

### COURSE INFORMATION

Course title:	Brand Management	Credits:	2.0
Course code:	BAMA 514	Class location:	To be announced
Session, term, period:	2024W2	Class times:	Fri 13:00-19:30
Section(s):	823		Sat & Sun 9:00-17:00
Course duration:	April 11-13, 2025	Pre-requisites:	BAMA 550
Division:	Marketing	Co-requisites:	N/A
Program:	IMBA		

### INSTRUCTOR INFORMATION

Instructor:	Dr. Tim Silk (萧天逸)	Office location:	Zoom (refer to Canvas for link)
Phone:	604-822-8362	Office hours:	Refer to Canvas for dates
Email:	<a href="mailto:tim.silk@sauder.ubc.ca">tim.silk@sauder.ubc.ca</a>		

### COURSE DESCRIPTION

This course is intended for those interested in learning how brands are developed and managed as strategic assets. The course uses real-world case studies to expose you to the challenges commonly faced by brand managers. Topics include assessing brand meaning, evaluating brand extensions, assessing brand strength, managing brand portfolios, Brand repositioning, and managing brands in crisis. The course is focused on exposing you to industry best practices and is aimed at developing your ability as a manager and decision maker.

### COURSE FORMAT

Classes consist of concept classes and case classes. Concept classes are discussion-based classes where you learn analytical techniques and industry best-practices that managers use to analyze markets and develop marketing strategies. Case classes are used to give you practice applying analytical techniques to make marketing strategy decisions. Your job is to assume the role of the decision maker in the case, apply the course concepts to analyze the information provided in the case, and present evidenced-based arguments in class to determine the best course of action.

### LEARNING OBJECTIVES

By the end of this course, students will be able to apply analytical frameworks to make effective brand strategy decisions. Specifically:




1. Analyze brand association data to evaluate a brand's intended and actual brand meaning.
2. Evaluate brand extension opportunities and make brand extension recommendations.
3. Apply Brand Asset Valuation models to evaluate brand strength and make brand strategy recommendations.
4. Analyze brand analytics data to evaluate brand and category financial performance.
5. Evaluate crisis situations to identify threats and take actions to protect long-run brand equity.

### ASSESSMENTS

<u>Component</u>	<u>Weight</u>
Online Pre-Assessments (individual)	15%
Class Participation (individual)	20%
Brand Analytics Exercise (individual)	25%
Case Presentation (teams)	40%
Total	100%

### SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
<b>GOAL 3: Good Health and Well-being</b> 	<p>We will discuss how brands can influence and manipulate our ego-expression, self-concept and the pursuit of goals, which ultimately influences our choices and well-being. We will discuss how to mitigate the negative impacts of brands on consumer decision making. We will also examine brands that have a direct negative impact on public health and well-being, and the role that branding can play in promoting harmful products.</p>
<b>GOAL 12: Responsible Consumption and Production</b> 	<p>We will examine how to manage brands in crisis with examples from brands such as British Petroleum, Volkswagen and Toyota that have misled the public and violated responsible business practices. We will discuss best practices in crisis management which empirically demonstrate that acting in society's best interest is critical for maintaining consumer trust in the long run.</p>
<b>Goal 10: Reduced Inequality</b> 	<p>We will discuss several economic inequalities such as how certain industry sectors compensate differently for the same work. Throughout the course we will discuss how market segmentation can result in consumers being treated differently based on demographic and psychographic differences, which can influence access to products and services.</p>

### DETAILS OF ASSESSMENTS

#### Online Pre-Assessments

Online pre-assessments are short quizzes that students complete on Canvas before the start of class to ensure that everyone has read the assigned case/article for that day. This will ensure that everyone is prepared for class so that class time can be dedicated to higher-level discussion. Pre-assessments must be completed before the first live class or will receive a grade of zero.

#### Class Participation

Students are evaluated on participation in every class. Your participation grade is based entirely on the extent to which your contribution to class discussion impacts the learning of others. It is about your impact on the learning of others rather than the frequency of your participation. Asking an intriguing question or presenting your analysis is more impactful than simply answering a question. Respecting your classmates is paramount and I value quality over quantity.

*Grading Scale for Class Participation:*

- 0 - Absent or late to class
- 5 - Present but does not participate.
- 6 - Participates with basic information such as case facts.
- 7 - Offers an opinion or asks/answers a basic question.
- 8 - Engages in a meaningful discussion with other members of the class.
- 9 - Shares an analysis using data or evidence from the case or reading.
- 10 - Provides insight or asks a question that is instrumental in advancing understanding.

*Brand Analytics Exercise*

This is a 60-minute exercise used by the Nielsen Company as part of its recruiting process to evaluate the analytical skills of job applicants. It tests one's ability to identify patterns in data and pull insights from data which are essential for assessing brand and category performance. The purpose of the exercise is to evaluate analytical ability and prepare students for the analyses they will be expected to perform in a brand management role. Students also find it helpful in preparing for job market interviews and case analyses. The exercise is administered on Canvas (please refer to the class schedule for dates). The exercise is an individual assignment. You may not consult with your classmates or any other individuals. Any violations will result in a grade of zero.

*Case Submission*

Your team will be given a comprehensive branding case and deliver a pre-recorded 20-minute presentation in which your team uses course concepts to analyze the brand and outline your brand strategy recommendations. The format of your presentation is up to you but it should involve all team members and clearly answer the questions assigned with the case. Teams will be evaluated using the Presentation Evaluation Form at the end of this course outline. Your team should review the criteria before developing your presentation. The case submission is a team assignment and you can form your teams under the "People" menu in Canvas. You may not consult with classmates outside of your team or any other individuals. Anyone violating this rule will receive a grade of zero. Please refer to the class schedule for deadlines. Late submissions cannot be accepted and will receive a grade of zero.

*Peer Evaluation*

The peer evaluation form at the end of the course will be used to assess the contribution of each team member to the team case submission. Peer assessments will result in grade adjustments in cases where a student receives a score of 1 (Problematic) or 2 (Insufficient) on any criterion from more than one team member. The final question of the peer evaluation asks: all things considered, what percentage of the team's grade does the individual deserve? I will take the average peer score for each student and multiply it by the team's grade to arrive at the student's grade. For example, if a team receives a grade of 80% (an A-) and a member of the team receives an average peer score of 75% from their team members, that team member's individual grade will be  $75\% \times 80\% = 60\%$  (a "C" rather than an "A-")

The peer evaluation reacts to consensus: receiving a score < 100 from a single team member will have no impact on the student's grade, whereas receiving a score <100 from multiple team members will result in a grade adjustment commensurate to the average peer score received from your team members. Team members that work in good faith and manage expectations will not experience grade adjustments, while individuals that perform below expectations or fail to pull their weight will experience grade adjustments. I reserve the right to adjust peer evaluations to ensure fairness. My advice is to be proactive and make your expectations of one another clear from the start.

## LEARNING MATERIALS

All readings, cases, class notes and video content can be found on the course page in Canvas.

## COURSE-SPECIFIC POLICIES AND RESOURCES

### *Missed or late assignments, and regrading of assessments*

Late submissions will not be accepted and will receive a grade of zero.

### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

### *Code Plagiarism*

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments.

Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

## POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research

shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### *Use of Artificial Intelligence*

The use of artificial intelligence (AI) is not permitted for case analysis. All work related to case analysis, including the case submission, must be your own original work. Any use of generative artificial intelligence (AI), including ChatGPT, is prohibited and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or

other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the [UBC Academic Calendar](#).

#### **COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

#### **ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x̱məθḵəy̱əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

Class	CLASS TOPICS	READINGS	WHAT'S DUE
<b>Friday April 11 1:00-3:00</b>	How Brands Acquire Meaning	<i>Understanding Brands, Brands and Branding</i>	<b>Pre-assessment #1 on Canvas.</b> Be prepared to discuss reading.
<b>3:00</b>	Break		
<b>3:15-5:00</b>	Brand Meaning Case	Prepare case: <i>Porsche Cayenne</i>	<b>Pre-assessment #2 on Canvas.</b> Be prepared to discuss case analysis.
<b>5:00</b>	Dinner		
<b>6:00- 7:30</b>	Evaluating Brand Extensions	<i>Strategies for Leveraging Master Brands</i>	<b>Pre-assessment #3 on Canvas.</b> Be prepared to discuss reading.
<b>Saturday April 12 9:00-10:30</b>	Brand Extension Case	Prepare Case: <i>McDonalds and the Hotel Industry</i>	<b>Pre-assessment #4 on Canvas.</b> Be prepared to discuss case analysis.
<b>10:30</b>	Break		
<b>10:45-12:00</b>	Assessing Brand Strength	<i>Brand Economics</i>	Be prepared to discuss reading.
<b>12:00</b>	Lunch		
<b>1:00- 3:00</b>	Managing Brand Portfolios and Profitability	<i>If Brands are Built Over Years...</i>	<b>Pre-assessment #5 on Canvas.</b> Be prepared to discuss reading.
<b>3:00</b>	Break		
<b>3:15- 5:00</b>	Brand Analytics	Brand Analytics Practice Questions	
<b>Sunday April 13 9:00-10:30</b>	Brand Profitability Case	Prepare Case: <i>Starbucks China</i>	<b>Pre-assessment #6 on Canvas.</b> Be prepared to discuss case analysis.
<b>10:30</b>	Break		
<b>10:45-12:00</b>	Brand Repositioning Case	Prepare Case: <i>Bosideng China</i>	<b>Pre-assessment #7 on Canvas.</b> Be prepared to discuss case analysis.
<b>12:00</b>	Lunch		
<b>1:00- 2:30</b>	Managing Brands in Crisis	<i>How To Save Your Brand in the Face of Crisis</i>	<b>Pre-assessment #8 on Canvas.</b> Be prepared to discuss case analysis.
<b>2:30</b>	Break		
<b>2:45- 4:15</b>	Brand Crisis Case	Prepare Case: <i>Dolce &amp; Gabbana China</i>	<b>Pre-assessment #9 on Canvas.</b> Be prepared to discuss case analysis.
<b>4:15-5:00</b>	Course Wrap-up		
<b>Post-Module</b>	<b>Brand Analytics Exercise: Complete on Canvas by 11pm Shanghai time Sunday, April 27<sup>th</sup>. Team Case Presentation: upload slide deck and pre-recorded presentation to Canvas by 11:00pm Shanghai time Sunday, May 4<sup>th</sup></b>		

## Team Case Presentation Evaluation Form

Team: \_\_\_\_\_

Evaluation Criteria:	Score									
Application of course concepts:	1	2	3	4	5	6	7	8	9	10
Depth of analysis:	1	2	3	4	5	6	7	8	9	10
Support for recommendations:	1	2	3	4	5	6	7	8	9	10
Presentation Skills / Clarity:	1	2	3	4	5	6	7	8	9	10

Total Score: \_\_\_\_\_

Presentation Grade: \_\_\_\_\_

Strengths:

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Areas for Improvement:

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## Peer Evaluation Form – Team Case Submission

Each student will be evaluated anonymously by their team members on the criteria below after submitting the case submission. Please refer to the full description of the peer evaluation in the course outline. Peer assessments will result in grade adjustments for individual students in cases where a student receives a score of 1 (Problematic) or 2 (Insufficient) on any criterion from more than one team member.

### 1. Attendance at team meetings \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional

☐      ☐      ☐      ☐      ☐

### 2. Quality of communication and contribution to team meetings \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional

☐      ☐      ☐      ☐      ☐

### 3. Cooperation \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional

☐      ☐      ☐      ☐      ☐

### 4. Work Ethic \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional

☐      ☐      ☐      ☐      ☐

### 5. Overall contribution to team deliverable \*

Please use the 5-point scale explained in Section A above to evaluate each team member.

1 = Problematic      2 = Insufficient      3 = Fair      4 = Good      5 = Exceptional

☐      ☐      ☐      ☐      ☐

### 6. List three things that this person has done / is doing that helps the team perform at its best. \*

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

### 7. List three things that this person could start doing that would help the team perform at its best. \*

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

### 8. List three things that this person could stop doing that would help the team perform at its best. \*

Please answer the question below for each of your team members. Please be mindful to use constructive and compassionate language.

### 9 . All things considered, what percentage of the team's grade does the individual deserve? \*

If the person was a good team member and there were no issues, they should get 100. If you give them 50, they will get 50% of the team's score. Enter a number from 0 to 100.