

MKT 7080 (Go4) (3.0 CH)
CULTURAL BRAND MANAGEMENT:
A CROSS-CULTURAL JOURNEY
WINTER 2021

INSTRUCTOR

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Class Time: **March 12, 13, 26, 27, 845-345pm; March 14, 28, 845-12pm**

COURSE DESCRIPTION

Branding has been stereotyped or misperceived to be logos, advertisements, website designs, graphic designs, all of which are brand artifacts. They are just the tips of an iceberg, a largest part of which is beneath the ocean surface. Most of our encounters with brand management issues are visible symptoms such as low customer loyalty, slipping sales, aging product platforms, or changing consumers' needs. Yet, all these visible symptoms, without exception, can be traced back to structural, system design issues of the brand—a holistic entity of an organization. This course takes this holistic and integrative approach to brand management. At the same time, the globalization of any brand means stretching that brand system geographically, and inevitably, culturally. I welcome you to join the journey with me to understand how brands work as systems and how they can be stretched from the developed markets to the developing markets (MNCs, which we have more knowledge about) and from the developing markets to the developed markets (EMNCs, which we have less knowledge about).

Building and managing brands in both local and global contexts has been a topic dear to me during the past decade. As a professor, I am ambitious with regard to the learning outcomes and I am ambitious to share with you what I have known within a very short stretch of time. Over the years, I have reviewed and worked with many materials to teach the best branding class that I can offer. In the end, I made the selection for this class. And I hope you enjoy the selection of materials, and will be inspired by the stories and mantras from these brand cases and books.

For any great experience to take place, one important ingredient is passion. I give you all my passion for the exciting materials. I am looking forward to the passion from your side—your passion for branding, for globalization issues, for emergent market, and most importantly, for learning. I welcome you to this journey.

COURSE OBJECTIVES

In this course, we have the following learning objectives.

Model 1: Mechanics of Exploding a Brand on Social Media and APP Branding:

We start off this course with branding on social media. This is a very popular topic. My students in the past can explode social engagement of any brand such as 100k views, more than 10k likes within seven days. In this module, we will review two cases and one book on how stories and brands can be contagious so that we know how to make a brand go viral on social media. This task allows many teams to learn mechanics of sharing and acquire skills of content engineering on social media, which are the core competence for many successful candidates who land good jobs in the business world. In addition, I source the newest Harvard cases to capture the art and science of App branding.

Module 2: An Integrative Approach to Branding: Brand Triangle

This module sets the framework of how to study brand management. We will visit core components of Brand Triangle, a brand management framework that I have developed during the past decade of researching, teaching and consulting on brand management: external branding, internal branding and brand soul, and their interactions with external brand environment and their sustainability over time. It is important that you understand the core concepts in this module in order to do well in the subsequent modules.

Module 3: Person Branding

One most important application of Brand Triangle is to allow not only companies but also individuals to review and establish themselves as a brand system. In business world, we have celebrity brands such as Martha Stewart, Sir Richard Branson, or Lady Gaga, who leveraged their person brand system to a successful business empire.

In order to be successful in business, in life, or eventually start up a company, you need to know yourself—who you are, what your internal capabilities are, how others perceive you. In this module, we will integrate Brand Triangles and one book on self discovery so that you have a blueprint of your person brand—your Brand Triangle.

This section is newly added as I have seen my students who have from previous years actively employed Brand Triangle to understand themselves, set their visions, uncover their souls and seek strategies to improve themselves. This has two important implications:

--If you are founding a business as an entrepreneur, this section helps leverage your person brand system to your business world.

--If you are seeking a sustainable and strategic pathway of self growth and development, this section helps you set directions and identify ways you can design your life and career in a more holistic fashion.

Module 4: Global Brands: Different Origins, Different Strategies, Different Journeys

The brand system we derived from previous modules are global in scope. This module focuses on a comparative view of two types of global brands—MNCs and EMNCs. I like the saying “Beginning is defining.” These two types of global brands originated from different locale, culture and markets do represent drastically different pathways of brand building strategies. In this module, we will read two books. The EMNC book by Chattopadhyay (whom I am honored to work with) is the only book I find truly insightful about the strategies and pathways of EMNCs as global brands. The other book by Wee is a light read, which gives us intuitive yet often dismissed knowledge of cultural difference. In this section, I will

also share with you a few cases I wrote for the global brands from China. I had first-hand interviews and experiences with these brands and their executive teams.

Module 5 Brand Symposium: Dr Wan’s Branding Competition:

This year, we will either review the newest APP brands, or create APP for a market pain point. Details will be released in class.

AACSB Assurance of Learning Goals and Objectives.			
<p>The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the MBA Program. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.</p>			
	Goals and Objectives in the MBA Program	Goals and Objectives Addressed in this Course	Course Item(s) Relevant to these Goals and Objectives
1	Strategic Thinking Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.	X	Cases, books
	A. Students are able to identify situations where strategic thinking is necessary.	X	Cases, books
	B. Students are able to identify different strategies.	X	Cases, books
	C. Students are able to perform a basic strategic analysis.	X	Cases, books
	D. Students are able to recommend strategic alternatives and their implementations.	X	Cases, books
2	Global Perspective Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.	X	Cases, books
	B. Students have an awareness of different global perspectives.	X	Cases, books
	C. Students have been exposed to global business environments through course materials	X	Cases, books
3	Ethical Mindset Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.		
	A. Students demonstrate an understanding of the responsibility of business in society.	X	Discussion cases
	B. Students demonstrate an understanding of ethical decision making.		
	C. Students demonstrate moral development in ethical decision making.		
	D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.	X	Cases
4	Quantitative and Financial Proficiency Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.	X	Cases
	B. Students are able to apply financial methodologies in the answering of business questions.		
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.		
	D. Students are able to interpret the results of a financial analysis.		

COURSE MATERIALS

An online case package will be distributed to students during the first class. Harvard Business Publishing is managing the transaction of these course package and you will have instant access after online payment. In addition, chapters from the following books will be selected. Kindle books from Amazon would be the fast way to secure them.

- Contagious: Why Things Catch On, by Jonah Berger, Simon and Schuster, ISBN 9781476776682
- The Start-up of You: Adapt to the Future, Invest in Yourself, and Transform Your Career, by Reid Hoffman, Ben Casnocha Published by Crown Business Publications ISBN 978-0-30-788890-7
- AI Superpowers: China, Silicon Valley, and the New World, By Kaifu Lee, Amazon Kindle.

COURSE ASSESSMENT

The major mode of learning in this course is case and book analysis and discussion. Case and book analysis preparation is a crucial teaching technique designed to help students develop individual and immediate marketing problem-solving style. Each student is expected to read the case and book thoroughly before class. For books, it is more straightforward. The key is to use the constructs and frameworks in the books to explain and connect to the cases. There can be NO formula for a case preparation, but most students travel a general path which includes:

- reading the case quickly, skimming it for the major issues, problems, or themes;
- rereading the case carefully, annotating, highlighting and distinguishing important information;
- deciding what the action issues are, or identifying the major problem area;
- analyzing the quantitative and qualitative data to reach a useful set of action recommendations; and
- choosing a course of action from the analysis, explicitly consider and reject plausible alternative courses

Class Participation (20%):

Class preparation and discussion are essential to a successful learning experience. Each student is expected to read book chapters and cases thoroughly before class and substantially contribute to discussion in class. Five class reflections (1-2 pages) will be submitted by the midnight of each class day

Learning materials Presentation (30%=3*10%)

Each team will be assigned to present 3 units of materials. Each unit is worth 10%. Presentations nailing high marks are 1) insightful 2) analytical 3) integrative (data and opinions are presented hand in hand) and 4) relevant (how materials and events speak to you).

Final Project (35%):

App branding is the focal topic of the final project. You are required to either review and compare the brandings of the newest Apps, or to create a new APP for a current market pain point.

Take Home Final Exam (15%)

In addition to class participation, the final exam depends on individual efforts. However, an active involvement in group projects and discussion will for sure work to your benefit. A general strategy to do well in these exams is to pay attention to the linkage **BETWEEN** the concepts/theories in the textbook/articles and the facts/data in the cases; and to draw lessons/conclusions among various issues **ACROSS** cases. The exams take the form of essay questions.

COURSE ASSESSMENT

- Class Participation 20% (Individual)
- Case Presentation 30% (Group)
- Final Exam 15% (Individual)
- Group project 35% (Group)

LATE ASSIGNMENTS:

Late assignment submission will have a penalty of 30%.

Peer Evaluations: Very Important!

You will be asked to evaluate both yourself and your group members in terms of the contribution to group endeavors: case presentation and group project. In previous classes, a peer evaluation substantially affected a person’s final grade. Some students received very low individual grades even though their group got very high grade for their work. Peer evaluation is a good censoring mechanism to make sure that each group member contributes to the projects substantially. At the same time, you should remember to hand in your peer evaluation sheet on time.

Your final grade of each project is calculated via the following formula:

$$\text{Individual grade} = \text{group grade} * (\text{the peer evaluation of your contribution} / \text{the highest average evaluation score within each group}).$$

Final grades will be assigned as follows;

Cumulative Marks	Grade	GPA	Performance
95-100	A+	4.5	Excellent
85-94.9	A	4.0	Very Good
80-84.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory

65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

COURSE SCHEDULE (Each team is assigned to a unit of materials to present)

	Session 1 March 12 845-345pm	Session 2 March 13 845-345pm	Session 3 March 14 845-12noon
	Team Warm-up Game Framework of Brand Triangle Team Competition Take-aways	Morning: Book: Contagion T1 HBS Case Hunger Game T2 Mechanics of social media sharing and crafting a brand on social media Afternoon: HBS Case Glossier T3 HBS Case Rent the Runway T4	External Branding: Differentiation/Prestige --Case BMW T1 --Case Stella Artois T2 --Brand Extension and Integration?

	Session 4 March 26 845-345pm	Session 5 March 27 845-345pm	Session 6 March 28 845-345pm
	<p>AM Internal Branding and Brand Soul --HBS Case Google T3 --HBS Case Apple (can use Steve Jobs biography as extended reading) T4</p> <p>--Why is internal branding important? What are the visible and invisible benefits?</p> <p>PM Person branding --HBS Case Martha Steward T1 --Book: Start of You T2</p> <p>How to establish brand system to audit a person brand and establish a person brand growth map?</p>	<p>AM Global Brands: Internet MNC and EMNC --HBS Case “Uber and Didi in China” T4 --HBS Case “Huawei” T4 --HBS Case : Tata Nano T3</p> <p>Internet Brands and Globalization; Issues; challenges; solutions; Canadian Reality; New framework of globalization in the Internet Era; Platform brands— logic and business models</p> <p>PM Book: Kaifu Lee’s AI Superpower T3</p> <p>Future of global brands, born digitals and go digitals.</p>	<p>Course Finale: Final presentations</p> <p>T4 T1 T3 T2</p>

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	MBA Course Information
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behaviour

ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

FACULTY BIOGRAPHY

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Professor Fang Wan is Professor of Marketing, Ross Johnson Research fellow at the Asper School of Business of the University of Manitoba, Canada. Her research interests include Brand Management, Cross-Cultural Consumer Behavior and Media and Advertising Effects.

An ethnic Chinese living in Canada, Dr Wan has been tirelessly pursuing an approach to teach, research and consult branding with her integrated system: Brand Triangle, composed of 6 cornerstones: brand soul, internal branding, external branding, brand synchronization, brand adaptation and brand tracking. With Dr Wan's Brand Symposium, a brand consulting platform she created for Canadian business communities, she and her team have provided brand consultation services to more than 200 companies, ranging from a small family business to industry conglomerates, representing a vast number of industries.

The passion of branding and immersion in the brand world make Wan not only a keen observer and researcher of brand activities and strategies, but also equip her with refreshing lenses via which brand teaching and brand consultation are conducted. Her brand management courses and workshops have won raving reviews from participants on both sides of the Pacific Ocean. Actively pursued by professional and business communities as a guest or key note speaker, Dr Wan has been applauded as a powerful speaker who inspires and energizes her audience.

Dr Wan is currently completing two books on branding. The first one Brand Triangle: An Integrative Approach to Brand Management is developed out of her own consulting experiences with branded businesses over the past decade. Her Brand Triangle Framework takes a structural approach to analyze branded business as a system and her diagnostic tool Brand Triangle has guided many firms to audit its internal and external brand systems and allowed them to quickly identify brand issues and seek appropriate brand strategies and solutions.

Her second book is Brand Storm from China, coauthored with Amitava Chattopadhyay from INSEAD and Dongsheng Zhou from CEIBS, Shanghai. With her team, Dr Wan had spent 20 months doing the field work, analyzing secondary data and interviewing top executives of China's growing global brands such as Mindray (NYSE: MR, medical instrument,), Levono (Nasdaq: LNVGY.PK, computer electronics), TCL

(SZSE 000100, Multimedia), ZTE (SEHK: 0763, provider of telecommunication equipment and network), Baidu (NASDAQ: BIDU, Internet Search Provider), BYD (BYD Co. Ltd, HKG: HK 1211, specializes in IT, automobile and new energy). In this book, they discuss the drivers explaining these firms' rapid growth and rising status on the global stage. Wild East and Spinning Wheel are the first two chapters depicting the institutional and business environment and mindset of today's China. Speedy Imitation and Village to City are the last two chapters delineating the core strategies Chinese firms adopt to outperform their MNC peers both in domestic and global markets. Lastly, they will contrast the pathways of brand building of both incumbent North American MNCs and the ones from China.

Wan was born and raised in China. She went to Wuhan University at the age of 16. She obtained her BA in English from Wuhuan University, her M.Phil from Chinese University of Hong Kong, and her Ph.D from University of Minnesota. She did her postdoc research fellowship at the Owen Graduate School of Management at Vanderbilt University, before she joined Asper School of Business in 2003. Her cross-cultural journey and experiences become her vital and refreshing source of inspiration for research, consulting and book writing.