

# Brand management (intensive course)

**EM054M4GA1**

## Program

**PGE**  
Visitants

## UE

Brand management

## Semester

A

## Discipline

Marketing

## Contact hours

**27 H**

## Number of spots

45

## ECTS

5

## Open to visitors

Yes

## Language



## Coordinator

JUSTIN PAUL 

## List of lecturers

Lecturer(s)	Email	Contact hours - lecture
JUSTIN PAUL	<a href="mailto:justin.paul@upr.edu">justin.paul@upr.edu</a>	27 h

### Pedagogical contribution of the course to the program

#### **Développer un management à impact grâce aux connaissances et aux outils les plus récents dans les domaines du management**

Developing a strategic and managerial vision in a complex, uncertain and changing environment

Design solutions adapted to organizational problems by applying relevant methodologies

#### **Développer des compétences managériales de niveau avancé se traduisant par un leadership responsable**

Co-build a managerial and organizational culture through collaborations and team projects

Effectively argue his ideas orally and in writing with a professional posture

Adopt a responsible leadership posture by being an actor in its own development and that of its teams

#### **Pratiquer un management à impact dans un environnement multiculturel et international, porté par un "European mindset"**

Communicate in a professional context in (foreign) languages, in writing and/or orally

Formulate solutions to organizational challenges in a multicultural and international context, driven by a "European mindset"

### Description

People are captivated by brands. Apple, Harley-Davidson, LV.. the list goes on and on. What makes individuals fall in love with brands? What factors contribute to the success of these brands? What strategies do companies use to create memorable brand experiences? Such issues will be addressed in this course on Product Policy and Brand Management. This course is designed to assist students improve their marketing abilities and raise their understanding of marketing topics from the perspective of brands. The course is divided into two parts: product management and brand management.

The course would use a mix of lectures, case and article discussions, and assignments. A set of readings/cases are assigned for most of the classes. Students are expected to read them before the class. The seminar approach is found most suited for an elective course that examines in greater depth a functional area of marketing. Also, group working suits well for these forms of learning. Ten groups of 6 members (approx) will select any topic and the

respective cases/articles for in-depth study and class presentation.

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## Teaching methods

### Face-to-face

- Lectures

### In group

- Case studies/texts

### Interaction

- Discussions/debates

### Others

**No items in this list have been checked.**

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## Learning objectives

### Cognitive domain

Upon completion of this course, students should be able to

- - (level 3) **provide** practical perspectives and ideas to manage brands in different sectors
  - - (level 4) **examine** the process of building prestigious brands
  - - (level 6) **develop** an understanding and competence in dealing with problems related to managing existing products and brands, developing new products, and executing marketing decisions on new products
  - - (level 6) **integrate** critical thinking and analytical abilities on brands and product management challenges.
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### Affective domain

Upon completion of this course, students should be able to

**None affective domain have been associated with this course yet**

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## Outline

1/ Introduction to Branding (Chapter 1, Keller)

Case: Branding Yoga

Morris, Betsy (1996), "The Brand's the Thing", Fortune [serial online], Vol. 133 (4), March 4, pp. 72-86.

Discussion Note: Brands and Branding

Discussion Note: Understanding Brands

2/ Brand Equity ; Brand Elements for building brand equity (Chapter 2. Keller Chapter 4, Keller)

Case: Dove: Evolution of a Brand

Case: Naming the Edsel (condensed) [as add-on case]

3/ Brand Positioning (Chapter 3, Keller)

Case: Bajaj RE60: The branding challenge of Disruptive Innovation

Christensen, C. M., Raynor, M., & McDonald, R. (2015). "What is Disruptive Innovation?" Harvard Business Review, 93(12), 44-53.

Rafii, F., & Kampas, P. J. (2002), "How to Identify Your Enemies Before They Destroy You", Harvard Business Review, 80(11), 115-123.

Case: Uber: Changing the Way the World Moves (to be used as a supplementary reading – not for class discussion)

4/ IMC and Secondary; Brand Associations (Chapter 5, 6 Keller)

Case: The Pepsi Refresh Project: A Thirst for Change

Fournier, Susan, and Jill Avery (2011), "The uninvited brand", Business Horizons Vol. 54(3), pp.193-207.

Aaker, David (1990), "Brand extensions: The good, the bad, and the ugly". Sloan Management Review, Vol. 31(4), pp. 47-56.

5/ Measuring Brand Equity; Special Topic: Marketing of Celebrities. (Chapter 9, Keller; Chapter 10, Keller; Chapter 11. Keller)

Case: Maria Sharapova: Marketing a Champion (A)

Bhat, Harish (2009), "Brands and their fallen heroes", The Hindu Business Line, December 17.

6/ Sustaining Brand Equity (Chapter 12, Keller)

Case: Altius Golf and the Fighter brand

Ritson, Mark (2009), "Should You Launch a Fighter Brand?" Harvard Business Review, Vol. 87(10), pp.86-94.

Thomas, Sunil, and Chiranjeev Kohli (2009), "A brand is forever! A framework for revitalizing declining and dead brands", Business Horizons, Vol.52 (4), pp. 377-386.

7/ Brand Positioning exercise

In-class exercise on brand positioning

8/ Project Presentations

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**No prerequisite has been provided**

**Knowledge in / Key concepts to master**

**No prerequisite has been provided.**

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## Teaching material

### Mandatory tools for the course

- Computer

### Documents in all formats

- Syllabus

### Moodle platform

**No items in this list have been checked.**

### Software

- Pack Office (Word, Excel, PowerPoint, Access)

### Additional electronic platforms

**No items in this list have been checked.**

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## Recommended reading

Main reading material

Strategic Brand Management, 5/e. Kevin Lane Keller, Vanitha Swaminathan, , Pearson Education.

Additional literature

**No reading material has been provided.**

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### EM Research: Be sure to mobilize at least one resource

Textbooks, case studies, translated material, etc. can be entered

**No reading material has been provided.**

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## Assessment

### List of assessment methods

**Intermediate assessment / continuous assessment 1**Other (date, pop quiz, etc.) : TBD

Written / Individual / English / Weight : 10 %

**Details :** These components are useful to evaluate and appraise the students' comprehension of ideas

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**Intermediate assessment / continuous assessment 2**Other (date, pop quiz, etc.) : TBD

Written and oral / Group / English / Weight : 15 %

**Details :** Class presentations: Students are expected to work in groups for case study since it allows them to explore conflicting viewpoints on a business challenge

**Intermediate assessment / continuous assessment 3**Other (date, pop quiz, etc.) : TBD

Written and oral / Group / English / Weight : 40 %

**Details :** Final project: This component enables students to demonstrate their ability to link the knowledge and skills gained in the course with applied research in their particular fields. This also allows them to demonstrate their abilities in both oral and written communication

**Intermediate assessment / continuous assessment 4**Class no. All

Oral / Individual / English / Weight : 5 %

**Details :** Attendance, class participation: Encourages students to participate meaningfully in class.

**Final evaluation**Last class

Written / Individual / English / Weight : 30 %