INSTRUCTOR

Name: Fang Wan, Ph.D (万方)  
Phone: 204-290-6584 (cell)  
Fax: 204-474-7545  
Email: fang.wan@umanitoba.ca  
Class Time: March 15, 16, 29, 30, 845-345pm; March 17, 31, 845-12pm

Office Location: Drake 494  
Office Hours: After class

Note: Alert: This is a very intense course. Working fast under time constraint is part of the success ingredient. The intensity of the learning process is intentionally designed to be part of this course. It requires you to be focused and clear your other agenda when you engage in course materials.

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.

Module 1: An Integrative Approach to Branding: Brand Triangle
We will start off the seminar with introductions of core branding concepts. This module sets the framework of how to study brand management. We will visit core components of Brand Triangle (Wan and Chattopadhyay 2014), 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. The cases chosen to illustrate these core brand concepts are successful global brands. We start off this module with Blue Ocean Strategy, whom to many is a strategy book. To me, it is book on external branding.

Module 2: 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 Blue Ocean Strategies, 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 3: Global Brands: Different Origins, Different Strategies, Different Journeys
The brand system we derive 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.

Brand Symposium: Dr Wan’s Branding Speaker Series:
I have been very lucky to have the support from our business communities as our local brand leaders always come to the class and share their brand building experience. A few brand leaders in the business community will be invited to share their expertise, strategies and practices in class. Guest list is to be finalized.
**AACSB Assurance of Learning Goals and Objectives.**

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.

<table>
<thead>
<tr>
<th>Goals and Objectives in the MBA Program</th>
<th>Goals and Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 <strong>Strategic Thinking</strong> Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.</td>
<td>X</td>
<td>Cases, books</td>
</tr>
<tr>
<td>A. Students are able to identify situations where strategic thinking is necessary.</td>
<td>X</td>
<td>Cases, books</td>
</tr>
<tr>
<td>B. Students are able to identify different strategies.</td>
<td>X</td>
<td>Cases, books</td>
</tr>
<tr>
<td>C. Students are able to perform a basic strategic analysis.</td>
<td>X</td>
<td>Cases, books</td>
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<tr>
<td>D. Students are able to recommend strategic alternatives and their implementations.</td>
<td>X</td>
<td>Cases, books</td>
</tr>
<tr>
<td>2 <strong>Global Perspective</strong> Students will adopt a global mindset in considering organizational decisions.</td>
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</tr>
<tr>
<td>A. Students have an awareness of global diversity, and multicultural awareness.</td>
<td>X</td>
<td>Cases, books</td>
</tr>
<tr>
<td>B. Students have an awareness of different global perspectives.</td>
<td>X</td>
<td>Cases, books</td>
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<tr>
<td>C. Students have been exposed to global business environments through course materials</td>
<td>X</td>
<td>Cases, books</td>
</tr>
<tr>
<td>3 <strong>Ethical Mindset</strong> Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.</td>
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</tr>
<tr>
<td>A. Students demonstrate an understanding of the responsibility of business in society.</td>
<td>X</td>
<td>Discussions cases</td>
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<tr>
<td>B. Students demonstrate an understanding of ethical decision making.</td>
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<tr>
<td>C. Students demonstrate moral development in ethical decision making.</td>
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<td></td>
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<tr>
<td>D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.</td>
<td>X</td>
<td>Cases</td>
</tr>
<tr>
<td>4 <strong>Quantitative and Financial Proficiency</strong> Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.</td>
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<tr>
<td>A. Students are able to identify that a problem containing a quantitative aspect exists.</td>
<td>X</td>
<td>Cases</td>
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<tr>
<td>B. Students are able to apply financial methodologies in the answering of business questions.</td>
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<tr>
<td>C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.</td>
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<tr>
<td>D. Students are able to interpret the results of a financial analysis.</td>
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</tbody>
</table>
List of Guest Speakers

1. Justin Lutomsky, Marketing Services Manager, 6P marketing, “Branding in Action,” March 16, 11-1130am
2. Rob Richie, SVP, RBC, “Person Brand,” March 16, 145pm-215 pm
3. Tara Chawla, Account Manager, WorkBee, “TV Brand Content,” March 17, 11am-1130am
4. Christopher Carther Krone, YMCA Branding Process, March 17, 10am-1030am
5. Lindy Norris, Director of Marketing Communications, New Flyer, “Global Brand Building of New Flyer,” March 30, 12-1pm

COURSE MATERIALS: 5 BOOKS 11 CASES

5 Books, either get digital copy from Kindle of Amazon, or Bookstore for the physical copies. Kindle books are faster so that you can start reading right away.


11 Cases: The cases are ready to be purchased from https://hbsp.harvard.edu/import/616525

One case BYD was written by me. I will send the case to you via email.

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 (30%):

Class preparation and discussion are essential to a successful learning experience. The student is expected to read book chapters and cases thoroughly before class and substantially contribute to discussion in class.

At the beginning of each class, specific questions will be distributed and assigned to students formed in groups. Students will be given about 10 minutes to discuss these questions in groups. This will give students an opportunity to catch up with the main topic of each class for those who do not read course materials.

Remember, you are expected to participate in class discussion actively. Both the quality and frequency of class discussion will substantially affect your final participation grade. In addition, you are also encouraged to send me emails with regard to your opinions, insights, suggestions or discussions on topics either discussed or missed in class.

Case and Book Presentation (25%)

At the beginning of each class, a group will present an assigned case in 10 minutes. In the presentation, students should AVOID simply repeating the case facts. Instead, they are expected to focus on issues, problems, opportunities, strategies, and potential solutions buried under the facts and data presented in the case. A PowerPoint presentation is required.

You will win a lot of credits by going beyond the case such as 1) updating how the company is doing now to flesh out the strategies they take posterior to the date when the case was written; 2) the relevance of the case to your reality, or the business reality in Canada, or in Winnipeg, 3) linking the case to other cases, or constructs.

Final Group Project (25%):

Using the knowledge acquired from this class to solve marketing or branding related problems or conduct relevant research in a cross-cultural context is important. Therefore, each group project should be dealing with a real-world business issue. I will provide a guideline for the final group project. You will be given time to search for a real client from the local business community. If you need help, let me know.

This field project tests your commitment to a chosen project and your devotion to your clients. I will allocate time for you to go to the field, meet up with clients, conduct marketing research, conduct some interviews, or meet up with your group.
Progress reports are expected. A group leader will be chosen to monitor attendance and commitment of each group member regarding his/her assigned task. The final deliverable has to be formal. You need to be creative and resourceful, just like any job you might take after you graduate from school. For example, you might have to ask your friends who are knowledgeable in certain domains to help out in order to successfully complete the project. Two copies of the final projects are required, with one of them going to the client.

Final project guidelines will be released in the middle of the course.

**Final Exam (20%)**

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 review of course materials will be conducted in class. 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 takes the form of essay questions.

**COURSE ASSESSMENT (cont’d)**

- Class Participation 30%  (Individual)
- Case Presentation 25%  (Group)
- Final Exam 20%  (Individual)
- Group project 25%  (Group)

**LATE ASSIGNMENTS:**

Late assignments 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:

\[
\text{Individual grade} = \text{group grade} \times (\text{the peer evaluation of your contribution/the highest average evaluation score within each group} \times 40\% + \text{the group leader evaluation of your contribution/the highest group leader evaluation score within each group} \times 60\%).
\]
Final grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Cumulative Marks</th>
<th>Grade</th>
<th>GPA</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.5</td>
<td>Excellent</td>
</tr>
<tr>
<td>80-89.99</td>
<td>A</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>75-79.99</td>
<td>B+</td>
<td>3.5</td>
<td>Good</td>
</tr>
<tr>
<td>70-74.99</td>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>65-69.99</td>
<td>C+</td>
<td>2.5</td>
<td>Marginal</td>
</tr>
<tr>
<td>60-64.99</td>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>50-59.99</td>
<td>D</td>
<td>1.0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>49.99 and below</td>
<td>F</td>
<td>0.0</td>
<td>Unsatisfactory</td>
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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.
Based on the class list on March 7, 2019, I assigned each person to a group using a randomization software. On the first day of class, let us first find your family. This short course will be a test of the quality of the group work.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharma, Mahesh K.</td>
<td>Burczynski, Steven</td>
<td>Borger, Hayleigh E.</td>
</tr>
<tr>
<td>YAP, MICHAEL</td>
<td>Wood, Nora L.</td>
<td>Andjelovic, Tamara</td>
</tr>
<tr>
<td>Anand, Manas</td>
<td>Niu, Wenxi</td>
<td>Barrette, Adam R</td>
</tr>
<tr>
<td>Gopalakrishnan, Aishwarya</td>
<td>Shagba, Alexander Fater</td>
<td>Yin, Runtian</td>
</tr>
<tr>
<td>Trenholm, Christopher N.</td>
<td>Lobson, Brooke M.</td>
<td>Bura, Naveen Kumar</td>
</tr>
<tr>
<td>dhillon, diljyot s.</td>
<td>Gupta, Gaurav</td>
<td>Subramanya Kumar, Neelakantan</td>
</tr>
<tr>
<td>Murakami Reyna, Kaori</td>
<td>ROY, SREEJAYEE</td>
<td>Chidley, Pradnya V.</td>
</tr>
<tr>
<td>Latal, Derek B.</td>
<td>Bell, Bryan W.</td>
<td>Livingston, Peter H.</td>
</tr>
<tr>
<td>Duha, Emeric G.</td>
<td>Dhoat, Karanjeer Singh</td>
<td>Tran, Dao T.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Group D</th>
<th>Group E</th>
<th>Group F</th>
</tr>
</thead>
<tbody>
<tr>
<td>ji, xiang</td>
<td>Rajana, Pradeep N.</td>
<td>Barr, Myles A.</td>
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<tr>
<td>Singh, Ishwinder P.</td>
<td>Odger, Matt</td>
<td>Wang, Mingyang</td>
</tr>
<tr>
<td>Touchette, Sophie</td>
<td>Zhang, Wenyue</td>
<td>Markanti, Surakshith</td>
</tr>
<tr>
<td>Bhan, Robin</td>
<td>Srivastava, Ishita</td>
<td>Singh, Gurjaspal</td>
</tr>
<tr>
<td>Kroeker, Annette M.</td>
<td>singh, Amarinder</td>
<td>Bouchard, Keri R</td>
</tr>
<tr>
<td>Bunkowsky, Jared D.</td>
<td>YANG, YIHUI</td>
<td>Hay, Stacey L.</td>
</tr>
<tr>
<td>Wokoma, Norman</td>
<td>Stephens, Matthew A.</td>
<td>Zhao, Fiona</td>
</tr>
<tr>
<td>Gonzalez, Maria E.</td>
<td>Wu, Junhui</td>
<td>Eraikat, Ahmad Abdul-Karim</td>
</tr>
<tr>
<td>Wang, Xin</td>
<td>Kalra, Sankalp S.</td>
<td></td>
</tr>
<tr>
<td>Session 1</td>
<td>March 15 845-1045am</td>
<td>Session 2</td>
</tr>
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<td>-----------</td>
<td>---------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| Course introduction  
--The framework  
--group information | Book 1: Blue Ocean Strategy: Ch1-3: Ch 1: Creating Blue Oceans  
2: Analytical Tools and Frameworks  
3. Reconstruct Market Boundaries | External Branding: Differentiation/Prestige  
--Case1: BMW  
--Case2: Stella Artois | --Application of BO in Branding Strategy?  
--Extension and Integration? |

<table>
<thead>
<tr>
<th>Session 4</th>
<th>March 16 845-1045</th>
<th>Session 5</th>
<th>March 16 11-1245pm</th>
<th>Session 6</th>
<th>March 16 145-345pm</th>
</tr>
</thead>
</table>
| Internal Branding and Brand Soul  
--Case3: Google  
--Case 4: Apple (can use Steve Jobs biography as extended reading) | Speaker: Justin, 6P Marketing, “Branding in Action”  
Case 5: Harley Davidson | Speaker: Rob, RBC, “Person Brands”  
Q and A |

<table>
<thead>
<tr>
<th>Session 7</th>
<th>March 17, 845-12 pm</th>
</tr>
</thead>
</table>
| Book 2: The Start-up of You  
Person branding, strategies, tactics, and logic  
Examples of person brands  
Discussion of March 29-31  
Final Project Discussion |
| Session 8  
| March 29 845-1045am | Session 9  
| March 29 11-1245pm | Session 10  
| March 29 145-345pm |
|-------------------|-------------------|-------------------|
| Global Brands: Internet MNC:  
Case 6—“Uber and Didi in China”  
Case 7—“Power to be”  
New framework of globalization in the Internet Era  
Platform brands—logic and business models | Case 8 “Huawei”  
Internet Brands and Globalization; Issues; challenges; solutions; Canadian Reality | Book 3: Capitalism without Capital  
Discussions:  
--Canadian Internet Brands to Watch?  
--Internet Brands to watch?  
--Branding Strategies for Internet Brands |
|-------------------|-------------------|-------------------|
| Session 11  
March 30 845-1045 | Session 12  
March 30 11-1245pm | Session 13  
March 30 145-345pm |
|-------------------|-------------------|-------------------|
| Book 4: How China Became Capitalist  
Case 9: Google in China  
Case 10—BYD  
Case 11: Tata Nano | Speaker: Lindy Norris New Flyer, “Global Brand Building, New Flyer”  
--Differences and characteristics of EMNCs such as BYD and Tata | Book5: The New Emerging Market Multinationals, the first three chapters  
Discussions of EMNC, emergent multinational corporations  
Discussions of Final Project |
|-------------------|-------------------|-------------------|
| Session 14  
March 31, 845-12 pm  
Final Project Presentation | 1. Open-book final exam will be emailed to you on April 2, and you will have 24 hours to send the response back via email  
2. The final project report is due on April 5. Group leaders should send an email copy to me by Midnight April 5. |
ACADEMIC REGULATIONS

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/human_ethics_REB_forms_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.

EXAM RESCHEDULING POLICY

Students are expected to write ALL exams with their classmates at the scheduled exam time. Requests for final exam rescheduling must be referred to the Graduate Program Office (rescheduling of midterm tests is overseen by individual instructors). Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook for further information:


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.
COPYRIGHT REGULATIONS

All students are required to respect copyright as per Canada’s Copyright Act. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

STUDENT SUPPORT RESOURCES AND ACADEMIC POLICIES

For a list of free Academic and Mental Health support services please refer to the “Student Support Resources and Academic Policies” PDF found on our website: http://umanitoba.ca/faculties/management/programs/graduate/mba/media/Schedule-A-ROASS.pdf

STUDENT ACCESSIBILITY SERVICES

Students are encouraged to contact Accessibility Services at 474-6213, or the instructor, should special arrangements need to be made to meet course requirements. For further information please visit http://umanitoba.ca/student/saa/accessibility/
Appendix A: Final Project Outline for Option 1: Working with real clients in branding world
(If you would like to work on case related studies to provide analysis, insight and conceptual
framework, you should talk to me about this customized option)

This option is to give students an opportunity to apply learned knowledge in class in the real world of
branding. Students will be presented with several potential clients from small businesses in Winnipeg.
Groups are encouraged to choose the business that interests them the most. If multiple groups are
interested in the same business, a bidding process may take place where groups will “pitch” their
overall branding strategy based on the presentation of the client. Alternatively, two groups may work
on the same business with the client’s consent and that there are no other vacant clients available.

This project can be roughly divided into five stages:
1. Interview with client (internal assessment of company)
2. Market research and analysis
3. Branding strategy and Implementation
4. Recommendation
5. Presentation and Report

Stage 1: Interview and Internal Assessment
Students are encouraged to meet with their client(s) and do onsite observations to find issues that go
deeper than the initial presentation in class. You should focus on the current internal issues of the
company: HR, operations, marketing, culture, values, and goals.

Students can assess the company on the bases of strengths and weaknesses in its current condition,
and relate them to the goals in the short term and long term, capabilities and potentials.

Lastly, pay attention to the owner’s openness to changes. How far is he/she willing to change the
business’s current condition, strategy, and brand image; in what aspects and by how much? Will the
owner’s own personal bias hinder your brand consultation strategies?

Stage 2: Market research and Analysis

Students should look into the external environment in which the company competes. You are
encouraged to do some research on the existing conditions of the market from secondary sources
such as newspapers, magazines, journals, databases, and other credible sources. However, it is also
important to look beyond existing literature and conduct first hand research, such as surveys and in-
depth interviews (with competitors or customers).

This research will help you to have a grasp on the current market conditions that you need to consider
when developing your branding strategies. The research results can strengthen your position when
convincing your client that the proposed strategy is valid and credible.

Stage 3: Branding Strategy and Implementation

The core of this stage is to develop a branding strategy that connects the company’s internal
resources to the external environment to achieve the owner’s goals. Use your research findings and
apply them to the internal resources and owner’s goals. Apply your knowledge and theories learned
from class and adapt them into these real situations. Are the owner’s goals feasible given the internal
and external realities of the business? Does the company need to shift some of its internal aspects to better strengthen itself in its market position? How should this shift be done? Does the brand need to shift? How will this impact existing employees and customers? You do not have to answer all of these questions, but they should give you an idea of how to begin your thinking process in formulating your branding strategies. Certainly please do not limit yourselves only to these fore mentioned questions, and try to develop a comprehensive branding plan.

Once you have concluded what your strategy is, you will need to decide how to do it. Remember, a branding strategy is more than just a marketing campaign: it is the identity of the company. By changing a company’s inside, you can change many aspects how the brand is expressed externally. In this part you will decide how you will implement your branding plan. Be creative in your branding plan, but it should also be valid and sound.

Stage 4: Recommendation

After your have developed your strategy and implementation plan, you will need to consult with your client once more and convince him/her that your plan is not only credible but is strong and will be successful. During this process, you may need to be tactful since your client may resist your findings and your recommendations. Use your research on the external environment to strengthen your position. Be confident in your claims and suggestions and your client will also be confident in you.

Stage 5: Presentation and Report

The presentation and the report are ways for you to share with the class and me your branding strategies and branding experiences. For the presentation, you should devote 90% to the branding process (internal assessment, research, plan formulation and implementation), and devote 10% to your experience with this project: how did you feel about the client interview(s)? Did your client accept your recommendations? What were your biggest challenges and difficulties? How did you overcome them? What were your likes and dislikes? Was the experience rewarding? What suggestions or improvements would you recommend to future students?

For the written report, you will need to develop two different versions: client and internal (professor’s copy). For the client’s copy, you will need to write it as a formal business proposal. It should include (use as a general guideline):

Title page (1 page)
Executive Summary (1 page)
   - What the report is about
   - What are your findings (strategy and key implementations)
   - What are some supporting evidence (internal and external)
Table of Contents (1 page)
Internal Assessment and Analysis
   - What are the concerns from client interview
   - What are some issues revealed from onsite observations
   - What are the concerns from employee interview and assessment
External Research and Analysis
- In what market does the business compete
- What is the market condition (Trends? Segments?)
- What does your consumer research reveal

Branding Strategy
- What are the goals for the brand
- Given those goals, how should the business position itself in the market given the internal and external analysis
- Can you base your branding strategy on any existing knowledge or theories attained from class?

Branding Implementations
- What are the areas of the business that need to change
  - Employee, management (owner), culture, values, customer relations, brand exposure…
- How will you implement those changes
  - Training, control and reward systems, interior designs, external brand expression (logo, marketing, social events)…

Bibliography (follow the journal of consumer research reference style)

Appendix/Exhibits*

For the internal version (professor’s copy), you will simply need to attach a 1 to 2 page of “Project Summary” BEFORE the Executive Summary. Everything else is exactly the same as the client’s version. For the Project Summary, please give a report on your project as a whole. I want to know the “inside” story behind your projects; essentially it is equivalent to the 10% of your presentation about your experience with this project, which are things that you should not reveal to your client. Please also feel free to include a group photo at the end of the Project Summary.

*Note: IF a chart/graph/sample logo is important and relevant to an area of discussion, INSERT it INSIDE the written report. For other general graphs, charts, pictures, and survey questions and results, attach as part of appendix/exhibits
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 ensure 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.
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), Lenovo (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.