Course Objectives
The most valuable asset many firms have is their brand. In our global economy, production and distribution can be replicated. But the knowledge, attitudes, and emotional connection consumers have about their brands cannot. Therefore many companies recognize that the investment they make in the creation and communication of their brand will become a strategic differentiator in the future. This class will focus on how to establish and grow brand equity, how to measure brand equity, how to manage brand architecture, and how to utilize brand equity to create more profit and growth for your company.

You will also enhance your collaboration skills through a team project. Integrity in brand management is critical and my hope is that you will leave this course knowing the importance of understanding what your customer wants and providing that honestly within the context of your brand. Brand marketing is a way to communicate the value and benefits of your company and/or product to consumers. A brand is a promise to your consumer and you will learn how to manage brands to fulfill this promise.

Materials

Course Readings (Harvard): Required and available from Harvard
Everyone must purchase their own copy of the packet. Do not share copies of the packet as this is a violation of copyright.

Harvard Pack

Canvas (Canvas): Required
Additional readings and assignment material will be posted on Canvas.

Lecture Notes: Hardcopies of the PowerPoint slides for the lectures will be handed out during class and posted to Canvas after class.
**Course Philosophy**

My basic teaching philosophy for this course is to blend the theory and practice of product and brand management in a comfortable, supportive classroom environment that promotes active learning. A good theory is invaluable because it structures problems and suggests possible solutions. **My view is that the most critically important consideration in branding is understanding the customer, hence many theories covered will be from a consumer behavior perspective.**

Branding is both an art and a science. Thus, few branding situations have a definitive, unqualified answer as to the “best” marketing programs. Yet, my belief is that by providing you with relevant and comprehensive theories, and all the accompanying ideas, concepts, mechanisms, and models that go along with that, you can make more informed decisions that will have a greater probability of success.

The course readings and activities are designed to help blend theory and practice. The readings will cover the basic concepts and theoretical frameworks as well as provide current thinking on key topics. Cases will allow us to apply these theories to real marketing problems. Guest speakers will be used to illustrate current brand issues and the tension between theory and practice.

Each member of the class is a key part of the learning process. We learn from the insights and experiences of each other. I expect you to come to class prepared, ask questions and participate, and be respectful of your fellow students.

**Course Requirements and Grading**

Your grade in the course will be determined as follows:

<table>
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<tr>
<th>Component</th>
<th>Possible Points</th>
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<tr>
<td>Individual:</td>
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<tr>
<td>✶ Assignments (4@20)</td>
<td>80 points</td>
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<tr>
<td>✶ Exam 1</td>
<td>100 points</td>
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<td>✶ Exam 2</td>
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<tr>
<td>✶ Course Participation</td>
<td>40 points</td>
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<td>Team:</td>
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<tr>
<td>✶ Team Consumer Exploratory I: Interviews</td>
<td>25 points</td>
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<tr>
<td>✶ Team Consumer Exploratory II: Social Media</td>
<td>20 points</td>
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<tr>
<td>✶ Team Brand Inventory</td>
<td>25 points</td>
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<tr>
<td>✶ Final Brand Audit Project</td>
<td>110 points</td>
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<td><strong>Total Possible:</strong></td>
<td><strong>500 points</strong></td>
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**Grade Basis:**

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<th>Grade Basis:</th>
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<tr>
<td>A  93-100%</td>
<td>B+ 87-89%</td>
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<td>A- 90-92%</td>
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<td>B  83-86%</td>
<td>C  73-76%</td>
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<td>D+ 67-69%</td>
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**Re-grading.** Requests to have a grade reconsidered should **be submitted in writing**. If you would like to submit a request, or if you would just like to discuss your grade in general, wait at least 48 hours after an assignment is returned to you. This timing will facilitate a rational, objective discussion of the merits of the case. No re-grading will be considered more than 10 days after the assignment is returned to you, unless it is a matter of a math error, which will always be cheerfully corrected.
Description of Requirements

Assignments (4@20points = 80 points)

There are five (5) brief assignments with your highest four (4) assignments counting toward your final grade. Assignments are one page, typed (single-spaced, 1” margins, 12-point type) and a hard copy is due at the beginning of class (no exceptions!). Each assignment is worth 20 points.

The assignments are:
Assignment 1 (Jan. 25): Assess original Coke’s brand equity using Keller’s CBBE pyramid. For each CBBE dimension:
   i) identify associations held by Coke
   ii) assess the strength, favorability, and uniqueness of associations.

Assignment 2 (February 6): Write 3 positioning statements. The first positioning statement is for Dove in the 1950’s and the second positioning statement is for Dove in 2007. The third positioning statement is for yourself. The positioning statements should be in the following format:
   Product/Brand
   Is Unique and Most Important Claim
   Among All Competitive Frame
   For Target Market
   Because Support, Reasons Why

Assignment 3 (February 15): Analyze social media ROI metrics for Ford Fiesta.

Assignment 4 (March 22): Brand Architecture: Evaluate brand strategy for Diesel StyleLab utilizing series of questions in Aaker’s Brand Relationship Spectrum framework (Figure 2 in article). Which brand strategy would you recommend: sub-brand, endorsement, or independence? Be specific regarding variant you would recommend (case Exhibit 15).

Assignment 5: (April 10): Assess Habitat for Humanity International using Interbrand’s 10 Components of Brand Strength (use “Interbrand 100 Best Global Brands Methodology” reading).
   1) Identify 2 components of Interbrand brand strength that HFHI likely fared well on (justify your answer).
   2) Identify 2 components of Interbrand brand strength that HFHI likely fared poorly on (justify your answer).

Assignments are individual assignments and should be worked on independently (i.e., no discussion with a classmate). Case discussions and analyses are restricted to material presented in the case. Do NOT incorporate any material from outside a case in your assignment.

Exam 1 (100 points) March 1

Exam 2 (100 points) April 17

The objectives of exams are to summarize your learning in the course and allow you to demonstrate your ability to independently apply the frameworks and constructs we’ve discussed to specific problems. Each in-class exam will be a combination of multiple choice and short answer questions applying frameworks and constructs to real-world brand situations. Exam dates are firm with no make-up exams.
Course Participation (40 points)

Course participation does not just mean attending class. It means participation in the class as a whole and the quality of that participation.

**Attendance.** Attendance is essential and expected. Obviously, you cannot participate if you do not attend class. You are granted two absences from Jan. 18 – April 19 without penalty so use them wisely (illness, interviews, etc.). After that, if you must miss a class, a one page executive summary of that session’s readings and cases must be submitted prior to the class to avoid negative points towards your participation grade. Attendance at brand audit presentations from April 24 – May 4 is mandatory as your input will factor into other team’s presentation grades.

**In-Class Participation.** You should be thoroughly prepared to discuss the readings and cases for each class session. Each day when class begins, several students may be selected at random to lead discussion of readings.

Class participation is evaluated on the quality of your participation and its contribution to improving the learning experience of the class. Note that quality is not necessarily a function of quantity. Quality is assessed by preparation, argument strength (well-supported points), and the extent to which the entire class benefited from your comments. Your participation will be assessed on a daily class basis with 1=Non-participant, 2=Value add participation, 3=Excellent participation for the class period.

Many people are intimidated by the "obligation" of speaking up in class. Don't be. Your anxiety will be reduced only through practice! Getting comfortable with public speaking will give you a HUGE career advantage. Here's the secret to cutting your stress level - BE PREPARED. Your class participation grade is weighted heavily in favor of quality over quantity.

Bring in a current event (usually an article from a newspaper or magazine, or sometimes an ad, promotional material, or actual new product). It should be relevant to the topic we are discussing in class. State why you found it interesting and how it is relevant. Reading the marketing and advertising columns of the newspapers and business press can provide great opportunities for class participation.

**Final Participation Grade.** Your class participation grade will be determined by a curve of your cumulative class participation points. The class average = 88% and top participation score = 100%. One point will be subtracted for each unexcused absence exceeding 2.

Brand Audit (180 points)

Self-selected teams consisting of 5 members will conduct a brand audit. The goal of the brand audit is to conduct an in-depth examination of a major brand of your choosing and suggest ways to improve and leverage that brand equity. The criteria for choosing a brand lies in the brand's: 1) interest/value to you, 2) consumers’ likely familiarity with the brand, 3) access to the brand’s target market and 4) access to brand and company information, and 5) brand presence in social media conversations. To ensure that every team starts on equal footing, you may not select a brand that a team member or their family has worked for.

Selecting a brand undergoing a challenge regarding its brand architecture, brand portfolio, brand extension, or brand revitalization generally provides greater fodder for critique. Every team must study a different brand. A good source of possible brands is Jan. 30 readings (“Best Global Brands 2016: Interbrand,” “BrandZ Top 100 Most Valuable Global Brands 2016”). For family or corporate brands, consider a specific product brand in order to narrow your focus and provide a specific frame of reference and competition (e.g., Toyota Camry rather than overall Toyota brand). Brands examined in past projects have spanned the spectrum from retail, CPG, tech, service, and non-profit brands. For instance, 2016 audits examined the following brands: Abercrombie, Best Buy, Burger King, Cadillac, Chick Fil-A, Coach, GOP, Harley, Kayne West, Lego, Macy’s, NFL, Sea World, Sprint, Starbucks, Skechers, Uber, Victoria Secret, Whole Foods). (Note these brands are not eligible for Spring 2017).

**All Brand audit deliverables should be e-mailed prior to class to Canvas.**
Brand Audit Due Dates:

2/8 Three Brands and Challenges
   (0 points; Feedback provided)

2/22 Brand Meaning Audit I: Consumer Exploratory using ZMET and In-Depth Interviews
   (25 points)

3/8 Brand Meaning Audit II: Consumer Exploratory using Twitter
   (20 points)

3/31 Brand Inventory
   (25 points)

4/5-7 Brand Surveys
   (0 points; Feedback provided)

4/26 Final Brand Audit Project Due
   (80 points)

4/24-5/3 Presentations
   (30 points)

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The Texas McCombs classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.

- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.

- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.

- **Students are fully prepared for each class.** Much of the learning in the Texas BBA program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.

- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged.

- **Phones and wireless devices are turned off.** We’ve all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class. **If your phone or wireless device interrupts the class, you will apologize to your classmates by bringing a treat for all to the next class.**

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259,

[http://www.utexas.edu/diversity/ddce/ssd/](http://www.utexas.edu/diversity/ddce/ssd/)
Religious Holy Days
By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty
The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at http://www.mccombs.utexas.edu/BBA/Code-of-Ethics.aspx. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Campus Safety
Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: http://www.utexas.edu/emergency.