1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

   Date Submitted: 11/25/2013

1b. Department/Division: B&E Graduate Center

1c. Contact Person

   Name: Steven Skinner

   Email: steve.skinner

   Phone: 257-1543

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number: EMBA 612

2c. Full Title: Marketing Management II

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides students with insight into how profitable branding strategies can be created by addressing three important questions: (1) How do you build brand equity? (2) How do you capitalize on brand equity to expand your business? (3) How can brand equity be measured?

2k. Prerequisites, if any: Admission to the EMBA program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   Yes

   If YES, enter the off campus address: Possibly at the University of Louisville

4. Frequency of Course Offering: Spring,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   40

7. Anticipated Student Demand

    Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   Yes

   If YES, name the proposed new program: Joint Executive MBA Program with the University of Louisville

   b. Will this course be a new requirement for ANY program?:   No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

    a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name:

   SIGNATURE|ZNNIKO0|Roshan N Nikou|EMBA 612 NEW Graduate Council Review|20140107

   SIGNATURE|MKT210|Steven J Skinner|EMBA 612 NEW College Review|20131125

EMBA 612
MARKETING MANAGEMENT II

Professor:
Office:
Office Hours:
Phone:
E-mail:

Course Description

Some of a firm's most valuable assets are the brands that it has invested in and developed over time. Although manufacturing processes can often be duplicated, strongly held beliefs and attitudes established in consumers' minds about an offering cannot. This course provides students with insight into how profitable branding strategies can be created by addressing three important questions: (1) How do you build brand equity? (2) How do you capitalize on brand equity to expand your business? and (3) How can brand equity be measured?

This course is intended for those interested in learning how brands are managed and employed as strategic assets. In addition to those pursuing a career in marketing, the course may be of interest to those contemplating careers in consulting. The course content therefore has relevance to students pursuing a variety of different career goals (marketing, consulting, entrepreneurship, etc.) in virtually any type of organization (public or private, large or small, etc.).

The course will use cases and in-class exercises to discover the issues and challenges commonly faced by brand managers. These issues are covered in sufficient depth to allow students, upon successful completion of the course, to engage in cogent discussions with practitioners such as category, product, and brand managers.

Learning Outcomes

1.   Identify important issues in planning and evaluating brand strategies.

2.   Describe concepts and techniques designed to improve the long-term profitability of brand.

3.   Summarize the opportunities and challenges typically encountered by brand managers.

4.   Differentiate the concepts and tools commonly used by brand managers.

Course Materials

Readings and cases are available for purchase via the following course link:

http://cb.hbsp.harvard.edu/cb/access/16679378 **(Required)**

A. Class Participation (150 points)

The goal of each class period will be to understand key concepts pertaining to a given topic. In achieving this objective, class format will be varied and will include lecture, discussion, and in-class exercises (including analyses of articles). Given the above format, students should expect to be drawn into class discussion. The level and success of these discussions will directly depend on the willingness of everyone to actively participate. I value quality over quantity in grading participation and respecting your classmates is paramount – academic misconduct of any form will not be tolerated during discussions or any other form of classroom dynamics. Grading of this component will be based on my perception of your performance in both voluntary and directed participation. Each student will receive a participation score for each class (as set forth below); the cumulative points earned will be scaled to a maximum of 150 points.

Grading Scale for Class Participation:

0 – Absent from class (being late will result in a 2 point deduction from any of the following categories). **NOTE:** You can recoup points (maximum 8 points) for an absent day by (1) writing a 2-page summary of the lecture material after viewing it on Tegrity **AND** (2) writing a 2-page summary of each case covered that day. These write-ups need to be submitted **prior to the start of the next meeting.**

5 – Present but does not participate.

6 – Participates with basic information such as case facts.

7 – Offers an opinion or asks/answers a basic question.

8 – Engages in a meaningful discussion with other members of the class.

9 – Shares an analysis using data or evidence from the case or reading.

10 – Provides meaningful insight into a problem or asks a question that is instrumental in advancing the class in its understanding of the case or concept.

B. Exam (300 points)

One exam will be given to assess the degree to which you have learned the material as well as your ability to apply this knowledge in problem-solving situations. The format of the exam will primarily involve short-answer (i.e., paragraph-long) questions.

C. Case Analysis (200 points)

A number of cases have been scheduled. Case analyses will involve several requirements. First, you will be assigned primary responsibility for one case. Working in groups, you will prepare a formal analysis and submit a paper for one of the cases listed in the course schedule. These group papers should not exceed 10 pages in length (double spaced, 12-point font, *including* cover page, references, exhibits, etc.). To prepare written case analyses, students must address the questions provided in the course schedule section of the syllabus; in doing so, students should identify and apply concepts from relevant class discussion and readings. Two groups will be assigned primary responsibility for each case. Please format papers by including each case question in bold as a heading followed by your response to that question.

Papers are due the day the case is assigned (125 points). Additionally, the two groups with primary responsibility will be required to present their analysis for several case questions (those presented in **bold** or *italics* based on whether the team's color is in **bold**, *italics*, or underline) during that same class (50 points).

Deliverables include: a hard-copy of your paper and electronic copies of the paper and the Power Point files used by each team during their presentation. For time management purposes, I'd like to allocate approximately 20 minutes for each team's presentation, including class discussion. Based on my experience, a reasonable assumption would be to develop a presentation that will run roughly half of this total time and assume that discussion will take up the remaining time.

C. <u>Case Analysis (200 points)</u> – Continued

Each team member will receive the group grade for the paper; if needed, these scores may be adjusted based on input from the peer evaluation forms (using the Program's peer evaluation form, which is a file included on the course Blackboard site under "Course Documents"). Those individuals whose contributions are judged by the team to have been unsatisfactory, as identified by written peer evaluations, may receive a <u>substantial</u> grade penalty. **In formatting the paper, in addition to whatever titling you use, please have each question from the syllabus in bold as a heading followed by your response to that question.**

Your group will also be assigned <u>secondary responsibility</u> for one other case in which you will assume a "Board of Directors" role (25 points); two teams will bear this responsibility for each assigned case. In this capacity, it will be your job to, in essence, critique the presentation made by the group having primary responsibility for that case. In doing so, you should question, probe, and explore the comments offered by the presenting group. Several comments are in order here. First, all criticism you provide should be constructive and well-founded on the facts associated with the case. Second, please ensure that the criticism you offer is made with the utmost respect for the presenters -- the idea is <u>not</u> to "show up" other students, but to provide an alternative perspective that may lead to a greater understanding of the issues pertaining to the case. The instructor will adhere to these same guidelines in providing commentary on cases.

Finally, as individuals, you will be expected to contribute to discussion for <u>all</u> other cases. Specifically, you should be prepared to discuss the issues identified in the case. In order to do this, you should attempt to link the issues raised in the case with course concepts. **If preparation for and participation in case discussions falls to unacceptable levels, I will require each team to submit a five-page executive summary of responses to the questions for all remaining cases.**

Grading

	Points	Percent
Class participation	150	23.08%
Exam	300	46.15%
Case analysis	200	30.77%
Total	650	100%

Grading Scale

A	90%-100%
B	80%-89.99%
C	70%-79.99%
E	<70%

Following is the schedule for case assignments for the term:

Responsibilities			
Case	**Primary**	**Secondary**	**Discussion**
Samsung Electronics Company	Instructor	-	All teams *
Introducing … The XFL	**Maroon** & *Yellow* Teams	White & Purple Teams	All teams
Land Rover North America	**Red** & *Black* Teams	Green & Orange Teams	All teams
Inside Intel Inside	**White** & *Purple* Teams	Maroon & Yellow Teams	All teams
Introducing New Coke	**Green** & *Orange* Teams	Red & Black Teams	All teams
Dove: Evolution of a Brand	Instructor	-	All teams *

* <u>Each team</u> will need to submit a four page summary (double-spaced) of responses to the case questions for this case. These summaries will not be graded *per se* but (1) they will prepare you for case discussion, which factors into your participation score and (2) not submitting them will result in a penalty to your participation score.

Course Schedule

The following is a tentative schedule for the course and, as such, may be subject to revision. It is the responsibility of the instructor to ensure that all students are informed of any changes to the following schedule by an announcement in class or the distribution of a revised course schedule. It is the responsibility of the student to ensure that s/he is aware of any such changes. Readings are assigned for class meetings. You are **strongly encouraged** to read the assigned material **before** class to enable you to discuss the material from the readings. Note that "HBSP" refers to Harvard Business School Publishing.

DAY/DATE:

TOPIC: *Introduction to brand management*
READING: "Brands and Branding" (HBSP 503045-PDF-ENG)

TOPIC: *Building sustainable competitive advantages*
READING: "If Brands are Built over Years, Why Are They Managed Over Quarters?" (HBSP R0707H-PDF-ENG)

DAY/DATE:

TOPIC: *Brand concept management*
CASE: Samsung Electronics Company (SEC) (HBSP 504051-PDF-ENG)
QUESTIONS: (1) How has SEC come out of nowhere to become the 25th most valuable brand in the world? Contrast the "old" and the "new" Samsung brand concept in terms of awareness and image. What are differences in the brand's key associations and essence over time? (2) Are the effects of the SEC re-positioning strategy uniform worldwide or not? What are the similarities and differences in brand awareness

and meanings that exist across the various markets in which SEC operates? What implications does this have for SEC's branding strategy? (3) Diagnose the SEC brand concept. What are the brand's strengths and weaknesses? From a branding perspective, what should SEC do to leverage these assets and/or overcome these liabilities? (4) What do Samsung and CMO Eric Kim need to do to become one of the top ten brands in the world? Do you think Samsung will pass Sony? If not, why? If so, when and how?

TOPIC:	*Brand architecture – Introduction/Brand Extension Strategies*
READING:	"The Brand Relationship Spectrum" (HBSP CMR177-PDF-ENG)

TOPIC:	*Brand concept management*
CASE:	Introducing … The XFL! (HBSP 503015-PDF-ENG)
QUESTIONS:	**(1) What was the XFL? What was the brand's positioning? How did this brand positioning relate to the XFL's larger business plan? How did it relate to the U.S. culture at large? (2) For whom were these meanings or images made? In other words, what consumer group(s) represented the XFL's target market(s)?** *(3) How did XFL management bring the XFL concept to life? What were the fundamental strategies and key tactics employed in creating the brand concept or essence for the XFL brand? Evaluate the strengths and weaknesses of these moves, particularly as they evolve and change over time. (4) What factor(s) ultimately determined the fate of the XFL? Why did it fail?* (5) How could partners McMahon and Ebersol have gotten this so terribly wrong? Was there anything these two successful marketers that could have done about it?

TOPIC:	*Brand architecture*
CASE:	Land Rover North America (LRNA), Inc. Case (HBSP 596036-PDF-ENG)
QUESTIONS:	**(1) What does the Land Rover brand represent? How does this meaning differ in the UK versus the US, and what account for these differences?** (2) Who is the typical SUV target consumer? Why do people buy SUVs? How do Land Rover buyers differ from the average SUV buyer on these dimensions? How are changes in the target market reflected in LRNA's strategy for the Discovery, if at all? **(3) At the time the case is set, consumers have over 30 SUV models to choose from. What are LRNA's competitive advantages and disadvantages?** *(4) What are the distinctive roles of the different brands within the Land Rover line and how do they fit within the Land Rover umbrella brand (perhaps as you've defined it in response to questions 1)? Use brand architecture principles from "The Brand Relationship Spectrum" article if needed. (5) How will the equity associated with the Land Rover brand influence the success of the Discovery? How will the Discovery influence the equity associated with Land Rover?*

TOPIC:	*Brand architecture –Branding strategies over the product life cycle*
READING:	"Managing Brands for the Long Run" (HBSP CMR150)

TOPIC: *Brand extension strategies*
CASE: Inside Intel Inside (HBSP 502083-PDF-ENG)
QUESTIONS: **(1) What was the original motivation behind Intel's decision to launch the "Intel Inside" branding campaign? Related to this, from a consumer's perspective, how does the "Intel Inside" logo affect their PC buying decisions? (2) What has been the brand promise in all of Intel's advertising campaigns throughout the years? What core values associated with the Intel brand have been reflected in these campaigns?** *(3) What do you think of the Blue Man Group Advertisements? Why does Lewnes consider this campaign to be "one of the biggest advertising breakthroughs" in the company's ten-year history? Do you agree with the direction the campaign appears to be taking? (4) Should the company extend the "Intel Inside" branding campaign to other non-PC categories such as cell phones and PDAs? Why or why not? Would your decision change if Intel was considering these extensions today? Why?* (5) Predict what will happen to the Intel's core values and essence in the future. How are these predictions contingent upon your answer to question (4)?

TOPIC: *Brand extension strategies*
CASE: Introducing New Coke (HBSP 500067-PDF-ENG)
QUESTIONS: **(1) What *is* Coca-Cola? In terms of Ted Levitt's famous question, "What business is it in"? (2) What was Coca-Cola's brand building strategy? Where did Coke's meanings come from? How did Coke's meanings make a connection to America and Christmas?** *(3) What was Pepsi's "meaning management" game? Was it really a threat to Coke? How should Coke have responded to Pepsi's meaning making advances? (4) What threats to the cultivation of brand meaning does the case reveal? Drawing upon our coverage of course concepts, in retrospect, what was the strategic importance of introducing New Coke on the firm's brand architecture?* (5) Coca-Cola invested $4 million in market research, yet they still got it very wrong. Keough claims "all the time and money poured into consumer research on the new Coke could not reveal the deep emotional attachment to the original Coca-Cola felt by so many people, the passion for original Coke… it is a wonderful American enigma, and you cannot measure it any more than you can measure love, pride, or patriotism." Is Keough right? If so, how can you manage it if you can't measure it?

TOPIC: *Measuring brand equity: brand metrics and brand value*
READING: "The Brand Bubble" (available as a download from BlackBoard under Course Documents), *Re-read "If Brands are Built over Years, Why Are They Managed Over Quarters?" (from 02.20.13 class)*

READING: Check out Interbrand's 2012 "Top 100 Brands" on Interbrand's website: http://www.interbrand.com/en/best-global-brands/2012/Best-Global-Brands-2012-Brand-View.aspx#

Read "Applications and Methodology": http://www.interbrand.com/en/best-global-brands/2012/best-global-brands-methodology.aspx

TOPIC: *Brand architecture –Branding strategies over the product life cycle*
CASE: Dove: Evolution of a Brand (HBSP 508047-PDF-ENG)
QUESTIONS: (1) What is a brand? Why does Unilever to want fewer of them? (2) What was Dove's market positioning in the 1950s? What is its positioning in 2007? (3) How did Unilever organize to do product category management and brand management in Unilever before 2000? What was the corresponding structure after 2000? How was brand meaning controlled before 2000 and how is it controlled at the time of the case? (4) Spend a little time searching blogs to get a sense of what people are saying about Dove today. What does this discussion contribute to the meaning of the brand? (5) Footnote 1 of the case leads you to a blogger who asks, with reference to the age of YouTube advertising, "Is marketing now cheap, fast and out of control?" Footnote 2 refers to Dove as having started a conversation "that they don't have control of." In "When Tush comes to Dove," Seth Stevenson writes about the "risky bet that Dove is making." Do you see risks for the Dove brand today?

TOPIC: *In-class exam*

Course Policies

Submission of Assignments
Explicit instructions will be given when each assignment is handed out.

Attendance Policy
Given the nature of this program, it is hard to imagine that anyone would ever miss class except for a very good reason.

Makeup Policy
Makeup work will only be allowed if there is an excused absence. If possible, you must notify me before the due date.

Excused Absences
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you

must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.