Course Syllabus

«Brand Management»

38.04.02 – Management
Master program in Marketing
Specialization ‘Marketing of innovations’

Prepared by:
Alexandrovskiy Sergey, Candidate in Economics (PhD), Associate Professor
saleksandrovskiy@hse.ru

Confirmed by marketing department «___»_____________2014
Head of Marketing Department Fomenkov Denis __________________________

Recommended by faculty of management «___»_____________2014
Dean Kuznecova Julia ________________________________

Approved by UMS NRU HSE – Nizhny Novgorod «___»_____________2014
Chairman Prof. Bukharov Valeriy __________________________

Niznny Novgorod, 2014
1. Course objectives

Brands are valuable assets of a company and have a great influence on customer’s choice. Marketing budgets continue to grow, yet many companies still find it challenging to devote the proper time and resources to create profitable brand strategy.

«Brand management» course provides students with knowledge and skills to make better branding decisions in terms of strategy. It addresses key issues of brand management like building, managing and measuring brand equity.

The course basic goal is to provide an understanding of 1) issues in designing, implementing and evaluating brand strategies; and 2) contemporary approaches and techniques to improve the long-term profitability of brands.

The course consists of weekly sessions and a brand audit assignment. Weekly sessions combine lectures, case discussions, paper discussions, written assignments (incl. project-based learning) and verbal presentations.

The course is relevant to students pursuing a business or academic career in fields of marketing and management.

2. Student outcomes and competencies

At the completion of the course requirements students will learn:

- functions of brand for consumers and companies;
- key decisions in brand management;
- concepts and frameworks of brand equity, brand image, brand identity, brand personality;
- how to build, manage and measure brand equity;
- positioning guideline;
- how to integrate and optimize marketing activities (incl. marketing communications) to build brand equity.

be able:

- to choose brand elements (name, logo, symbol, slogan etc.) and leverage secondary associations to build brand equity;
- to design and update brand strategy;
- to apply a set of management tools for better branding decisions;
- to apply marketing research techniques for measuring brand equity.

get experienced in:
- planning and implementing brand equity research (on awareness and brand image)
- conducting brand audit;
- implementing brand management decisions;
- designing brand strategy.

At the completion of the course requirements students will get following competencies:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Type of competence</th>
<th>Descriptors</th>
<th>Teaching methods to develop competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Способен анализировать, верифицировать информацию, оценивать ее в ходе профессиональной деятельности, при необходимости восполнять и синтезировать недостающую информацию и работать в условиях неопределенности</td>
<td>СК-6</td>
<td>Know key decisions in brand management. Apply a systematic data-driven approach and techniques in making brand-related decisions. Able to design and conduct a brand-related research.</td>
<td>Lectures Case study Discussion</td>
</tr>
<tr>
<td>Способен порождать принципиально новые идеи и продукты, обладает креативностью, инициативностью</td>
<td>ПК-8</td>
<td>Systematically apply creative techniques to develop brand elements, leverage secondary associations and design brand strategies; Employ contemporary concepts and frameworks to designing a brand strategy and communications (customer-based brand equity, brand equity pyramid, brand prism etc.).</td>
<td>Case study Discussion Project-based learning</td>
</tr>
<tr>
<td>Способен выявлять и формулировать актуальные научные проблемы в области менеджмента, обобщать и критически оценивать результаты, полученные отечественными и зарубежными исследователями по избранной теме</td>
<td>ПК-10</td>
<td>Understand key branding challenges in both academic and business fields. Apply principles of critical thinking to process secondary data (previous studies, papers, survey reports etc.).</td>
<td>Lectures Case study Discussion</td>
</tr>
<tr>
<td>Competence</td>
<td>Type of competence</td>
<td>Descriptors</td>
<td>Teaching methods to develop competences</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Способен выявлять данные, необходимые для решения поставленных исследовательских задач в сфере управления; осуществлять сбор данных, как в полевых условиях, так и из основных источников социально-экономической информации: отчетности организаций различной формы собственности, ведомств и т.д., баз данных, журналов, и др., анализ и обработку этих данных, информацию отечественной и зарубежной статистики о социально-экономических процессах и явлениях</td>
<td>ПК-11</td>
<td>Design brand research brief, proposal and program; Justify a selection of brand research tools; Able to conduct brand audit.</td>
<td>Case study Project-based learning</td>
</tr>
<tr>
<td>Способен формулировать и проверять научные гипотезы, выбирать и обосновывать инструментальные средства, современные технические средства и информационные технологии для обработки информации в соответствии с поставленной научной задачей в сфере управления, анализировать результаты расчетов и обосновывать полученные выводы</td>
<td>ПК-12</td>
<td>Design and test research hypothesizes; Apply contemporary tools and IT-services to collect and process data for a purpose of making better branding decisions; Apply a set of management tools to make better branding decisions.</td>
<td>Lectures Project-based learning</td>
</tr>
<tr>
<td>Способен разрабатывать корпоративную стратегию, стратегию бизнеса и функциональные стратегии организации</td>
<td>ПК-21</td>
<td>Know how to integrate and optimize marketing activities (incl. marketing communications) to build brand equity; Design and update brand strategy; Apply positioning guideline;</td>
<td>Lectures Case study Discussion</td>
</tr>
<tr>
<td>Способен планировать и осуществлять проекты и мероприятия, направленные на реализацию стратегий организации</td>
<td>ПК-22</td>
<td>Understand key challenges in building, managing and measuring brand equity; Apply a set of managerial tools to implement branding decisions.</td>
<td>Lectures Case study Project-based learning</td>
</tr>
</tbody>
</table>
3. Course outline

<table>
<thead>
<tr>
<th>№</th>
<th>Theme</th>
<th>Sum</th>
<th>Length (hours)</th>
<th>Self-guided work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lectures</td>
<td>Practices</td>
</tr>
<tr>
<td>1</td>
<td>Course Introduction / Strong brands</td>
<td>16</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Brand Planning</td>
<td>34</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Brand Integration</td>
<td>38</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Brand Metrics</td>
<td>32</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Brand Strategy</td>
<td>32</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Brand Growth</td>
<td>28</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>180</td>
<td>40</td>
<td>30</td>
</tr>
</tbody>
</table>

4. Types of control

<table>
<thead>
<tr>
<th>Control</th>
<th>Type of control</th>
<th>1 year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>Test</td>
<td>7</td>
<td>Individual test with multiple choice and op-ed questions.</td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>3</td>
<td>A written report on a case (4 pages maximum, 12 font Times New Roman).</td>
</tr>
<tr>
<td>Final</td>
<td>Exam</td>
<td>*</td>
<td>A group report and presentation (on brand audit assignment) for the last class session.</td>
</tr>
</tbody>
</table>

5. Grading

All grades (G) vary on a scale from 0 to 10, where 10 – highest grade, 0 – lowest grade.

\[ G_{\text{cumulative}} = 0.3 \times G_{\text{essay}} + 0.2 \times G_{\text{test}} + 0.5 \times G_{\text{in-class performance}} \]

\[ G_{\text{final}} = 0.7 \times G_{\text{cumulative}} + 0.3 \times G_{\text{exam}} \]
In-class performance includes individual and group assignments that should be completed by the end of the class sessions for which they are assigned. In-class assignments will be provided as case studies, research projects and project-based learning.

Students should be prepared for class sessions (read cases, papers, briefs etc.) to discuss topics and questions. Given the importance of in-class performance it contributes more than thirty percent of final grade.

All assignments assume that students should apply contemporary models, frameworks and tools of branding as well as principles of critical thinking, cooperation and team working.

6. Topics and readings:

1. COURSE INTRODUCTION / STRONG BRANDS:

The sessions provide a roadmap for the course in terms of key branding decisions. The goal for students is to get an understanding of brand equity concept and brand management process as a whole.

Please, read the entire course syllabus before the session.

Topics:
1. Course structure;
2. Brand equity;
3. Strong brands (based on «Interbrand Top-100»);
4. Strategic brand management process.

Reading:
1. Alexandrovskiy S. Brand management course syllabus. Master program in management. NRU HSE, 2014 [Электронный ресурс]. URL:

Discussion questions and assignments:

1) Why do brands matter? Compare your perception of (your favorite) brand(s) with perception of others. Apply discussed techniques.

2) What keeps brand-managers up at night (branding challenges and opportunities)? Discussion based on interviews with brand-managers at local businesses, SMBs, startups.

3) What do you think of the strongest brands rankings (Interbrand, Millward Brown, Reputation Institute, Fortune)? Agree or not? Why?

4) What makes your personal brand? Apply brand equity concept to self-evaluation.
2. BRAND PLANNING:

The sessions provide a concept of how to build brand through «customer-based brand equity» model. The goal for students is to consider how to build brand equity and how to position brand properly.

Topics:
1. Customer-based brand equity (K.Keller);
2. Brand value chain;
3. Brand positioning guideline;

Reading:

Discussion questions and assignments:
1) Apply a Consumer decision journey (CDJ) model (or Touch point model, Experience grid) to a specific product category. How do consumers arrive at final brand decision? What happens after a purchase?
2) Evaluate the positioning of two leading competitive brands in a specific category (target audience, points-of-parity and points-of-difference). How might it be improved?
3) Identify negatively correlated attributes and benefits for a specific brand (other than discussed in sessions). Develop recommendations for a brand strategy to deal with negatively correlated attributes and benefits.

4) Identify sources of brand equity for a specific brand. Measure brand awareness, strength, favorability, and uniqueness of brand associations.

3. BRAND INTEGRATION / BRAND BUILDING:

The sessions provide a critical overview of how to optimize marketing program and related marketing activities to build brand equity. The goal for students is to consider traditional marketing mix from the perspective of brand equity. Students will learn what role brand elements play in contributing to brand equity, how to choose brand elements and how to leverage secondary associations to build brand equity.

Topics:
1. Brand elements guideline and examples;
2. Pricing strategy (based on perceived value);
3. Mixing «Push» and «Pull» strategies;
4. Integrated marketing communications;
5. Leveraging secondary associations.

Reading:


Discussion questions and assignments:
1) Identify all brand elements of a specific brand (name, logo, character, slogan, package etc.) Evaluate their ability to contribute to brand equity (on six choice criteria). What brands mix and match brand elements are better than others? Name examples and justify your answer.

2) Compare pricing strategies for brands in a specific category. What would you do differently in pricing for these brands? Why?

3) Visit a supermarket and evaluate in-store branding efforts (for a specific category). What brands have the biggest in-store push, unique merchandising? What do you think of private labels? What categories best suit to them? Why?

4) What image does Russia have with consumers in other countries (foreigners vs. expats)? What brands could most benefit in leveraging that image in global markets?

5) Measure how a specific brand leverages secondary brand associations. How could you improve on it?

4. BRAND METRICS:

The sessions concern different ways of measuring brand equity. It involves a review of some basic and more advanced marketing research techniques and brand metrics. The goal for students is to explore the process of managing brand equity evaluation and get experienced in applying research techniques and key metrics from perspective of branding.

Topics:
1. Brand audit;
2. Measures of brand equity (direct, indirect):
   a. Qualitative research;
   b. Quantitative research;
3. Brand equity measurement system;
4. Brand metrics (customer-based vs. market and financial measures).

Reading:


Discussion questions and assignments:

1) Select a brand. Apply quantitative and quantitative research methods to identify sources of a brand equity. Apply brand personality framework to profile leading brands in a specific category.

2) What are the main challenges in collecting data for key brand metrics? Compare brand metrics of competitive brands in a specific category. What implications do these metrics provide for explored brands?

3) Conduct a blind test (unbranded) experiment and compare results with branded experiment for brands in a specific category. What could you say about brand equity of these brands?
4) Compare Interbrand and Young & Rubicam’s BrandAsset Valuator methodologies. What works better for measuring brand equity (advantages and disadvantages)? Why?

5) What are peculiarities / key points of brand audit in different industries? Discussion is based on interviews with brand-managers.

5. BRAND STRATEGY:

The sessions explore how to build brand strategy. The goal for students is get understanding of how to leverage brand equity to launch new products or manage existing ones. Students will also learn what role brand name plays in building brand strategy.

Topics:
1. Corporate brand strategy;
2. Brand hierarchy;
3. Brand extensions;

Reading:


Discussion questions and assignments:

1) Compare brand portfolios and specific brand strategies of market leaders in two different industries. How would you improve on them?
2) What companies have strong corporate reputations? Explore their web sites and identify sources of their strong corporate reputation.
3) Select an example of brand extension. Assess brand extension ability to contribute to own brand equity and brand equity of parent brand. What would you do differently as a brand manager for examined brand extension?

6. BRAND GROWTH:

The sessions provide an understanding of how brand knowledge affects future brand decisions. Students will also consider national and cultural effect on brand management. The goal for students is to explore the challenge of attracting new customers without losing existing ones while extending the brand over segment and geographical boundaries.

Topics:

1. Global branding strategies. Managing brand over geographic boundaries and market segments;
2. Brand loyalty;
3. National and cultural effect on brand management.
Reading:


Discussion questions and assignments:

1) Evaluate efforts of a specific brand to manage brand equity in last 3-5 years. What has it done to stay relevant / update its positioning? What would you change in its marketing program?
2) Design a revitalizing strategy for a fading brand. Apply different approaches discussed in sessions.
3) Pick up a brand that recently experienced a marketing crisis. How could you characterize strategy of that brand in time of crisis? What did brand managers do right / wrong?
4) Select a specific global brand being sold in Russia. What type of brand strategy does the brand apply (standardization vs. customization)? Why? What would you change in this strategy?

5) What are product categories in which customers care about country of origin? Why? Select a specific brand for which the real country-of-origin is different from promoted or perceived country-of-origin. Why do the brand apply this country-of-origin strategy?

6) Compare brand strategies of market leaders in same industry but in different countries. How are they same / different?

7. Overview of assignments

Individual assignments:
1) See appendix C for an example of test. Some of test questions are related to topics and cases discussed in sessions. If you missed these sessions It would be harder to answer all questions.
2) See ‘Discussion questions and assignments’ for each theme.

Group assignments:
1) See appendix A and B for an example of cases
2) See ‘Discussion questions and assignments’ for each theme.

Brand audit assignment:
Students work on a brand audit project as a team of 3-4 people. Every team should pick up a brand (except those discussed in sessions) and conduct a brand audit. All teams should study different brands. Before start each team must get a confirmation from me (or a person who runs the course) by email that brand is appropriate and available (not already assigned to other team). Every student must have a team and every team must have an approved brand by the end of second week of the course.

Teams should employ public data (from company web sites, survey reports etc.) and professional experiences of team members to make a brand audit analysis. Conducting a survey / primary research is not obliged.

Each team must assess selected brands by addressing following questions:
1. Brand planning.
a. How could you assess a current brand positioning?
b. What are sources of brand equity?
c. What are differences between current and desired brand knowledge structures?
d. What are key opportunities for enhancing current positioning?

2. Brand building.
   a. How could you estimate brand resonance that your brand currently has?
   b. What marketing activities most contributed to achieving resonance and positioning?
   c. What could you suggest to improve brand building activities?

   a. How would you estimate a brand architecture and hierarchy?
   b. How could you estimate a brand growth strategy (including extensions and expansions into new segments and markets)?
   c. What else could you recommend to build and manage equity for the chosen brand?

Final report must not exceed 10 pages, 12 font Times New Roman. All teams will present their reports on a special (final) session at the end of the course. Each team will get 15 minutes on presentation and 5 minutes to answer questions. All teams should send their final DOC report and a copy of PPT presentation to me (or a person who runs the course) by email 3 working days before the final session.

All team members are not obliged to make verbal presentation on report for their team, but all teams members must attend final session, be prepared to describe their role in study (if asked) and participate in discussion on presentations.

8. Readings

The course is designed for the master program in Marketing that implies an advanced level of study. For those who are not familiar with topics on marketing and specifically branding, the book by K. Keller (Keller K. Strategic Brand Management. 4 edition. Harlow etc.: Pearson, 2012. 600 p) is a must-read source of basic knowledge.
For a truly advanced level of study, there is a number of additional sources. Depending on your goals and interests you may find both academic papers and business publications among proved references in «Reading» for each theme.

9. Laptop Policy

Please, bring your own laptop to make in-class assignments. Laptops may be used at sessions only for taking notes and working on assignments provided for session.
APPENDIX A

Case example

**SWITCH-IT: brand strategy for Russian market.**

Since the foundation in 1982 by Mr. Günther Wied sen. (15.06.1951 - 12.06.2004), EBM Design is a German family enterprise whose scope of activities comprises the design, production and marketing of ophthalmic frames and sunwear in different materials. The manufacturer of spectacles has always profited from its products "made in Germany". From the former one-person company, EBM Design now employs more than 130 core workers and 16 sales representatives in Germany. Moreover, the company, which is now continued by Günther Wied jun., successfully managed to enter the Austrian, Czech, Dutch, French, Luxembourgian, Italian and Swiss market via various channels of distribution, e.g. patent license agreements, wholesalers, sales representatives. The products are exclusively sold to opticians. With EBM Design these opticians associate high-quality materials, amazing design and non-industrial perfection. However, not only quality but also technical innovations are guarantees of success. Among others EBM’s pioneering inventions are

Glasses with a special metal alloy that is flexible, durable and very easy with proven suitability for allergy sufferers. Using only one borehole instead of two, the spectacle wearer's field of view is not affected that much. A special spectacle system, which does not need any screws and therefore ophthalmic lenses can be changed fast and without exerting any pressure on them.

Beside them, EBM's latest invention and actual international bestseller is the worldwide-patented flexible spectacle plug-in system called SWITCH IT. A unique mechanism enables the easy, simple and fast switching of the three main parts of the frame, namely the bridge, the endpiece and the temple. As a result the customer only once chooses an appropriate glass form and can easily and relatively cheap switch to another style. Be it at work or during leisure time in the theatre, in the club or in the football stadium, SWITCH IT glasses are suitable for any situation. The huge assortment of more than 600 models has since September 2012 'switched' to an unlimited and highly individual range of products due to the introduction of the possibility to create one's own and unique spectacles. With 75 % (and counting) of EBM’s total revenue SWITCH IT is the main export hit to the above-mentioned markets. The retail
prices vary from € 45 to € 80 for thin temples and from € 55 to € 120 for wide ones, depending on the complexity of processing.

As there have been huge changes in the Russian society there is a high potential for success. Nevertheless, one should not underestimate that Russia counts as the most unpredictable and unstable part of the BRICS countries. The political situation, import taxes, the high level of corruption and the high inflation are not really appealing.

Official homepage of SWITCH IT: http://www.switch-it.cc/

Assignment Questions:

1) Figure out all the possible risks and drawbacks EBM Design might face entering the Russian market (people’s attitude towards spectacles, taxes and so on) and discuss them.

2) SWITCH IT glasses are a niche product in a mid-ranged price segment. Is Russia “ready” for such a product or will the cheap unstylish reading glasses and the horrendously expensive brands (€ 250-500 per frame) continue their triumph?

3) Would you recommend EBM Design to enter the Russian market? If yes, where and through which channels of distribution/with which partners?

4) Which advertising media would you recommend in order to increase the brand awareness?

5) Would you buy it? Why, why not?

Follow-up questionnaire for clients will be provided at class.
APPENDIX B

Case example

Red Bull.

The Red Bull case describes the history of Red Bull brand with emphasis on how the brand stimulated word-of-mouth to build a new product category (functional energy drinks) and brand franchise. The case concludes by asking the reader to consider how Red Bull should develop its brand and marketing in light of many competitive challenges in different geographical markets (US, European, Russia) and global market area.

The case is designed to create a topic for discussing:

1) (Nontraditional) brand-building strategies;
2) Growing globalization of brands and products targeted toward younger consumers;
3) How traditional media and advertising strategies may accelerate growth created by nontraditional means.

Assignment Questions:

1) What created Red Bull’s success? Where is the core franchise and benefit? Has the product’s positioning changed over time? What is the role of alcohol mixing in Red Bull’s success?
2) What is Red Bull’s success formula? For which kind of product/beverage categories will this formula work? How does Red Bull know when to turn on the advertising? What metrics would you use to make this judgment?
3) Why did the first U.K. launch go awry?
4) What changes were made for the U.S. market? Should other changes be considered?
5) Assume tough competition is coming. How can Red Bull protect its franchise? What actions would you recommend?
7) If you were an investor in Red Bull, would you take your money and run or stay for the long haul?

8) What changes were made for Russian market? Should other changes be considered?

9) How could you improve contemporary advertising strategy of Red Bull in Russia?

Prior to class, students should browse the Red Bull website (www.redbull.com), official social media outlets and view the English and Russian versions of the Red Bull commercials provided on the Web site.
APPENDIX C

Test example (max 100 scores)

Grading policy:
- Max 4 scores for correct answer to questions 1-12. Clear and short correct answers will get higher scores. Just make your point clear and short.
- 2 scores for full correct answer to questions 13-33.
- Additional 10 scores if you give correct answers to all 13-33 questions.

Test

1. Why did Microsoft remove 'Nokia' name from 'Lumia' brand?

2. Explain PODs and POPs for ‘NEST thermostats’ brand. How will acquisition by Google contribute to brand equity of ‘NEST’?

3. What is the main reason for consumer revolt against Victoria’s secrets ‘Perfect body’ campaign? How should Victoria’s secret brand manage in time of crisis? What is difference between Victoria’s secrets ‘Perfect body’ and Dove ‘Real beauty’ campaigns?

4. Why do Tesla and Zara put a high priority on selling their products via single day sale 11.11 on Alibaba online store in China?

5. What is the main reason to new pricing policy for MS Office apps on mobile devices?

6. Why does brands (e.g. LUSH) stand against cruelty? How does it contribute to brand equity?

7. What are the main differences between Xiaomi and Apple brands on global market? How does Xiaomi capitalize on Apple iPhone brand?
8. Recently McDonalds has started to exploit transparency principle in their marketing and advertising campaign. What for?

9. How does a new logo for FIFA World Cup 2018 contribute to national brand of Russia?

10. What are bases for startup positioning? (on a case of Dollar shave club)

11. How could you evaluate GoPro lifestyle content strategy in terms of branding? How could you improve on it?

12. Why did Mercedes present a new set of brand names for cars?

13. What of the following is not IMC choice criteria according to K.Keller? (select all that apply)
   a) Coverage / Reach
   b) Contribution / Effect
   c) Recognition
   d) Commonality / Consistency
   e) Complementarity
   f) Versatility
   g) Cost
   h) Resonance

14. Lena goes to buy a smartphone. There are 50 brands available in the world. Lena has heard of 8 of them and consider to buy one of 2 brands. ‘8’ is referred to:
   a) Total set
   b) Consideration set
   c) Preference set
   d) Evoked set
   e) Purchase set
15. Fill the gaps. ‘BE measurement system – set of ___________ (research) procedures designed to provide timely, actionable and accurate information on brands so marketers can make the best a) ___________ (tactical) decisions in the b) ___________ (short)-run and c) ___________ (strategic) decisions in the d) ___________ (long)-run.’

a) 

b) 

c) 

d) 

16. “House of shoe” is the name of a retailer that sells shoes and supplementary products. What type of name is it?

a) Surname  
b) Blended  
c) Invented  
d) Descriptive  
e) Metaphor  
f) Two-word 

17. What is the sequence of step to building a brand (according to K.Keller)?

a) Get consumer response (think, feel)  
b) Convert response to relationship (do, loyalty)  
c) Establish brand meaning (POP, POD)  
d) Identify the brand (awareness, class, need) 

1. ___  
2. ___  
3. ___  
4. ___ 

18. What are brand building choice criteria for brand elements? (select all that apply)

a) Likeability  
b) Transferability  
c) Adaptability
d) Memorability  
  e) Meaningfulness  
  f) Protectability

19. What kind of research technique did Coke apply for the case of New Coke (1985)? What does this technique generally shop or is being applied for?

20. ‘What brands of quick-service restaurant chains are you aware of?’ question refers to: (select all that apply)
   a) Recall  
   b) Attitude  
   c) Preference  
   d) Loyalty  
   e) Awareness

21. European customers has become more health-conscious. So do many fast food chains, which start offering healthier meal options. This trend refers to:
   a) Competitive PODs  
   b) Category PODs  
   c) Competitive POPs  
   d) Category POPs

22. Which of the following is not a qualitative research technique for brand study? (select all that apply).
   a) Free associations  
   b) Projective techniques  
   c) Multidimensional scaling / perceptual maps  
   d) Zaltman metaphor elicititation technique  
   e) Brand personality  
   f) Purchase intention  
   g) Experiential methods
23. What categories are not belonging to Aaker’s brand equity model? (select all that apply)
   a) Loyalty
   b) Product
   c) Awareness
   d) Price
   e) Perceived quality
   f) Associations
   g) Other assets (patents, trademarks, channel relationships)

24. According to B.Kahn what are the two axes of color applied to branding?
   a) Excitement and Familiarity
   b) Cold and Warm
   c) Arousal and Affect

25. If your churn rate is 20%, then your typical customer lifetime is:
   a) 1 year
   b) 40 years
   c) 5 years
   d) 10 years

26. CBBE stands for:
   a) Customer-based brand environment
   b) Client-based brand evaluation
   c) Customer-based brand equity

27. What is NOT a part of brand knowledge structure (according to K.Keller)? (select all that apply).
   a) Awareness
   b) Recall
   c) Image
   d) Symbolic attributes
   e) Conversion
   f) Recognition
   g) Leads
h) Product

28. Fill the gap and select all that apply. According to J. Aaker (1997) brand personality construct consists of following dimensions (select all that apply):
   a) Sincerity
   b) Passion
   c) Excitement
   d) Competence
   e) Sophistication
   f) Ascendancy
   g) Ruggedness
   h) Peacefulness

29. What kind of product performance / difference should a company be more concerned with?
   a) Actual performance
   b) Desired
   c) Perceived

30. Which of the following refers to retailer brand dimensions according to K. Keller? (select all that apply)
   a) Access / Location
   b) Private labels
   c) In-store atmosphere
   d) Price and promotion
   e) Manufacturer brands
   f) Assortment

31. When a company contracts with another company to use a brand name, logo, symbol etc. for a negotiated fee, it refers to:
   a) Licensing
   b) Joint usage
   c) Access to brand equity
   d) Brand franchising
32. When Mega-N updated its company name to CloudsNN in 2014, which part of the brand positioning did it change?
   a) Target segment
   b) Point of difference
   c) Frame of reference

33. The value of a brand can be defined by measuring of .... (select all that apply)
   a) Brand awareness
   b) Brand equity
   c) Return on brand
   d) Perceived brand value