

**UNIVERSITY OF SOUTHERN CALIFORNIA**  
**MARSHALL GRADUATE SCHOOL OF BUSINESS**  
**MKT 533 – BRANDING STRATEGY AND MANAGEMENT**  
**WEDNESDAYS 6:00 – 10:00 P.M.**  
**ONLINE**  
**SUMMER 2025**

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**PROFESSOR:** Dr. Diane M. Badame  
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**OFFICE:** Hoffman Hall, Room 623  
**OFFICE HOURS:** Before classes and by appointment

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#### **COURSE DESCRIPTION**

Some of the most valuable assets managed by organizations today are the brand names associated with their products and services. Strong brands can influence purchase decisions by communicating the value of and providing differentiation compared to its competitors. Effective brand management is critical to maintaining the long-term viability and profitability of products and services. Marketing executives from American Honda Motor Co. Inc., Mattel, Nike, and Starbucks will share the marketing and brand strategies and techniques they employ to increase revenues and profitability and achieve sustainable, competitive advantages.

This course is designed to study brands and brand portfolios in a variety of industries domestically and globally so that key branding principles and frameworks can be applied to develop an effective Brand Strategy Plan (BSP) team project.

#### **COURSE LEARNING OBJECTIVES**

Course learning objectives support the three AACSB USC Marshall Graduate Programs Learning Goals to varying degrees. Details may be found in the Appendix of this syllabus as shown on page 16. At the end of this course, students will have acquired the skills and knowledge to effectively:

1. Explain convincingly the value of brands in the lives of customers;
2. Create examples of how to develop effective brand architectures within various types of product portfolios;
3. Detail key aspects of the process of monitoring and strengthening brand equity over time;
4. Propose strategies to most effectively manage domestic and global brand portfolios for the long-term;
5. Define marketing and business problems to identify information that is relevant to the comprehensive analysis of a given business situation and to the development of brand marketing strategies that provide a positive resolution;
6. Identify the key elements of a Brand Strategy Road Map and illustrate how it can be utilized to develop successful branding strategies; and
7. Develop an effective Brand Strategy Plan (BSP) based on customer expectations of identified market segments utilizing all relevant components of an integrated brand strategy marketing program.

#### **REQUIRED COURSE MATERIALS**

- Harvard Business Publishing Education Coursepack, which includes all required case studies.

#### **OPTIONAL OR SUPPLEMENTAL READINGS**

- Keller, Kevin Lane and Swaminathan, Vanitha (2020), *Strategic Brand Management – Building Measuring and Managing Brand Equity*, 5<sup>th</sup> Edition, Pearson. (Optional)
- Malinic, Radim (2019), *Book of Branding – A Guide to Creating Brand Identity for Startups and Beyond*, Brand Nu Ltd. (Supplemental)
- Johnson, Michael (2016). *Branding in Five and a Half Steps*, Thomas & Hudson. (Supplemental)

**BRIGHTSPACE ONLINE LEARNING PLATFORM**

**USC is using Brightspace for our online learning platform.**

How to Login to Brightspace:

To access Brightspace today, follow these steps:

1. Go to <https://brightspace.usc.edu/d2l/login> to login. You can also find Brightspace on [my.usc.edu](http://my.usc.edu)
2. Enter your USC Net ID and password to access
3. Begin navigating through Brightspace

I also encourage you to download the mobile app, Brightspace Pulse, available in both the [Apple App Store](#) and [Google Play](#).

**What to Expect**

Brightspace provides an enhanced learning experience with detailed class progress reports. With Brightspace, you can easily see all assignment due dates in one place.

Upon opening Brightspace, you will find our course and we will use this course to complete work for this course throughout the semester.

**Support Resources**

Do you want to learn more about Brightspace? Check out training and resources in the [Brightspace Student Tutorials](#). For office hour support, please [sign up here](#). Find technical support information below:

- Student Guides: [Brightspace Student Guides](#)
- Brightspace Technical Support Line: 888-895-2812
- Brightspace Email Support: [usc@d2l.com](mailto:usc@d2l.com)

**COURSE METHODOLOGY**

Learning will be accomplished by employing a combination of assigned readings, exercises, guest speakers, case analyses and a Brand Strategic Plan (BSP). In-class discussions are designed to illustrate real world applications of key branding concepts and frameworks through the use of critical-thinking, analytical, problem-solving and team-building skills. The BSP challenges each team to effectively apply course concepts to the analysis of a brand and the development of a comprehensive set of brand strategy recommendations.

**GRADING**

The following 1,000-point grading system will be utilized for the MKT 533 – Branding Strategy course:

| TOPIC  | PERCENTAGE OF GRADE | POINTS | DUE DATE<br>(SEE CLASS SCHEDULE ON PAGE 9) |
|--|---------------------|--------|--|
| <b>PARTICIPATION</b>   | 10%                 | 100    | WED., 5/28– WED., 8/6                      |
| <b>MARKETING IN ACTION ASSIGNMENTS (SELECT 2 OUT OF 10 SESSIONS)</b> | 10%                 | 100    | WED., 5/28 – WED., 8/6                     |
| <b>CASE WRITE-UP</b>   | 20%                 | 200    | WED., 6/11– WED., 7/30                     |
| <b>MIDTERM EXAM</b>  | 30%                 | 300    | WED., 7/2                                  |
| <b>TEAM BRAND STRATEGY PLAN (BSP)</b>                                | 30%                 | 300    | WED., 8/6                                  |
| <b>TOTAL</b>   | 100%                | 1,000  |  |

A detailed course schedule is shown on page 9. This 3-credit course meets once a week online on Wednesday evenings with each class session scheduled for four hours from 6:00 – 10:00 p.m. Your grade will not be based on a mandated target, but on your performance. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible) will be taken into consideration when determining the final grade for the course.

## COURSE FORMAT

Students are expected to be prepared for all sessions and have completed the assignments and readings before each class. Cases, articles, in-class exercises and guest speakers will be utilized to apply various aspects of marketing strategy to real world settings.

## ATTENDANCE

Students are expected to attend *all* class sessions. Class discussions are an integral part of the learning experience throughout this course. It follows that the frequency and quality of your participation in and contribution to these discussions will have a direct and meaningful relationship to the value as well as the short-term and the long-term benefits you will derive from the course. Late arrival and early departure from any class does not align with the Trojan culture and negatively impacts the in-class learning. Please notify me in advance if you are unable to attend any class.

## CLASSROOM POLICIES

Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom. Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.

Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances but can write a summary of the missed class session by watching the Panopto recording and emailing it to me within a week of the missed class.

## CLASS CONDUCT/ETIQUETTE

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norm for those who participate in all of my classes.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Etiquette Rules:

- Arrive on time and stay for the entire class. Leaving after the break is disrespectful unless there is a good reason.
- Have cameras on at all times to be visible and engaging in all class activities.
- Disagree respectfully.
- Respectfully pay attention to classmates.
- Actively participate in class discussions and exercises.

## CLASS PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

Additionally, a course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. It follows that my expectation and that of your classmates will be that you are prepared for *all* classes and actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully in *every* class.

## CLASS PARTICIPATION (CONTINUED)

As an added benefit to all, participation provides an opportunity to those who lack speaking and presentation skills to develop them in a non-threatening setting and to others it provides a forum to hone their communication and public speaking skills.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

For each in-class session two (2) points will be awarded to a student for relevant and meaningful participation, one (1) point for modest contributions to the class and zero (0) points for no participation or absence.

**To underscore the importance of participation, 10 percent of the course grade or 100 of 1,000 points are allocated to class participation.**

## MARKETING IN ACTION ASSIGNMENTS

As preparation for class sessions and engagement in better understanding learning outcomes for each class, you are asked to compose a **Marketing in Action assignment for any 2 of the 10 sessions** of the course related to the learning outcomes of the topics covered during each class session. You are to submit them to the discussion board in Brightspace by 11:59 p.m. on the night before the next class session or on Tuesday nights. (See Best Practice examples in Brightspace.) These engagement assignments are called **Marketing in Action** and will be used to start class discussions and promote conversations regarding applications of marketing strategy concepts, principles, models and terminology to your previous or current work experiences, or from those organizations in the news or that you are interested in joining. They can also be inquiries regarding what you want to learn from guest speakers with the question being asked during the class in which the guest speaker joins the class.

**Marketing in Action Assignments are worth 10 percent of the grade or 100 of the 1,000 points for the course. Late submissions will not be accepted.**

## CASE ASSIGNMENTS

Cases are not only vehicles for developing analytical skills and applying concepts and frameworks introduced in readings and lectures, but they also serve as examples of challenges common to real-world settings. While case studies that reflect the current business environment frequently provide the best illustration, cases on most topics presented in this course have not been published within the past year or so. As a result, the best and most recent cases available have been selected to maximize the learning outcomes of each case-focused session.

In preparing for cases prior to class, I recommend reading a case more than once. The first reading should give you a sense of the case topic and the type of data contained therein. In subsequent readings, I recommend that you underline or otherwise mark up each case to identify key points relating to the business and situation. You should devote equal attention to case exhibits, which contain information useful for the development of a well-supported analysis.

Facts and research results must be analyzed, noted and subsequently followed by the application of sound logic and reasoning to fully evaluate how the information provided affects the case and influences your conclusions. You are encouraged to reach beyond the data in the case to formulate recommendations that, with the benefit of your additional analysis, will more effectively address or resolve the case issues and provide a more enriched learning experience. As a

### CASE ASSIGNMENTS (CONTINUED)

word of advice, incorporate information you gather regarding actual firm strategies in the cases with caution. Firms make many strategic mistakes and strategies they actually pursue are often inferior to alternative strategies they could have chosen.

Learning from a case is typically achieved in two steps. The first involves pre-class preparation encompassing the efforts to identify the issues presented in the case, to select and apply the appropriate forms of analysis (e.g., quantitative, logic, experience, conceptual) and, finally, to develop effective, comprehensive solutions and recommendations, all of which you will be expected to complete *before* coming to class. During class discussions, you will be expected to substantiate your conclusions based on your analyses of the assigned case. Marketing strategies should be specific and support overall objectives and recommendations, while incorporating relevant material from class assignments and/or case exhibits.

The second step occurs during in-class discussion when a variety of methodologies applicable to a successful diagnosis, analysis, and solution to business issues--which at times may differ from yours--are examined. I will typically ask students to explain the issues and offer their analysis and recommendations. This method of learning *does not typically provide "the only" answer*. By design, several viable solutions may be developed and supported equally well. Understanding others' positions, learning from them, and countering and/or enhancing them with your own perspective play a critical role in the learning experience. Only when you have defended your position can you fully understand its strengths and weaknesses. There is rarely a *single* right answer for a case, just as there is rarely a *single* right marketing decision in actual practice.

While it is important to identify a case's purpose in general terms, the most critical outcome is to acquire the ability to develop solid analytical skills, gain an understanding of the applicable marketing principles, evaluate the effectiveness of various alternatives and present solidly grounded recommendations, risks and mitigations to the risks underpinned by strong supporting evidence.

One case write-up will be assigned to each student from Sessions 3 through 10. Please see pages 10 – 11 for list of cases, guidelines, and grading criteria. **The case assignment is worth 20 percent of the grade or 200 out of 1,000 points.**

### MIDTERM EXAM

**The midterm exam will be on Wednesday, July 2nd.** It will cover key branding strategy topics from Sessions 1 – 5. Details on the content and format will be discussed in class. **This exam represents 30 percent of the final grade or 300 out of 1,000 points.**

### BRAND STRATEGY PLAN (BSP) TEAM ASSIGNMENT

In lieu of a final exam and to further apply branding strategy concepts and enhance problem-solving skills, teams of 4 – 5 students are asked to develop an in-depth examination on the new or existing brand of your team's choice in a Brand Strategy Plan (BSP). To aid in the selection of a brand, it is recommended that you find one of the companies that publishes an annual list of the top 100 brands, such as Interbrand. **Please submit in Brightspace your team members and brands by Wednesday, June 11<sup>th</sup>.** The BSP should address all brand strategy activities that occurred to date in 2024 and earlier, if relevant, and recommend brand strategies for 2026.

I will be happy to discuss any questions you might have before and during the development of the BSP to provide guidance or address any issues you might have regarding your topic and the material required to complete the project.

This assignment is expected to include recommended sections as shown in the BSP Outline on pages 12 – 14. The project can be written as a Word document or an annotated PowerPoint presentation. The suggested length of this final BSP assignment is 20 annotated PowerPoint slides with no limit on the number of appendices. Please include a table of contents and cite referenced information sources in footnotes at the bottom of each page and exhibits in the lower left hand corner of the figure using American Psychological Association (APA) format.

All are encouraged to take advantage of the wealth of electronic resources available through the Gaughan & Tiberti Business Library. If you have any questions or difficulty in gaining access to these resources, please contact Christy Kane, our lead librarian, at [kanec@marshall.usc.edu](mailto:kanec@marshall.usc.edu).

**The BSP Team Project represents 30 percent of the final grade or 300 out of 1,000 points.**

**The final BSP project is to be uploaded by one team member in the Assignments folder in Brightspace before the beginning of the last class session on Wednesday, August 6<sup>th</sup>.** Details on team presentations of the final BSP project will follow once all teams have been established. A penalty of 10 percent per day will be assessed for late submissions.

## BRAND STRATEGY PLAN (BSP) TEAM ASSIGNMENT (CONTINUED)

The grade for this assignment may be influenced by each team member's contributions. Please complete the peer evaluation form on page 15 only if there were unequal contributions of team members during the project. Submit the form at the time the assignment is due. Grades for individuals may be impacted based on this assessment.

## ACADEMIC INTEGRITY

Students must adhere to the USC Marshall Code of Professionalism and Academic Integrity at all times. Plagiarism is a violation of the Code and will result in a failing grade. All assignments on Brightspace will utilize Turnitin to determine the degree of similarity of student work to outside resources to ensure adherence to Marshall and USC ethical standards. The use of unauthorized material, communication with fellow students during an examination, attempts to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. If you have any questions, please contact me for clarification. Where a clear violation has occurred, I may disqualify your work as unacceptable and assign a failing mark on the paper and/or course.

## STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

### Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS (CONTINUED)**

**Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

**OPEN EXPRESSION AND RESPECT FOR ALL**

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](#)."

### **GENERATIVE AI**

The Marketing Department of the Marshall School of Business has a policy that prohibits the use of Generative AI or Chat GPT at this time. This will encourage more cognitive development and retention of major marketing concepts, principles and frameworks. It will also allow students to further develop their creative, analytical and critical thinking skills, which are critical to the success of any marketing career. The application and use of Generative AI is currently being studied at the Marshall School of Business and USC and updates to the use and application of it will be provided over time.

### **ONLINE COURSE EVALUATIONS**

Course evaluations are a valuable source of feedback and taken very seriously. They are administered online during the last 7 – 10 days of each course. This course is continuously improved based on feedback from students and instructor observations. Your participation is strongly encouraged and very much appreciated. Thank you in advance for taking a few minutes to complete the course evaluation.

### **RETURNING GRADED PAPERWORK**

Unclaimed, returned paperwork will be discarded after four (4) weeks and, hence, will be unavailable should students pursue an appeal following the receipt of their grades.

### **PROFESSOR/STUDENT INTERACTION**

If at any time during the course you have questions regarding the preparation of assignments or other course-related issues, please do not hesitate to contact me by email, telephone or in person to arrange a meeting if desired.

*My philosophy is to create a community of learners in which I facilitate discussions guided by the goal of encouraging the construction of knowledge together. I will always give you as much feedback as you desire to help you become better marketing brand strategists and achieve your personal objectives for this course.*



**MKT 533 – BRANDING STRATEGY AND MANAGEMENT**  
**WEDNESDAYS – 6:00 – 10:00 P.M.**  
**ONLINE**  
**SUMMER 2025**

| SESSION | DATE          | TOPIC   | ASSIGNED READINGS AND COURSE REQUIREMENTS  |
|---------|---------------|---|--|
| 1.      | WED.,<br>5/28 | Brands and Brand Management and Developing a Brand Strategy Plan  | <i>Strategic Brand Management, Chapter 1</i><br>Dove and Real Beauty: Building a Brand with Purpose Case<br>Glossier: Co-Creating a Cult Brand with a Digital Community Case<br><b>First Marketing in Action Assignments Begin and Case Assignment Preferences Due by Friday, May 30<sup>st</sup> at 11:59 p.m. (Optional)</b> |
| 2.      | WED.,<br>6/4  | Customer-Based Brand Equity, Brand Positioning, and the Brand Strategy Road Map   | <i>Chapter 2</i><br>White Claw: Defending Market Share as Competition Encroaches Case<br>Liquid Death: Water Made Metal Case   |
| 3.      | WED.,<br>6/11 | Choosing Brand Elements and Designing Marketing Programs to Build Brand Equity  | <i>Chapters 4 – 5</i><br><b>Guest Speaker – Megan Spencer, Director, Market Research and Insights at Starbucks</b><br>Starbucks Corporation Case<br>La Colombe Coffee Roasters: Tangible and Intangible Elements of Brand Equity Case<br><b>First Case Analysis and Teams and Topics for Brand Strategy Plan (BSP) Due</b>     |
| 4.      | WED.,<br>6/18 | Brand Resonance and the Brand Value Chain   | <i>Chapter 3</i><br>Kodak: The Rebirth of an Iconic Brand Case<br>Crayola: Environmental Disruptions Affecting Its Back-to-School Strategy Cas   |
| 5.      | WED.,<br>6/25 | Integrating Marketing Communications to Build Brand Equity and Branding in the Digital Era                                    | <i>Chapters 6 – 7</i><br><b>Guest Speaker – Ed Beadle, Vice President of Marketing &amp; CX of Automotive Sales at American Honda Motor Company, Inc.</b><br>Driverless Trucks at Ford: Cruising into a Compromise Brand Identity? Case<br>Apple’s Electric Vehicle Case   |
| 6.      | WED.,<br>7/2  | Leveraging Secondary Brand Associations to Build Brand Equity and Developing a Brand Equity Measurement and Management System | <i>Chapters 8 – 9</i><br><i>Metaverse or Metaworse Article</i><br>Roblox: Virtual Commerce in the Metaverse Case<br><b>Midterm Exam – Unilever Canada: Redefining the AXE Brand Case</b>   |
| 7.      | WED.,<br>7/9  | Measuring Sources and Outcomes of Brand Equity and Sustainability   | <i>Chapters 10 – 11</i><br>Kering: Blazing a Trail in Sustainability Case<br>Exclusivity and Sustainability in the Luxury Fashion Industry: #Burberry Case   |
| 8.      | WED.,<br>7/16 | Designing and Implementing Brand Architecture Strategies  | <i>Chapters 12</i><br>Accor: Strengthening the Brand with Digital Marketing Case<br>ITC Hotels: Is Responsible Luxury Sustainable? Case  |
| 9.      | WED.,<br>7/23 | Introducing and Naming New Products and Brand Extensions  | <i>Chapter 13</i><br><b>Guest Speaker – Dave Schwartz, Director of Global Marketing, Mattel, Inc.</b><br>Hot Wheels at Mattel: Reinventing the Wheel Case<br>Microsoft Acquires Activision Blizzard: Beating Sony in Gaming and the Metaverse Case   |
| 10.     | WED.,<br>7/30 | Managing Brands Over Time, Managing Brands Over Geographic Boundaries and Market Segments and Course Summary                  | <i>Chapters 14 – 15</i><br><b>Guest Speaker – Kate Ruda, Nike Brand Women’s Fitness</b><br>Nike Supply Chain in the Digital Age Case<br>Nike Zoomx Vaporfly: Technology Innovation or Tech Doping? Case<br><b>Last Case Analysis and Marketing in Action Assignments Due</b>   |
| 11.     | WED.,<br>8/6  | Brand Strategy Plans  | <b>In-Class Presentations of Brand Strategy Plans</b><br><b>Brand Strategy Plans Due by 6:00 p.m.</b>  |

## INDIVIDUAL CASE ASSIGNMENTS

**Due on the Date the Case is Discussed in Class – Wednesday, June 11<sup>th</sup> – Wednesday, July 30<sup>th</sup>**

Cases have been assigned to apply branding strategies to real world business situations and enhance your analysis, critical thinking and problem-solving skills. Analysis is more than noting that certain facts pertain to one of the central points around which the case is being analyzed. The facts must be noted to support a recommendation, but then reasoning must be applied to determine how and in what way these facts affect the points in the case.

### *Individual Case Write-up Assignment*

You will be assigned to prepare a case analysis write-up on one of the following 15 cases that will be covered between Wednesday, June 11<sup>th</sup> and Wednesday, July 30<sup>th</sup>.

- Starbucks Corporation – Due 6/11
- La Colombe Coffee Roasters: Tangible and Intangible Elements of Brand Equity – Due 6/11
- Kodak: The Rebirth of an Iconic Brand – Due 6/18
- Crayola: Environmental Disruptions Affecting Its Back-to-School Strategy – Due 6/18
- Driverless Trucks at Ford: Cruising into a Compromise Brand Identity? – Due 6/25
- Apple’s Electric Vehicle – Due 6/25
- Roblox: Virtual Commerce in the Metaverse – Due 7/2
- Kering: Blazing a Trail in Sustainability – Due 7/9
- Exclusivity and Sustainability in the Luxury Fashion Industry: #Burberry – Due 7/9
- Accor: Strengthening the Brand with Digital Marketing – Due 7/16
- ITC Hotels: Is Responsible Luxury Sustainable? – Due 7/16
- Hot Wheels at Mattel: Reinventing the Wheel – Due 7/23
- Microsoft Acquires Activision Blizzard: Beating Sony in Gaming and the Metaverse – Due 7/23
- Nike Supply Chain in the Digital Age – Due 7/30
- Nike Zoom Vaporfly: Technology Innovation or Technology Doping? – Due 7/30

A guideline for the length of the paper is 5 – 7 single-spaced pages, excluding exhibits. **The case write-up will be 20 percent of the grade for a total of 200 out of 1,000 points.** The case is to be uploaded in Brightspace in the Assignments folder under Individual Case Assignment before the beginning of the class in which the case is discussed. **Late papers will not be accepted.**

### *Case Preferences*

**If you have a preference for writing up any of the assigned cases, please complete the survey in the Assignments folder of Brightspace by 11:59 p.m. on Friday, May 30<sup>th</sup> with your top three choices of cases for the assignment** and I will attempt to make assignments according to your interests and preferences. If you do not complete the survey by the deadline, you will be randomly assigned to one of the case studies.

## INDIVIDUAL CASE ASSIGNMENTS (CONTINUED)

### *Guidelines for Effective Case Analyses*

Case write-ups *should incorporate the readings* on the topic area in which the case is assigned and focus on *branding strategy issues*.

You are also highly encouraged to expand your analysis beyond these questions to issues that you think should be addressed to more effectively analyze the case. Using information outside of the case is encouraged because it brings a real perspective to the case.

The following are general guidelines for preparing an effective case analysis:

- Identify all of the major issues in the case that need to be raised to conduct a thorough analysis.
- Address the questions as shown in the Course Reader on the cover page preceding each case.
- Provide a coherent, well-organized analysis, not just a regurgitation of facts presented in the case.
- Be concise and do not spend time rehashing or paraphrasing the details of the case.
- The supporting analysis should be thorough, carried out correctly and consistently, and should draw, whenever relevant, on material presented in class or assigned in readings.
- Develop at least three recommendations and describe the rationale for the recommendations followed by at least three risks and three suggested ways to mitigate each recommendation.
- Risks should include financial impacts such as increased costs and potential decreases in profitability.

### *Grading*

The following criteria will be utilized to grade the case analyses:

1. Statement of the relevant issues presented in the case.
2. Quality and comprehensiveness of addressing case questions.
3. Quality and support of at least three recommendations with rationale.
4. At least three risks and mitigations to the risks with rationale associated with each recommendation.

## BRAND STRATEGY PLAN (BSP) OUTLINE

The Brand Strategy Plan (BSP) Outline below is designed to be utilized in the development of your team Brand Strategy Plan projects.



The project is to be uploaded in Brightspace before the beginning of the last class session on Wednesday, August 6<sup>th</sup>. Grading criteria for the Brand Strategy Plan (BSP) team project will include the following:

1. Executive Summary
2. Industry Analysis
3. Competitive Analysis
4. Customer Analysis
5. Company or Business Unit's Strategic Direction
6. Current Brand Strategy
7. Recommended Brand Strategy Road Map
8. Profit-and-Loss Statements
9. Summary of Brand Strategy Plan Presentation

### **BRAND STRATEGY PLAN (BSP) OUTLINE**

- 1. EXECUTIVE SUMMARY** – A brief synopsis (preferably one page) of the Brand Strategy Plan (BSP) that provides highlights of the target markets, objectives, strategies, and financial expectations.
- 2. INDUSTRY ANALYSIS** – An assessment of the size and attractiveness of the market or category in which the brand competes.
  - A. Define the industry or category the brand is in
  - B. Show industry or category size in revenues, growth over the past three years and projected growth over the next three years
  - C. Technological issues
  - D. Legal/regulatory issues
- 3. COMPETITIVE ANALYSIS** – An analysis of the competitive landscape.
  - A. Most current market shares and recent trends
  - B. Salient brand attributes or descriptors
  - C. Perceived perceptions, positioning, projected changes, advertising and promotion, strengths and weaknesses of major competitors
  - D. Implied positioning and brand imagery, including a multi-dimensional perceptual map
- 4. CUSTOMER ANALYSIS** – An analysis that also recommends ways to maximize the company’s strengths and opportunities and mitigate weaknesses and threats regarding the company and marketing the new or existing product or service.
  - A. Target market category and brand specific
  - B. Target wants and needs relative to the category
  - C. Audience size and segmentation
- 5. COMPANY OR BUSINESS UNIT’S STRATEGIC DIRECTION** – Relevant background data on the company, business model, alliances, strategic initiatives and its core competencies and personality.
  - A. Company/Business Unit growth objectives
  - B. Business model – direct to consumer, B2B, etc.
  - C. Key alliances/co-branding partners
  - D. Strategic initiatives and implications for brand
  - E. Core competencies and personality
- 6. CURRENT BRAND STRATEGY** – An assessment of the current brand image, brand strategy, brand building and brand growth strategies.
  - A. Brand Image and Strategy**
    - Target markets
    - Brand awareness level
    - Perceived brand image, perceived quality and brand personality
    - Defining and communicating competitive frame of reference
    - Points of difference/points of parity versus the competition
    - Current advertising and promotional campaigns
    - Current positioning statements
    - Mantra – taglines, brand visuals/symbols, current advertising and promotional campaigns
  - B. Brand Building Assessment**
    - Amount of brand resonance
    - Key marketing activities that have most contributed to the success of achieving its resonance and positioning
  - C. Brand Growth Assessment**
    - Critique of the brand’s architecture
    - Strengths and weaknesses about the brand architecture
    - Fit of brand into a broader brand portfolio
    - Degree to which the brand has expanded into new markets or channels
    - Assessment of current growth strategy

**BRAND STRATEGY PLAN (BSP) FRAMEWORK (CONTINUED)**

- 7. RECOMMENDED BRAND STRATEGY ROAD MAP** – Proposed elements in the brand strategy that will enhance the brand image and equity.
  - A. Vision – End in mind achievement.
  - B. Purpose – Reason for existence.
  - C. Big idea – Idea that is worth loving to include the brand personality, consumer views, products and services and internal beacon.
  - D. Five sources of connectivity – Elements that help connect the brand with customers and drive brand love.
    - a. Promise
    - b. Strategy
    - c. Story
    - d. Freshness
    - e. Experience
  - E. Values – Guideposts to ensure that the behavior of everyone in the organization is set to deliver upon the brand's promise.
  - F. Objectives – Annual milestones to push and challenge everyone in the organization.
  - G. Strategies – Essential choices made on how to get to the vision.
  - H. Tactics – Activities and executions required to accomplish the strategies.
  
- 8. PROJECTED PROFIT-AND-LOSS STATEMENTS** – Forecasted P&L statements with summary and assumptions based on recommended brand strategies and tactics.
  - A. Most likely P&L statement for 2026 and at least until breakeven is forecasted
  - B. Best case scenario
  - C. Worst case scenario

**BRAND STRATEGY PLAN PEER EVALUATION FORM**

Please complete the following Brand Strategy Plan peer evaluation form **only if you feel as though there was unequal participation in the team project.**

Identify your team and team members for the Brand Strategy Plan Project that you worked on. Then rate all of your team members, *including yourself*, based on the contributions of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 equal to does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10.

| <b>Team Members/<br/>Assessment Criteria of Team<br/>Contributions</b> | <b>Team<br/>Member 1</b> | <b>Team<br/>Member 2</b> | <b>Team<br/>Member 3</b> | <b>Team<br/>Member 4</b> | <b>Yourself</b> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| <b>1. Role Performance</b>   |                          |                          |                          |                          |                 |
| <b>2. Assists Team Members</b>   |                          |                          |                          |                          |                 |
| <b>3. Listening and Discussing</b>                                     |                          |                          |                          |                          |                 |
| <b>4. Research and<br/>Information Sharing</b>                         |                          |                          |                          |                          |                 |
| <b>5. Time Management</b>  |                          |                          |                          |                          |                 |
| <b>Total</b>   |                          |                          |                          |                          |                 |

If you desire, please comment on the contributions of individual team members to the team Marketing Strategy Project.

Comments:

**APPENDIX – CONTRIBUTION OF MKT 533 – BRANDING STRATEGY TO STUDENT ACHIEVEMENT OF  
USC MARSHALL’S AACSB SIX GRADUATE PROGRAM LEARNING GOALS**

**MKT 533 – BRANDING STRATEGY LEARNING OBJECTIVES 1-7**

1. Explain convincingly the value of brands in the lives of customers;
2. Create examples of how to develop effective brand architectures within various types of product portfolios;
3. Detail key aspects of the process of monitoring and strengthening brand equity over time;
4. Propose strategies to most effectively manage domestic and global brand portfolios for the long-term;
5. Define marketing and business problems to identify information that is relevant to the comprehensive analysis of a given business situation and to the development of a brand marketing strategy that provides a positive resolution;
6. Identify the key elements of a Brand Strategy Road Map and illustrate how it can be utilized to develop successful branding strategies; and
7. Develop an effective Brand Strategy Plan (BSP) based on customer expectations of identified market segments utilizing all relevant components of an integrated brand strategy marketing program.

| MARSHALL GRADUATE PROGRAMS LEARNING GOALS  | MKT 533 OBJECTIVES THAT SUPPORT THIS GOAL           |
|--|---|
| <b>Learning Goal # 1 Our graduates will be impactful leaders who foster purpose and passion in the following ways:</b>   | <b>Supported by MKT 533 Learning Objectives 1-7</b> |
| 1.1 Exhibit exceptional self-awareness through understanding of personal and career goals; awareness of individual strengths and weaknesses; and engaging in a personalized, goal-driven, lifelong learning program.   | n/a   |
| 1.2 Hold a clear framework for ethical and values-based, decision-making supported by unyielding personal integrity and the confidence to act accordingly.   | n/a   |
| 1.3 Build communities by adopting a stakeholder view of business, transcending traditional boundaries with a global and cosmopolitan mindset, and creating impact based on the core values of their organizations.   | 1-7   |
| <b>Learning Goal # 2 Our graduates will be impactful leaders who discover opportunities. The impactful leader uncovers and develops opportunities by understanding the toughest, most significant business problems. As impactful leaders, they will convert these vexing challenges into opportunities in the following ways:</b> | <b>Supported by MKT 533 Learning Objectives 1-7</b> |
| 2.1 Apply an integrated, multidisciplinary approach to understand and analyze the most significant business problems, which are generally complex, messy, unstructured, uncertain, and beyond formulaic analysis.  | 1-7   |
| 2.2 Use strategic thinking to identify viable options that can create short-term and long-term value for their organizations   | 1-7   |
| 2.3 Set bold, visionary, and achievable goals and plans that allow their organizations to take advantage of opportunities sooner and more profitably than competitors  | 1-7   |
| <b>Learning Goal # 3 Our graduates will be impactful leaders who partner with the right people. The impactful leader understands the art and skill of collaborating with others to achieve exceptional results. As impactful leaders, they will develop and execute business initiatives in the following ways:</b>                | <b>Supported by MKT 533 Learning Objectives 1-7</b> |
| 3.1 Influence and motivate on an interpersonal level. The impactful leader sees the value and potential of colleagues and partners on an individual level and influences and motivates on this interpersonal level.  | 1-7   |
| 3.2 Build and sustain high-performing teams. The impactful leader is able to integrate diverse teams with a variety of perspectives, talents, skills, and strengths toward a common goal. He/she is adept at aligning individual success with team success and team goals with organizational goals.                               | 1-7   |
| 3.3 Lead innovative and nimble organizations. The capacity for an organization to adapt to a changing business landscape, to innovate, and to prepare for future challenges is often referred to as “Organizational IQ.” The impactful leader to lead organizations that rapidly develop and sustain high organizational IQ.”      | 1-7   |