

COURSE INFORMATION

Course title:	Brand Management	Credits:	1.5
Course code:	BAMA 514	Class location:	Via Zoom
Session, term, period:	2020W2, Period 3	Class times:	M/W 10am-12pm
Section(s):	001	Pre-requisites:	BAMA 550
Course duration:	April 26 – June 4, 2021	Co-requisites:	N/A
Division:	Marketing & Behavioural Science		
Program:	FTMBA		

INSTRUCTOR INFORMATION

Instructor:	Dr. Tim Silk	Office location:	Henry Angus 569
Phone:	604-822-8362	Office hours:	M/W 12:30-1:30 via Zoom or by apt
Email:	tim.silk@sauder.ubc.ca		

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, and brand repositioning. The course is focused on 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 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.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Online Pre-Assessments (individual)	10%
Class Participation (individual)	15%
Brand Analytics Exercise	25%
Case Submission (individual)	25%
Brand Audit Presentation (teams)	<u>25%</u>
Total	<u>100%</u>

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 before the start of class or receive a grade of zero.

Class Participation (15%):

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. 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.

It is class policy that all students have their webcam/video on during class sessions via Zoom. This fosters better communication, engagement, class cohesiveness and accountability. Students who do not turn on their webcam will receive a participation grade of zero for that class

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 (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 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 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 case and questions will be posted on Canvas. 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 presentation will be followed by a 10-minute Q&A period. 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 $75\% \times 80\% = 60\%$ (a "C" rather than an "A-").

LEARNING MATERIALS

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

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](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. 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](#).

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

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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 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.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

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.

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.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours. For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE

Class	CLASS TOPICS	READINGS	WHAT'S DUE
1. Mon Apr 26	Assessing Brand Meaning	<i>Understanding Brands</i> <i>Brands and Branding</i>	Pre-assessment #1 on Canvas. Be prepared to discuss readings
2. Wed Apr 28	Brand Meaning Case	Prepare Case: <i>Porsche Cayenne</i>	Pre-assessment #2 on Canvas. Be prepared to discuss case analysis
3. Mon May 3	Evaluating Brand Extensions	<i>Strategies for Leveraging Master Brands</i>	Pre-assessment #3 on Canvas. Be prepared to discuss reading
4. Wed May 5	Brand Extension Case	Prepare Case: <i>McDonald's and the Hotel Industry</i>	Pre-assessment #4 on Canvas. Be prepared to discuss case analysis
5. Mon May 10	Assessing Brand Strength	<i>Brand Economics</i>	Be prepared to discuss reading Teams: Email Tim with brand & extension for brand audit project
6. Wed May 12	Brand Analytics	<i>If Brands Are Built Over Years, Why Are They Managed Over Quarters?</i> Prepare: Brand Analytics Practice Questions	Pre-assessment #5 on Canvas. Be prepared to discuss answers to Brand Analytics Practice Questions
Fri May 14	Complete Brand Analytics Exercise on Canvas by 11pm Friday, May 14 th		
7. Mon May 17	Defending Premier Brands	Prepare Case: Marlboro Friday	Pre-assessment #6 on Canvas. Be prepared to discuss case analysis
8. Wed May 19	Defending Premier Brands	Continuation of Marlboro case discussion	Be prepared to discuss case analysis Case Submission posted on Canvas
Mon May 24	Victoria Day Holiday – No Class		
9. Wed May 26	Case Submission Discussion	Prepare Case Submission	Upload Case Submission to Canvas before start of class.
10. Fri May 28	Repositioning Mature Brands	Prepare Case: Eileen Fisher Brand Repositioning	Pre-assessment #7 on Canvas. Be prepared to discuss case analysis.
Exam Week	Brand Audit Presentations	Brand Audit Team Presentations (date and times 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

Total Score: _____

Presentation Grade: _____

Strengths:

Areas for Improvement:

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.