

MASTER SYLLABUS MRKT610: BRANDING

1. Course Details

Semester:	
Course Code:	MRKT610
Course Name:	Branding
Course Prerequisites:	MRKT501
Course Co-requisites:	None
Credits Hours:	One and one-half (1.5) credit hours
Classroom:	
Class Timing:	(18.75 contact hours)
Final Exam Period:	

2. Instructor Details

Professor:
Office Location:
Office Hours:
Email:
Course website:
Phone (Office):

3. Catalog Course Description

This course is designed to appraise the role that branding plays in the contemporary business world. Brand equity is analyzed from the viewpoints of management of brand architecture and the management of customer value. Practical branding experience will be gained through a series of individual and group-based case analysis, exercises and a comprehensive term project.

4. Course Overview

In the current business environment, diffusion and transfer of technology makes the design and production of physical products only a necessary but not a sufficient condition for achieving a competitive advantage in global markets.

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The crowning achievements of a firm are its iconic brands, generating loyalty of the consumers in target market segments. Conditions, strategies and programs leading to the emergence of such brands will be analyzed, and the knowledge gained – applied to new situations.

The course activities consist of lectures; individual and group-based case analysis/discussions; exercises, and a comprehensive term project.

The course content has relevance to students pursuing a variety of different career goals in virtually any type of organization and many a type of situation, such as new product/market development, such as Xbox (Microsoft), the Ivanka Trump brand extension (Trump Organization) or brand crisis management (Tiger Woods). Lastly, students will develop a program for an “I-brand,” for positioning and branding themselves, in their professional life.

5. Course-Level Learning Goals¹

(A) Invariant Learning Goals (In support of the MBA Programmatic Learning Goal(s)):

Upon the successful completion of this course, the student will be able to:

1. Analyze the competitive dynamics within industries and product classes, differentiate between product class, category, form and brand (including economic view of competitive structures), and discriminate across cultural/ social context and the nature of target market segments;
2. Create a brand for an actual product (the I-brand);
3. Analyze and evaluate brand equity;
4. Analyze and evaluate branding strategies of a firm, within the context of marketing strategy, with emphases on Brand Identity, Brand Positioning, the Value Proposition, and the Unique Selling Proposition;
5. Develop Brand Architecture for a Product Mix; and
6. Develop an Integrated Marketing Communication Program for positioning of a new or repositioning of an existing brand.

¹ A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant “Assurance of Learning Validations” are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom’s Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

Assurance of Learning Validations (Linked to the MBA Programmatic Learning Goal(s))²:

A1. Brand “I” Assignment: Each student will develop a brand concept for themselves, in the professional space. Note: This is not an Audit (looking at what was or is) but a Plan (what will be). The plan must include the:

- a. Development and Statement of the Mission, Goals, and Objectives for the “I” brand;
- b. Analysis and description of the target audience for the “I” brand, for two different cultural/social contexts;
- c. Positioning of the “I” brand in the competitive space (across the two different cultural/social contexts);
- d. Analysis of “I” points of parity/difference, uniqueness, and competitive advantage (across the two different cultural/social contexts);
- e. Development of a social media promotion plan;
- f. Development of “I” brand identity and brand image; and
- g. Brand-building plan and an integrated marketing communication program for “I”.

For the purposes of assurance of learning, the Brand I Assignment receive 6 scores, based on:

- a. The first is based on the degree to which the analysis conveys objectivity, factual accuracy, value-adding components and points of differentiation; the overall analysis must be convincing (MBA-3G);
- b. The second is based on clarity of the components and the relationship between them. The outcomes must demonstrate transferability across other people, brands, and operating environments (MBA-3G);
- c. A third score is administered and based on the how brand elements are influenced through the dynamics of attitude development (MBA-SOC PSYCH). The instructor will provide relevant reading references;
- d. The fourth score is administered and based on each student’s ability to identify a differential across an alternative culture-based audience and demonstrate how this differential impacts on the branding strategy. The student must provide supporting documentation (Hoefstede) for the identified differential (MBA-3M). Students will be required to indicate how their brand is reflective

² A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. Scores are scaled using program or concentration rubrics. It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a “grade.” A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

across culture (2 countries) in their brand i assignment. Check with course leader to determine whether this comment is correct;

- e. The fifth score is administered and based on the quality of the explanation of the boundaries of their “I” brand in relation to the competition (MBA-2M); and
- f. The sixth scores is administered and based on the ability to assess the product class that the “I” brand applies to (MBA-2M).

Students should utilize the “Art of Personal Branding” for this exercise:

(<http://blogs.bnet.com/intercom/?p=1841&tag=col1;post-1841>).

- A2. Brand Analysis Project: This is a group project that requires effectiveness and efficiency of a group, learning and employing small group dynamics and the leadership skills. Each group submits a written proposal. The foundation of the proposal is the analysis of a brand, critiquing what has been done and suggesting change for the future.

At the completion of the project each student will provide an evaluation of the other students, using a questionnaire provided by the instructor.

A score (score A4.1) will be administered and based on this questionnaire to measure collaboration and team work, leadership skills, initiative and research (MBA-1G).

Early in the semester, each team must select a “client” firm. Clients may include the employer of one of the group member, an underserved (in terms of professional management) local organization, such as charities, ashrams, churches, mosques, synagogues and other not-for-profits, or companies which provide internships to NYIT students, in addition to others.

The proposal is a result of the consulting engagement for the client, and must be cleared with the instructor. A grade (differentiated from a score) will be based on completeness of the proposal, and clarity appropriate for the level of sophistication of the client. Note that there will be no payment for services in either cash or in-kind. However, clients must agree to cooperate by providing (a) a liaison to arrange for meetings, provide background information on marketing strategy and branding, and answer follow-up questions, and (b) representatives to participate in the final presentation and provide an evaluation of the project.

Components of the Brand Analysis Project

Component 1: Introduce the company and the brand: Look for a compelling story in the history of the company and its existing brand. It might be very useful towards building the affective component of the brand concept and its emotive positioning.

Using secondary research methodologies, the team will gather information about the market conditions (trends in the external environment and their interaction) the company operates in. This

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should include scope of market, and global attributes that might or might not be incorporated into the strategic plan of the organization,

A second score (score A4.b)) will be based on the quality of the research on the trends in the external environment and the environmental scenario, as well as the ability to capture key elements of the company's survival, profitability and growth (MBA-3M).

Component 2: The team must identify the current Marketing Strategy, including the client's (a) Mission, (b) Goals and Objectives, and (c) STP + 4P. Teams should not be surprised to find a lack of formal marketing strategy or low level of understanding of the theoretical concepts.

The team should prepare a marketing strategy template: "Drill in" on company desired Brand Identity, Brand Positioning, Value Proposition, and Unique Selling Proposition.

A third score (score A4.c) will be administered, based on the completeness and quality of the marketing strategy component of this project (MBA-2M).

Component 3: The team should analyze all aspects of the client brand, supplementing judgment with secondary and primary research, as warranted. The question you are trying to answer here is what does the brand consist of—what has it done, and how effective has it been? Most teams should consider all the following:

- consumer awareness, knowledge, brand identification, "share of mind,";
- brand elements, attributes, perceived instrumentalities;
- points of parity/difference, sustainable competitive advantage;
- marketing support program;
- brand leveraging; and
- brand extensions (existing and future).

Summarize your analysis with a discussion of the Brand's Equity in terms of the CBBE model. Identify the extent to which the brand has succeeded or can succeed in each of the four steps—identity, meaning, responses, and relationships. Relate your conclusions to the objectives identified in Component 2, and recommend future branding strategy and programs for implementation.

A fourth score (score A4.d) will be administered based on the insightfulness, appropriateness, and clarity of the evaluation of Brand Equity, and connections made to customer value (MBA-2M).

A fifth score (A4.e) will be administered based on the strength of recommendations that derive from the analysis, including an Integrated Marketing Communication Program for positioning of a new or repositioning of an existing brand (MBA-2M).

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(B) Contextualized (Globalized) Learning Goal(s):

Upon the successful completion of this course, the student will be able to:

1. See Invariant Learning Goal 2 above.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

B1. See Assurance of Learning Validation A1(d) above.

(C) Instructor Specific Learning Goal(s) (Optional):

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign³. In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty⁴. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (MRKT610), four (4) prioritized teaching and learning strategies focus on:

1. use of the web;

³ Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

⁴ E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

2. reflection activities;
3. solving problems; and
4. in-class interactive discussions.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The instructor was responsive to student questions.
8. The instructor was available for course related consultation and advice.
9. The instructor graded and returned student work and exams promptly.
10. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
18. The instructor was responsive to student needs and concerns.
21. The instructor assigned challenging course work.
22. The instructor provided helpful, constructive feedback on assignments and course work.
23. The instructor acknowledged cultural differences and diversity among students.
24. The instructor helped me understand the subject matter.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach⁵. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work

⁵ See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf on February 22, 2010.

required in the course, the degree of challenge in the coursework, and level of critical analysis, among others⁶.

This course is primarily Socratic in teaching style and relies on applications that are brought forward by both the instructor and the students. The AHP team project requires interactive dialog in determining criteria for inclusion and additional student inputs; the end result of each AHP project is also discussed by each team at the end of the semester with oral reflection from the team and the class. Excel and Solver are integrated into the course as a technology decision support tool throughout. While the course is primarily a problem solving course, an additional emphasis on modeling problems that reflect current and contemporary issues is embedded into the instruction and the student learning outcomes. Readings are assigned weekly; the timing of the Assurance of Learning Validations is provided in Section 17.

7. Required Resource(s)

Keller, K. (2008). *Strategic Brand Management*. 3rd Edition. Prentice Hall. ISBN-13: 9780131888593.

Poczter, A. *Article for I Branding*. Forthcoming.

8. Reference Resource(s)

Davis, J. (2010). *Competitive Success: How Branding Adds Value*. Wiley. ISBN: 978-0-470-99822-9.

Brand Portfolio Management by David Aaker (Free Press, 2004)

Building Strong Brands by David Aaker (Free Press, 1996)

The Infinite Asset by Sam Hill and Chris Lederer (HBS Press, 2001)

The Masterbrand Mandate by Lynn Upshaw and Earl Taylor (John Wiley, 2000)

Uncommon Practice, edited by Andy Milligan and Shaun Smith (FT Prentice Hall, 2002)

Brand Asset Management by Scott Davis (Jossey-Bass, 2000)

Marketing Aesthetics by Bernd Schmitt and Alex Simonson (Free Press, 1997)

[Global Brand Integrity Management : How to Protect Your Product in Today's Competitive Environment, 1st Edition](#), by Richard S. Post and Penelope N. Post (McGraw-Hill, 2008)

Building Brand Identity by Lynn Upshaw (John Wiley, 1995)

Relevant Journals and Magazines for consultation

Marketing, Management and Business

- Journal of Brand Management [Palgrave Macmillan Journals](#) >
- Strategic Management Journal

⁶ Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

- Journal of Business Strategy
- Business Week
- Fortune
- Harvard Business Review
- The Economist
- California Management Review
- Business Horizons

Internet search websites

- www.brandchannel.com
- www.brandforward.com
- <http://www.brandweek.com/>
- www.mckinseyquarterly.com
- www.prophet.com
- www.buildingbrands.com
- www.brandkeys.com
- www.brandbuilding.com
- <http://www.interbrand.com>
- www.nbia.org
- www.harvardbusinessonline.com
- www.business.com
- www.findarticles.com
- www.managementfirst.com
- www.oclc.org
- www.mbs.umd.edu/dingman
- www.fastcompany.com
- www.strategicmanagement.com
- www.mamma.com
- www.bplans.com
- www.businessplans.com
- www.csuchico.edu/mgmt/strategy
- www.internalbusinessplans.co.uk
- www.inc.com
- www.sbinfocanada.about.com
- www.efqm.org
- <http://www.hoovers.com>
- www.businessweek.com

...in global business education

- www.fortune.com
- www.wsj.com
- <http://www.annualreportservice.com>
- <http://www.vlib.org>
- <http://www.mckinseyquarterly.com/>
- <http://www.bcg.com/>
- <http://knowledge.wharton.upenn.edu/>
- <http://hbswk.hbs.edu/forms/newsletter.html>

9. Assessment Methodology and Grading Guidelines

Instrument	Points(i.e.
Test: Final	30 points
Brand “I” Assignment (See A1)	20points
Brand Analysis Project (See A2)	50points
TOTAL	100points

10. Grading Guidelines: The final grade for the course will be calculated using the relevant grading scale:
N/A

11. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

12. Deductions for Late Arrival, Early Departure, and Unexcused Absences:

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13. Policy for Make-Up Assignments or Quizzes:

14. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of their classroom or laboratory, including teaching and research.

15. Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.
- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations may be requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.
- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

16. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses,

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tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

17. 8 Week Topical Class Schedule

Week	Topic	Reading
Wk 1	Concept of Product Class, Category, Form, and Brand. Customer Based Brand Equity and Strategic Brand Management	Chs. 1 & 2
Wk 2	Brand Positioning, Elements of a Brand, Brand Attributes. Nature and Measurement of Attitudes. Designing Programs to build Brand Equity	Chs. 3-5
Wk 3	Sources of Brand Equity. Developing Brand Equity Measurement System. Field Deployment: Validity and Reliability of Secondary and Primary Data – Experiments and Surveys	Chs. 8 & 9
Wk 4	Integrating (Integrated)Marketing Communication. Leveraging Secondary Brand Association	Chs. 6 & 7
Wk 5	Managing Brands over Market Segments, Cultural and Geographic Borders <i>"I" Brand Assignment is due</i>	Ch. 14
Wk 6	Growing and Sustaining Brand Equity	Chs. 11 & 12
Wk 7	<i>Brand Analysis Project is due.</i>	
Wk 8	Final Examination	

18. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

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On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.

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