

General information	
Academic subject	<b>Brand management</b>
Degree course	Marketing
Academic Year	2021-22
European Credit Transfer and Accumulation System (ECTS)	8
Language	English
Academic calendar (starting and ending date)	October 6, 2021 – January 21, 2022
Attendance	Recommended but not mandatory

Professor/ Lecturer	
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Virtual headquarters	TEAMS pass code: vf20m2p
Tutoring (time and day)	Tuesday 10.30-13.30

Syllabus	
<b>Learning Objectives</b>	<p>The objectives of this class are: (1) to learn about and use brand management theories; (2) to acquire a framework for analyzing branding problems; (3) to apply these concepts to marketing strategies; (4) to develop a set of skills important to successful performance in managerial positions such as working in groups and honing your oral and written presentation skills.</p> <p>The approach is multidisciplinary, embracing knowledge coming from different disciplines (e.g., economics, psychology, sociology) in order to understand what brands are, the value they provide to consumers, and the way in which brand choices reveal consumer identity goals.</p>
<b>Course prerequisites</b>	The course requires advanced knowledge of marketing and quantitative analysis. Students should also have knowledge of Consumer behavior and Quantitative methods, in addition to basic Marketing, Industrial Economics and Statistics.
<b>Contents</b>	See the course organization below
<b>Books and bibliography</b>	<p>Miltenburg A. (2017). <i>Brand the change</i>, Bispublishers.</p> <p>Additional reading: Keller A., Marino R., Wallace D. (2016). <i>The physics of brand</i>, How books.</p>
<b>Additional materials</b>	Course pack (lecture notes and cases) on <a href="http://elearning.uniba.it/moodle/">http://elearning.uniba.it/moodle/</a> Passcode: MKT-2021

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
64	40	24	136
ECTS			
8	5	3	
Teaching strategy			
Class meetings will revolve around lectures and in-class activities, experiential exercises and workshops. In order to get the most from this course, it is extremely			

	<p>important that you read the required chapters for each class and participate effectively.</p> <p>The achievement of the objectives depends on the student; therefore, it is encouraged an “intelligent” and active participation to lectures and cases’ discussions. Students are encouraged to ask questions, share their views and comments on the topics of the lectures and make examples of their experience as consumers. All this considering the needs and the harmony of the classroom.</p>
<b>Expected learning outcomes</b>	
<b>Knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ what are brands and what value do brands provide to consumers, discovering why brand choices are reflective of consumer identity goals;</li> <li>○ how to measure different forms of brand equity and brand associations, as well as the role of qualitative and quantitative approaches in branding;</li> <li>○ various measures for customer-brand relationships and apply contemporary research tools for their use in branding;</li> <li>○ the key decisions involved in developing a new brand.</li> </ul>
<b>Applying knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ Create a brand’s position using different approaches;</li> <li>○ Be fully proficient in the “language” of branding and develop a unique portfolio of marketing skills.</li> <li>○ Examine contemporary challenges related to branding.</li> </ul>
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>• Making informed judgments and choices <ul style="list-style-type: none"> <li>○ Being able to understand the phenomenon, collecting information, and open to others’ opinions;</li> <li>○ Case analysis stimulates the capacity for decision making and problem solving.</li> </ul> </li> <li>• Communicating knowledge and understanding <ul style="list-style-type: none"> <li>○ Students will have the necessary written and oral communication skills to convey ideas and information effectively and persuasively.</li> </ul> </li> <li>• Capacities to continue learning <ul style="list-style-type: none"> <li>○ Stimulating curiosity in the phenomenon of branding.</li> </ul> </li> </ul>
<b>Assessment and feedback</b>	
Methods of assessment	<p><b>Exams</b></p> <p>A closed-book test is noted on the syllabus. The test will consist of both multiple choice and short answer questions on materials drawn from the textbook, class handouts, cases, and guest speakers’ lectures. These questions will be application oriented and will not typically test your recall of facts but will assess your understanding of marketing concepts and their applications.</p> <p><b>Assignments</b></p> <p>Following the Brand the change book students will be required to create a brand taken from a real situation and illustrate the application of branding concepts to it. You will be asked to analyze the case and apply concepts and frameworks to recommend a course of action, executing your branding strategy. There is no “right” answer to a case, but some answers are better than others. The strength of your reasoning and analysis is important. The purpose is not to determine correct or incorrect responses but to develop a strategy applicable according to the key elements and the information available.</p> <p>You are required to turn in at the beginning of the class on the day it is due. Some of them will be discussed in class.</p> <p>Each assignment will be evaluated on a 0 (= not turned in) to 10 (= significant amount of effort, analytical and creative thinking) scale.</p>



**Deadlines:**

*November 26: Step 1-3*

*January 12: Step 4-6*

*Use the templates on Chap 5 of the book Brand the change*

**Class participation**

Some assignments will be discussed in class. The time is strictly limited so it is necessary to use it to be effective. The quality and frequency of comments are more important than the duration of each note. The capacity and the ability to speak and not just in front of a group is a critical business skill. The criticisms to the ideas of others, if constructive and made in a polite and respectful, are encouraged. Respect is a prerequisite for sharing and learning correctly.

Do not be upset if I challenge something you say, as we learn most when we have to defend our positions. Also, sometimes we will have to stop discussion and move on to the next topic before hearing from everyone, as there is limited time in each session, and we want to use it wisely. Please don't take it personally if there isn't time to call on you.

There are ten points associated with class participation. I will monitor your participation over the semester and assign points accordingly. To get all ten points you need to participate actively, frequently, and meaningfully.

**Group Project**

A substantial component of this course will be a team-based project that involves a real brand at a real company. This project will run throughout the whole semester and will conclude with your presentation of the project.

You will have a chance to apply the material discussed in class to a real-world project, thus experiencing what it actually means to work as a marketing manager. The project you develop during this course will also serve as a tremendous asset to reference during your job interviews, to demonstrate analytical, organizational and creative skills, as well as the ability to work in a team.

Groups will be formed on the first day of class. Try to choose your group not on a relational or geographic proximity but on competences and abilities as it would happen in a company. Each group will receive a brief from a company detailing their marketing challenge. Throughout the semester, as the course progresses covering different topics, you and your team will work on building your project. You and your team are expected to work on different components of the project weekly.

You are required to use your quantitative and creative skills in order to propose a fresh and effective brand strategy.

Each group will have 15 minutes MAXIMUM for presentation. Criteria that I will use to assess the project are:

1. Depth and accuracy of analysis,
2. Creativity,
3. Depth of justification for the analytical, strategic and marketing choices.

Groups are required to provide me with a 3 to 5 page executive summary of the project, including details on the 4 major points of the presentation. Groups should also provide as an attachment to the executive summary all the presentation material such as slides, references, commercial videos etc.

**Important:**

\* Go over the evaluation criteria listed above while you prepare for your project!

	<p>* Practice as a group till you get the timing right.          * Do not spend more than 5 minutes to discuss the basics and the company profile. The bulk of the presentation should be on the strategy you are proposing.          * Try to make the presentation to the point.</p> <p><b>Important deadlines:</b>  <i>December 1-3: Review of the project</i>  <i>January 18-21: Project presentations</i></p> <p><b>Peer Evaluation:</b> Each group member will complete a peer evaluation form at the end of the semester. The evaluation form can be found at the end of the syllabus. Team members receiving low scores from their teammates will be penalized accordingly, so their project grade will be reduced proportionally to the scores they receive.</p>												
Evaluation criteria													
Criteria for assessment and attribution of the final mark	<p><i>Attending students:</i></p> <table border="0"> <tr> <td>Exam (only oral)</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>Project work (Group)</td> <td style="text-align: right;">35%</td> </tr> <tr> <td>Assignments</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Class participation</td> <td style="text-align: right;">10%</td> </tr> </table> <p><i>Non-attending students</i></p> <table border="0"> <tr> <td>Written exam</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>Oral exam</td> <td style="text-align: right;">50%</td> </tr> </table>	Exam (only oral)	35%	Project work (Group)	35%	Assignments	20%	Class participation	10%	Written exam	50%	Oral exam	50%
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	<p><b>CLASS ETIQUETTE</b>          Please turn off or silence mobile phones before class. Students involved in ongoing conversations, texting and/or answering cell phones during class time will be asked to leave without warning!</p> <p>Given the pandemic crisis, you <b>MUST</b> respect <b>social distancing</b> and wear a <b>face mask properly</b> during all the time you are in the School.          You <b>MUST register before entering the building</b> and <b>show your green pass</b> to the member of staff in charge of it.</p> <p><b>CHEATING AND PLAGIARISM</b>          Cheating and plagiarism are serious offenses. Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Copying from another student during an examination or allowing another to copy your work</li> <li>• Unauthorized collaborating on a take home assignment or examination</li> <li>• Using unauthorized notes during a closed book examination</li> <li>• Using unauthorized electronic devices during an examination</li> <li>• Taking an examination for another student or asking or allowing another student to take an examination for you</li> <li>• Submitting substantial portions of the same paper to two classes without consulting the second instructor</li> <li>• Allowing others to research and write assigned papers including the use of</li> </ul>												



	<p>commercial term paper services</p> <ul style="list-style-type: none"><li>• Signing for another student on the attendance sheet</li></ul> <p>Plagiarism is the act of presenting another person's ideas, research or writing as your own:</p> <ul style="list-style-type: none"><li>• Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another).</li><li>• Presenting another person's ideas or theories in your own words without acknowledging them.</li><li>• Using information that is not considered common knowledge without acknowledging the source.</li><li>• Failure to acknowledge collaborators on homework and laboratory assignment</li></ul> <p>My policy is to give a failing grade to any assignment that has been plagiarized or an exam in which you have cheated. If I catch a person cheating on the attendance sheet my policy is to give a zero to the cheating student for his/her attendance grade.</p>
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### Team Project Peer Evaluation

#### Instructions:

The peer evaluation is being done to reward those members of your team who have done more for their team than the rest. The peer evaluation will be **strictly confidential**. Be honest in your appraisal and do give credit where it is due. Please follow the instructions below.

- Write your name and team name (Argentina, etc.) in the appropriate space.
- Identify the person (this could be you) who contributed the most to the team effort. This person should be assigned 100 points, and you will be assigning points to all other team members relative to this top rated person.
- Identify the person who contributed the second most to your team's effort. Award this person a certain number of points (between 0 and 100, both inclusive), such that the number reflects the amount of work done by this person in relation to what the top rated student did. For example if you give the number 2 student 90 points, it means that the 2nd rated student did 90% as much work as the top rated student did.
- Continue in a similar manner with the rest of the team.
- More than one team member can be awarded the same number of points.
- **You have to evaluate all members of your team, and that includes yourself.**
- If you want to explain why you gave certain scores to certain team members, you can use the space provided under 'Comments' to elaborate.
- Sign your name and turn in the completed form to me.

#1 team member	Score
#2 team member	Score
#3 team member	Score
#4 team member	Score
#5 team member	Score

Comments (optional):

Your name:

Team: