

### COURSE INFORMATION

Course title:	Brand Management	Credits:	1.5
Course code:	BAMA 514	Class location:	Canvas & Zoom
Session, term, period:	2022W2	Class times:	08:00-12:00 Shanghai Time
Section(s):	821	Pre-requisites:	BAMA 550
Course duration:	April 21-23, 2023	Co-requisites:	
Division:	Marketing		
Program:	IMBA		

### INSTRUCTOR INFORMATION

Instructor:	Tim Silk	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, managing B2B brands, 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

The course is divided into 12 hours of live online classes (3 classes x 4 hours each) and 9 hours of pre-recorded video content. Our live classes will take place via Zoom using the links provided on Canvas and will focus on case analysis and discussion (please refer to the course schedule for the date of each case discussion). Your course materials including articles, cases, class slides and pre-recorded video content have been posted on Canvas so that you can begin preparing for our live classes.

To prepare for class, I recommend that you approach each topic by first reading the assigned article and then watch the video content. That will be the most efficient use of your time and will give you the greatest understanding of each topic. After watching the video content, you can complete the short pre-assessment and move on to the next topic. After you complete the topics, your final task is to prepare the cases for our live classes.

Cases are used to give you practice applying analytical frameworks and make brand strategy decisions. Every case we do is real and you have the same information as the real-world manager in the case. 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. This ensures everyone arrives to class ready to discuss their analysis of the case and debate the best course of action. You are encouraged to form small groups and discuss the case in your groups before class.

## 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

### Summary

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

## 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*

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 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. Please read the articles and cases before class. This will ensure you learn the most from our class sessions.

## 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](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 classes unless an instructor advises the use of another for an in-class activity. Feedback from students indicates that personal devices is 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 xwməθkwəyəm (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. 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	Date	Topic	Readings or Activities	Assessments due
Topic 1	Prior to live classes	Assessing Brand Meaning	<i>Understanding Brands</i> <i>Brands and Branding</i> Video: Assessing Brand Meaning	Pre-Assessment #1
Topic 2	Prior to live classes	Evaluating Brand Extensions	<i>Strategies for Leveraging Master Brands</i> Video: Evaluating Brand Extensions	Pre-Assessment #2
Topic 3	Prior to live classes	Brand Strength	<i>Brand Economics</i> Video: Assessing Brand Strength	
Topic 4	Prior to live classes	Managing Brand Portfolios & Profitability	<i>If Brands Are Built Over Years... Your Brand's Best Strategy</i> Video: Managing Brand Portfolios & Profitability	Pre-Assessment #3
Topic 5	Prior to live classes	Brand Analytics	Video: Brand Analytics Brand Analytics Practice Questions	
Topic 6	Prior to live classes	Managing Brands in Crisis	<i>How To Save Your Brand in Crisis</i> Video: Managing Brands in Crisis	Pre-Assessment #4
Case 1	Fri April 21	Brand Meaning Case	Prepare Case: Porsche Cayenne	Pre-Assessment #5
Case 2	Fri April 21	Brand Extension Case	Prepare Case: <i>McDonalds and the Hotel Industry</i>	Pre-Assessment #6
Case 3	Sat April 22	Brand Profitability Case	Prepare Case: Starbucks China	Pre-Assessment #7
Case 4	Sat April 22	Brand Repositioning Case	Prepare Case: Bosideng China	Pre-Assessment #8
Case 5	Sun April 23	Brand Expansion Case	Prepare Case: Keep China	Pre-Assessment #9
Case 6	Sun April 23	Brands in Crisis Case	Prepare Case: Dolce Gabbana China	Pre-Assessment #10
	Sat April 29	Complete Brand Analytics Exercise by 11pm, Saturday April 29 <sup>th</sup> (Shanghai time)		
	Sun April 30	Upload Team Case Submission by 11pm Sunday, April 30 <sup>th</sup> (Shanghai time)		

## 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.