McCombs School of Business Fall 2021

The University of Texas at Austin

**06120**

**Marketing 382**

Notice Room Change

**STRATEGIC BRANDING**

 **MW 2-3:30 RRH 3.402**

Office Hours: Professor Leigh McAlister

 M/W 3:30-5 and by appointment

 CBA 7.228

 leigh.mcalister@mccombs.utexas.edu

 Office hours sign up on Canvas

TAs: Emily Jenkins Rebecca Rubin

 By appointment By appointment

 emily.jenkins@mba.utexas.edu rebecca.rubin@mba.utexas.edu

**Textbook and Required Readings**

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Required Readings Packet: Available at the Harvard website for $36.62:

<https://hbsp.harvard.edu/import/846916>

*Everyone must purchase his/her own copy of the packet. Do not share copies of the packet as this is a violation of copyright.*

Additional readings posted on Canvas.

**Course Objectives**

Successful implementation of a differentiation strategy requires that differentiated products be branded so that the equity built by a differentiated product or service can be harnessed to support future growth.  On average, brands contribute up to 59% of all publicly traded firms’ market value and up to 65% of US public firms’ market value.  It is the goal of the class that you understand how brands drive value by understanding that strategy—brand positioning (target, point of difference, frame of reference, reason to believe)—must be built on customer insight strategy and that every element of execution must be consistent with strategy.

**Class Format**

In some class sessions we will focus on a branding concept along with a related, current business press article that will serve as a “mini-case” through which we will frame discussion of the tool or concept. To achieve depth of analysis, other class sessions will focus on in-depth case analysis of a particular branding issue. In many of the class sessions you will work in teams to apply the studied concepts to the brand your team is shaping.

**Class Format and Policies:**

* Start on time. This means that students arrive in the classroom in time to power up computers and log onto Canvas so that they are ready to take the beginning-of-class quiz at 2 pm.
* In some class sessions we will focus on a branding concept along with a related, current business press article that will serve as a “mini-case” through which we will frame discussion of the tool or concept. To achieve depth of analysis, other class sessions will focus on in-depth case analysis of a particular branding issue. In many of the class sessions you will work in your teams to apply the studied concepts to the brand your team is shaping.
* This is a rigorous class and students are expected to fully apply themselves and be prepared for each class. Generally, it is expected that students will spend an average of not less than two hours outside of class for each hour in class (i.e. an average of six hours outside of class each week).
* Students are expected to actively participate in class discussions. Vibrant interaction in class not only provides a rich learning environment, but also helps to develop one of the most a critical abilities any businessperson can have: verbal persuasion.
* Professional conduct is expected in class. This includes arriving to class on time, silencing and putting away your electronic devices, refraining from personal conversations and texting during class, and being respectful of your classmates, guest speakers, the TAs, and instructor.
* It is a violation of the Honor Code to give or receive help on any graded aspect of the class including daily quizzes and team exercises.
* Phones and wireless devices should be turned off throughout the class period.

 **Grading:**

The components of your semester grade will be:

Class Participation 20%

Cold Calls 5

Individual Assignments and Quizzes 25

Team Assignments and Exercises 15

Term Project 35

 100%

Class Participation (20% of Grade):

* As in business (and in life, generally), this class places an emphasis on individual contribution. All students are expected to take an active, insightful, and productive role in class discussions.
* In most class sessions students will be “cold called”. Additionally, there will be multiple opportunities for students to volunteer their insight on the discussion topics.
* Class participation will be both self-graded and graded by the teaching assistant and instructor for every class session.
* Through self-grading, you will have the opportunity to suggest a self-appraisal of your individual contribution. This provides us an opportunity to identify and address any discrepancies in the perception of individual contribution. The format for this self-appraisal will be discussed in class.
* Students who are late to class or otherwise negatively impact the businesslike environment of the class will be subjected to penalties.
* If you miss a class, you are responsible for obtaining the class materials from another student.

Cold Calls (5% of Grade):

* In case classes and in classes in which concepts are introduced, cold calls will likely come at the beginning of class—asking cold called student to “open” the case or asking the student to make a link between the concept being introduced and the business press article.
* In working session classes, at regular intervals, some student will be cold called. That student must update the class on the logic and progress her or his team is making on the work-topic. Adequate performance on a work session cold call will require that the student has been actively engaged in her or his teams’ on-going work. Strong performance will require the student to link the team’s progress to course concepts.
* If a student know that he/she will be taking an excused absence for a particular class period, he/she should let Prof. McAlister know before class. If the student had been randomly assigned for a cold call for that day, Prof. McAlister will move the student’s cold call to another period. However, if a student is absent and has not alerted Prof. McAlister about the coming absence, if the student is cold called in that period, the student gets a grade of 0 for that cold call.

Team Exercises (15% of Grade):

* Many class sessions will include an in-class team exercise, administered through Canvas, based on a reading or class discussion. Students will work in teams to complete these assignments, and each team will submit a single assignment for all team members.
* Working class sessions typically end with a team deliverable. If that deliverable isn’t one of the graded components of the term project, the teams grade on the non-term-project-grade-component work product will go into the Team Exercises grade.
* Students not in class or otherwise not contributing to an assignment will receive a zero for that assignment.

Quizzes (25% of Grade):

* We will begin each class with a 5 minute quiz administered through Canvas. This means that students should arrive in the classroom in time to power up computers and log onto Canvas so that they are ready to take the beginning-of-class quiz at 2 pm.
* Good Quiz Answers
	+ Answer as if the reader doesn’t know anything (about the class, branding, the articles, anything).
	+ Explain your examples and how they relate to the concept.
	+ Bullet points are acceptable, but present your answers in an organized manner and in complete thoughts.
	+ If connecting to other concepts, make sure the connection is clear.
	+ If linking to examples from business press readings, make sure the connection is clear.
	+ Don’t sacrifice depth for breadth.

Grading Scheme for Quizzes, Cold Calls, Class Participation and Team Exercises:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Points** | **Quizzes** | **Cold Call** | **Class Participation**  | **Team Exercise**  |
| 0 | Absent | Absent | Absent | Absent |
| * 1-6
 | Answer shows some insight but does not fully meet minimum requirement of being correct. | Answer shows some insight but does not fully meet minimum requirement of being correct | Repeated comment made by another student. Disruptive or disrespectful behavior in class. | * Answers that are not well-written and/or do not fully meet minimum requirement of being correct
 |
| 7 | Present and not obviously unprepared. |
| 8 | Well-written answer which fully meets the minimum requirement of being correct | Correct comment made in class--added to class discussion. On target and fairly well supported. Persuasive. | Well-written answer which fully meets the minimum requirement of being correct. |
| 9 | Well-written answer which exceeds the minimum requirement of being correct (e.g., ties to another course concept in an appropriate way, provides example of an application) | Correct answer. Added to class discussion. On target and fairly well supported. Persuasive. | Comment that connects material from current class (concepts, articles, etc.) to material from previous classes (concepts mainly) or insightful outside comments, illustrating examples from articles readings  | Well-written answer which exceeds the minimum requirement of being correct. |
| 10 | Well-written answer which is the best that could be imagined for a masters students. | Correct answer that connects material from current class (concepts, articles, etc.) to material from previous classes (concepts mainly) or insightful outside comments, illustrating examples from article readings | Well-thought-through answer which is the best that could be imagined for a masters student.Went above and beyond class requirements. Did outside research that the professor chose to have you present to the class as a whole. (Example might be an experience from your internship that exactly amplifies the lesson in a class period. Feel free to discuss ideas you have with McAlister and/or the TAs outside of class. We will give you feedback on the appropriateness of your idea for a special presentation to the class.) | Well-written answer which is the best that could be imagined for a team of masters students. |

**Term Project (55% of course grade)**

Over the course of the semester your team will design a marketing plan (position, marketing mix and proposed brand extension) for the product that you choose. Detailed descriptions of the assignment associated with each component of the project are posted on our Canvas website. The schedule for assignments is:

|  |  |  |  |
| --- | --- | --- | --- |
| **Step**  | **Activity** | **Due Date** | **% Course Grade**  |
| 1 | Select Product | W 9/22 | 0%\* |
| 2 | Select Target and POD | W 9/29 | 0%\* |
| 3 | Laddering: Team Summary  | M 10/11 | 5% |
| 4 | Positioning Statement | W 10/20 | 15% |
| 5 | CBBE Pyramid  | M 11/15 | 5% |
| 6 | Brand Extension | M 11/22 | 5% |
| 7 | Project Presentation | M 12/6 | 5% |
| **Contribution to Course Grade** |  | **35%** |

\* These components, if completed on time, do not affect course grade. However, if these components are not completed on time, the project grade will be reduced.

Should Prof. McAlister and/or the course TAs observe that some team members are not participating fully during in-class work periods, the non-participating team member’s grade for the project will be penalized.

The following diagram presents the components of the course project in relation to one another. From this diagram you should see that your chosen NewBrand and Target will shape your ladder: Attributes, consequences, values. The Ladder shapes your Positioning Statement and your CBBE Pyramid. NewBrand’s Positioning Statement and CBBE Pyramid will guide NewBrand’s Brand Extension.



Excused Absences/Dropping Lowest Grades

To allow for students’ active lives, each student will be allowed 2 excused absences. Your first two absences will use up those excused absences, regardless of the reason for the absence (sister’s wedding, uncle’s funeral, bad flu, hangover, just didn’t want to go, etc.) Absences beyond two will only be excused if the student registers her or his situation with UT’s Student Emergency Services. (SES will ask for proof, and if convinced, will email SES approval to the Professor. Note that a student’s first two absences will be counted toward this allowance even if SES approves the absence.)

Students who miss no class sessions will benefit from having their lowest scores dropped for three of the categories (Participation, Team Exercise, Quiz grades will be dropped. No cold call or term project grades will be dropped.) Note that students are responsible for all class material (including the material covered on days when class is missed.)

Appealing a Grade:

If you believe there is a grading error which is cause for review, you may make an appeal. All appeals must be submitted via email to leigh.mcalister@mccombs.utexas.edu and must be received no later than 11:59 pm on the 7th calendar day after the grade is posted on Blackboard or otherwise communicated to you. Your appeal must include a typed, detailed, fact-based explanation of why you think the grade is in error (passage from a reading, lecture slide, etc.). Note that an appeal is not an opportunity to provide new information or explain an answer, but instead to correct a grading error on the answer submitted. Also note that your grade may be increased or decreased as a result of the appeal. Finally, appeals for team grades must be agreed to by all team members (and the outcome will apply to all team members).

**Determining final Letter Grade for Class**

The above grading scheme will define a distribution of final number grades for the class. Those number grades will be translated into letter grades in order to achieve the mandated class GPA for elective masters classes at McCombs.

*University-Mandated Syllabus Disclosures*

**Important Notifications**

**Students with Disabilities**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

**Religious Holy Days**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Policy on Scholastic Dishonesty**

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at <http://www.mccombs.utexas.edu/BBA/Code-of-Ethics.aspx>. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

**Campus Safety**

Please note the following recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety>:

* Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
* Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
* Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
* In the event of an evacuation, follow the instruction of faculty or class instructors.
* Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
* Behavior Concerns Advice Line (BCAL): 512-232-5050
* Further information regarding emergency evacuation routes and emergency procedures can be found at: <http://www.utexas.edu/emergency>.

**Classroom Guidelines to “Protect Texas Together”**

1. Face coverings are required in all University of Texas at Austin buildings at all times. Stay home if you’re sick.

2. Consumption of food and drink is not allowed in classrooms or public areas of university buildings except for designated break areas.

3. Enter the building at the designated entrances. Use the hand sanitizer as provided, or your own personal hand sanitizer, after entering the building.

4. Follow the corridor and stairway directional signage where applicable, maintaining proper social distancing and noted path of travel.

5. All physically able individuals should use stairs whenever possible. If an elevator is required there should be no more than the number of occupants noted on the elevator signage in the elevator at a time, maintaining social distancing.

6. It is recommended that all classrooms doors remain propped open before, during, and after class if it is not disruptive. This decision is at the discretion of the instructor using the classroom.

7. Enter the classroom and go directly to the front of the room. Use sanitizing wipes, provided in the classroom or those that you provide, to wipe off podium, console, keyboard, and lavalier microphone. The wipe will need to be disposed of after class in the nearest trash receptacle.

8. It is recommended that the instructor stay behind the plane defined by the lectern to maintain proper social distancing.

9. Please use the microphone at all times to ensure that you can be heard while wearing a mask, and that your voice is picked up by lecture capture technology in the classroom if it is operating. Repeat questions that students ask, because they will not be picked up by your microphone.

10. At the end of class, dismiss class by sections, starting at the back when the classroom has exits in the rear, and at the front when the classroom has exits in front.

11. Please designate, at the beginning of class, a location outside the building to meet with any students who would like to speak with you after class so that the next class can get set up.