



**MKTG3512 – Brand Management
(Semester 2, 2021-22)**

GENERAL INFORMATION		
Instructor: Dr. Buston CHU Email: buston@hku.hk Consultation times: By appointment Course website: Other important details:		
COURSE DESCRIPTION & OBJECTIVES		
<p>Why are some brands more preferred by the customers? Do brands make organizations more competitive, gaining higher market share? Are favourable brands more profitable and sustainable than their counterparts? What are the meanings of brand to organizations and customers? How to develop and manage brands that benefit organizations while creating value for customers? What makes a brand successful and last longer? Why so many brands fail, even when they have managed to draw attentions in the market? What makes a good branding strategy?</p> <p>This course explores the answers to the above questions. It will lead the students through a journey of brand development process to have an in-depth understanding of strategic brand management.</p> <p>The course is designed to address important branding decisions faced by an organization. Through theories, examples, cases, and class discussions, students are enabled and inspired to think logically, creatively, critically, with increased precision about the strategies involved in identifying, developing, managing, and growing brand equity – a valuable intangible asset and source of competitive advantages of escalating importance to all organizations.</p> <p>Pre-requisite(s): MKTG2501 Introduction to Marketing</p>		
FACULTY LEARNING GOALS (FLGs)		
FLG1: Acquisition and internalization of knowledge of the programme discipline FLG2: Application and integration of knowledge FLG3: Inculcating professionalism FLG4: Developing global outlook FLG5: Mastering communication skills FLG6: Cultivating leadership		
COURSE LEARNING OUTCOMES (CLOs)		
Course Learning Outcomes	Aligned Faculty Learning Goals (FLGs)	
CLO1: Identify the key decisions that a brand manager needs to make and acquire an understanding of brand management processes.	FLG 1, FLG 2, FLG 3, FLG 6	
CLO2: Critically analyze brand management issues using relevant theories and methods, and provide theoretically sound and practically feasible solutions.	FLG 1, FLG 2, FLG 3, FLG 4, FLG 6	
CLO3: Develop analytical and problem-solving skills through applications.	FLG 1, FLG 2, FLG 3, FLG 4, FLG 6	
CLO4: Demonstrate effective written and verbal communication skills and teamwork skills through discussions, presentations, and report writing.	FLG 1, FLG 2, FLG 3, FLG 4, FLG 5, FLG 6	
COURSE TEACHING AND LEARNING ACTIVITIES		
Course Teaching and Learning Activities	Expected Study Hours	Study Load (% of study)
T&L1: Interactive Lectures with Discussions/Class Work	36	26%
T&L2: Group Case Study	20	14%

T&L3: Group Brand Project	48	34%
T&L4: Self-Study ...:	36	26%
Total	140	100%

TL1: Interactive Lectures with Discussions/Class Work

Instructor will provide interactive lectures to illustrate and reinforce key brand management concepts. Students are expected to complete pre-class readings and preparations, and they are encouraged to share their views and experience actively in class discussions to deepen their learning.

Examples of company cases/videos and applied marketing scenarios will be integrated in the lectures and class discussions. Students will be challenged to view marketing from different perspectives (e.g., consumer, company, competitors) to enhance their critical thinking skills.

Class work will be used to deepen students' learning and develop their application capability on specific topics. Students are expected to address issues posted in these class exercises and share their thoughts in class. Verbal/ written feedback from lecturer, peer, and/or self will be used to facilitate continuous learning.

TL2: Group Case Study

Case study is used to provide students with opportunities to (1) apply their learned brand management principles and tools to analyze the business situations, identify critical issues and/or problems, evaluate alternatives, and make recommendations in applied marketing settings; and (2) reinforce the learning with formative feedback for continuous assessment.

The case study will be completed by a group of 5-6 students. This group will be the same for the group brand project below.

TLA3: Group Brand Project

Group brand project will allow students to go through the steps of the brand management process from the perspective of a marketing manager/consultant and integrate the learned branding concepts and skills in an applied business situation.

Major goals:

- to promote students' active learning
- to develop students' skills on critical thinking, analysis, and problem-solving
- to stimulate students' creativity
- to enhance students' skills on communication, presentation, and teamwork

Project Background and Requirements:

- Assuming that you are a cross-functional taskforce of a company with 5-6 members coming from different departments, appointed to review the branding situations of the firm (or a particular product / service) and to propose a plan to revamp the brand. CEO of your company expects an innovative while pragmatic proposal from you which includes the followings:
 1. An analysis of the current situation of the concerned brand with identified gaps and potential opportunities for a revamp that may increase brand equity and strengthen its competitive advantages in the market,
 2. A distinctive, new branding concept that is relevant to customer expectations
 3. Recommended branding strategies and marketing program for your proposed initiatives that help the company stay competitive and sustainable with enhanced brand equity.
- Each group will first select a company or product/service and then conduct a situation analysis by collecting and analyzing relevant information, suggest a new branding idea, and make recommendations on the strategies and integrated marketing program to establish a unique and desirable brand presence, as well as, a set of systematic tracking measures to audit the brand management effectiveness.
- Each group is required to
 - (1) make a 15-minute group brand project presentation in class followed by a 5-minute Q&A session and
 - (2) submit a group written project report [Maximum of 5 pages (*A4-size paper, typed, 1" margins, 1.5 line spacing, and font size 11*)], excluding cover page, appendices/exhibits of diagrams, figures, tables, and graphs, and references].
- Individual groups can seek instructor's feedback on its presentation performance and areas for improvement after the completion of group presentation.

TL4: Self Study

- For each class, students are expected to complete pre-class readings (including assigned textbook chapters and supplementary materials) and preparations for class discussions/activities.

- Students are also expected to review and integrate the learned brand management topics for their case study, group brand project, and final test.

Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1: Class Participation		20%	CLO1, CLO2, CLO3, CLO4
A2: Group Case Study Report		15%	CLO1, CLO2, CLO3, CLO4
A3: Group Brand Project Presentation and Report		35%	CLO1, CLO2, CLO3, CLO4
A4: Final Test		30%	CLO1, CLO2, CLO3, CLO4
	Total	100%	

Coursework / Final Test Ratio: 70 % / 30 %

Peer Evaluation for Group Work:

In normal cases, each individual group member receives the same total score for his/her group work. However, in some cases, individual group members' scores will be adjusted depending on their efforts, performance, and contributions to the group work.

At the end of the semester, each student is required to evaluate her-/himself and other group members independently and submit the Self and Peer Evaluation Form. The group's overall peer evaluation results will be used as one of the references for determining an individual student's total score of group work.

STANDARDS FOR ASSESSMENT

Course Grade Descriptors

A+, A, A-	Consistently demonstrate a thorough grasp of the subject as evidenced by achieving an outstanding performance in understanding of brand management theories and methods, critical analysis and synthesis, application of knowledge, formulation of brand building solutions, written and verbal communication and teamwork skills.
B+, B, B-	Frequently demonstrate a substantial grasp of the subject as evidenced by achieving a proficient performance in understanding of brand management theories and methods, critical analysis and synthesis, application of knowledge, formulation of brand building solutions, written and verbal communication and teamwork skills.
C+, C, C-	Occasionally demonstrate a general grasp of the subject as evidenced by achieving a moderate performance in understanding of brand management theories and methods, critical analysis and synthesis, application of knowledge, formulation of brand building solutions, written and verbal communication and teamwork skills.
D+, D	Demonstrate a partial grasp of the subject as evidenced by achieving an adequate performance in understanding of brand management theories and methods, critical analysis and synthesis, application of knowledge, formulation of brand building solutions, written and verbal communication and teamwork skills.
F	Demonstrate a poor grasp of the subject as evidenced by achieving a poor performance in understanding of brand management theories and methods, critical analysis and synthesis, application of knowledge, formulation of brand building solutions, written and verbal communication and teamwork skills.

Assessment Rubrics for Each Assessment

	Performance Level	Assessment Rubrics for Class Participation
AT1: Class Participation	A+, A, A-	Actively contribute to class discussions and activities. Focused, engaged, and without distractions or disruptions. Present and on-time. Consistently provide relevant and helpful analyses and examples, suggest insightful solutions, raise thoughtful questions, and/or synthesize across readings and discussions
	B+, B, B-	Quite actively contribute to class discussions and activities. Focused, engaged, and without distractions or disruptions. Present and on-time.

		Provide relevant and helpful analyses and examples, suggest insightful solutions, raise thoughtful questions, and/or synthesize across readings and discussions most of the time.
	C+, C, C-	Sometimes contribute to class discussions and activities. Focused, engaged, and without distractions or disruptions. Present and on-time. Provide some relevant examples and analyses, suggest some reasonable solutions, raise questions for clarification, and/or sharing ideas only based on limited required readings.
	D+, D	Occasionally contribute to class discussions and activities. Without distractions or disruptions. Usually present and on-time. Providing limited relevant examples and analyses, suggest incomplete solution, raise questions and sharing ideas not closely related to the topic being discussed, and/or share ideas based on limited required readings.
	F	Rarely contribute to class discussions and activities. Not focused, not engaged, and/or a source of distractions or disruptions. Sometimes present and on-time. Provide irrelevant examples, analyses and solutions, raise questions and share ideas unrelated to the topic being discussed.
AT2: Group Case Study Report:	Performance Level	Assessment Rubrics for Case Study Report
	A+, A, A-	Problem Identification and Analysis (50%) All or almost all important brand problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful facts/data, and effective application of appropriate concepts /techniques/examples which are well integrated to the analysis. Recommendations (40%) Recommendations are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative. Almost all pros and cons of alternatives are thoroughly and critically evaluated. Effectiveness of Writing and Layout (10%) The report is well organized with clear coherence and smooth progression of ideas, appropriate length and tone, and free of writing errors.
	B+, B, B-	Problem Identification and Analysis (50%) Quite a lot of important branding problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful facts/data and application of appropriate concepts /techniques/examples. Recommendations (40%) Recommendations are generally clear, logical, consistent, feasible, and innovative. Quite a lot of pros and cons of alternatives are sufficiently examined. Effectiveness of Writing and Layout (10%) The report is well organized with coherence and progression of ideas, appropriate length and tone, and generally free of most writing errors.
	C+, C, C-	Problem Identification and Analysis (50%) Some important branding problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant facts/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples. Recommendations (40%) Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for feasible and innovative solutions Some pros and cons of alternatives are examined with some elaboration. Effectiveness of Writing and Layout (10%) The report is generally organized with some coherence and progression of ideas, appropriate length and tone, and a few noticeable writing errors.
	D+, D	Problem Identification and Analysis (50%) Less important branding problems/managerial decisions and/or basic issues are identified and addressed. The analysis lacks a clear focus, insufficient consistency, largely descriptive, with limited support of helpful and relevant facts/data and application of appropriate concepts/techniques/examples. Recommendations (40%) Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for feasible and innovative solutions Some pros and cons of alternatives are identified with limited elaborations. Effectiveness of Writing and Layout (10%) The report is adequately organized with some lapses in coherence or progression of ideas, inappropriate length and/or tone, and/or some noticeable writing errors.

	F	<p>Problem Identification and Analysis (50%) Branding problems, managerial decisions, and/or issues identified are superficial, inadequate, irrelevant, or absent. The analysis is missing or only descriptive with no or little support of relevant facts/data and application of appropriate concepts/techniques/examples.</p> <p>Recommendations (40%) Recommendations are not well thought-out, lack of logical flow, inconsistent, impractical, not innovative, and/or even biased. Very few or no pros and cons of alternatives are identified.</p> <p>Effectiveness of Writing and Layout (10%) The report is poorly organized with serious problems in coherence or progression of ideas, inappropriate length and tone, and writing errors so serious that meaning is obscured.</p>		
AT3: Group Brand Project Presentation and Report:	Assessment Criteria for Group Brand Project		Oral Presentation (100%)	Written Report (100%)
	1. Introduction / Executive summary		10%	10%
	2. Foundational Analysis		30%	30%
	3. Brand Strategy		35% (a summary of key points)	35% (full version with details)
	4. Brand Expression Brief		5%	5%
	5. Overall Quality and Engagement		20%	20%
	Total:		100%	100%
	Performance Level	Assessment Rubrics for Group Brand Project Presentation and Report		
	A+, A, A-	<p>Introduction / Executive Summary (10%) Introduces and highlights the key issues, findings, and recommendations in a captivating manner, and is articulated with clarity, fluency, and brevity.</p> <p>Foundational Analysis (30%) All or most critical issues of the brand's history and current situation are clearly and accurately described, with sufficient support of relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. All or most critical issues of the brand's current equity are accurately identified and clearly addressed. The analysis is logical, thorough, consistent, with sufficient support of relevant and helpful facts/data, and effective application of appropriate concepts /techniques/ examples which are well integrated to the analysis. Overall understanding and findings synthesized across analyses are insightful.</p> <p>Brand Strategy (35%) Recommendations are well thought-out, logical, relevant, concrete, feasible, and innovative. The importance of the recommendations to the brand is sufficiently supported with relevant and helpful facts/data, and effective application of appropriate concepts/ techniques/examples. All or most pros and cons of relevant alternatives are thoroughly and critically evaluated.</p> <p>Brand Expression Brief (5%) The guidance provided to tangibly express the strategy across key touchpoints is clear, inspirational, and well-connected to the brand positioning and other key recommendations.</p> <p>Overall Quality and Engagement (20%) The presentation and written report arouse and maintain interest. They are well organized with clear coherence, a smooth progression of ideas, articulated and polished, show effective use of layout and presentation aids, and appropriate length, pace, and tone. The presentation group skillfully engages the audience and demonstrates consistently high level of knowledge, confidence, enthusiasm, creativity, and capability of handling Q&A session. The written report is free of writing errors, with proper and consistent referencing and citations.</p>		

	<p>B+, B, B-</p>	<p>Introduction / Executive Summary (10%) Introduces and highlights most of the key issues, findings, and recommendations in a captivating manner, and is largely articulated with clarity, fluency, and brevity.</p> <p>Foundational Analysis (30%) Quite a lot of critical issues of the brand's history and current situation are clearly and accurately described, with sufficient support of relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. Quite a lot of critical issues of the brand's current equity are accurately identified and clearly addressed. The analysis is largely logical, thorough, consistent, with sufficient support of relevant and helpful facts/data, and effective application of appropriate concepts /techniques/examples. Quite a lot of understanding and findings synthesized across analyses are insightful.</p> <p>Brand Strategy (35%) Recommendations are largely well thought-out, logical, relevant, concrete, feasible, and innovative. The importance of the recommendations to the brand is largely supported with relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. Quite a lot of pros and cons of relevant alternatives are thoroughly and critically evaluated.</p> <p>Brand Expression Brief (5%) The guidance provided to tangibly express the strategy across key touchpoints is mostly clear, inspirational, and connected to the brand positioning and other key recommendations.</p> <p>Overall Quality and Engagement (20%) The presentation and written report are generally able to arouse and maintain interest. They are well organized with coherence, a smooth progression of ideas, articulated and polished, show quite effective use of layout and presentation aids, and appropriate length, pace, and tone. The presentation group is generally able to engage the audience and demonstrates quite a high level of knowledge, confidence, enthusiasm, creativity, and capability of handling Q&A session. The written report is free of most writing errors, with proper and consistent referencing and citations with only a few minor mistakes.</p>
	<p>C+, C, C-</p>	<p>Introduction / Executive Summary (10%) Introduces and highlights key issues, findings, and recommendations and is at times articulated with clarity, fluency, and brevity.</p> <p>Foundational Analysis (30%) Quite a few issues of the brand's history and current situation are clearly and accurately described, with some support of relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. Quite a few issues of the brand's current equity are accurately identified and addressed. The analysis is moderately logical, thorough, consistent, with some support of relevant and helpful facts/data, and some application of appropriate concepts /techniques/examples. Some understanding and findings synthesized across analyses are insightful.</p> <p>Brand Strategy (35%) Recommendations are moderately well thought-out, logical, relevant, concrete, feasible, and innovative. The importance of the recommendations to the brand is supported with some relevant and helpful facts/data, and effective application of appropriate concepts/techniques/examples. Some pros and cons of relevant alternatives are evaluated.</p> <p>Brand Expression Brief (5%) The guidance provided to tangibly express the strategy across key touchpoints is moderately clear, inspirational, and connected to the brand positioning and other key recommendations.</p> <p>Overall Quality and Engagement (20%) The presentation and written report are sometimes able to arouse and maintain interest. They are organized with some coherence, a progression of ideas, show effective use of layout and presentation aids, and appropriate length, pace, and tone. The presentation group is sometimes able to engage the audience and demonstrates some knowledge, confidence, enthusiasm, creativity, and capability of handling Q&A session. The written report contains a few writing errors, some inconsistent referencing and citations, and/or a few noticeable mistakes.</p>
	<p>D+, D</p>	<p>Introduction / Executive Summary (10%) Adequately introduces and highlights key issues, findings, and recommendations.</p> <p>Foundational Analysis (30%) Some issues of the brand's history and current situation are clearly and accurately described, with limited support of relevant and helpful facts/data, and limited application of appropriate concepts/techniques/examples.</p>

		<p>Some issues of the brand's current equity are accurately identified and addressed. The analysis is relevant but lacks clear focus, insufficient elaboration, insufficient consistency, is largely descriptive, with limited support of facts/data and/or limited application of appropriate concepts/techniques/examples. Further work is needed to synthesize understanding and generate insightful findings.</p> <p>Brand Strategy (35%) Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only an adequate attempt to identify relevant, concrete, feasible, and innovative recommendations. The importance of the recommendations to the brand is only supported with limited facts/data, and limited application of concepts/techniques/examples. Limited pros and cons of alternatives are evaluated.</p> <p>Brand Expression Brief (5%) The guidance provided to tangibly express the strategy across key touchpoints has limited clarity and/or insufficient connection to the brand positioning and other key recommendations.</p> <p>Overall Quality and Engagement (20%) The presentation and written report demonstrate an adequate attempt to arouse or maintain interest. They are organized but with some lapses in coherence, show an attempt to use layout and presentation aids, and may address appropriate length, pace, and/or tone. The presentation group shows an adequate attempt to engage the audience but demonstrates some lack of knowledge, confidence, enthusiasm, creativity, and/or capability of handling Q&A session. The written report contains noticeable writing errors, some inconsistent referencing and citations, and begins to detract from the overall content or message.</p>
	F	<p>Introduction / Executive Summary (10%) Missing important issues, findings, and recommendations or is unclear, unfocused, rambling.</p> <p>Foundational Analysis (30%) Issues of the brand's history and current situation are unclear or inaccurate. Insufficient support or irrelevant facts/data, and insufficient application of concepts/techniques/examples. Issues of the brand's current equity are inaccurately identified or unaddressed. The analysis lacks focus, is insufficiently elaborated, is inconsistent, only descriptive, lacking support of facts/data and/or lacking application of concepts /techniques/examples. There are few attempts to synthesize or share insightful findings.</p> <p>Brand Strategy (35%) Recommendations are not well thought out, lack flow, are inconsistent, impractical, generic, and/or biased. The importance of the recommendations to the brand is not supported with facts/data or lacks application of concepts/techniques/examples. Few pros and cons of alternatives are identified.</p> <p>Brand Expression Brief (5%) The guidance provided to tangibly express the strategy across key touchpoints is unclear and/or lacks connection to the brand positioning and other key recommendations.</p> <p>Overall Quality and Engagement (20%) The presentation and written report are difficult to follow or understand. They are poorly organized with lapses in coherence, show an insufficient attempt to use layout and presentation aids, and fail to address appropriate length, pace, and/or tone. The presentation group shows little effort or ability to engage the audience and demonstrates little knowledge, confidence, enthusiasm, creativity, and/or capability of handling Q&A session. The written report contains substantial writing errors, inconsistent or insufficient referencing and citations, and significantly detracts from or obscures the overall content or message.</p>
AT4: Final Test	<i>The final test is cumulative and closed book. The format includes multiple choice questions, and essay questions that test students' understanding of the theories and examples from the readings and from the class and how they can be applied to solve branding challenges. (Note: Test format may be different depending on class arrangement near the end of the semester.)</i>	
	Performance Level	Assessment Rubrics for Final Test
	A+, A, A-	<p>Multiple Choice Questions 80-100% of the responses are accurately and clearly marked.</p> <p>Essay Questions All or almost all of the required questions are clearly and accurately responded. All or almost all of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>

	B+, B, B-	<p>Multiple Choice Questions 70-79% of the responses are accurately and clearly marked.</p> <p>Essay Questions Most of the required questions are clearly and accurately responded. Most of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>
	C+, C, C-	<p>Multiple Choice Questions 60-69% of the responses are accurately and clearly marked.</p> <p>Essay Questions Some of the required questions are clearly and accurately responded. Some of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>
	D+, D	<p>Multiple Choice Questions 50-59% of the responses are accurately and clearly marked.</p> <p>Essay Questions Few of the required questions are clearly and accurately responded. Few of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>
	F	<p>Multiple Choice Questions Fewer than 50% of the responses are accurately and clearly marked.</p> <p>Essay Questions Very few of the required questions are clearly and accurately responded. Very few of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

- Students are expected to familiarize themselves with the material below BEFORE class sessions (in weeks 2 through 12).
- Instructor will update and detail the course schedule, contents, and readings further during the course.

Week: Date	Topics	Assigned Text *	Assignment Due Dates
Jan 18, 21	Course Overview, Brand Fundamentals and Management, History	Ch 1	
Jan 25, 28	Brand Equity, Customer-based Brand Equity Framework	Ch 2	
Feb 1-7	Chinese New Year		
Feb 8, 11	Brand Elements	Ch 4	Choice of Studied Brand, Feb 8, email to Instructor and Moodle
Feb 15, 18	Marketing Programs & Communications	Ch 5, 6	
Feb 22, 25	Secondary Brand Associations	Ch 7	
Mar 1, 4	Branding Strategies Design	Ch 11	
Mar 7-12	Reading Week –		
Mar 15, 18	Brand Audits, Brand Tracking	Ch 8, 10	Case Study Report: March 18, Moodle
Mar 22, 25	New Products and Brand Extensions	Ch 12	
Mar 29, Apr 1	Manage Brands Over Time	Ch 13	
Apr 8	Global Brand Building & Marketing (I)	Ch 14	
Apr 12, 19	Global Brand Building & Marketing (II) Omni-channel Brand Management	Ch 14	
Apr 22, 26, 29	Group Brand Project Presentations		
TBC	Final Test		Final Report, May 6: Hardcopy & Moodle

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

*** Required Textbook:**

Kevin Lane Keller, "Strategic Brand Management: Building, Measuring, and Managing Brand Equity", fifth edition.

Suggested Extended Reading:

Aaker, "Brand Relevance: Making Competitors Irrelevant" (Jossey-Bass, 2011)
Clifton (and contributors), "Brands and Branding" (The Economists, 2009)
Copulsky, "Brand Resilience: managing risk and recovery in a high-speed world" (Palgrave Macmillan, 2011)
De Mooij, "Global Marketing and Advertising" (SAGE Publications, 2013)
Earl & Waddington, "Brand Anarchy: Managing Corporate Reputation" (Bloomsbury, 2012)
Lindstrom, "Brand sense: build powerful brands through touch, taste, smell, sight and sound" (Kogan Page, 2005)
Metz, "The Social Customer: How brands can use social CRM to acquire, monetize, and retain fans, friends and followers" (McGraw Hill, 2012)
Mark, Pearson, The Hero and the Outlaw (McGraw Hill Professional, 2001)
Pringle, "Brand Manners: How to create a self-confidence organization to live the brand" (2001)
Tybout, Calkins, "Kellogg on Branding" (John Wiley & Sons, 2011)

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in addition to SETL around the end of the semester
 Online response via Moodle site
 Others: _____ (please specify)

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

- No photography, video, or audio recording during the class
- Distractions – digital, mobile, social, or others – will not be tolerated
- Be present and on-time

Course Policies on Academic Dishonesty:

The University Regulations on academic dishonesty will be strictly enforced.

- Academic dishonesty includes, but is not necessarily limited to, the following types: plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class exams, and unauthorized advance access to an exam.
- Students are expected to be aware of what plagiarism is and how to avoid it. Please refer to the HKU Policies on

Plagiarism.

- Students should also be familiar with the HKU regulations and policies particularly on attendance, absence, examination, and copyright. Please refer to the HKU Undergraduate Student Handbook and HKU Examination Unit webpage.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

Late Assignment Penalty:

All assignments are required to be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows:

No. of days later than the due date:

- 1 day = deduct 25% of the total points
- 2 days = deduct 50% of the total points
- 3 days = deduct 100% of the total points