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**BAMA 514-301: BRAND MANAGEMENT**

*Program: Professional MBA  
Course Outline Summer 2019*

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**COURSE INFORMATION**

**Division:** Marketing and Behavioural Science

**Term/period:** June - July 2019

**Instructor:** Dr. Tim Silk

**Email:** [tim.silk@sauder.ubc.ca](mailto:tim.silk@sauder.ubc.ca)

**Phone:** 604-822-8362

**Office hours:** by appointment

**Class meeting times:** (1) Sat June 1, (2) Sat June 15, (3) Sat July 6, (4) presentations Sunday July 21.

**Classroom location:** HA 337

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**COURSE DESCRIPTION**

This course is designed 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, evaluating brand extensions, assessing profitability, assessing brand strength, and brand repositioning. The course is focused on exposing you to industry best practices and developing your ability as a manager and decision maker.

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**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.
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**ASSESSMENT SUMMARY**

Online Pre-Assessments (individual):	10%
Class Participation (individual):	20%
Brand Analytics Exercise (individual):	30%
Brand Audit Presentation (teams):	40%

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**COURSE MATERIALS & REQUIREMENTS**

All articles, cases and class notes are posted on the course page in Canvas (no text book to purchase).

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**SCHEDULE**

Class	CLASS TOPICS	READINGS	ASSIGNMENTS / DELIVERABLES
Sat June 1 8:30-10:15	Assessing Brand Meaning	<i>Brands and Branding Understanding Brands</i>	Pre-assessment #1 on Canvas. Be prepared to discuss readings.
10:30-12:00	Brand Meaning Case	Prepare Case: <i>Porsche Cayenne</i>	Pre-assessment #2 on Canvas. Be prepared to discuss case analysis.
1:00-2:30	Evaluating Brand Extensions	<i>Strategies for Leveraging Master Brands</i>	Pre-assessment #3 on Canvas. Be prepared to discuss reading.
2:45-4:00	Category Extension Case	Prepare case: <i>McDonalds and the Hotel Industry</i>	Be prepared to discuss your case analysis.
Sat June 8	Teams to email Tim with top 3 brands and extensions for brand audit by 6pm Saturday, June 8 <sup>th</sup>		
Sat June 15 8:30-10:15	Assessing Brand Strength	<i>Brand Economics</i>	Be prepared to discuss reading.
10:30-12:00	Brand Strength Case	Prepare Case: <i>L'Oréal in China</i>	Pre-assessment #4 on Canvas. Be prepared to discuss case analysis.
1:00-2:30	Brand Analytics	Review Brand Analytics Exercises	Review Brand Analytics Exercises
2:45-4:00	Assessing Profitability	<i>If Brands Are Built Over years, Why are they Managed Over Quarters?</i>	Pre-assessment #5 on Canvas. Be prepared to discuss reading.
	Complete Brand Analytics Exercise on Canvas by 11:59pm Sunday June 23rd (60-minute online exercise)		
Sat July 6 8:30-10:15	Defending a Premier Brand	Prepare Case: <i>Marlboro Friday</i>	Pre-assessment #6 on Canvas. Be prepared to discuss case analysis.
10:30-12:00	Defending a Premier Brand	Continuation of Marlboro Friday	
1:00-2:30	Brand Repositioning Case	Prepare case: <i>Dewar's Brand Repositioning</i>	Pre-assessment #7 on Canvas. Be prepared to discuss case analysis
2:45-4:00	Special Topic Discussion: Managing Brands In Crisis		
Sun July 21 8:30-1:30	Brand Audit Presentations presented remotely via Canvas – presentation times TBA.		

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**TEACHING & LEARNING ACTIVITIES**

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

Case classes involve class discussion of your analysis and decision. 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 in Canvas before each class to guide their class preparation. The pre-assessments will ensure everyone is prepared for class so that class time can be dedicated to higher-level discussion.

**Class Participation (20%):**

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 (30%)**

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 online on Canvas anytime between the end of class on Saturday, June 15<sup>th</sup> and 11:59pm on Sunday June 23<sup>rd</sup>. The exercise is an individual assignment. You may not consult or communicate with your classmates or any other individuals. Any violations will result in a grade of zero.

**Brand Audit Team Presentations (40%)**

Students are asked to form teams of 4-6 people. Your team 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

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are no longer in the market are equally suitable for the audit provided you can find sufficient information on the extension for your analysis.

Each team will deliver a 20-minute presentation that summarizes your analysis, findings, and recommendations for managing the brand in the future. Teams will deliver their presentations remotely via the live webinar platform in Canvas, followed by a 10-minute Q&A period. Presentations will be evaluated using the Presentation Evaluation form 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  $75\% \times 80\% = 60\%$  (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.

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### **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.

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**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.

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**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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**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):