



EST 1892

**London  
South Bank  
University**

SCHOOL OF BUSINESS

# Module Guide

Brand Management

BBM\_6\_BMG

Level 6

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# 1. MODULE DETAILS

|  |  |
|--|--|
| <b>Module Title:</b>                       | Brand Management                             |
| <b>Module Level:</b>                       | 6  |
| <b>Module Reference Number:</b>            | BBM_6_BMG                                    |
| <b>Credit Value:</b>                       | 20 CATS                                      |
| <b>Total Hours:</b>                        | 200  |
| <b>Contact Hours:</b>                      | 60   |
| <b>Student managed learning hours:</b>     | 140  |
| <b>Year and Semester</b>                   | 2019/2020 Semester 2                         |
| <b>Module Leader:</b>                      | Nicola Hayes                                 |
| <b>Module Leader Contact Details</b>       | Hayesn6@lsbu.ac.uk                           |
| <b>Teaching Team &amp; Contact Details</b> |  |
| <b>Subject Area:</b>                       | Marketing                                    |
| <b>Summary of Assessment Method:</b>       | Formative and Summative<br>(100% Coursework) |

## 2. SHORT DESCRIPTION

The Brand Management module provides a strategic and tactical approach to learning and applying the key theories, frameworks and models of current brand marketing to solve management problems. This module will prepare the student for a career in brand management by using a practical approach for the application of complex theoretical ideas. Students will be assessed with a variety of techniques such as exam, group and individual work and written reports.

## 3. AIMS OF THE MODULE

**The broad aims of the module are:**

- To familiarise students with the concepts and practicalities of modern brand management.
- To help students understand the importance of perceptions, attitudes and behavioural loyalty for brand managers
- To develop skills to undertake brand audits and develop a brand

## 4. LEARNING OUTCOMES

**Knowledge and Understanding:**

*Students will:*

- A1 be able to define a variety of conflicting theoretical brand frameworks as well as describe the impact of intellectual property rights on the 'brand'.

**Intellectual Skills:**

*Students will*

- B1 diagnose the 'sick' brand through synthesis of research and prescribe measures for brand 'health'
- B2 Develop and justify a new brand within an existing brand architecture

**Practical Skills:**

*On completing this module students will be able to:*

- C1 measure brand effectiveness and undertake a brand audit
- C2 Use metaphor elicitation techniques to develop creativity

**Transferable Skills**

*On completing this module students will be able to:*

- D1 Professionally present both verbal and non-verbal data including numeric, text and imagery.

## 5. ASSESSMENT OF THE MODULE

**(1) Formative Assessment:**

Group Presentation (10 minute presentation + question time)

A satisfactory achievement must be achieved to qualify for the individual written work. Students will be given the opportunity to develop their presentation should a satisfactory achievement not be reached.

**Deadline:** Week 6. If groups do not achieve an appropriate level in week 6, they will be required to represent their work. This assessment evaluates your understanding of how to consider the brand in context.

**Case Study for presentation:** Groups will be able to choose from 3 chosen Brands. Groups will present a 15 minute powerpoint presentation covering the areas in the marking criteria below. This formative work is expected to form the basis for the Summative Brand Report.

|  |           |
|--|-----------|
| <b>Situation Analysis</b><br><br>Current Brand Situation<br>Target Audience data<br>Market data  | <b>25</b> |
| <b>Brand Audit</b><br><br>Brand Health<br>Brand Personality<br>Brand Values  | <b>25</b> |
| <b>Description and determination of the Brand's elements and current Brand Architecture</b><br><br>Identification of current brand elements<br>Discussion of suitability of brand elements<br>Identification of current brand hierarchy / architecture | <b>25</b> |

|  |           |
|--|-----------|
| <b>Presentation and Application of Theory and Data</b> | <b>25</b> |
| Use of appropriate models                              |           |
| Inclusion of relevant data                             |           |
| Referencing  |           |

You will be expected to use secondary research available through the library such as Mintel, Keynotes, WARC, Euromonitor as well as the company websites and other sources

## (2) Summative Assessment 1:

### *Summative Assessment 1 – Coursework 1:*

50% of total mark    **Deadline Week 13**    **Brand Creation Report**    Approx. 2,000 words

**Create and justify the brand identity for a sub-brand sitting within the hierarchy of your chosen corporate or family brand.– based on findings from group assessment.**

Write a report of approximately 2,000 words (effectively using the appendices, to support your report)

|  |           |
|--|-----------|
| <b>Brand Audit</b><br><br>Comprehensive Brand audit illustrating current brand position (at the corporate and family brand level)<br>Strengths, Weaknesses, Opportunities and Threats identified<br>Market Gaps identified   | <b>15</b> |
| <b>Use of theory to support your analysis</b><br><br>Brand building models (Keller/Kapferer)<br>Brand Architecture<br>Brand elements and their requirements<br>Colour, font theory<br>Etc.....   | <b>20</b> |
| <b>Detailed outline and justification of new brand elements, personality and vision (excluding URL). Justification of the Role of the Sub Brand in the existing brand portfolio.</b><br><br>Analysis as to the suitability of the new brand elements<br>Evaluation of brand personality and values of the new sub-brand<br>Discussion and justification of the new sub-brand's role in the overall portfolio | <b>25</b> |
| <b>Use of Data to underpin your Decision Making</b><br><br>Market, consumer, company and competitive data used appropriately<br>Detailed analysis of the data to justify your sub- brand strategy  | <b>25</b> |
| <b>Presentation</b><br><br>The presentation marks will be awarded for discursive ability, layout and referencing   | <b>15</b> |

## Summative Assessment 2 – Academic Essay (50%)

50% of total mark – Deadline Week 15 - 2,500 words

This essay is intended to display the students ability to apply theoretical and applied learning through research and analysis. Students will be able to choose from one of 3 topics. Topics will be distributed in Week 9 and will be available on the Moodle site. Students are expected to write a discursive and analytical essay which covers the key theory, academic thought and practical application of the topic chosen.

### Marking Criteria:

|   |     |
|---|-----|
| <b>Research,</b><br>Evidence of academic research including use of academic journals and key texts  | /40 |
| <b>Discursive ability.</b><br>Appropriate level of analysis of the key academic theories, thoughts and frameworks relevant to the chosen question       | /40 |
| <b>Presentation</b><br>Appropriate structure. Correct referencing. Compelling conclusions based on thorough analysis and solid theoretical foundations. | /20 |

## **6. FEEDBACK**

Formative feedback will be provided continually through workshops and seminars. Feedback for the formative assessment will be delivered face-to-face at the point of delivery. Summative feedback schedule can be found on the Course and Module Moodle sites.

## **7. INTRODUCTION TO STUDYING THE MODULE**

### **7.1 Overview of the Main Content**

- Defining Brand and determine brand elements; characterising brands from FMCG to luxury, B2C to B2B
- Theoretical frameworks of brand structures and brand architecture
- Brand building models
- Brand equity
- Financial brand value – international consideration
- Deconstructing behavioural brand loyalty
- Brand communications
- Loyalty
- Co brand, co creation, co everything
- Brand growth, organic, acquisition and licensing
- Brand management in digital age

### **7.2 Overview of Types of Classes**

In this module, emphasis is placed upon interactive methods of teaching. Thus, considerable interaction is encouraged between the students themselves as well as between students and lecturer. This approach embraces a mixture of teaching and learning methods, which include the following activities:

There will be 4 hour sessions each week for all students which will be split according to requirements into key-note lectures, seminar, workshop activities and blended learning tools. During the lectures the main body of theory will be taught to the students with opportunity for student interaction.

The seminars and workshops will be student or guest speaker led with students' learning structured through the use of mini case studies, organised team discussion, and dialogue about the formative and summative assessments.

A range of blended learning techniques will also be implemented currently using Moodle to further support teaching and learning. These will involve individual readings and those intended to support group work.

### **7.3 Importance of Student Self-Managed Learning Time**

At level six (the final year) students should have reached an advanced level of independent study. This highlights the importance of self-managed learning for this module.



## 7.4 Employability

This module is directly vocational to roles in Brand Management for client side organisations. It also offers students opportunities to work in the agency side of marketing such as marketing communications and marketing research by providing them with the in depth knowledge needed to service their client.

## 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

This is a guide only – there may be changes to the order of events

| Week | Lecture  | Seminar Activity   |
|------|--|--|
| 1    | <b><i>The Brand</i></b><br>Defining Brand, evaluating the differences between theoretical definitions, purpose of brands<br>Determining the Brand Elements | Registration and introduction to module and module guide; Assessment details, group formation.<br><br>QUALITY – what does it mean refresher. |
| 2    | <b><i>Brand Structures and Architecture</i></b><br>Theoretical Frameworks of brand structures and brand architecture.<br>Naming and extending Brands.      | Getting to grips with Brands: Brand element task<br>Not in a group – sort it out!  |
| 3    | <b><i>Brand Models</i></b><br>Keller’s Brand Building Models   | So many products – what do we do with them all?<br>Analysing your chosen Brands Portfolio  |
| 4    | <b><i>Brand Models continued</i></b><br>Kapferer’s Model<br>Aaker’s Approach   | Applying Keller’s brand building model   |
| 5    | <b><i>Brand Equity</i></b><br>Consumer based brand equity  | Applying Kapferer’s pyramid model. Compare and contrast with Keller’s model.   |
| 6    | <b><i>Brand Value</i></b><br>Financial methods<br>Interbrand and other systems   | Formative Assessment<br><b>Group presentations</b>   |
| 7    | Brand communications/ Guest Speaker  | Seminar case study   |

|  |  |
|--|--|
| Defining 'loyalty'. Acquisition, retention & switching. Loyalty schemes. Revisiting how customers <i>actually</i> buy.                 | Understanding Brand Equity Workshop  |
| Co brand, co creation, co everything   | Colour – what does it all mean and how do we choose to represent our brand?  |
| Brand growth, organic, acquisition and licensing   | Structuring the individual report - tutorials<br><br>Using journal articles to create an argument.<br>Brand Value – what do the theorists have to say? |
| Get out of the Classroom – bring back some creative thinking!<br>VISIT ~ DO SOMETHING DIFFERENT ~ EXCURSION<br>Brand Innovation Design |  |
| Branding in digital age  | Revisit the learning outcomes<br>Discussion, reflection & Formative Coursework<br>Feedback   |
| <b>Hand in for Individual Brand Creation Report</b>  |  |

## 9. LEARNING RESOURCES

### Core Texts

**Keller, K, *Strategic Brand Management*, Prentice Hall, New Jersey, latest edition.**

AND

Johansson, J, and Carlson, K (2014), *Contemporary Brand Management*, Sage.

OR

Kapferer, J, *The New Strategic Brand Management*, Kogan Page, latest edition

### Background reading

Kotler, P, Keller, K (2016) *Marketing Management*, Pearson, Essex, 15<sup>th</sup> Ed.

Lisa Wood, (2000) "Brands and brand equity: definition and management", *Management Decision*, Vol. 38 Iss: 9, pp.662 – 669

Tolba A, Hassan S, (2009), Linking Customer-based brand equity with brand market performance: a managerial approach, *Journal of Product & Brand Management*, Vol 18, Iss 5 pp 356 – 366

## Optional reading

Aaker, D A, *Building Strong Brands*, Free Press, latest edition.

Cowley, D, *Understanding Brands*, Kogan Page, latest edition.

De Chernatony, L & McDonald, M, *Creating Powerful Brands*, Butterworth Heinemann, latest edition.

East, R, Wright & Vanhuele (2008) *Consumer Behaviour*. Applications in Marketing. London; Sage Publications.

Elliott, R & Percy, L (2006) *Strategic Brand Management*. Oxford University Press. Or Later edition.

Riezebos, R, *Brand Management*, Prentice Hall, latest edition.

Ind, N, *Living the Brand*, 2001, Kogan Page

Lindstrom, M & Andersen T, *Brand Building on the Internet*, Kogan Page UK, 2000

## Other Learning Resources

### *Journals:*

The main journals for this module will be the Journal for Product & Brand Management, European Journal of Innovation Management and International Marketing Review for up to date research and developments in the subject. Other useful journals include:

Journal of International Business Studies

Marketing Intelligence & Planning

Harvard Business Review

European Journal of Marketing

Magazines include:

Marketing Week

Marketing

Campaign.

### *Other Sources:*

Students will be required to use worldwide electronic media to collate evidence of International and Global branding and product management from commercial, educational, and 'informational' websites. The specific websites will depend upon the companies chosen within the live case study assessment.

The students will be expected to use a range of on-line databases such as Mintel, Nielson and others that are available.