

BUILDING AND MANAGING BRAND EQUITY

MAR 6335

Module 2, Fall 2023

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Term: Fall 2023 – Module 2 – 10/23/2023 through 12/13/2023
Monday/Wednesday, Periods 7-8 in HGS 340

Section: Class# 26663-R204

COURSE OBJECTIVES

This course is devoted to the management of brand equity, i.e., the value of the brand to the organization. Specific topics to be covered include defining and measuring brand equity, branding a service, internet branding issues, brand positioning, building and leveraging a brand, strategic brand management, and brand extension. *Brand management* has traditionally been associated with consumer products and services markets, though there is increasing interest in branding by firms that operate in industrial markets. The brand manager's key focus is developing and building the brand itself, which may extend across multiple product categories. The course is designed for both marketing specialists and generalists. It exposes students to the contemporary challenges faced by a broad variety of firms in creating, maintaining, and managing brand equity over both the short and long term. The settings of the cases used in the course are quite diverse in terms of the sizes of the organizations involved and the types of markets they serve. The course is therefore not only relevant to students whose interests are in brand management, but also those interested in general marketing management.

COURSE MATERIALS

1. Business Cases and Selected Readings (required course pack at HBSP)

Several Harvard Business School Publishing cases and readings are assigned during the course. These are not free or available from the library, so you will need to purchase the course pack from HBSP. To access the course pack, click on this link: <https://hbsp.harvard.edu/import/1074827>. Once you are on the Harvard Business Publishing site, you will need to either create a student account or log in to your existing one. You will then be prompted for payment for the course pack.

2. Selected Articles on e-reserve (link on Canvas website)

These articles, most of which are from *Harvard Business Review*, are on reserve in the UF library (ARES e-reserves). To access these articles, **click on the Course Reserves link** on the Canvas course homepage. **NOTE: You will need to use the UF VPN connection** or the UF Proxy server to access these readings: <http://www.uflib.ufl.edu/ufproxy.html>. **You MUST use the Firefox web browser (www.mozilla.org)** to access Course Reserves through Canvas. The Chrome browser does not display the Course Reserves correctly. Although this may be a bit cumbersome, it saves about \$50 on the cost of a course pack.

3. Lecture PowerPoints (posted on Canvas website)

4. Video lectures (accessed via Mediasite link on Canvas)

Students are expected to view all assigned lectures by the scheduled dates.

COURSE FORMAT/CLASS CONDUCT

This course will be taught using a formal team-based learning (TBL) approach, which relies on a “flipped classroom” format. In essence, prior to each class session, you will view some pre-recorded mini-lectures, read assigned articles, and prepare for case discussions. Our time in class will be devoted to individual and team-based assignments, case discussions, and presentations. There will be limited lecture/discussion in class. The flipped classroom TBL pedagogy is based on an active participation model that has proven to be effective in many fields, particularly in medicine. The TBL model is designed to ensure active preparation and participation as well as curtailing the “free-riding” problem that is often encountered in team work.

Timely preparation of readings, case analyses and homework assignments is required. The issues discussed in the course typically require both qualitative and quantitative analyses (e.g., economic cost-benefit, financial and market research data analyses). To facilitate active attention and participation, **all laptops will be closed and cellphones stowed during class except when the instructor indicates otherwise.**

ASSIGNMENTS AND STUDENT TASKS

1. Readings and Lecture Videos

Students are expected to complete all assigned readings and view assigned lecture videos prior to the related class session. The TBL model incorporates “readiness assurance” quizzes to encourage preparation.

2. Case Analyses and Discussions

Several cases will be discussed in class during the course. The titles of these cases and class sessions when they will be discussed are indicated in the schedule. Students are expected to read and analyze assigned cases carefully and be prepared to discuss them on the assigned dates. To assist you in your preparation, “discussion questions” for each case are provided. All cases require that each student be thoroughly prepared in order to maximize learning and their contributions to team work and class discussion.

3. In-Class Assessments

Several in-class assessments occur during the semester. Some are individual; others are team-based. These assessments will be described in more detail during the class sessions in which they are embedded. To receive credit for the team assessments, students must be present in class.

LockDown Browser Requirement

This course requires the use of LockDown Browser for online quizzes and exams. Watch this video to get a basic understanding of LockDown Browser:

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

- Select a quiz from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the quiz page in a standard browser
- LockDown Browser will launch and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

Guidelines

When taking an online quiz or exam follow these guidelines:

- All assessments will be done during regular class meeting times
- All assessments will be done in the classroom—no remote testing
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials - books, papers, other computers, or devices

- Remain at your desk for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

4. **Brand Audit Project (to be conducted by teams)**

Students will work in brand management teams (formed on the first day of class) to conduct a brand audit of a leading brand. Each team must study a different brand. The brand audit is an in-depth examination of the brand. The goal of the brand audit is to assess the sources of brand equity and suggest ways to improve and leverage that equity. The brand audit is comprised of the *brand inventory* (a comprehensive summary of the firm's marketing and branding program), the *brand exploratory* (an in-depth consumer analysis of consumer perceptions of the brand), and the *brand strategy*. Typically, the information needed to complete the brand inventory can be found on the company website, in trade publications, in company annual reports, 10-K filings, and, occasionally, interviews with company executives. To construct the brand exploratory, students conduct their own primary data collection in the form of (a) web, (b) qualitative and (c) quantitative research. After developing a detailed description of how the consumer views the brand in the brand exploratory, the final task is to provide strategy recommendations concerning how the brand should be managed. How can brand equity be built and/or how can it be effectively leveraged into new product categories? The rubrics that will be used to evaluate Brand Audit submissions are posted on the course website under the Assignments tab for the two Brand Audit assignments. **Refer to the Assignments tab for full details on these two assignments.**

5. **Course Grading**

Five in-class individual readiness assurance tests (iRAT)—50 points
 Five in-class team readiness assurance tests (tRAT)—50 points
 One in-class team assignment—20 points
 In-Class Midterm Exam—60 points

- Brand Inventory Report (team)—40 points
- Brand Inventory Presentation (team)—5 points
- Brand Exploratory & Strategy Report (team)—70 points
- Brand Exploratory & Strategy Presentation (team)— 5 points
- In-Class Final Exam—60 points
- Peer evaluations—20 points
- Class participation—20 points

Points will be converted to percentages (of 400 total points), which will be converted into letter grades as follows:

<u>> 95</u>	<u>> 91</u>	<u>> 87</u>	<u>> 83</u>	<u>> 79</u>	<u>> 75</u>	<u>> 71</u>	<u>> 67</u>	<u>> 63</u>	<u>> 59</u>	<u>> 55</u>	<u>< 55</u>
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Here is a link to the University policy on assigning grade points:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Important Course Policies:

Attendance and Participation: You will be expected to come to class prepared to participate in class discussions and activities. Because participation will be an important part of the learning process, **attendance is mandatory**. If you know you will be missing a class due to illness or an unavoidable conflict, you must contact the instructor in advance and make arrangements for making up the work.

Course Conduct: Late arrivals are disruptive to the class. You are expected to be in class on time; if you miss a quiz because you are late to class, you will receive a zero. If you are late to class or need to leave class for an appointment or an emergency, please be respectful of your fellow students and the professor. Be as quiet as possible when leaving or entering.

Students with Disabilities: Students needing academic accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide a letter listing necessary accommodations to the student, who must then provide this documentation to the instructor when requesting accommodations. For further information, visit <https://disability.ufl.edu/>

Academic Integrity: You are expected to adhere to the University of Florida Honor Code. Plagiarism, cheating, prohibited collaboration or consultation, as well as other violation of the University Honor Code will NOT be tolerated. Any violation will be handled according to the UF Honor Code Procedures. For further information, visit <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Course evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their

Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Course Schedule

Monday, October 23

Theme: Introduction to Strategic Brand Management

View Lecture Videos:

- 01_01 – What is a Brand?
- 01_02 – Value of a Brand
- 01_03 – Brand Equity Components I
- 01_04 – Brand Equity Components II
- 01_05 – Brand Equity Components III
- 01_06 – Brand Equity Components IV

Read: “Marketing Reading: Brands and Brand Equity” [hereafter abbreviated MRBBE] (in Harvard course pack <https://hbsp.harvard.edu/import/1074827>), pp. 1-17

In Class: Lecture/Discussion: What is a Brand?
Meet in teams – select brands to be audited

Wednesday, October 25

Theme: Positioning

Read: “Marketing Reading: Brand Positioning” (in Harvard course pack)

View Lecture Videos:

- 02_01 – Brand Positioning I
- 02_02 – Brand Positioning II
- 02_03 – Brand Positioning III
- 02_06 – Personal Branding [optional]

Analyze: Saxonville Sausage Company case (in Harvard course pack)

In Class: Team-Based Learning Quizzes (individual and team)
Saxonville Sausage Company case discussion
Locate (or create) positioning statement for your brand

Discussion Questions for Saxonville Sausage case **[for class discussion, not a written assignment]**

1. What is Saxonville's current situation?
2. Does Italian sausage offer a viable market opportunity for Saxonville?
3. Which positioning concept do you recommend? Why?

Monday, October 30

Theme: Brand Architecture

View Lecture Videos:

- 02_04 – Brand Portfolios
- 02_05 – Brand Architecture

Analyze: “Bud Light is Ailing—Can a New Agency Fix It?” *Ad Age* 2022 (in e-reserves)

In Class: Team-Based Learning Quizzes (individual and team)
Discuss Bud Light article
Work on Brand Inventory in teams

Discussion Questions for Bud Light [for class discussion, not a written assignment]

1. Despite award-winning advertising, Bud Light's sales volume and market share have been declining for over a decade. What are some of the reasons why?
2. Should InBev management continue to pursue its current strategy for Bud Light, or should they “double down” on the beer category and resist launching more Bud Light seltzer extensions?

Wednesday, November 1

Theme: Brand Inventory

Deliverable 1: Brand Inventory Report (Word report due before class on Canvas website)

This report should include a catalog of all brand elements, product attributes and marketing activities related to the brand. It should be submitted to the course website in the form of a **12-point font, double-spaced Word** document or PDF. **Include a cover page featuring the brand logo or other suitable visual, with all team members listed (this will not count against your word total).** The report should comprise **about 1500 words and no more than five exhibits**. See Canvas assignment page for full details and a rubric that will be used to grade the report.

Deliverable 2: Brand Inventory presentation (PPT—due on Canvas before class)

In Class: Brand Inventory presentations (by teams)

Teams (order to be selected randomly at the beginning of class) will present a succinct 5-minute summary of their Brand Inventory Report. The presentation must be supported by PowerPoint slides (6-slide maximum) and must include (a) a formal positioning statement for the brand, (b) a diagram of the product/brand portfolio, and (c) the brand identity matrix (described in the assignment on Canvas). Due to time constraints, presentations will be strictly limited to 5 minutes, with a short period following for Q&A and discussion. Not all team members need to be involved in the presentation, but all must be present, at the front of the room, and prepared to discuss and answer questions.

Monday, November 6

Theme: Integrated Marketing Communication

View Video Lectures:

- 05_01 – IMC Foundations
- 05_02 – IMC Non-Traditional Marketing
- 05_03 – IMC Influencer Marketing

In Class: Guest speaker Doug Brames, SVP Marketing,
Telrite Holdings/PureTalk

Wednesday, November 8

Theme: Researching the “Voice of the Customer”

View Lecture Videos:

- 03_01 – Qualitative Research I
- 03_02 – Qualitative Research II
- 03_03 – Qualitative Research III
- 03_04 – Qualitative Research IV
- 03_05 – Qualitative Research V
- 03_06 – Quantitative Research I
- 03_07 – Quantitative Research II
- 03_08 – Quantitative Research III

Read: Madsbjerg, Christian, and Mikkel B. Rasmussen, “An Anthropologist Walks into a Bar...” *Harvard Business Review*, 2014 (in e-reserves)

Moore, Marian Chapman, “Linking Products and Consumers: The Consumer Benefit Ladder Approach” (in Harvard course pack)

In Class: Work in teams to conduct C2C web research and design qualitative research

Monday, November 13

Theme: Branding of Services

View Lecture Videos:

- 04_01 – Delivering Services
- 04_02 – Staging Experiences
- 04_03 – Customer Lifetime Value
- 04_04 – CLV Computational Help

Read: Pine, Joseph B. II, and James Gilmore, “Welcome to the Experience Economy,” *Harvard Business Review*, 1998 (in e-reserves)

Analyze: Rosewood Hotels & Resorts case (in Harvard coursepack)

Homework: Customer Lifetime Value computation

In Class: Team-Based Learning Quizzes (individual and team)
Discuss Rosewood Hotels & Resorts case

Discussion Questions for Rosewood Hotels & Resorts case [for class discussion, not a written assignment]

1. Why is Rosewood considering a new brand strategy?
2. What are the pros and cons of moving from individual brands to a corporate brand?

Wednesday, November 15

Theme: Relaunching a Brand

View [Optional]:
05_04 – IMC Outbound Digital Marketing
05_05 – IMC Inbound Digital Marketing
05_06 – IMC Managing Social Media
05_07 – IMC Social Media Campaigns

In Class: Guest speaker Eric Skubish (via Zoom), Brand Director, Bobak’s

Monday, November 20

Theme: Brand Extension & Midterm Exam

View Lecture Videos:

06_01 – Brand Extension I
06_02 – Brand Extension II

Read: Aaker, David, “Brand Extensions: The Good, the Bad, and the Ugly,” *MIT Sloan Management Review*, 1990 (in e-reserves)

MRBBE, pp. 24-27

Analyze: Mountain Man Brewing Company (in Harvard course pack)

In Class: Midterm Exam (open case, readings, PPT, notes—print only, laptop required)

Questions to consider for Mountain Man case [read case carefully in preparation for exam]

1. What has made Mountain Man beer so successful?
2. Why are Mountain Man’s sales declining?
3. Is it feasible for MMBC to launch a light beer?

Wednesday, November 22

No Class – Thanksgiving holiday

Monday, November 27

Theme: Brand Elements

Read: MRBBE, pp. 17-21, 38-39

View Lecture Videos:

07_03 – B2B Branding

Analyze: Black & Decker (A) case (in Harvard coursepack)

In Class: Team-Based Learning Quizzes (individual and team)
Discuss Black & Decker case

Discussion Questions for Black & Decker case [for class discussion, not a written assignment]

1. Why is Makita outselling B&D by 8-to-1 in an account that gives them equal shelf space?

2. Why are B&D's market shares so different in the Industrial and Tradesmen segments?
3. Is Joe Galli's objective of challenging Makita for leadership in the tradesmen segment a realistic one?

Wednesday, November 29

Theme: Brand Relationships and Brand Communities

View Video Lectures:

07_01 – Brand Relationships

07_02 – Brand Communities

Read: Fournier, Susan, and Lara Lee, "Getting Brand Communities Right." *Harvard Business Review*, 2009 (in e-reserves)

MRBBE, pp. 23-24

In Class: Rebranding Pitch Competition (team)

Monday, December 4

Theme: Purpose-Driven Branding

Read: Rodriguez Vila, Omar, and Sundar Bharadwaj, "Competing on Social Purpose," *Harvard Business Review*, 2017 (in e-reserves)

View Video Lectures:

06_03 – Purpose-Driven Branding

06_04 – Black Lives Matter Brand Response

06_05 – Brands in Crisis

06_06 – Brand Response to COVID-19

Read and Analyze: "I Scream, You Scream, We All Scream for Social, Economic, and Environmental Justice" *Bloomberg Businessweek*, 2020, and "Does Your Mayo Need a Mission Statement?" *Wall Street Journal*, 2022 (both articles in e-reserves)

In Class: Team-Based Learning Quizzes (individual and team)

Discuss articles

Work on Brand Exploratory/Brand Strategy Report in teams

Discussion Questions for articles [for class discussion, not a written assignment]

1. Why is Unilever "all in" on purpose-driven branding?
2. What are the three strongest reasons for a brand to engage in some form of activism?

3. What are the three most significant drawbacks to engaging in brand activism?

Wednesday, December 6

Theme: Brand Exploratory and Strategy

Deliverable 1: Brand Exploratory/Strategy Report (Word document due before class on Canvas website)

Your report should cover all aspects of the brand described below. It should be submitted in the form of a 12-point font, double-spaced Word document or PDF. **Include a cover page featuring the brand logo or other suitable visual, with all team members listed (this will not count against your word total).**

Brand Exploratory/Strategy – the *brand exploratory* is directed at understanding what consumers think and feel about the brand and its competitors. The principal dimensions are brand awareness, associations, perceived quality, and loyalty. The answers will come from primary data collection. Following this, the findings from the brand inventory and brand exploratory are to be compared and contrasted, with resultant implications for recommended *brand strategy* going forward. Your report should cover all aspects of the brand described below and should consist of **about 2500 words and up to ten exhibits**, as needed. **See Assignment section of the course Canvas site for complete details on this report as well as a rubric that will be used to evaluate it.**

Deliverable 2: Brand Exploratory/Strategy Report (PPT deck due before class on Canvas)

In Class: Brand Exploratory/Strategy Presentations (by teams)

Teams (to be selected randomly at the beginning of class) will present a succinct 5-minute summary of the Brand Exploratory/Brand Strategy Report. The presentation must be supported by PowerPoint slides (10-slide maximum) and should emphasize (1) what has been learned about the brand and (2) what is recommended for the brand going forward. The PPT must include the GAP analysis described on the assignments page. Due to time constraints, presentations will be strictly limited to 5 minutes, with a five-minute period following for Q&A and discussion. Not all team members need to be involved in the presentation, but all must be present, at the front of the room, and prepared to discuss and answer questions.

Monday, December 11

Final Exam! In class. Multiple choice, short answer, and a brief case analysis. Open book and notes (printed only), laptop required.

A Note on Recording Classes:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Useful Campus Resources:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.