COURSE INFORMATION

Course title:	Brand Management		
Course code:	BAMA 514	Credits:	1.5
Session, term, period:	2023W2, Period 4	Class location:	HA 133
Section(s):	001	Class times:	M/W 10am-12pm
Course duration:	March 11 – April 12, 20243	Pre-requisites:	BAMA 550
Division:	Marketing & Behavioural Science	Co-requisites:	N/A
Program:	FTMBA		

INSTRUCTOR INFORMATION

Instructor:	Darren Mahaffy		
Phone:	778-919-3558	Office location:	Henry Angus 351
Email:	darren.mahaffy@sauder.ubc.ca	Office hours:	M/W 3:30-4:30 or by appt

COURSE DESCRIPTION

This course is for those interested in learning how brands are developed and managed as strategic assets. The course uses case studies and a brand audit project to give students experience making decisions as a brand manager. Topics include assessing brand meaning, evaluating brand extensions, brand analytics, assessing brand strength, defending premier brands, brand repositioning, and managing brands in crisis. The course is focused on teaching you industry best-practices and 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 used by brand managers. Case classes give you practice applying analytical techniques to make brand 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

After completing the course, students will be able to apply analytical techniques to make effective brand strategy decisions. Specifically:

1. Collect and 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. Analyze brand analytics data to evaluate brand and category performance.
4. Apply Brand Asset Valuation models to evaluate brand strength and make brand strategy recommendations.
5. Evaluate brand repositioning strategies.

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.
GOAL 3: Good Health and Well-being	In our first two classes, we will discuss how brands can influence and manipulate our ego-expression, self-concept, and the pursuit of goals, which ultimately influence 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 such as Marlboro that have a direct negative impact on public health and well-being, and the role that branding can play in promoting harmful products.
GOAL 12: Responsible Consumption and Production	In class 10 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.
Goal 10: Reduced Inequality	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.

ASSESSMENTS
Summary

Component	Weight
Online Pre-Assessments (individual)	10%
Presence and Professionalism (individual)	15%
Brand Analytics Exercise (individual)	25%
Case Submission (individual)	25%
Brand Audit Presentation (teams)	25%
Total	100%

Details of Assessments

Online Pre-Assessments (10%):
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 by 11:59 the night before class or receive a grade of zero.

Presence and Professionalism (15%):
Students will be assessed on not just their attendance but their approach, demeanor and contributions to the sessions and seminars. As with a business environment, those who are present, focused and contributing commentary that advances understanding or promotes important debate will be rewarded. This includes

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attending class having read any pre-assigned cases or readings. It is important to make note that class contributions are about quality not quantity. Asking an intriguing question or presenting your analysis is more impactful than simply answering a question. Respecting your classmates is paramount and of great value to me.

Grading Scale for Presence and Professionalism:

0   Absent.
1-4   **Late,** inattentive, or otherwise disruptive. Unable to answer basic questions from the readings.
5-6   Present but not voluntarily participating.
7-8   Participating with information such as case or article facts, opinions, and examples.
9-10 Engaging in a meaningful and impactful discussion that advances understanding or generates insights.

Brand Analytics Exercise (25%)
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 it 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 after the class on Brand Analytics (refer to 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 (25%)
The case submission is a comprehensive case that requires you to apply the concepts covered throughout the course. The format is open book so that you have ample time to apply the course concepts and conduct your analysis. The case submission is an individual assignment. You may not consult with your classmates or any other individuals. Anyone violating this rule will receive a grade of zero. Your case is due at the start of class on the due date (refer to class schedule). We will discuss the case in class. Consequently, late submissions cannot be accepted and will receive a grade of zero.

Brand Audit Team Presentations (25%)
Your team, consisting of 4-6 self-selected team members, will apply the course concepts to conduct a brand audit of a brand that interests you. The audit will include (1) an overview of the brand's history,
(2) an assessment of the brand's meaning, (3) an assessment of the brand's strength, (4) an evaluation of one category extension, and (5) recommendations on how to strengthen the brand. Category extensions that exist today as well as those that were taken off the market are equally suitable for the audit assuming you can find sufficient information on the extension for your analysis. Teams are required to email Tim by the start of the 5th class indicating (1) a list of 3 brands they wish to audit in order of priority, and (2) the category extension for each brand that will be examined as part of the brand audit.

Each team will deliver a 20-minute presentation during the exam week in which you present your analysis and recommendations for managing the brand going forward. The format of your presentation is up to you and your team members, but it should be professional and involve each member of your team. Presentations will be evaluated using the Presentation Evaluation Form at the end of this course outline. Teams should review the evaluation criteria listed on the Presentation Evaluation Form when creating your presentation.

Peer Evaluation

The peer evaluation form at the end of this course outline will be used for all team deliverables. Each student will be evaluated anonymously by their team members on the criteria shown on the form. Peer assessments will result in downward 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% x 80% = 60% (a "C" rather than an "A-").

LEARNING MATERIALS

All class notes will be posted on the course page in Canvas.

Most articles are available from the Library On-Line Course Reserves. Please log into Open Athens off the top right corner UBC Library main page before accessing electronic articles.

Cases and two articles are available from Ivey Publishing. Use the link HERE to purchase the pack at a cost of $44.09

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. Any pre-assessments missed by students who add the course during the specified add/drop period will be excluded from the students' grade (i.e., pre-assessments missed before adding the course will not count against your grade).

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.

COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an Academic Concession Request & Declaration Form. If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's self-assessment tool, to help determine whether further assessment or testing for COVID-19 is recommended.

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.

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 status as a First Nation, Metis, Inuit, or Indigenous person, 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.

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. Students may not share class Zoom links or invite others who are not registered to view sessions.

GENERATIVE AI PERMITTED WHERE SPECIFIED WITH ATTRIBUTION

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines. At a minimum, this will include proper attribution, including in-text citations, quotations, and references. Please see your assessment guidelines for full details.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (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
1. Mon Mar 11	Assessing Brand Meaning	*Understanding Brands* *Brands and Branding*	Pre-assessment #1 on Canvas. Be prepared to discuss readings
2. Wed Mar 13	Brand Meaning Case	Prepare Case: *Porsche Cayenne*	Pre-assessment #2 on Canvas. Be prepared to discuss case analysis

3. Mon Mar 18	Evaluating Brand Extensions	*Strategies for Leveraging Master Brands*	Pre-assessment #3 on Canvas. Be prepared to discuss reading
4. Wed Mar 20	Brand Extension Case	Prepare Case: *McDonald's and the Hotel Industry*	Pre-assessment #4 on Canvas. Be prepared to discuss case analysis
5. Mon Mar 25	Assessing Brand Strength	*Brand Economics*	Be prepared to discuss reading Teams: Email Darren with brand & extension for brand audit project. Upload team charter & photo to Canvas by 11pm
6. Wed Mar 27	Brand Analytics	*If Brands Are Built Over Years, Why Are They Managed Over Quarters?* Prepare: Brand Analytics Practice Questions	Pre-assessment #5 on Canvas. Be prepared to discuss answers to Brand Analytics Practice Questions
Fri Mar 29	Complete Brand Analytics Exercise on Canvas by 11pm Friday, March 29th		
7. Wed April 3	Defending Premier Brands	Prepare Case: *Marlboro Friday*	Pre-assessment #6 on Canvas. Be prepared to discuss case analysis
8. Fri April 5	Repositioning Mature Brands	Prepare Case: *Eileen Fisher Brand Repositioning*	Pre-assessment #7 on Canvas. Be prepared to discuss case analysis.
9. Mon April 8	Case Submission Discussion	Prepare Case Submission	Upload Case Submission to Canvas before start of class.
10. Wed April 10	Managing Brands in Crisis	*How To Save Your Brand in Crisis* Prepare Case: David Dao on United Airlines	Be prepared to discuss case analysis.
Exam Week	Brand Audit Presentations	Upload Brand Audit Team Presentations to Canvas. Prepare for In-Class Presentation. (deadline TBA).	

Evaluation Form Brand Audit Presentation

(Tim will evaluate each team using the criteria below)

Brand: _____

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
Responses to questions:	1	2	3	4	5	6	7	8	9	10
Presentation Skills / Clarity:	1	2	3	4	5	6	7	8	9	10

Overall score out of 10 (average the score for the 5 categories above): _____

What were the team's strengths / where did the group excel?

_____
_____
_____
_____
_____
_____
_____

What were the team's weaknesses / where could the group improve?

_____
_____
_____
_____
_____
_____
_____

March 4, 2024

Peer Evaluation Form

The online peer evaluation below will be used for all team deliverables. Each student will be evaluated anonymously by their team members on the criteria below. Peer assessments will result in downward 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.

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.