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1. COURSE STAFF  
Lecturer in Charge:  
Lara Moroko  
Room 320  
John Goodsell Building  

Email: l.moroko@unsw.edu.au  
Office phone: 93853615

1.1 Communication with Staff

Consultation times  
Monday 5pm to 6pm  
Other times by appointment

Contact outside of consultation and class times:  
If you have a general question relating to the course material or assessment tasks, it is beneficial to post this question on WebCT. I check the course site at least every couple of days and provide detailed answers to these types of questions.

If your question is more specific, please email me directly at the address above.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Date</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>No class – public holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Class 1</td>
<td>9/10/06</td>
<td>CE G6</td>
</tr>
<tr>
<td>12</td>
<td>Class 2</td>
<td>16/10/06</td>
<td>CE G6</td>
</tr>
<tr>
<td>13</td>
<td>Class 3</td>
<td>23/10/06</td>
<td>CE G6</td>
</tr>
<tr>
<td>14</td>
<td>Class 4</td>
<td>30/10/06</td>
<td>CE G6</td>
</tr>
<tr>
<td>15</td>
<td>Class 5</td>
<td>6/11/06</td>
<td>MB G3</td>
</tr>
<tr>
<td>16</td>
<td>Class 6</td>
<td>13/11/06</td>
<td>MB G3</td>
</tr>
<tr>
<td>17</td>
<td>Class 7</td>
<td>20/11/06</td>
<td>MB G3</td>
</tr>
</tbody>
</table>

Final assignment due 6pm, Friday, 01/12/06
2.2 **Units of Credit**
The course is an elective on the Master of Marketing, carrying three units of credit.

2.3 **Relationship of this course to other course offerings**
Brand and Product Management is a course that focuses on a range of issues related to strategic brand management and the way in which product development and management contribute to the ongoing health of the brand.

Other related subjects are:
- MARK6002 Creativity, Innovation and Change in Marketing
- MARK6012 Integrated Marketing Communications
- MARK6022 Advertising and Sales Promotion Implementation

2.4 **Approach to learning and teaching**
This course has been designed to provide an interactive environment for students. The assessment tasks are based on undertaking independent research, employing critical thinking and analysis and then sharing learnings.

In teaching this course my approach is to:
- facilitate useful discussion and constructive debate;
- give ongoing feedback;
- communicate core concepts; and
- assist students to achieve learning outcomes.

3. **Course Aims and Outcomes**

3.1 **Course Aims**
The main aim of the course is to give students a balance of practical and theoretical insights into strategic brand and product management.

3.2 **Student Learning Outcomes**

By the end of this course, you should be able to:

- understand the role of brand and product strategy in the organisation,
- critically evaluate a brand; it’s strengths, weaknesses, value and implied strategic direction
- propose strategic recommendations for the ongoing management of a brand and product suite using established theory and your assessment of available data
- anticipate factors influencing the success or failure of the proposed strategy
In doing so, you will be required to:
- think critically
- evaluate and synthesise information from a variety of sources
- apply theoretical concepts
- identify and communicate your point of view
- work effectively in a group environment

3.3 Teaching Strategies
To maximise the level of participation and interaction within the class group, the lecture time will be used as a discussion forum for the topic at hand.

As you will note in the assessment section, a group of students are required prepare a summary and critique of papers relevant to the topic area each time we meet. In addition to discussing the text book readings, the review of these papers will form the basis of much of our discussion. We will also be discussing examples of topical concepts in practice.

Therefore, you should expect our class time to consist of an open discussion in which you will be encouraged to participate through contributing:
- theoretical insights you have read;
- practical examples you have come across; and/or
- your own experience in the work place.

Each class will conclude with a short session where I will highlight key concepts in a prepared presentation. These presentations will be made available to you via WebCT.

4. STUDENT RESPONSIBILITIES AND CONDUCT

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website.

4.1 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

5. LEARNING ASSESSMENT

5.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50/100; and
- make a satisfactory attempt at all assessment tasks (see below).
5.2 Assessment Details

Assessment is comprised of:

- two written, individual assignments (academic paper critique) 20% each (total 40%)
- a group assignment (brand and product strategy analysis and recommendations) 40%
- a group presentation (of assignment findings) - 10%
- your individual class participation – 10%

Written individual assignment

Each student has been allocated two papers from the readings list to summarise and critique. The allocation of papers (including submission dates) will be posted on WebCT.

The purpose of the assignment is to help you to:

- think critically
- evaluate and synthesise information from a variety of sources
- identify and communicate your point of view

In discussing your findings in class, you will also be assisting your fellow class-mates to gain a broad and deep understanding of the topic area.

Specifically, your task is to prepare a report on each of the papers answering the following questions:

- What are the authors trying to communicate, investigate, question?
- On what theoretical grounds (if any) are their arguments based?
- Are their alternate views on this issue?
- What are the implications of the findings in practice?

You are expected to demonstrate a detailed understanding of the information contained in the text that relates to the topic at hand.

It is not necessary for you to cover all the papers listed for this topic area within your written assignment; however, you may find it instructive to briefly skim these papers to give more meaningful insight to your report and reference them where appropriate.

Each assignment is worth 20% of your total grade. Marks will be allocated as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>General understanding of the paper</td>
<td>max 5 marks</td>
</tr>
<tr>
<td>Identification of critical issues</td>
<td>max 2.5 marks</td>
</tr>
<tr>
<td>Concise, logical and thoughtful argument</td>
<td>max 5 marks</td>
</tr>
<tr>
<td>Ability to relate issues to practical examples</td>
<td>max 5 marks</td>
</tr>
<tr>
<td>Professionalism of presentation (spelling, grammar, etc)</td>
<td>max 2.5 marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>max 20 marks</strong></td>
</tr>
</tbody>
</table>

Each assignment should be no longer than five A4 pages (1.5 or double spacing), at least 10 point font. You will be required to submit a printed copy of the assignment at the beginning of class.
**Group assignment - written**

Within groups of approximately 5 students (to be formed in our first class) you will select a brand (corporate, umbrella or range brand), perform a brand audit and make strategic recommendations for the future of the brand and product range.

The purpose of the assignment is to help you to:

- critically evaluate a brand; it’s strengths, weaknesses, value and implied strategic direction
- propose strategic recommendations for the ongoing management of a brand and product suite using established theory and your assessment of available data
- anticipate factors influencing the success or failure of the proposed strategy
- apply theoretical concepts
- work effectively in a group environment

This assignment is worth 40% of your total grade. Marks will be allocated as follows:

- **Content of brand audit:** max 15 marks
- **Identification of critical issues:** max 5 marks
- **Quality, clarity and integration of strategic recommendations:** max 10 marks
- **Use of primary and secondary data to support recommendations:** max 10 marks
- **Total:** max 40 marks

You are required to submit a printed copy of your written report by 6pm on Friday 1 December 2006. If I am not in my office, you may leave the report in my staff pigeon hole on level 3 of the John Goodsell Building.

You will be given additional information about the suggested content and format of the assignment in our first week.

**Group assignment - presentation**

Together with your group members, you will be required to make a presentation to the class on your focus company in our final class (Monday, 20 November 2006). Essentially, you will be presenting the content of your assignment to date (brand audit and draft recommendations).

The purpose of the assignment is to help you to:

- identify and communicate your point of view

A composite mark of 10% will be given and will be based on:

- factual content
- breadth of understanding
- analysis and findings
- quality of presentation and delivery
- ability to engage the audience

The aim of this course is to give you grounding in the theory and practice of strategic brand management. As such, the standard of your presentation should be
commensurate with that of an agency or internal marketing team presenting a brand audit to a board of directors or to a director of marketing.

Please note: if you are preparing a screen based presentation, I will require a printed copy of the slides at the beginning of the class.

**Class participation**

A grade (maximum 10%) will be given on the basis of your thoughtful and constructive contribution to class discussions, rather than the volume of your participation.

As most of our time together will be spent in discussion, it is important that you come to class prepared to discuss the readings, particularly if you have prepared an individual written assignment. Your class participation mark will reflect your ability to discuss the readings, showing depth of thought.

Naturally, if you do not attend classes regularly, you put this component of your final grade in great peril.

### 5.3 Assignment Submission Procedure

See above.

### 5.4 Late Submission

Information about late submission of assignments, including penalties, is available on the School of Marketing’s website


### 5.5 Special Consideration and Supplementary examinations

Details relating to procedures for special consideration and supplementary exams can be found at:

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

### 5.6 Assignment Format

A basic requirement is that assignments should show a high degree of professionalism in both content and presentation. Please follow the guidelines for written work included in Appendix 1. Do not hand in any written work where each page is enclosed in a clear plastic envelope. This makes it difficult to give feedback. Also, please ensure that you follow the 2cm margin requirements and that your font size is at least 10 point. Line spacing can be 1.5 or double, but not single.
6. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:
www.my.unsw.edu.au/student/atoz/Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:
- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:
www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:
- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.
7. STUDENT RESOURCES

7.1 Course Resources
1) Primary Text Book
Jean-Noel Kapferer, The new strategic brand management, Kogan Page, 2004

2) Reading packs and additional readings
These readings will be available in online via Web CT.

You are expected to read the text chapters (as indicated in Section 9, Course Schedule, below) for each class PLUS at least one of the additional readings. If there are no text chapters allocated for a class, you should read at least three of the additional readings for the class. You will be expected to contribute to class discussion. This will be difficult if you do not keep up with the readings.

3) Additional sources of information


Adam Morgan, Eating the big fish: how challenger brands can compete against brand leaders, John Wiley and Sons, New York, 1999.


Judith Evans and Cheryl Dangel Cullen, Challenging the big brands: how new brands win market share with innovative design, Rockport Publishers, Gloucester, 2003

Journals dealing with brand**:
- Journal of Marketing
- Journal of Brand Management
- Journal of Product and Brand Management
- Journal of Marketing Management
- Journal of Market Research
- Journal of Consumer Research
- Australian Professional Marketing
- Australian Marketing Magazine
- Harvard Business Review
- McKinsey Quarterly
- B&T
- Ad News

A number of these texts are not held by the library, but have been ordered
** Most of the journals can be accessed online through the library site via the EBSCO database (McKinseys and HBR are unavailable on Proquest).

### 7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services;

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:

- Examination procedures and advice concerning illness or misadventure;
- Supplementary Examinations;
- Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see [http://www2.fce.unsw.edu.au/contribute2/fce/edu2/EDUHome.htm#](http://www2.fce.unsw.edu.au/contribute2/fce/edu2/EDUHome.htm#)

### 8. Continual Course Improvement

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process ([http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm](http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm)) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

### 9. Course Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
</table>
| 1     | 9/10/06  | Course Overview
     | Introduction
     | Brand Architecture                                                   | 2,3,12         |
| 2     | 16/10/06 | The brand audit process                                              | 4,5            |
| 3     | 23/10/06 | Strategies for launching and sustaining brands, brand extensions     | 7,9,11         |
| 4     | 30/10/06 | Service brands, integrated brand communication                       | Reading pack + pp 161-166 |
| 5     | 6/11/06  | Multibrand portfolios, decline, revitalisation                        | 8,13,15        |
| 6     | 13/11/06 | Brand value and valuation                                            | 17             |
| 7     | 20/11/06 | Group presentations                                                  |                |
| No    | 01/12/06 | Group written assignment due                                          |                |
APPENDIX 1: GUIDE TO PRESENTATION OF ESSAYS AND ASSIGNMENT
These requirements are mainly a matter of usage and common sense. The material that follows is designed to help the student in the presentation of written essays and assignments.

1. Abstract/Table of Contents
When a brief summary of the essay or table of contents is required, this should be placed separately following the title page.

2. Quotations Within the Text
Quotations of no more than two or three lines may be introduced into the body of the paragraph and should be enclosed in quotation marks.

Longer quotations should be indented and set out as separate paragraphs within the paragraph being written. Such quotations do not require quotation marks. Where the assignment is typed, single line spacing should be used.

An omission from a quotation should be shown by three dots.

When the quotation involves another quotation, the whole quotation should be enclosed in double quotation marks and the quote within the quotation enclosed in single inverted commas.

All quotations should be grammatically linked with the words that precede them.

3. Documentation
In the body of the text where any of the following are included then they must be documented:

- direct quotations
- indirect quotations, i.e., stated opinions of others which have been paraphrased
- references to books, studies, individuals, etc.,
- facts, figures, statistics, etc., included.

In general, such documentation should include the name of the author, year of publication and pagination. Documentation of particular instances as illustrated in what follows:

If the author's name is in the text, follow it by year of publication. "As Davies (1956) has shown in his analysis of class...". If the author's name is not in the text, insert at an appropriate point, surname and year of publication: "According to some studies of the family in Australia (Martin, 1957)...".

Where two authors are involved, cite both surnames, e.g. Brealy and Hitchfield (1966). Where more than two authors are involved, cite the first surname et al., e.g., connel et al., (1962). For institutional authorship, supply only sufficient details for positive identification: "Recent figures on the incident of mental illness among migrants (Commonwealth Immigration Advisory Council, 1961) show that...". Separate multiple citations by semicolons: "As several studies of class have shown (e.g., Davies, 1956; Martin, 1957)...".
If two or more works by the same author, published in the same year, are cited they should be distinguished from each other by adding the letters a, b, c, etc', as required: e.g. (Davies, 1956a, Davies, 1956b).

4. References
All books, articles and other sources referred to directly in the text should be listed on a reference page(s) that follows the body of the paper. Entries are arranged in alphabetical order by author surname in the following manner:

Journals:
- Names, followed by initial(s).
- Year of publication - if several papers by the same author(s) in one year are cited, a, b, c, etc., are placed after the year of publication.
- Name of the article in inverted commas.
- Name of journal in full, in italics.
- Volume number in Arabic numerals without prefix ‘vol.’ and underlined.
- The numbers of the first and last pages of the article in Arabic numeral without prefix "pp”.

Thus references will appear in the following form:


5. Reference to Books
State author(s), date, title underlined, edition where appropriate, city of origin and publisher, date, thus:

One author

Two or more authors:

Editor(s) of collection:

Components part by one author in a collection edited by others:

6. Content Footnotes
In some systems of referencing, details of works cited are included at the foot of each page rather than listing them at the end of the text as in this system. Here footnotes should be restricted to explanatory matter which the writer himself may wish to make, i.e., "content footnotes”. Such footnotes should be numbered at the appropriate point in the text. Footnote number sequences should be confined to the one page and start again with the number 1 on the next page on which a footnote occurs.

Example 1. The term G.N.P. (Gross National Product) is used interchangeably here with G.D.P. (Gross Domestic Product).