BAMA 514: BRAND MANAGEMENT

Program: Full-Time MBA
Course Outline, P3, Winter 2019

COURSE GOALS

This course is intended for those interested in learning how brands are developed and managed as strategic assets. The course uses cases and a brand audit project to expose students to the challenges commonly faced by brand managers. Topics include assessing brand meaning, brand positioning, brand analytics, evaluating brand extensions, assessing brand strength, defending premier brands, and brand repositioning. The course is focused on industry best practices and is aimed at developing your ability as a manager and decision maker.

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.

ASSESSMENT SUMMARY

Online Pre-Assessments:	10%
Class Participation:	15%
Brand Analytics Exercise:	25%
Take-Home Case Exam:	25%
Brand Audit Team Presentation:	25%

COURSE INFORMATION

Division: Marketing & Behavioral Sciences   **Term/period:** P3 (January-February)

Instructor: Dr. Tim Silk   **Email:** tim.silk@sauder.ubc.ca

Phone: 604-822-8362   **Office hours:** T/T 12:30-1:30

Class meeting times: M/W 10:00-12:00. Make-up class for Jan 1st holiday is 4-6pm on Thursday, January 10th.

Classroom location: HA 133

COURSE MATERIALS & REQUIREMENTS

All articles, cases and class notes are posted on the course page in Canvas (no text book to purchase). Please read the articles before class because I use that knowledge as a common starting point and build on it.

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SCHEDULE

Class	CLASS TOPICS	READINGS	WHAT'S DUE
1. Wed Jan 2	Assessing Brand Meaning	1. Understanding Brands 2. Brands and Branding	Pre-assessment #1 on Canvas. Be prepared to discuss readings
2. Mon Jan 7	Brand Meaning Case	Prepare Case: Porsche Cayenne	Pre-assessment #2 on Canvas. Be prepared to discuss case analysis
3. Wed Jan 9	Evaluating Brand Extensions	Strategies for Leveraging Master Brands	Pre-assessment #3 on Canvas. Be prepared to discuss reading
4. Thu Jan 10	Brand Extension Case *Note that class is from 4-6pm	Prepare Case: McDonald's and the Hotel Industry.	Pre-assessment #4 on Canvas. Be prepared to discuss case analysis
5. Mon Jan 14	Assessing Brand Strength	Brand Economics	Be prepared to discuss reading Teams: Email Tim with brand & extension for brand audit project
6. Wed Jan 16	Brand Analytics	Prepare: Brand Analytics Practice Questions	Be prepared to discuss answers Complete Brand Analytics Exercise on Canvas by 6pm Fri Jan 18th
7. Mon Jan 21	Defending Premier Brands	Prepare Case: Marlboro Friday	Pre-assessment #5 on Canvas. Be prepared to discuss case analysis
8. Wed Jan 23	Defending Premier Brands	Continuation of Marlboro case discussion	Be prepared to discuss case analysis Case Exam posted on Canvas
9. Mon Jan 28	Exam Case Discussion	Prepare Case Exam	Upload Case Submission via Canvas before start of class.
10. Wed Jan 30	Repositioning Mature Brands	Prepare Case: Dewar's Brand Repositioning	Pre-assessment #6 on Canvas. Be prepared to discuss case analysis.
Exam Week	Brand Audit Presentations	Brand Audit Team Presentations: 2-5pm Monday Feb 4th. Team presentations times TBA.	

TEACHING & LEARNING ACTIVITIES

Classes will consist of concept classes and case classes. Concept classes involve class discussion of the assigned articles and best practices used in industry. The purpose is to understand how the concepts can be used to analyze brand performance and the issues managers face when applying the concepts.

Case classes involve class of your analyses and case decisions. Cases are used to learn how to analyze real-world information and make decisions as a manager. Your job is to assume the role of the decision maker in the case, apply the course concepts to analyze the information provided, make a decision, and explain why your

decision is the best course of action. I will occasionally present alternative approaches to solving the problem, but the analysis and decision are your responsibility. You must arrive to class with your analysis and decision.

Online Pre-Assessments (10%):

With the goal of providing a more active learning experience and ensuring that students have read the assigned articles before class, each student will complete an online pre-assessment to guide their class preparation. Each pre-assessment consists of 4-5 questions which are posted on Canvas. Students are required to answer the questions which relate the assigned reading. The pre-assessments will ensure everyone is prepared for class so that class time can be dedicated to higher-level discussion. Pre-assessments must be completed before the start of class or receive a grade of zero.

Class Participation (15%):

Each student will receive a participation score for each class and I will average the score at the end of the course. Respecting you 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 insightful 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 (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 basic math and logical reasoning skills relevant for marketing analysis (e.g., calculating margins, market share, market growth rates, brand and category performance). I include it in the course to evaluate analytical ability and to 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 60-minute timed exercise can be completed on Canvas anytime between the end of class on Wednesday, January 16th and 6:00pm on Friday, January 18th. 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.

Take-Home Case Exam (25%)

The take-home case exam is a comprehensive case dealing with issues that we address up to that point in the course. You will be asked to answer a number of specific questions that require you to analyze several aspects of the case and make a decision. The case submission is an individual assignment; you may not consult with your classmates or any other individuals. Submissions must be uploaded to the case submission dropbox on Canvas before the start of class. 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 conduct a brand audit of a brand of your choice using concepts from the course. 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.

Each team will deliver a 20-minute presentation to the class that summarizes your analysis, findings, and recommendations for managing the brand in the future. The presentation will be followed by a 10-minute Q&A period with the class. The format of your presentation is up to you and your team members, but it should be professional, address the five areas of the project outline, and involve each member of your team.

Presentations will be evaluated using the Presentation Evaluation form at the end of this course outline. Your team should review the evaluation criteria listed on the Presentation Evaluation form when developing your presentation Project deadlines are as follows:

1. **Monday, January 14th:** Each team will send me an email with (1) the names of the 4-6 team members, (2) the email address of the team coordinator, (3) the name of the brand the team wishes to audit, and (4) the category extension that will be evaluated. I will review the submissions for approval and contact team coordinators if any issues arise. It is your responsibility to ensure you join a team.

2. **Exam Week:** Each team will deliver its presentation and each team member will submit his/her peer evaluation form (attached at the end of this course outline).

Brand Audit Peer Evaluation

The peer evaluation form at the end of this course outline will be used to assess the contribution of each team member to the brand audit presentation. I will take the average peer assessment 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 evaluation of 75% from the other team members, that team member's individual grade will be 75% x 80% = 60% (a "C" rather than an "A–"). Each team member must submit their completed peer evaluation form on the day of their team's submission.

The peer evaluation reacts to consensus: being down-graded by a single team member does little damage and typically will be disregarded. Team members that work in good faith will not experience grade adjustments, while individuals that perform below the expectations of their peers will experience a negative grade adjustment. I reserve the right to adjust peer evaluations to ensure fairness. My advice is to be proactive and set expectations early. Poor communication and failing to manage expectations are often the source of discrepancies in peer evaluations.

COURSE AND INSTITUTIONAL POLICIES

Attendance: As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on a student's transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

Tardiness: As per RHL policy on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

Electronic Devices: As per RHL policy on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL "lids down" policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

ACADEMIC INTEGRITY

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student's responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC's procedures for Academic Misconduct. In addition to UBC's Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL's policy on Academic Integrity.

LATE ASSIGNMENTS
Late submissions will not be accepted and will receive a zero.

OTHER INFORMATION

Accommodations for Students with Disabilities

Students requesting classroom accommodation are encouraged to contact me at the start of the semester so that we can make the appropriate arrangements.

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Brand Audit Presentation Evaluation

(Tim will evaluate each team using the criteria below)

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
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

Total Score: _____

Presentation Grade: _____

Strengths:

_____

_____

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_____

Areas for Improvement:

_____

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UBC SAUDER SCHOOL OF BUSINESS

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Brand Audit Peer Evaluation Form

(Each team member must submit this form to Tim on the day of the presentation)

Brand: _____

Assign yourself and each member of your team a score out of 100 points based on each member's contribution to the group effort. If all members contributed equally, each person should receive 100 points. Sub-standard performance relative to other group members should receive a score below 100. You must rate yourself as well as your peers.

Name of Team Member (including yourself):   Score (100 = full marks)

1. _____   _____ /100

2. _____   _____ /100

3. _____   _____ /100

4. _____   _____ /100

5. _____   _____ /100

6. _____   _____ /100

7. _____   _____ /100

Did your team encounter a problem with a team member?

Yes   No

If you encountered a problem with a team member, did you bring it to his/her attention?

Yes   No   Not Applicable

If you encountered a problem with a team member, did you give him/her a chance to improve?

Yes   No   Not Applicable

Please provide a justification for the assigned scores (continue on reverse side of this page if necessary):