

COURSE OUTLINE: BM3506 Strategic Brand Management

Academic Year	2022/2023	Semester	2
Course Coordinator/Instructor	Asst. Prof. Caleb Tse		
Course Code	BM3506		
Course Title	Strategic Brand Management		
Course Sections/Times	Tues 9:30am-12:20pm S3-SR2 Wed 9:30am-12:20pm S4-SR10 Wed 2:30pm-5:20pm S4-SR10		
Pre-requisites	AB1501 Marketing		
No. of AUs	4		
Office (Instructor)	S3-01B-59		
Office Number	6904-7284		
Email	caleb.tse@ntu.edu.sg		

A) Course Aims

The brands that a firm has invested in and developed over time are typically their most valuable assets. Product designs, manufacturing processes and other business processes may be easily copied, but a strong brand is something that cannot be easily reproduced. Many Asian companies are coming to terms with the importance of branding and are putting more resources into building a strong brand. This is evident from the number of branding awards (e.g., Singapore Promising Brand Award, Readers' Digest Most Trusted Brand Award etc.) being handed out in recent years. Companies are also paying top dollars for branding managers. This course aims to inform students about the current theories and findings on how firms manage brands. This course will address issues such as:

- 1) What is brand equity and how do you build brand equity?
- 2) How do you capitalize on brand equity?
- 3) What are the important issues in planning, implementing and evaluating brand strategies?
- 4) What are the relevant theories and models to help managers to make branding decisions?

This is a core course for all marketing students, to be taken after AB1501. The course will employ a global perspective in all course materials (theories, cases, strategies, etc.). The course will equip you to take on the perspective of a brand manager capable in considering all essential issues related to building and managing a brand, locally, regionally, and globally. You will gain competency in utilizing concepts and tools for future careers in brand management and related business functions requiring the interface with brands.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Identify the key decisions that a brand manager needs to make and key brand management processes.
2. Provide theoretically sound and practically feasible solutions to brand management issues using relevant theories and methods.
3. Demonstrate effective individual written and verbal communication skills characteristic of a marketing professional.
4. Demonstrate effective interpersonal and teamwork skills by collaborating in a team environment.

C) Course Content

1. Introduction to Brand and Brand Management
2. Sources of Brand Equity and Brand Elements.
3. Brand Metrics and Analytics

4. Building Brand Equity
5. Brand Extensions and Alliances
6. Managing Brands over Time
7. Luxury Branding
8. Brand Architecture & Brand Relevance
9. Culture and Brands
10. Brand Transgressions
11. Branding in B2B and Not-for-Profit Organizations

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex B)	Weightage	Team/ Individual	Assessment Rubrics (Rubrics in appendix)
1. Individual Class Participation	ILO1 ILO2	Acquisition of Knowledge Critical Thinking	20%	Individual	Class Participation Rubric Annex A(i)
2. Group Project Presentation	ILO1 ILO2 ILO3 ILO4	Oral Communication Teamwork & Interpersonal Skills (peer evaluation)	50% (40% Group + 10% Individual Presentation)	Team & Individual	Group Project Presentation Rubric & Individual Presentation Component Rubric Annex A(iii)
3. Individual Brand Audit Report	ILO1 ILO2 ILO3	Critical Thinking	30%	Individual	Individual Brand Audit Rubric Annex A(ii)
Total			100%		

NOTES

The individual participation score is an important element of the course and will be mainly assessed (by the instructor) during class discussions, and reflect how well students are engaged in the class. You should focus on the quality rather than quantity of their comments, thoughts, and insights, and how these positively contribute to the flow of the class discussion. ***Merely attending the class lectures is not considered as participation.***

For the Group Project Presentation, you may choose to do a **peer evaluation** of your teammates to evaluate each other's contribution to the group report. This is mandatory for each member to do the peer evaluation. You will evaluate your team members after completion of project presentations (scale from 0-10). Submitted ratings are confidential. The instructor will use a member's ratings to award marks for the team project to other members by computing the average rating that a member receives from other members. A member's mark for the team project will be computed as follows:

1. If a member's average rating is > 7, the member will receive **100%** of the overall mark awarded to the team project.
2. If a member's average rating is above 5 and equal to 7, the member will receive 1 grade lower than the overall mark awarded to the team project.
3. If a member's average rating is above 3 and equal to 5, the member will receive 2 grades lower than the overall mark awarded to the team project.

4. If a member’s average rating is 3 or lower, the member will receive 3 grades lower than the overall mark awarded to the team project.

See Annex B for peer evaluation form

E) Formative feedback

During some of the class sessions, students will have the opportunity to work on their final group projects. As a means of providing direction and guidance, the instructors will provide verbal feedback directly during such class and in-class team discussion. Groups are also encouraged to schedule meetings with the instructor (during office hours) to discuss project directions, in which verbal feedback to the teams will also be provided.

For the Group Project Presentation, the instructors will provide verbal feedback for each group after their presentations.

The instructors will give written qualitative feedback for student’s progress on the Individual Brand Audit Report at the midpoint of the course.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures/Seminars	During the seminar sessions, relevant branding theories, frameworks, concepts, and tools will be taught and discussed. Students are also expected to prepare for class by going through the assigned and recommended readings (to be uploaded to NTULearn). This approach will enable students to self-learn by forming your own viewpoints. In addition to learning from your instructors, you can also learn from your peers through the in-class discussion.
In-Class Activities and Assignments	There will be in-class activities such as case discussions involving group work which will enable students to apply different branding frameworks and concepts using a problem-based learning approach. Students are also expected to collaborate closely with your peers to solve problems, analyze situations, and come up with optimal solutions. Moreover, they will also give you the opportunities to learn to work more effectively in the teams with the guidance of the instructor. Ultimately, completion of the assignments reflect how well students have interpreted the core concepts in brand management, analyzed specific issues facing brands, and combined these into effective brand management solutions.

G) Reading and References

Suggested Textbook: Keller, Kevin Lane & Vanitha Swaminathan. Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 5th edition (Global Edition), New Jersey, U.S.A.: Prentice Hall

Recommended references:

Aaker, David (2011) Brand Relevance: Making competitors irrelevant.

Aaker, David A. and Alexander L. Biel (1993) Brand Equity and Advertising: Advertising’s Role in Building Strong Brands, New Jersey, U.S.A.: Hillsdale

Additional sources and readings will be posted on NTULearn

H) Course Policies and Student Responsibilities

Student responsibilities include attendance, punctuality, preparation, and participation.

1. Attendance: You are reminded about the importance and requirement of attending classes. By default, you cannot participate in the class if they are absent.
2. Punctuality: You are expected to be punctual and arrive before the start of class, as late arrivals will be disruptive to class activities and considered disrespectful to the instructor and fellow students. For submission of course requirements, you are required and expected to follow the submission deadlines. Late submissions will be penalized accordingly. **20 percentage points** (out of 100) will be taken off the final grade for each day that you do not hand in your assignment.
3. Preparation: You are expected to prepare for each seminar by going through assigned and recommended reading materials prior to the lectures. The quality of you and your peers' learning will largely depend on how well prepared you are for class.
4. Participation: Once in class, you are expected to contribute to class discussions and exercises as well as ask questions whenever in doubt. You are also expected to observe respectful behaviour such as raising your hand before speaking, not interrupting other students, not using electronic devices unless required for problem solving exercises, and not causing any distractions to fellow students.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Caleb Tse	S3-01B-59	6904-7284	caleb.tse@ntu.edu.sg	By prior appointment

K) Planned Weekly Schedule

NOTE: Due to the Covid-19 situation, some classes *may* be held **virtually over Zoom**, announcements/reminders will be made on NTU Learn if this is the case.

Week	Topic	ILO	Readings/ Activities
1	Introduction to Branding and Brand Management	ILO1 & 2	Chapter 1
2	Defining and Building Brand Equity	ILO1 & 2	Chapter 2, 3 and 4
3	Brand Metrics (CNY week, no class, online module self-study)	ILO1 & 2	Chapter 13
4	<i>Eileen Fisher Case</i> + Group Project Client Briefing (tentative)	ILO1 & 2 & 3	Eileen Fisher Case
5	Brand Elements & Brand Growth (Extensions & Alliances)	ILO1 & 2	Chapter 5, 6, 9, 10
6	Managing Brands over Time	ILO1 & 2	Chapter 14
7	Luxury Branding (<i>Shanghai Tang Case</i>)	ILO1 & 2 & 3	Shanghai Tang Case
	Recess week		
8	Brand Architect & Brand Relevance	ILO1 & 2	Chapter 12
9	Culture and Brands (<i>Budweiser Case</i>)	ILO1 & 2 & 3	Budweiser Case
10	Brand Transgressions	ILO1 & 2	Readings
11	Branding in B2B and Not-for-Profit Organizations	ILO1 & 2	Readings
12	Project Presentations	ILO 3 & 4	-
13	Project Presentations	ILO 3 & 4	-

L) Case Discussions

In the weeks indicated below, we will have case discussions. Discussion questions for the cases are shown below. Note these are just questions to trigger your thoughts. We may not discuss the case in a Q&A format in accordance to the questions. Please make sure you read the cases before coming to class as you will not be able to benefit from the class discussion if you have not read the cases.

Week	Cases
4	Eileen Fisher: Repositioning the Brand
7	Shanghai Tang: The First Global Chinese Luxury Brand?
9	Global Brand Management of Anheuser-Busch InBev's Budweiser

NOTE: Information on how to purchase cases at a discount will be provided. All students must individually purchase the cases (any sharing will violate copyright).

Suggested discussion questions for cases

Eileen Fisher: Repositioning the Brand

1. How is the Eileen Fisher brand story embodied in its products, stores, employees, and marketing/advertising? How strong is the brand story? What are the core brand associations with the brand?
2. Has Eileen Fisher stayed true to its brand or has it strayed too far? What do you think will happen to the value of the brand in the future?
3. How should Eileen Fisher reposition its brand?

Shanghai Tang: The First Global Chinese Luxury Brand?

1. How would you characterize Shanghai Tang's brand image and sources of brand equity now in 2022?
2. What are the strengths and weaknesses of the brand's existing personality and image?
3. How has Shanghai Tang positioned itself relative to other luxury brands? How might the positioning be improved?
4. What might have accounted for Shanghai Tang's unsatisfactory results in building a global luxury Chinese brand from the start? What could they or should they have done differently?

Global Brand Management of Anheuser-Busch InBev's Budweiser

1. Does Budweiser need to have one monolithic global brand or can the company continue to jointly manage two or more different brand realities across different geographies? Why?
2. What does the company gain/sacrifice if it chooses a monolithic branding strategy versus one customized for different market conditions?
3. What factors account for Budweiser's success as a brand? What is so compelling about its customer value proposition and brand equity? How transferrable is Budweiser's brand equity across cultures?

Course Assessments

Group Project Presentation (50% of grade) – Due Week 12 & 13 (April 4/5th & 11/12th)

- The instructor will arrange a manager/executive to present a client briefing of a real-life branding issue facing his/her company. In groups, you will have to work together to investigate the company, thoroughly analyze the issue, and present a viable solution to the client. Each group will present their solution at the end of the course, and the manager/executive will be invited to listen to the presentations, acting as a judge. Together, the instructor and client manager/executive will assess the viability of each group's presentation, and evaluate each student's presentation skills.

Individual Brand Audit (30% of grade) – Due Week 15 (Friday, April 21st)

- You will be instructed to choose a company from a list of companies and carry out a complete brand audit. No student may choose the same company to work on. In this brand audit project, you will (1) identify all relevant brand elements and based on this inventory, (2) assess and analyze brand strengths and weaknesses and the problem(s) facing the brand, and finally (3) recommend and implement a branding strategy(ies) that will improve the company's marketing performance. The brand audit will be due at the end of the course.

Note: More details on each of the course assessments will be provided during the course

ANNEX A(i): ASSESSMENT CRITERIA FOR CLASS PARTICIPATION

Traits	Performance				
	1	2	3	4	5
Punctuality	Was late for class on more than 3 occasions	Was late for class on 3 occasions	Was late for class on 2 occasions	Was late for class on 1 occasion	Always on time for class
Engagement	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting most of the time)	Frequently engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class.	Occasionally engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class.	Engages in class activities most of the time	Engages fully in class
Contribution frequency	Does not speak up/contribute in class	Occasionally speaks up/contributes in class	Frequently speaks up/contributes in class	Speaks up/contributes in class most of the time	Speaks up/contributes in all classes
Contribution quality	No contributions/ Contributions lack substance	Contributions demonstrate weak understanding of subject matter	Contributions demonstrate fair understanding of subject matter	Contributions demonstrate good understanding of subject matter	Contributions are constructive and insightful

ANNEX A(ii): ASSESSMENT CRITERIA FOR INDIVIDUAL BRAND AUDIT REPORT

Traits	Performance	
Brand Inventory and Exploratory	Not Yet Presents a limited and incomplete profile of how the products and services are marketed, branded, and sold by the company	Substantially Developed Presents a very thorough and comprehensive profile of how all products and services are marketed, branded, and sold by the company
	Evaluation: Completely Undeveloped <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
Analysis of the Problem facing Brand	Not Yet Does not identify the problem facing the brand clearly; demonstrates limited understanding of the problem or related contextual factors	Substantially Developed Identifies the problem facing the brand clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
	Evaluation: Completely Undeveloped <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
Strategic Branding Recommendations	Not Yet Selects a brand strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation facing the brand.	Substantially Developed Identifies 1 or multiple branding strategies fit for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation facing the brand.
	Evaluation: Completely Undeveloped <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	

ANNEX A(iii): ASSESSMENT CRITERIA: GROUP PROJECT PRESENTATION

Traits	Performance									
Market Analysis	Not Yet Does not demonstrate sufficient understanding of the market. Does not provide evidence/support of analysis of market trends. Does not identify the problem facing the brand clearly; demonstrates limited understanding of the problem or related contextual factors.	Substantially Developed Demonstrates clear and advanced understanding of the market and provides poignant evidence/support in analyzing the market and trends. Identifies the problem facing the brand clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
Competitive Landscape	Not Yet Demonstrates a weak understanding of the competitive landscape facing the brand, including key players, relevant competitive actions, and future competition. Unable to demonstrate how the competition facing the brand has evolved and how it will impact the brand going forward.	Substantially Developed Demonstrates a thorough and insightful understanding of the competitive landscape facing the brand, including key players, relevant competitive actions, and future competition. Demonstrates strong comprehension of how the competition facing the brand has evolved and how it will impact the brand going forward.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
Branding Strategies/Actions	Not Yet Selects strategic actions without regard to creativity or fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate. Identifies alternatives that reflect limited understanding of the situation. Does not examine how well the stakeholders/ beneficiaries are involved and not able to identify areas of risk and possible side-effects. Does not evaluate feasibility of actions, nor specify how the implementation will be monitored and controlled.	Substantially Developed Identifies strategies for solving the problem creatively and fittingly, and identifies alternatives/contingencies that reflect an in depth understanding of the situation. Clearly assesses how well the stakeholders/ beneficiaries are involved; considers areas of risk and provides insights in addressing possible side-effects. Sufficiently evaluates the feasibility of actions and demonstrates how the implementation will be monitored effectively.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
Team Presentation Skills & Presentation Flow	Not Yet Grammar, pronunciation, and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression. Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting. Presentation does not appear professional and does not flow well.	Substantially Developed Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Speech rate, volume is appropriate. Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speakers appear polished and confident. Presentation is professional and flows smoothly.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									

ANNEX B: NOTES AND SAMPLES

CONFIDENTIAL PEER EVALUATION FORM FOR GROUP CASE WRITEUP or TEAM PROJECT
(It will be held in the strictest confidence)

Your class index or seminar group number: _____

Your team number: _____

Team project title: _____

Your name: _____

Assessment Rubric for Peer evaluation to assess Teamwork & interpersonal skills

EVALUATE EACH TEAM MEMBER

DO NOT EVALUATE YOURSELF!

Name of Team Member _____ (copy & paste below scale for additional members)

Teamwork & interpersonal skills																						
Please evaluate each of your team members on the following traits using the scale from 0 to 10. Team member displays traits all of the time (10), some of the time (5) or none of the time (0)																						
Criteria	Performance																					
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None of the Time			Sometimes				All of the Time															
Co-operating in tasks assigned																						
Participating in discussions and tasks																						
Proactive in providing ideas, and solutions																						
Willing to share and exchange ideas and opinions positively																						
Respectful and supportive of other members' ideas and efforts																						