



北京大學
匯豐商學院

Peking University HSBC Business School

Course Code MGT 564 Brand Management Module 2, 2017-2018

Course Information

Instructor: Dandan Tong (Assistant Professor)

Office: PHBS Building, Room **TBD**

Phone: 86-755-2603- **TBD**

Email: dandantong@baf.cuhk.edu.hk

Office Hour: Thursdays 1:00-3:00 pm (By appointment)

Teaching Assistant: TBD

Phone:

Email:

Classes:

Lectures: Mon & Thu 3:30-5:20pm (Class starts on Nov 16)

Venue: PHBS Building, Room 209

1. Course Description

1.1 Context

Course overview:

Strategic brand management is the process of building, measuring, and managing brand equity. This course aims at providing students with both (1) conceptual understanding on what strategic brand management is and why it is so important in the contemporary business world and (2) practical marketing research that is useful for strategic brand management. Upon completion of this course, students are expected to have adequate knowledge and technical skills to perform successfully as a brand manager.

Prerequisites: Marketing Management (MGT560) **The prerequisite is not necessary.**

1.2 Textbooks and Reading Materials

Textbook

Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 4th edition, by Kevin Lane Keller, Pearson Education/Prentice-Hall, 2013.

Supplementary Reading Materials

1. Keller, Kevin Lane, Brian Sternthal, and Alice Tybout (2002), "Three Questions You Need to Ask about Your Brand," *Harvard Business Review*, 80 (9), 80-86.
<https://hbr.org/2002/09/three-questions-you-need-to-ask-about-your-brand>

2. Shiv, Baba, Ziv Carmon, and Dan Ariely (2005), "Placebo Effects of Marketing Actions: Consumers May Get What They Pay For," *Journal of Marketing Research*, 42 (4), 383-93. <http://www.jstor.org/stable/10.2307/30162386>
3. Nunes, Paul F. and Jeffrey Merrihue (2007), "The Continuing Power of Mass Advertising," *MIT Sloan Management Review*, 48 (2), 63-69. <http://sloanreview.mit.edu/the-magazine/2007-winter/48213/the-continuing-power-of-mass-advertising/>
4. Robinson, David (2006), "Public Relations Comes of Age," *Business Horizons*, 49 (3), 247-56. <http://www.sciencedirect.com/science/article/pii/S0007681305001345>

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment (YES with details or NO)
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Course Assignment
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Case Discussion, Course Assignment
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Case Discussion
	2.2. Students will be able to apply leadership theories and related skills.	Not applicable
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	Case Discussion, Course Assignment
	3.2. Our students will practice ethics in the duration of the program.	Course Assignment
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Case Discussion
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Course Assignment
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Case Discussion
	5.3. Our students will demonstrate competency in critical thinking.	Case Discussion

2.2 Course specific objectives

After completing this subject, students should be able to:

1. Analyze the fundamental principles involved in managing products and their brands;
2. Explain the critical importance of branding for superior business performance;
3. Apply branding principles by conducting an in-depth brand management project using a real-world company as an example.

2.3 Assessment/Grading Details

Final grades will be based on your performance for the three main requirements, according to the following weights:

Class Participation	15%	
In-Class Assignments		30%
Final Project	55%	
Presentation	(20%)	
Written Report	(35%)	
<hr/>		
Total:	100%	

2.3.1 Class Participation and Peer Evaluation

Your preparation and attendance are very important for this course. Adequate preparation for, regular attendance of, and full involvement in class sessions including class discussions and group activities are required. Class participation and involvement is worth 15% of the grade and will be based on my perception of your performance and attendance list.

Each individual in all the groups will have the opportunity to provide feedback on other members' performance to the instructor. Students who do not contribute to an assignment may be allocated a lower mark or assigned a mark of zero.

2.3.2 In-Class Assignments

For three out of six cases in total, working as a group, students prepare and submit a 1-2 pages of report summarizing the *key lessons* you have learned from reading the case. The reports should be neatly and correctly typed, single-spaced and on A4 papers. No late assignments will be accepted. The assignment details will be announced in class. Students also need to prepare for in-class discussion of these cases.

2.3.3 Group Project Report and Presentation

The objective of the project is to let students have opportunity to learn how to develop a marketing plan to launch a new brand into either an existing product category or a new product category. Each group can choose one of the three types of projects: (1) testing a new product/concept of a new product category, (2) testing a new product/brand in an existing product category but the product is not yet available in the domestic market (i.e., mainland China), and (3) extending an existing brand into a new product category. The type of research for these projects is new product concept testing study. Please refer to page 6 (Group Project) for the guideline for conducting the research. The method details will be discussed in class.

Final Write-Up

The final report should be around 4000 words (+/- 15%) pages in length, double-spaced in 12 point font (Times New Roman), excluding appendix and references. Side margins must be at least 2.5 cm wide, to allow sufficient room for comments. You are required to submit both a hardcopy and a softcopy of the final write-up, as well as attach an assignment cover sheet indicating: (1) your name, (2) student number, (3) subject title and code, (4) a word count of the number of words. The report should be neatly and correctly typed, double-spaced and on A4 papers. Reports should be properly referenced. That said, all sources used for a written piece of assessment must be referenced. All reports will be checked for plagiarism.

Final Presentation

As part of the term project, you are required to present your project in front of the class. Each member of the group should participate. Presenting the project in front of the class will give

you an opportunity to practice your presentation skills in a friendly and supporting environment. This would also give you an opportunity to view the various projects done by your fellow class members.

Submission Deadline

The presentation will be in the last two classes on Jan 15 and 18, 2017. The written report will be due at or before 5:00 pm on Jan 21, 2017. Late assignments, where approval for late submission has not been given, will be penalized at the rate of 10% of the total mark per day, for up to 10 days.

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

Week	Topic/Activity
1 (Nov 16, Thu)	Marketing and Brand Management (Read Ch. 1)
2 (Nov 20, Mon)	Customer-Based Brand Equity and Brand Positioning (Read Ch. 2-3)
3 (Nov 23, Thu)	Positioning Research and New Product Concept Testing
4 (Nov 27, Mon)	Review of Marketing Strategy New Product Development Process
5 (Nov 30, Thu)	Case discussion: Product Team Cialis: Getting Ready to Market Student Presentation
6 (Dec 4, Mon)	Building Brand Equity I (Read Ch. 4-5)
7 (Dec 7, Thu)	Key considerations in Branding Case Discussion: Creating a Global Brand—Nike
8 (Dec11, Mon)	Building Brand Equity II (Read Ch. 6-7)
9 (Dec 14, Thu)	Measuring/Monitoring Brand Equity (Read Ch. 8-10)
10 (Dec 20, Wed)	Case Discussion: Brighter Smiles for the Masses—Colgate vs. P&G Student Presentation
11 (Dec 21, Thu)	Managing Brand Equity I (Read Ch. 11-12)
12 (Dec 25, Mon)	Case Discussion: Crisis Management in Celebrity Endorsement Student Presentation
13 (Dec 28, Thu)	Managing Brand Equity II (Read Ch. 13-14)
14 (Jan 4, Thu)	Case Discussion: Assessing and Managing Brand Value—Snapple
15 (Jan 8, Mon)	Closing Observations (Read Ch. 15)
16 (Jan 11, Thu)	Case Discussion: Branding an Ingredient—Intel Corporation
17 (Jan 15, Mon)	Final Presentation (1)
18 (Jan 18, Thu)	Final Presentation (2)

4. Miscellaneous

Instruction for Cases

Overview of the Cases

There are 6 cases in this class. Three cases are typical Harvard-style cases from Harvard Business School. Other three cases are in-depth case studies from a supplementary textbook by Professor Keller, *Best Practice Cases in Branding: Lessons from the World's Strongest Brands* (3rd edition).

For the cases from University of Hong Kong and Harvard Business School, students approach the cases in a typical manner: Students prepare the "solution" for the problem identified in the cases and discuss the "solution" for the cases in the classroom.

For the cases from Professor Keller, the written cases are somewhat different from the typical HBS cases. The main difference between these cases and traditional HBS cases is that HBS cases often have a strong decision focus – a certain set of actions that must be evaluated and enacted. The cases here have a different approach. They concentrate on major brands with which students are generally familiar, review much historical background, and provide detailed information on one particular branding issue, event, or strategy. By and large, the marketers of these brands have done much "right" and, as such, the cases have much more of a "best practice" flavor than may be found in other types of cases. For that reason, student learning from reading the cases alone can often be quite rich and beneficial. Nevertheless, the in-class experience can add extra dimensions as specific topics can be expanded on and additional learning can occur. Thus, discussion with these cases does not aim towards resolution of a marketing problem or opportunity as much as with the HBS cases but instead covers a lot of ground to make a series of important points about branding in general and one particular brand in the process.

The brand management topics covered in the cases will help the reader understand how to:

- 1) Brand a new product (even if it is a commodity or ingredient)
- 2) Employ new marketing approaches to build brand equity and brand loyalty
- 3) Expand a brand into new geographical markets and channels
- 4) Establish a brand hierarchy and introduce brand extensions
- 5) Manage a corporate brand
- 6) Keep a brand strong over time
- 7) Revitalize a brand that gets into trouble
- 8) Change a brand name or reposition a brand

Collectively, these cases provide a comprehensive overview of the strategic brand management process and corresponding best practice guidelines. Each of the three cases also yields valuable specific lessons on how to build and manage brand equity.

Group Project

Steps in New Product Concept Testing

1. Prepare a concise but comprehensive description of the new product or new product concept. The description should include the product attributes, retail pricing, and list of distribution channels. Pictures of the product or even some existing advertisements should also be provided.
2. Put the description in the beginning of the questionnaire. This is followed by the list of questions covering both intrinsic and extrinsic attributes of the new product, question on attitude toward the new product, and finally intention to try or to buy the new product. The last section of the questionnaire contains the questions on demographic characteristics of the subjects. Additional information such as media consumption behavior may also be included.
3. Pretest the questionnaire to make sure that it is clear and concise. Analyze the data collected by SPSS. Factor analysis will be conducted to identify the benefits and the attributes that support each benefit. Since there is only one brand, compare means is not needed. Regression analyses will be performed for establishing the relationship between perceived benefits and attitude toward the brand and the relationship between attitude toward the brand and intention to buy the brand.
4. Based on the research findings, students prepare a positioning statement and, based on the positioning statement, formulate marketing mix strategy for creating the new brand to be launched into the market. Students also need to develop the brand elements for their new brand.