

MRKT 640: STRATEGIC BRAND MANAGEMENT

Instructor:	Dr. Kimberley Preiksaitis
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Class:	Monday, 6:00 PM – 7:20 PM, Siena Hall 117
Office Hours:	3:00 PM – 5:00 PM Monday, or other times by appointment To book an appointment, please see my appointment calendar [If you would like an alternate time, please email me]

COURSE DESCRIPTION

Some of an organization's most valuable assets are the brands that it has invested in and developed over time. In this course, students take a consumer-centric approach to explore brand management with the goal of identifying the ingredients for building and managing inspired brands. The course focuses on improving student's marketing skills and understanding of specific marketing topics, as well as "big picture" issues of how various aspects of marketing "fit together," all from a brand equity perspective. (Pre-Requisite: MRKT 550 or equivalent; ATTR: GEL, MBA)

This course is:

- (1) Marketing Concentration of the MBA (required)
- (2) MBA program (elective for non-Marketing concentration students)

REQUIRED COURSE MATERIALS

1. Selected articles (available electronically via canvas)
2. Harvard Business Cases (case package is electronic, and can be purchased via the link on Canvas)

SUPPLEMENTAL COURSE MATERIALS

1. Suggested supplemental readings will be posted to Canvas. These are not required, but will enhance the nature of the week's topic(s). In addition, students often inquire about interesting additional readings; for a worthwhile list of suggestions, please visit: Preiksaitis.com/mrkt-640

SCHOOL OF BUSINESS MISSION AND LEARNING GOALS

Mission: We offer a business education integrated with the liberal arts and rooted in the Franciscan values of inclusivity and service. Our AACSB accredited undergraduate and graduate programs develop versatile and socially responsible citizens with the skills to compassionately lead, serve, and succeed.

Vision: Organizations seek our graduates because we develop the whole person, prepared for a successful career and a life of passion and purpose.

SPECIFIC COURSE LEARNING GOALS

At the conclusion of this course, students will be able to:

1. Develop and manage brands.
 - a. Evaluate how consumers' daily experiences with brands are linked to shareholder value.
 - b. Apply core principles underlying a consumer-centric approach to brand strategy.
 - c. Evaluate qualitative and quantitative research tools to assess the meaning and strength of a brand.
 - d. Think creatively and critically about the strategies and tactics involved in building and leveraging inspired brands.
2. Recognize and evaluate ethical dilemmas that managers face while managing brands.
3. Apply branding as the means of communication with firm customers and partners, for the purpose of motivating and influencing to achieve strategic objectives.

CLASS DELIVERY METHOD: HYBRID COURSE, IN-PERSON INSTRUCTION

This class is a hybrid class consisting of a weekly in-person session and weekly online (asynchronous) activities for individuals and groups. All course materials will be provided via Canvas and all assignment submissions will be completed through Canvas. If you have any questions or concerns about the technology required for this class, please contact me as soon as possible (kpreiksaitis@siena.edu).

As a hybrid class, you are required to attend the class sessions that meet in-person and to complete the online assignments by the specified deadlines. There is no option for remote attendance at the in-person sessions as you may have experienced during the past year because of COVID restrictions. Please pay attention to the attendance policy (below, in syllabus) which outlines policies that apply to absences. In addition, deadlines for assignments will be enforced.

Of note: ***There is a significant amount of reading in this course. It is crucial that you read this material prior to coming to class.*** I will begin class with the assumption that you have a basic understanding of the assigned reading. In some classes, we will talk in depth about the assigned

readings whereas at other times we will not talk about them at all – they will serve as a supplement to the class discussions. The readings are intended to give you a background on the topic and/or to give a relevant example of how this topic has been examined. Assuming you come to class prepared and engaged. We should have an interesting and enjoyable learning experience.

COURSE EVALUATION

The following is a breakdown of the market allocation this course uses.

Course Evaluation Overview	
Professionalism	15%
Case Briefs	
Group	10%
Individual	20%
Brand Audit Report Deck + Presentation	30%
Brand Relationship Interview	10%
Brand Equity Report	15%
Total	100%

PROFESSIONALISM

In the business world, you do not get credit for just showing up. What matters is the quality of your ideas and how you express them. Professionalism marks in this class are awarded on a weekly basis through an assessment of your in-class participation (5%) and pre-class participation via answers to pre-class engagement prompts (5%). As all students participate in a large-scale team project in this class, professionalism also accounts for end of term peer/self evaluations (5%).

CASE BRIEFS [INDIVIDUAL]

The goal of the case write ups is to allow you to work on a real-world marketing issues with more depth than what is possible in the classroom. Each student is responsible for completing two case write-ups throughout which address the case questions and provide strategic recommendations.

CASE BRIEF [GROUP]

In advance of each case discussion class, one team will be designated to lead the class in discussion of the case. Through their presentation, the case situation should be addressed with recommendations that address the assigned case questions.

BRAND RELATIONSHIP INTERVIEW

All consumers have relationships to beloved brands. To illuminate the meanings brands contain for the consumers who use them, you will interview a classmate regarding a relationship they have or had with a brand. A written reflection document will overview the brand, how you conducted the interview and what insights were gleaned from the interview conversation.

BRAND EQUITY REPORT

Brands constantly have to adapt to changing consumer needs and wants, restrictions on business operations, fluctuating economic situations and volatile external pressures. Many of these uncontrollable factors have resulted in fluctuations in brand valuations and changes to the brand's equity with customers. In this assignment, you will select a brand which you feel is facing specific challenges and provide a detailed analysis of the current CBBE (Customer-based brand equity). Following this understanding, you'll provide your own observations of the current challenges and provide three clear recommendations that may address these challenges.

BRAND AUDIT REPORT DECK + PRESENTATION

The goal of the group brand audit project is to conduct an in-depth examination of a brand of your choosing to understand how they create value for customers and, through rigorous analysis, suggest ways to improve and leverage their brand equity going forward. Your team will select a real brand (new or well-established) and conduct an audit for that brand. There are several deliverables for this project throughout the course of the semester.

GRADING

The following grading scheme will be used in this class:

Percentage	Letter	Description
94-100	A	Exceptional performance that exceeds the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident, all to an exceptional degree.
90-93	A-	Excellent performance that meets very high standards. Mastery of the course material and ability to apply the material in new ways have been demonstrated.
85-89	B+	Very good performance that meets high standards. The course content has been mastered, with a comprehensive understanding of concepts and techniques.
80-84	B	Good comprehension of the course material. The expectations for the course have been met.
75-79	B-	Reasonably good comprehension of the course material. Most expectations for the course have been met.
70-74	C+	Acceptable comprehension of the course material, meeting and, in some cases exceeding, basic standards.
66-69	C	Minimally acceptable comprehension of the course material while falling short of basic standards in some areas.
<65	F	Minimum standards have not been met, credit has not been granted.

COURSE POLICIES

ATTENDANCE POLICY

Come to class, participate in class. When possible, please provide at least 24-hours notice of planned absences for religious observations, sports team commitments or business travel. In these authorized absences, you will be expected to review class materials and follow up with any questions or concerns with me directly. Medical quarantine is also considered an authorized absence. Please send me a notice of quarantine and dates in this circumstance. If I am quarantined, I will provide as much advance notice as possible and hold class at the assigned time on Zoom.

STUDENT FACE COVERINGS

Masks are required for all unvaccinated individuals in this classroom. The instructor reserves the right to require masks at any time of any/all students, regardless of vaccination status.

LATE ASSIGNMENT POLICY

Unless otherwise specified by the instructor in written communication, all assignments are due at the time stated on Canvas. Providing assignments after the deadline will incur a penalty of 10% for each 24-hour period that elapses from the stated deadline. For example, if the deadline is January 1 at 12PM, anything provided between 12:01PM on January 2 and 11:59AM on January 3 would incur a 20% deduction.

Exceptions may be made for foreseeable or extenuating circumstances (e.g., athletic absences, death in immediate family, personal emergency). In such cases, you must provide me with appropriate documentation.

E-MAIL RESPONSES & COMMUNICATION WITH INSTRUCTOR

All emails that are sent to the instructor Monday-Friday that require a response will be returned within 24 hours.

TECHNOLOGY POLICY

We live in a connected world, however, please make class time a phone/text/email-free time. Cell phones should be turned off during class, or better yet, left at home. Studies show that the mere presence of your phone in your workspace can reduce your ability to concentrate – thus, I encourage you to ensure that you are not distracted by your phone and that it is not present during class times. Laptops are welcome to be used, however, please refrain from engaging in distracting activities or deviating from your lecture notes. Laptops can be a helpful tool for finding relevant information as it is discussed in class, and I do encourage you to do this, where appropriate to support your learning.

There will be specific in-class activities that will require a laptop, however, I reserve the right to ask you to lower your screens to better engage in a group discussion without the distractions of technology.

AUDIO/VIDEO TAPING

Classes may not be taped or recorded without my prior approval.

EMERGENCY PREPAREDNESS

Take your text and a copy of the syllabus home with you in the event of a college closure. Continue with readings and assignments according to the course schedule; some assignments may be posted on Blackboard or sent to you via e-mail. If possible, online office hours will be established.

Information regarding the status of the College's status and reopening schedule may be monitored on the Siena website, www.siena.edu.

ACCOMMODATIONS

In compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act, Siena College is committed to ensuring educational access and accommodations for all its registered students.

I request that any student with a documented disability needing academic adjustments or accommodations speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact the Office of Accessibility, located in Foy Hall Room 109.

Complaints about services provided or not provided may be brought to the attention of Public Safety at (518) 783-2376 or Ms. Lois Goland, JD, Title IX Coordinator and Equal Opportunity Specialist. Ms. Goland is located in Room 235 of the Sarazen Student Union. Her phone number is (518) 782-6673.

ACADEMIC INTEGRITY POLICY

Student-teacher relationships are built on trust. Any student found violating this trust undermines the educational process and is subject to disciplinary action.

The concept of academic integrity lies at the very heart of any college. This is particularly true at Siena with its strong Franciscan tradition and its dedication to fostering sound moral growth. In such an environment, academic dishonesty cannot be tolerated. Students who commit such acts expose themselves to punishments as severe as dishonorable dismissal from the college. Academic dishonesty can take different forms, including, but not limited to, cheating (dishonesty in a test situation), plagiarism (dishonesty in the presentation of materials in a paper or report), and computer abuse. In any situation in which a student is unsure of what constitutes academic dishonesty, it is the student's responsibility to raise the question with his or her instructor. It is also the student's responsibility to be familiar with the student guidelines on academic honesty, "Academic Integrity and the Siena Student." Alleging ignorance of what constitutes academic



dishonesty or of the College's policy on the subject will not be considered a valid explanation or excuse.

The Siena Committee on Academic Integrity hears cases of alleged academic dishonesty. This student/faculty committee reviews evidence for and against the accused. If the student is found guilty, the committee will determine the appropriate sanction(s), which may include failure of the course, suspension from the College, or permanent dismissal. A statement of the reasons for such sanctions will be placed in the student's file. Alleging ignorance of what constitutes dishonesty or of the College's policy on the subject will not be considered a valid explanation or excuse.

Although it is presumed that students adhere to all academic integrity guidelines, instructors are to institute specific measures to assure compliance. All submissions will be screened for plagiarism and other violations of academic integrity.