COURSE OVERVIEW
Branding is an emerging area in business research. It has demanded attention from company CEOs to marketing managers. Successful global brands such as Starbucks, Apple, Harley Davidson are more than a product or service. They are identities, symbols and communities. How do companies craft and maintain successful and sustainable brands over time? More than ever, Chinese brands need to learn and customize brand lessons demonstrated by the successes of Western brands. The course is broken down into three modules.

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, 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 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 two books 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 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 for 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: Brand Practicum
In this module, you will work as a team to pick a local company to work on their brand related issues, internal, external, brand soul, brand adaptation or brand tracking. Detailed project description will be provided in class.

COURSE AUDIENCE
This course is developed for advanced and motivated students who are sensitive to cross-cultural difference, who envision their future is intricately connected to the role of Canadian brands in the exciting brandscape and who have passions for a career as a brand manager in leading companies in Canada. If you are such a person, I welcome you on board. Let’s start this exciting journey for the next three weeks.

COURSE MATERIALS
A course package will be distributed to students (please see Appendix 1 for content). Chapters from the following books will be selected:

- Online Case Package (case package to be purchased online. URL will be released in class).
- So Good They Can’t Ignore You by Cal Newport (amazon, kindle book)
- The Start-up of You by Reid Hoffman and Ben Casnocha. (amazon, kindle book)

LEARNING METHOD
The major mode of learning in this course is case analysis and discussion. Case 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 thoroughly before class. Even though there can be NO formula for case preparation, 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

COURSE REQUIREMENTS
The course is composed of class participation, case presentation, group project and mid-term and final exams.

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 use Angel and post your opinions, insights, suggestions or discussions on topics either discussed or missed in class.

The composition of your final participation grade is:
- class attendance (10pts)
- class discussion (20pts)

**Case Presentation (10%)**
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, in Winnipeg, 3) linking the case to other cases, or constructs.

**Final Group Project (20%)**:
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 final group project. You will be given time to search for a real client from 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.
Branding and me (10%)

The most important caveats of this class is to use brand triangle, blue ocean and a few self discovery books to understand you, the person brand. All your successes, pathways and strategies ahead depend on a very clear understanding of your own soul, your internal branding and your external branding. This deliverable should be written in 3 pages, summarize you, the person brand. A more detailed guideline will be released in class.

Final Exams (15%)

In addition to class participation, mid-term and final exams depend 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 respectively for mid-term and final exam. 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.

In-Class SURPRISE Quizzes (15%)

There will be five quizzes in class. These quizzes WILL NOT BE ANNOUNCED ahead of time. The quizzes are related to the class materials to be covered on that class. Each quiz is worth 5 points and will be composed of up to three short-answer questions.

- Class Participation 30% (Individual)
- Case Presentation 10% (Group)
- Quizzes (5) 15% (Individual)
- Branding and me 10% (Individual)
- Final Exam 15% (Individual)
- Group project 20% (Group)

Peer Evaluations: Very Important!

You will be asked to evaluate both yourself and your group members in terms of the contribution to THREE group endeavors: case presentation and group project. In previous classes, 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 in time.

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

\[
\text{Individual grade} = \text{group grade} \times \left( \frac{\text{the peer evaluation of your contribution}}{\text{the highest average evaluation score within each group}} \times 40\% + \frac{\text{the group leader evaluation of your contribution}}{\text{the highest group leader evaluation score within each group}} \times 60\% \right)
\]
GRADING POLICY (this serves as a guide):

- 90-100 A+
- 80-89 A
- 75-79 B+
- 70-74 B
- 65-69 C+
- 60-64 C
- 50-59 D
- <50 F

IMPORTANT: Effective September 1, 2013, the U of M will only use your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. If you have not already been doing so, please send all emails from your UofM email account. Remember to include your full name, student number and faculty in all correspondence.

For more information visit: http://umanitoba.ca/registrar/e-mail_policy
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topics/Readings</th>
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<tbody>
<tr>
<td>C1</td>
<td>Th 09/5</td>
<td>Introduction/Expectation&lt;br&gt;<strong>--COURSE OVERVIEW</strong>&lt;br&gt;<strong>--IMPORTANT: GROUP ASSIGNMENT</strong></td>
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<tr>
<td>C2</td>
<td>Tu 09/10</td>
<td>Brand System View: Brand Triangle&lt;br&gt;<strong>--Introduction: Brand Triangle</strong>&lt;br&gt;<strong>--group information</strong>&lt;br&gt;<strong>--Lottery</strong></td>
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<tr>
<td>C3</td>
<td>Th, 09/12</td>
<td>Blue Ocean Strategy: Ch1-3&lt;br&gt;Ch 1: Creating Blue Oceans&lt;br&gt;2: Analytical Tools and Frameworks&lt;br&gt;3. Reconstruct Market Boundaries</td>
</tr>
<tr>
<td>C4</td>
<td>Tu, 09/17</td>
<td>Blue Ocean Strategy: Ch4-6&lt;br&gt;4: Focus on the Big Picture, not the Numbers&lt;br&gt;5: Reach Beyond Existing Demand&lt;br&gt;6: Get the Strategic Sequence Right</td>
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<tr>
<td>C5</td>
<td>Th, 09/19</td>
<td>External Branding: How to Create Connection to Consumer (1)&lt;br&gt;<strong>--Cases: Brand Personal Relationship</strong></td>
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<tr>
<td>C6</td>
<td>Tu, 09/24</td>
<td>External Branding: How to Create Prestige/Status (2)&lt;br&gt;<strong>--Cases: Stella Artois</strong></td>
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<tr>
<td>C7</td>
<td>Th, 09/26</td>
<td>External Branding: How to Create Prestige/Status (Part 2)&lt;br&gt;<strong>--Cases: BMW</strong></td>
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<td>C8</td>
<td>Tu, 10/1</td>
<td>External Branding: How to Create Brand Association (3)&lt;br&gt;<strong>--Cases: Diesel</strong></td>
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<td>C9</td>
<td>Th, 10/3</td>
<td>Group Discussion: Final Project (1)</td>
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<td>C10</td>
<td>Tu, 10/8</td>
<td>External Branding: How to Create Prestige/Status (Part 3)&lt;br&gt;<strong>--Cases: Russian Standard Vodka</strong></td>
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<td>C11</td>
<td>Th, 10/10</td>
<td>Internal Branding: Culture Brands(Part 1)&lt;br&gt;<strong>--Cases: Google</strong></td>
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<td>C12</td>
<td>Tu, 10/15</td>
<td>Internal Branding: Culture Brands(Part 2)&lt;br&gt;<strong>--Apple (can use Steve Jobs biography as extended reading)</strong></td>
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<td>C13</td>
<td>Th, 10/17</td>
<td>Internal Branding: Culture Brands(Part 3)&lt;br&gt;<strong>--Cases: Harley Davidson</strong></td>
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<td>C14</td>
<td>Tu, 10/22</td>
<td>Brand Synchronization: (Soul and internal and external 1)&lt;br&gt;<strong>--case: Banyan Tree</strong></td>
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<tr>
<td>C15</td>
<td>Th, 10/24</td>
<td>Brand Synchronization: (Soul and internal and external 2)</td>
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<tr>
<td>C16</td>
<td>Tu, 10/29</td>
<td>Brand Synchronization (Internal and External)</td>
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<td>C17</td>
<td>Th, 10/31</td>
<td>Group Discussion: Final Project (2)</td>
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<td>C18</td>
<td>Tu, 11/05</td>
<td>Brand Adaptation: Synchronizing with Time and Conditions</td>
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<td></td>
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<td>--Brand Audit (article)</td>
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<td></td>
<td></td>
<td>--extra credit: Interbrand Valuation system</td>
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<tr>
<td>C19</td>
<td>Th, 11/07</td>
<td>Celebrity/person Branding (1)</td>
</tr>
<tr>
<td>C20</td>
<td>Tu, 11/12</td>
<td>Person Branding (2)</td>
</tr>
<tr>
<td>C21</td>
<td>Th, 11/14</td>
<td>Person Branding (3)</td>
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<tr>
<td></td>
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<td>--Video: Steve Jobs</td>
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<tr>
<td>C22</td>
<td>Tu, 11/19</td>
<td>Final exam Preview.</td>
</tr>
<tr>
<td>C23</td>
<td>Th, 11/21</td>
<td>Group Discussion: Final Project (3)</td>
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<tr>
<td>C24</td>
<td>Tu, 11/26</td>
<td>Final Project Presentation (Part 1)</td>
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<tr>
<td>C25</td>
<td>Th, 11/28</td>
<td>Final Project Presentation (Part 2)</td>
</tr>
<tr>
<td>C26</td>
<td>Tu, 12/3</td>
<td>In-class Final Exam</td>
</tr>
<tr>
<td>C27</td>
<td>Th, 12/5</td>
<td>FINAL PROJECT DEADLINE</td>
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<td>Please deliver an e-copy of your final project to <a href="mailto:brandfangwan@gmail.com">brandfangwan@gmail.com</a> no later than 5 PM.</td>
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Appendix A: Final Project Outline

1. Option 1: Working with real clients in branding world

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 related 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).

These researches 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 company 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 formulation 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 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.
Academic Integrity

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.

Group Projects and Group Work

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 should exercise special care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

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 related 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 are passed to the Dean’s office in order to ensure consistency of treatment.
UNIVERSITY OF MANITOBA
Faculty of Management
Medical Absenteeism Form

Student Identification: (please print clearly)

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>U of M Student Identification #</th>
</tr>
</thead>
</table>

I hereby authorize __________________ to verify with the attending physician or his/her staff or __________________ (Name of Instructor/Administrator) colleagues that the contents of this form are true.

Student’s Signature __________________ Date __________________

To be completed by the attending physician: (after the above section is completed)

<table>
<thead>
<tr>
<th>Physician’s Last Name (please print clearly)</th>
<th>Physician’s First Name</th>
<th>Middle Initial</th>
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Street Address __________________ City, Province __________________ Postal Code __________________

Telephone Number __________________ Fax Number __________________

To the attention of the physician: Your evaluation of the student’s condition is being used for the purpose of determining whether or not the student has a valid reason to miss an important exam or assignment. Your professional evaluation is necessary to ensure that only valid cases are excused.

I certify that the nature of the student’s condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above-named instructor/administrator that this information is accurate.

The student’s condition will likely span the following dates:

(indicate start date) __________________

until __________________

(indicate end date) __________________

Physician’s Signature __________________ Date __________________

Notes to physician:

• Please make a note in the student/patient’s file indicating that the student has given the above-named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student’s condition.

• PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.

Note to student:

• The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam, the student must obtain a doctor’s certification that the student’s condition is severe enough to prevent the student from taking the exam or completing the assignment.

• It is NOT SUFFICIENT to provide a note that only indicates the student visited the doctor’s office.