Corporate Image and Brand Management

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| Course code | *MNG236* |
| Compulsory in the programmes | *Elective* |
| Level of studies | *Undergraduate* |
| Number of credits and | *6 ECTS (48 contact hours + 6 consultation hours, 106 individual work hours)* |
| Course coordinator (title and name) | *Indre Razbadauskaite Venske* |
| Prerequisites | *-* |
| Language of instruction | *English* |

**THE AIM OF THE COURSE:**

To provide students with fundamental corporate communication and brand management principles knowledge by evoking goal-oriented thinking that combines creativity and analytical skills.

**MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESSMENT AND TEACHING METHODS**

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| Course level learning outcomes (objectives) | Degree level learning objectives (Number of LO) | Assessment methods | Teaching methods |
| CLO1. To name and define the major theories, nature of corporate communication concepts, its historical emergence, and role in contemporary companies. |  | Midterm exam, homework assessment during seminars | Lectures, articles, self-study |
| CLO2. To identify and differentiate corporate image, identity in relation to corporate reputation |  | Midterm and final exam, homework assessment during seminars | Lectures, group homework, seminars, self-study |
| CLO3. To prepare and design press releases for press  conference project which helps students understand and explain  how companies should communicate their corporate image. |  | Final exam, homework assessment during seminars | Final exam, homework assessment during seminars |
| CLO4. To comprehend the critical role of corporate  communications (including PR activities) in building and  maintaining relationships with employees and customers. |  | Final exam, homework assessment during seminars | Final exam, homework assessment during seminars |
| CLO5. To analyze brand management principles. |  | Midterm and final exam, homework assessment during seminars | Midterm and final exam, homework assessment during seminars |
| CLO6. To work in a team, to present work results in written or oral form, to argue decisions |  | Homework assessment during seminars | Homework assessment during seminars |

**ACADEMIC HONESTY AND INTEGRITY**

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

**COURSE OUTLINE**

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| **Topic** | **In-class hours** | **Readings** |
| **SESSION 1**  Introduction to the Course. Course requirements and procedures. Individual tasks and teamwork. Reporting requirements. Overview of tasks for assignments.  Introduction of corporate image, identity, and reputation | 4 | Podnar, K. (2015). Corporate communication: A marketing viewpoint Routledge. Taylor and Francis Group |
| **SESSION 2**  Corporate communication framework  Public image  Introduction to rebranding cases assignment  Individual homework: key concepts in corporate communication of your chosen company | 4 | Podnar, K. (2015). Corporate communication: A marketing viewpoint Routledge. Taylor and Francis Group |
| **SESSION 3**  **Brands and brand management AND customer-based brand equity and brand positioning – I PART**  The strategic brand management process  What is a brand?  Review branding and the marketing mix  Elements of strong brands  Brand positioning  Class discussion | 5 | CH1-2  Keller, K. L., & Swaminathan, V. (2020). Strategic brand management: Building, measuring, and managing brand equity. Harlow: Pearson Education Limited. |
| **SESSION 4**  **Customer-based brand equity and brand positioning – II PART AND brand resonance and the brand value chain**  Defining a brand mantra  Brand salience  Brand performance  Brand imagery  Building branding communities  Brand architecture  Brand personality  Brand ladder | 5 | CH 2-3  Keller, K. L., & Swaminathan, V. (2020). Strategic brand management: Building, measuring, and managing brand equity. Harlow: Pearson Education Limited. |
| **SESSION 5**  **Choosing brand elements to build brand equity AND Designing marketing programs to build brand equity**  Criteria for choosing brand elements  Integrating marketing  Product strategy  Pricing strategy  Channel strategy | 6 | CH 4-5  Keller, K. L., & Swaminathan, V. (2020). Strategic brand management: Building, measuring, and managing brand equity. Harlow: Pearson Education Limited. |
| **SESSION 6**  **Integrating marketing communications to build brand equity**  Major marketing communication options  Brand amplifiers  A new model for brands (brand fantasy model)  Ethical branding | 4 | CH 6  Keller, K. L., & Swaminathan, V. (2020). Strategic brand management: Building, measuring, and managing brand equity. Harlow: Pearson Education Limited. |
| **SESSION 7**  **Branding in the digital era**  Brand engagement  Digital communications  Social media channels  Mobile Marketing  Influencer marketing  Content marketing | 4 | CH 7  Keller, K. L., & Swaminathan, V. (2020). Strategic brand management: Building, measuring, and managing brand equity. Harlow: Pearson Education Limited. |
| **SESSION 8**  **Midterm exam.** Topics from sessions 1-7 included. | 2 |  |
| **SESSION 9**  **Leveraging secondary brand associations to build brand equity and Developing a brand equity measurements and management system**  Conceptualizing the leveraging process  Co-branding  Licensing  Celebrity endorsement  Conducting brand audits  Designing brand tracking studies  Establishing a brand management system | 6 | CH 8-9  Keller, K. L., & Swaminathan, V. (2020). Strategic brand management: Building, measuring, and managing brand equity. Harlow: Pearson Education Limited. |
| **SESSION 10**  **Presentations**  Rebranding cases presentation in class | 3 |  |
| **SESSION 11**  **Measuring sources of brand equity AND Measuring outcomes of brand equity**  Capturing customer mind-set  Capturing marketing performance | 3 | CH 10-11  Keller, K. L., & Swaminathan, V. (2020). Strategic brand management: Building, measuring, and managing brand equity. Harlow: Pearson Education Limited. |
| **SESSION 12**  **Employer branding** | 2 |  |
|  | **Total: 48 hours** |  |
| CONSULTATIONS | 3 |  |
| MIDTERM EXAM | 2 |  |
| FINAL EXAM | 2 |  |

**FINAL GRADE COMPOSITION**

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| --- | --- |
| **Type of assignment** | **%** |
| *Group Components 25%* |  |
| Rebranding cases | 25% |
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| *Individual Components 75 %* |  |
| Midterm exam | 25% |
| Key concepts table | 10% |
| Final exam | 30% |
| Participation | 10% |
| **Total:** | **100** |

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

*(Provide short descriptions and grading criteria of each assignment)*

The Mid-term Exam is given to students to check their theoretical knowledge of concepts, classifications, applications, and correct identifications of practical situations. The mid-term exam will cover topics of sessions 1-7. The accumulative weight of midterm exam is **25%**

The Final Exam is given to students to check their theoretical knowledge of concepts, classifications, applications, and correct identifications of practical situations. The final exam questions will cover topics of sessions 1-12. The accumulative weight of final exam is **30%.**

**RETAKE POLICY**

Students who receive a failing final grade shall have the right to **re-take the exam** during the re-sit week, which will comprise **50% of the final grade** and include all semester material. Home assignments cannot be retaken at a later time; only the grades for home assignments collected during the course will be included in the final grade.

**REQUIRED READINGS**

* Keller, K. L., & Swaminathan, V. (2020). Strategic brand management: Building, measuring, and managing brand equity. Harlow: Pearson Education Limited.

**ADDITIONAL READINGS**

* Podnar, K. (2015). Corporate communication: A marketing viewpoint Routledge. Taylor and Francis Group
* Cialdini, R. B (2006). Influence: The Psychology of Persuasion, Revised Edition
* Cornelissen, J. (2011) Corporate communication: A guide to theory and practice 3rd edition. Sage Publications

**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,*

*Business Management and Marketing,*

*Finance,*

*Industrial Technology Management,*

*Entrepreneurship and Innovation*

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| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | BLO1.1. Students will be able to understand core concepts and methods in the business disciplines |
| BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions |
| Students will be socially responsible in their related discipline | BLO2.1. Students will be knowledgeable about ethics and social responsibility |
| Students will be technology agile | BLO3.1. Students will demonstrate proficiency in common business software packages |
| BLO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| BLO4.2. Students will be able to convey their ideas effectively through an oral presentation |
| BLO4.3. Students will be able to convey their ideas effectively in a written paper |

**Learning objectives for the Bachelor of Social Science**

*Programmes:*

*Economics and Data Analytics,*

*Economics and Politics*

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| --- | --- |
| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines |
| ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements |
| Students will have skills to employ economic thought for the common good | ELO2.1.Students will have a keen sense of ethical criteria for practical problem-solving |
| Students will be technology agile | ELO3.1. Students will demonstrate proficiency in common business software packages |
| ELO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | ELO4.1.Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| ELO4.2.Students will be able to convey their ideas effectively through an oral presentation |
| ELO4.3. Students will be able to convey their ideas effectively in a written paper |