "Annual Cash Flows for 2009 (at Three Advertising-to-Sales Ratios) Projected to Fall by at Least 10%." Don't write "Media Costs" as a title. Say instead: "Total Media Costs and Cost-per Thousand Figures for Two Media Schedules, in 2007." The title should clearly tell the reader what he or she is supposed to take away from the exhibit. Use boxes, highlights, or even arrows to draw attention to key numbers.
10. Label **your** exhibits A, B, C,... to distinguish them from exhibits in the cases, which are numbered 1, 2, 3,....

BRAND UPDATES (100 points)

Each team will pick a brand to track over the semester. Appropriate brands are new brands, those undergoing a rebranding effort (e.g., Gatorade), or those that are significantly impacted by a new product introduction (e.g., Hyundai by its new Genesis sedan). Brands will be assigned on a first-come basis.

Please email your choice of brand by Friday, January 16.

Brand Update #1: Provide a **15-minute class presentation** covering the *history* of the brand, its previous (if applicable) and current *strategies*, and your *projections* for what will happen in the future (e.g., next 12 months). *You will provide a written summary to the professor.*

Brand Update #2: Provide a **15-minute class presentation** covering *results* over the semester since Brand Update #1, updated *projections* for the future (e.g., next 12 months), and branding *lessons learned*. Lessons learned should apply information and/or frameworks from the course with specific learnings from the brand. *You will provide a written summary to the professor and a 1-page handout of lessons learned to the class.*

BRAND PROJECT (300 points)

The primary focus of the course is completion of the brand project. This project is based on a real-world situation faced by Community Coffee.

The project will be completed in phases. The first phase is to complete a brand audit for Community Coffee. Information on brand audits is found in Chapter 3 of *SBM*. The second phase is to update the brand audit and provide a preliminary recommendation. The third phase will include the final brand audit, complete and polished recommendation, and any creative branding elements produced, including presentations, logos, etc.

PARTICIPATION (100 points)

A case discussion is a dynamic, collaborative analysis of a case, not the staged revelation of the “right” answer by the professor. It is not a time to show your peers and professor how brilliant you are; it is, instead, a time to work with your peers and professor through the intricacies of a case to develop a conclusion that may or may not be similar to your position before class started. The most important point to remember is that the case, the professor, or your peers will not teach you what you should learn from a case. Learning comes from the process of analysis and the give-and-take of discussion.

You will have three chances to analyze each case: first, by yourself; second (potentially), with your group; and third, in class. Class discussion should *not* be seen as a final presentation, but, instead, as the latest and most informed pass at analysis – with the help of an expert guide and helpful collaborators. Each time you approach the case you will take a different path through the facts and as your knowledge of the situation increases, so will the possibilities for analysis and the richness of your conclusions.

Your class participation grade will be based on the extent to which you contribute to the discussion during each class. After each class period, I will evaluate each student’s participation on the following scale: **-1** = *did non-MKT 7300 work* (worked crossword puzzles, read the newspaper, did work for other classes); **0** =

no participation; 1 = adequate participation; 2 = high quality participation. These daily evaluations will be used to determine your class participation grade for the semester. *Quantity* of comments is not being evaluated. Instead, I will **reward high-quality, informed comments** that demonstrate that you are contributing to the analysis of the case and not simply striving for “air time.”

I expect you to **apply** frameworks, key concepts and terminology from the text or other assigned readings as you analyze the cases and develop your recommendations. Further, the frameworks described in the text or other readings may serve as a guide for class discussion and **ignorance of the frameworks or other information found in readings will negatively impact** not only **participation grades**, but also the quality of your analysis and conclusions. Thus, you should read all assigned material **before** reading the case (or at least between the first and second readings) or before the class in which they will be discussed in order to know what concepts, frameworks and terminology are available in your arsenal and appropriate for the discussion at hand.

COURSE POLICIES

- 1. Exam/Assignment Policy** – Students are responsible for understanding and adhering to the course, exam, case analysis, written paper submission and participation policies outlined in this syllabus. **PLEASE READ THIS SYLLABUS AND SUBSEQUENT ASSIGNED MATERIAL CAREFULLY.** Concerning exams and written **case decision memos**, if a student has a prior commitment on the due date of the assignment or exam, whether an interview or University sponsored event, etc., it is the student’s responsibility to discuss the issue with the professor well **before** the scheduled date and turn in the assignment or take the exam **early**. **No Makeup Exams will be given.** If a student misses the midterm exam, the final will count twice.
- 2. Outlines/Notes** – Students are expected to take their own notes. However, the professor will provide some outlines or other materials on MOODLE. If a student misses class it is the student’s responsibility to get the notes from another person in class.
- 3. Grades** – The point system is clearly outlined in this syllabus. **No bonus points or extra credit will be given at the end of the semester.**
- 4. Computer Policy** – **Students may not use computers in class.**
- 5. E-mail Policy** – I prefer to respond to questions by e-mail that can be answered directly in one or two sentences. Please call or come by my office to have longer questions answered. To protect your confidentiality, I will only respond to emails that have been signed with your first and last names. Also for confidentiality, I will not discuss grades by e-mail.
- 6.** Please treat class as if you are in a business meeting. Out of respect for everyone please **turn off cell phones, pagers and computers.** Please come prepared to stay for the entire class. “Coming and going” is not accepted in industry or in this class.

INTEGRITY AND ACADEMIC DISHONESTY

University policies regarding academic dishonesty will be enforced **strictly**. Unless specifically stated by your professor, you are required to analyze the case and make a recommendation based solely on the information provided in the case. You are allowed to apply your own professional experience and judgment, but should not seek outside information about the company, industry or specific situation as you develop your recommendation. It is never appropriate to discuss cases with students who have already been through a discussion of the case (e.g., first-years talking with second-years, or second-section students talking with those in the first section). Such actions are considered academic dishonesty. Any incident of academic dishonesty, such as cheating on tests, facilitating cheating, or receiving information about cases from, e.g., websites or other individuals, will be forwarded to the Office of Judicial Affairs for adjudication. If you are in doubt about what constitutes academic dishonesty please refer to the LSU policy or contact me *before* engaging in such activity.

SPECIAL NEEDS

Students who need accommodations because of special needs addressed in the Americans with Disabilities Act (ADA) or have emergency medical information to share with me, or need special arrangement in case of emergency building evacuation should inform me of such need immediately. Please see me privately after class or in my office. **Note:** Students whose accommodations allow them extra time to complete tests may take the test a day early, if necessary, but all tests must be completed by the end of the day the test is scheduled in the syllabus.

Professor Bio

A brief biographical sketch of Dr. Raggio is available on Moodle and at <http://www.bus.lsu.edu/raggio>.

NOTE: SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE. ANNOUNCEMENT OF CHANGES WILL BE POSTED ON MOODLE.

Date	Topic	Readings and Assignments
M Jan 12	Course Introduction	
W Jan 14	Brands and Brand Management	SBM, Ch. 1 HBR: "The Brand Report Card"
M Jan 19	No Class: MLK Holiday	
W Jan 21	Consumer-Based Brand Equity <i>Brands vs. Customers Debate</i>	SBM, Ch. 2 HBR: "Customer-Centered Brand Management"
M Jan 26	Brand Positioning and Values/Brand Audit	SBM, Ch. 3 HBR: "Three Questions You Need to Ask About Your Brand"
W Jan 28	To Brand or Not to Brand? (case discussion)	HBR: "A Rose by Any Other Name" 1-page Team Recommendation Due
M Feb 2		Brand Update #1 Due: History, Strategy and Projections
W Feb 4	Choosing Brand Elements	SBM, Ch. 4
M Feb 9	Designing Marketing Programs	SBM, Ch. 5
W Feb 11	Integrating Mkt. Communications and Leveraging Secondary Associations	SBM, Ch. 6 & Ch. 7 HBR: "Building Brands without Mass Media"
M Feb 16	Guest Speaker: <i>TBD</i>	Community Coffee Brand Audit Due
W Feb 18	Designing Marketing Programs (case discussion)	"Launching the BMW Z3 Roadster" (download from hbsp.harvard.edu) 1-page Team Recommendation Due
M Feb 23	No Class: Mardi Gras	
W Feb 25	No Class: Mardi Gras	
M Mar 2	Catch-up (if necessary); Review for Exam #1	Mid-Point Peer Eval Due Mid-Point Teaching Eval Due
W Mar 4	EXAM #1 covering SBM Chapters 1-7; cases and readings	
M Mar 9	Review Exam #1 & Branding Strategies	SBM, Ch. 11
W Mar 11	New Products and Brand Extensions & Brands over Time	SBM, Ch. 12 & 13
M Mar 16	Rebranding (case discussion)	"Citigroup: Rebranding in 2007 (A)" (download from hbsp.harvard.edu) 1-page Team Recommendation Due
W Mar 18	Managing Brand Hierarchy (case discussion)	Sloan Mgt. Review: "Merging the Brands and Branding the Merger" Nivea: Managing a Brand Hierarchy
M Mar 23	Guest Speaker: <i>TBD</i>	Community Coffee Project Deliverable #2 Due
W Mar 25	Creating a Sub-Brand (case discussion)	Levi Straus & Co.: Creating a Sub-Brand
M Mar 30	Revitalizing a Brand (case discussion)	"Snapple" (download from hbsp.harvard.edu) 1-page Team Recommendation Due
W Apr 1		Brand Update #2 Due: Results, Projections and Lessons Learned (handout)
M Apr 6	No Class: Spring Break	
W Apr 8	No Class: Spring Break	
M Apr 13	Global Branding	SBM, Ch. 14 HBR: "How Global Brands Compete"
W Apr 15	Global Branding (case discussion)	"Global Branding of Stella Artois" (download from hbsp.harvard.edu) 1-page Team Recommendation Due
M Apr 20	Measuring Brand Equity	SBM, Ch. 8-10
W Apr 22	Measuring Brand Equity (cont'd)	
M Apr 27	Brand Project Presentations	Community Coffee Final Project Due (All Teams)
W Apr 29	Brand Project Presentations	
TBD	FINAL EXAM	