

APPROVED:
Vice-rector for study and methodical work
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Международный брендинг / International branding

Syllabus of the course

Specialty *38.04.02 Management*
Specialization *International Business Administration*
Level of higher education *Master's Degree*
Form of training *Full-time*
Year of enrolment *2022*
Authored by:
Associate Professor, PhD, Lizovskaya Veronika V.

| | | |
|-----------------------|-----|---|
| Total number of hours | 108 | Form of final attestation: Test: semester 2 |
| incl: | | |
| contact work | 32 | |
| self-study | 76 | |
| practical training | 0 | |
| control hours | 0 | |

Hours distribution:

| | |
|-----------------------------|------------|
| Semester: | 2 |
| Type of classes | Hours |
| Contact hours | 18 |
| Practical training | 14 |
| Laboratory work | |
| Total contact hours | 32 |
| Self-study | 76 |
| Control hours | 0 |
| Total academic hours | 108 |
| Total credits | 3 |

Saint-Petersburg
2022

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1. LEARNING OBJECTIVES

| | |
|-------------------|--|
| Objective: | Formation of a theoretical base for undergraduates to understand the conceptual and methodological foundations of international marketing through the prism of international branding strategies, as well as the development of practical skills in making informed marketing decisions. |
|-------------------|--|

2. COURSE PLACE IN THE PROGRAMME STRUCTURE

Discipline B1.V International branding refers to the part formed by the participants in the educational relations of Block 1.

3. EXPECTED LEARNING OUTCOMES

| Code and name of graduate competence | Code and name of the competence achievement indicator | Expected learning outcomes |
|---|---|--|
| PC-3 – Able to make management decisions at a strategic and operational level in an international company | PC-3.1 – Justifies the choice of marketing and branding strategies in international markets | <p>To know: the goals and objectives of branding in the enterprise, the specifics of the main branding tools and the features of their use in international markets</p> <p>To be able to: choose and use different models for brand management, taking into account the specifics of markets in different countries; take part in the planning and organization of events and brand communications at the operational, tactical and strategic levels; use the basic tools of strategic branding</p> <p>To possess: methods of forming a strategy, evaluating and promoting brands in international</p> |

4. COURSE STRUCTURE AND CONTENT

| Code and name of the topics | Course content | Academic hours | | | |
|---|--|----------------|-----------|-----------|------------|
| | | Contact work | | | Self-study |
| | | Lectures | Practices | Workshops | |
| Section 1: Concept and elements of international branding | | | | | |
| Topic 1. Trends in consumer behavior in global markets. Basic concepts of branding. | Basic concepts and categories of branding. The concepts of "brand", "brand", "trademark". brand types. Economic benefits of branding. Trademark classifications. Manufacturer's brand and private label. Trademark features. The value of the brand for the manufacturer, intermediary and consumer. | 2 | | | 6 |
| Topic 2. Legal aspects of | Concept of trademark and service mark. Trademark protection. Normative documentation on copyright. | 2 | 2 | | 10 |

| | | | | | |
|---|--|---|---|--|----|
| international branding. | State registration and protection of trademarks. International trademark registration. International classification of goods and services. Madrid System for the International Registration of Marks. | | | | |
| Topic 3. The structure and attributes of the brand in the international market. | The concept of brand structure. The main attributes of the brand, their importance in the branding process. brand identifiers. Brand identity: brand essence, brand perception, quality associations, brand values, brand personality, brand positioning. brand wheel. brand triangle. Brand Identity Prism. | 2 | 2 | | 10 |
| Topic 4. Main approaches to brand development. Features of brand management in various international markets. | Brand development. The evolution of approaches to brand development. brand program. Brand architectonics: main stages and limitations. Market analysis and competitive analysis in brand development. Brand positioning and repositioning. Manufacturer brands. Features of branding in the service sector. Formation of private labels: the concept, the main indicators of the market for the creation of private labels, features of formation and positioning. Brands of regions: features of formation and management. Brand management of prestige and fashion products. | 2 | | | 10 |
| Topic 5. Brand development and brand communication. brand portfolio. | Brand life cycle. The role of packaging, names. The concept and main tools of brand communications. Expansion, revitalization and elimination of brands. Rebranding, restyling, renaming: concepts and the need for implementation at different stages of brand development. The effect of expanding product lines, stretching brands. The concept of "portfolio", "family" of brands. Development of standards and regulations (brand book, corporate identity guide) | 2 | 2 | | 6 |
| Section 2: Brand Capital in international market | | | | | |
| Topic 6. Consumer loyalty and brand management. | Levels of consumer attitude to the brand according to Aaker. The concept of brand awareness and loyalty. Brand assets and key indicators: commitment, leadership, differentiation, leadership, market performance. Brand reputation. Kapferer brand assets. | 2 | | | 4 |
| Topic 7. The concept of brand equity and approaches to brand valuation in the international market. | Brand equity according to Aaker: types of brand awareness, perception of quality, brand associations, commitment, other brand assets. Brand equity theories and their main focus. consumer capital. Customer relationship management and CRM systems. The concept of brand equity. Approaches to assessing brand equity. Methods for assessing the intangible capital of the brand. | 2 | 2 | | 10 |
| Topic 8. Brand value assessment and its importance in the international market. | Regulatory framework for assessing the value of the brand. Basic concepts and formulas for assessing brand value. Brand valuation process. Importance of brand value assessment for consumer, company, shareholders. The main approaches and methods for assessing the value of brands. | 2 | 4 | | 10 |

| | | | | | |
|--|---|-----------|-----------|----------|-----------|
| | | | | | |
| Topic 9. Brand-controlling and evaluating the effectiveness of brand management. | Brand controlling: concept, goals, tasks, system, types. (organizational and managerial activity) Tactical and strategic brand-controlling: basic techniques and methods. The value of brand controlling for the activities of the organization. Monitoring the position of the brand in the market. BDI. Brand health indicators. Brand equity assessment as the basis for evaluating the effectiveness of a company's brand management. Brand portfolio audit. The main indicators for evaluating the effectiveness of decisions in the brand management system. The main decisions based on the results of evaluating the effectiveness of brand management. | 2 | 2 | | 10 |
| Control hours: | | | | | 0 |
| Total hours: | | 18 | 14 | 0 | 76 |

5. TEACHING AND LEARNING TOOLS OF THE COURSE

5.1 Recommended literature

| Bibliographic description of the publication (author, title, type, place and year of publication, number of pages) | Digital resources |
|--|---|
| Branding [Electronic resource]: Textbook and workshop / Domnin V.N. - M.: Urait Publishing House, 2019. - 411 | https://www.urait.ru/book/branding-433237 |
| Musician V.L. Fundamentals of integrated communications: theory and modern practices in 2 hours. Part 1. Strategies, effective branding: Textbook and workshop / Musician V. L. - Electron. Dan. - Moscow: Urait, 2019. - 342 p. | https://www.urait.ru/bcode/428806 |
| Lizovskaya V.V. Branding and assessment of brand equity: workshop / V.V. Lizovskaya. - St. Petersburg. : St. Petersburg State University of Economics, 2018. - 64 p. | http://opac.unecon.ru/elibrary ... uD%20D%DzD.ND»D°.pdf |
| Domnin, V. N. Branding: textbook and workshop for undergraduate and graduate students / V. N. Domnin. - Moscow: Urait Publishing House, 2019. - 411 p. | https://urait.ru/bcode/433237 |
| Lizovskaya, Veronika Vladimirovna Branding and brand equity assessment: laboratory workshop / V.V. Lizovskaya; Ministry of Science and Higher. education Ros. Federation, St. Petersburg. state economy un-t, Dept. Marketing St. Petersburg, 2020 | http://opac.unecon.ru/elibrary ... D°_38.03.02_DD.DfD_DD.pdf |

5.2 List of software (including national production)

- 7-Zip
- Microsoft Office Professional
- Microsoft Windows Professional

5.3 List of reference systems and modern professional databases

| № | Name of reference systems and professional databases |
|-----|--|
| 1. | Digital library Grebennikon.ru – www.grebennikon.ru |
| 2. | Science Digital Library eLIBRARY – www.elibrary.ru |
| 3. | Science Digital Library КиберЛеника – www.cyberleninka.ru |
| 4. | Database ПОЛПРЕД Справочники – www.polpred.com |
| 5. | Database OECD Books, Papers & Statistics on the platform OECD iLibrary www.oecd-ilibrary.org |
| 6. | Legal reference system КонсультантПлюс (installed resource UNECON or www.consultant.ru) |
| 7. | Legal reference system «ГАРАНТ» (installed resource UNECON or www.garant.ru) |
| 8. | Information and referral system «Кодекс» (installed resource UNECON or www.kodeks.ru) |
| 9. | Digital library system BOOK.ru - www.book.ru |
| 10. | Digital library system ЭБС ЮРАЙТ – www.urait.ru |
| 11. | Digital library system ЗНАНИУМ (ZNANIUM) – www.znaniium.com |
| 12. | Digital library UNECON – opac.unecon.ru |

6. TECHNICAL FACILITIES

There are special rooms for lectures, seminars, coursework, group and individual consultations, current and interim assessments, as well as rooms for self-study.

The premises are equipped with equipment and teaching aids.

The rooms for students' independent work are equipped with computers with Internet connection and access to the university's electronic learning environment.

| Name of classroom | Classroom location |
|--|---|
| Classroom 1043 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialised furniture and equipment: Educational furniture for 42 seats (21 desks), teacher's workplace, chalk board 1 pc. (3 sections), chair 1 pc., table 2 pcs., iso chair 2 pcs.. Portable multimedia kit: Laptop HP 250 G6 1WY58EA, Multimedia projector LG PF1500G. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids. | 191023, St. Petersburg, Griboedova canal, 30-32, lit. A, B, P |
| Classroom 1064 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Special furniture and equipment: Educational furniture for 42 seats, a teacher's workplace, a whiteboard - 1 pc, a table - 1 pc, a chair - 1 pc, an interactive projector Epson-EB-455Wi - 1 pc, a computer Intel i3-2100 2.4 Ghz/4Gb/500Gb/Acer V193 19" - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids. | 191023, St. Petersburg, Griboedova canal, 30-32, lit. A, B, P |
| Classroom 2007 Training classroom (for lecture- and seminar-type classes, | 191023, St. |

| | |
|---|---|
| coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialized furniture and equipment: Training furniture for 126 seats, teacher's workplace, m/m table - 1 pc, desk - 6 pcs, chair - 1 pc, chalk board (3 sectional) - 2 pcs, Chair - 3 pcs., Computer Intel i3-2100 2.4 Ghz/4Gb/500Gb/Acer V193 19" - 1 pc, Multimedia projector Type 2 Panasonic PT-VX610E - 1 pc, ScreenMedia Champion 244x183cm (SCM-4304) - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids. | Petersburg, Griboedova canal, 30-32, lit. A, B, P |
| Classroom 2009 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Special furniture and equipment: Educational furniture for 122 seats (study table 61 pcs., chairs 122 pcs.), the teacher's workplace, desk m/m, drawer 1 pc, chalk board 1 pc (3 sections), chair 1 pc, drawer 1 pc, chair 1 pc, Chair 2 pcs., Intel i3-2100 2.4 Ghz /4Gb/500Gb/Acer V193 19" - 1 pc, Sound projector Yamaha YSP-3000 - 1 pc, Projector stand with camera decks - 1 pc, Projection screen draper - 1 pc, Multimedia projector Type 2 Panasonic PT-VX610E - 1 pc, Screen Media D1 ceiling bracket - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids. | 191023, St. Petersburg, Griboedova canal, 30-32, lit. A, B, P |

7. METHODOLOGICAL GUIDELINES FOR STUDENTS

The following documents should be made available to the trainee before the start of the course:

- training and methodological documentation;
- local normative acts regulating the main issues of the organisation and implementation of educational activities, including those regulating the procedure for current monitoring and interim assessment of students;
- the schedule of consultations of the teaching staff.

The level and depth of mastering the discipline is determined by the active and systematic work of students in lectures, seminars, independent work, including in terms of identifying the most significant and relevant problems for further study. A special condition for qualitative mastering of the discipline is an effective organisation of work, which allows distributing the academic workload evenly in accordance with the schedule of the educational process.

When preparing for classes, students have the opportunity to attend consultations with the staff of UNECON according to the timetable set out in the schedule of consultations.

The students' in- and out-of-classroom work should aim to form:

- the fundamentals of the learner's world view and scientific understanding;
- basic knowledge relevant to the training area and the declared professional field, forming the target and professional basis for training;

- professional competences oriented towards the needs of the labour market;
- an individual trajectory by mastering a unique set of professional competences that complement the learner's competence model, through a focus on specific professional specialised areas of knowledge defined by labour market representatives;
- meta-skills for learners, such as teamwork and leadership, data analysis, digital skills, project design and implementation, intercultural interaction.

8. SPECIFICATIONS FOR TEACHING DISABLED PERSONS

Students with disabilities, if necessary, are taught on the basis of an adapted work programme using special teaching methods and didactic materials that take into account the particularities of their psychophysical development, individual capacities and health status.

In order for disabled persons and persons with disabilities to master the curriculum, the University shall ensure that:

- for the visually impaired and visually impaired: availability of information on the timetable in accessible places and adapted forms for learners who are blind or visually impaired; presence of an assistant to assist the learner as needed; production of alternative formats of teaching materials (large print or audio files);
- for the hearing-impaired and hearing-impaired: adequate sound reproduction of information;
- for persons with disabilities and persons with mobility impairments: the possibility of unimpeded access for students to classrooms, restrooms and other areas of the department, as well as their stay in these areas.

Learners with disabilities and persons with disabilities are provided with printed and/or electronic educational resources in forms adapted to their disabilities. The education of students with disabilities may be organised with other students or in separate groups or organisations.

ASSESSMENT RESOURCES

1.1 Control tasks and assignments for interim attestation

Is not provided by the work programme of the discipline.

1.2 Topics for written task

Is not provided by the work programme of the discipline.

1.3 Interim checkpoints

| Number | Type | Method of conduct | Topic number |
|--------|---------------|-------------------|--------------|
| 1 | Analytic work | written | 1-5 |
| 2 | Analytic work | written | 6-9 |
| 3 | Monitoring | written | 1-9 |

1.4 Other assessment objects

Is not provided by the work programme of the discipline.

1.5 Self-study

| Name of self-study | Topic number |
|---|--------------|
| Lectures and practical classes preparation Calculations, analyses, graphic and other tasks | 1-9 |
| Calculations, analyses, graphic and other tasks | 1-9 |
| Working with analytical databases, regulatory documents, reference literature | 2 |

1.6 Grading scale

Scales of assessment and procedures for assessing learning outcomes of the discipline are regulated by the Regulations on the current control of progress and interim attestation of students in higher education programmes and the Regulations on the scoring and rating system.

A grading and rating system is used to assess the learning outcomes of the discipline:

The final control of the discipline is an examination (or a differentiated test), the final grade being formed in accordance with the scale given in the table below:

| Points | Grade |
|-----------|--------------|
| ≤ 54 | fail |
| 55-69 | satisfactory |
| 70-84 | good |
| ≥ 85 | excellent |

Grading scale

| | |
|-------------------|---|
| 2 (points to 54) | Demonstrates a lack of understanding of the problem. Many of the requirements of the assignment are not met. An initial perception of the material is demonstrated. The work is incomplete and/or plagiarized. |
| 3 (points 55-69) | Demonstrates a partial understanding of the problem. Most of the requirements of the task have been met. Mastery of the elements of the assigned material. The material is mostly clear and coherent. |
| 4 (points 70-84) | Demonstrates considerable understanding of the issue by the discipline. All requirements of the assignment are fulfilled. The content of the completed tasks is disclosed and examined from different perspectives. |
| 5 (points 85-100) | Demonstrates full understanding of the problem. All requirements of the assignment are fulfilled. Demonstrates proficiency in the discipline. The completed assignments are holistic, complete, structured, present different points of view and demonstrate creativity. |