

# Syllabus

for course at first level

**Brand Management and Sustainable Business Models**  
**Varumärkesstyrning och hållbara affärsmodeller**

**7.5 Higher Education**  
**Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	FE3335
<b>Valid from:</b>	Autumn 2018
<b>Date of approval:</b>	2018-05-21
<b>Department</b>	Stockholm Business School
<b>Main field:</b>	Företagsekonomi
<b>Specialisation:</b>	G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements

## Decision

This syllabus was approved by the Education Committee at Stockholm Business School, Stockholm University 2018-05-21.

## Prerequisites and special admittance requirements

45 HE credits within the field of Business Administration and English 6 or equivalent.

## Course structure

Examination code	Name	Higher Education Credits
3335	Brand Management and Sustainable Business Models	7.5

## Course content

The course is designed to enable the student to understand and craft strategies for Sustainable Brand oriented Business models on the basis of rigorous analytical and critical thinking.

The viewpoint put forward in the course is that of the corporate and/or business area/unit level top management team (TMT). The strategic leadership of top executives is emphasized throughout the lectures, discussions and case exercises. The customer and market viewpoint, central to any successful corporate and business strategy, permeates all key elements of any Sustainable Brand oriented Business model.

## Learning outcomes

After the course the participants should be able to:

Knowledge and understanding

1. Analyse the role of a Brand management strategy in optimal selection of a company's Business model.
2. Discuss how Sustainability and societal accountability influences viability of Business models.

Skills and abilities

3. Explain how innovation and digitalization can be utilised to enhance Business models.
4. Plan the coordination of the chosen Business model across various functions of a company, at both

corporate and business-unit levels.

Judgement and approach

5. Reflect critically on various theories and methods associated with Business models

6. Formulate alternative Business models and evaluate which to be used in practice in specific contexts.

### **Education**

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload is 200 hours equivalent to 7,5 ECTS (40 hours per week equivalent to 1,5 ECTS).

The language of instruction is English.

### **Forms of examination**

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

Assessment tasks:

The course contains the following weighted assessment tasks:

1. Team project comprising case analysis, 20% of the total course points (Learning outcomes 1, 4 & 6)
2. Team participation in articles discussion: 20% of total course points. (Learning outcomes 1, 3 & 5)
3. Individual report/essay/exam: 60% of total course points. (Learning outcomes 1, 2, 3, 4, 5 & 6)

Grading.

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0-100 course points. Receiving a final passing grade requires  $\geq 50$  course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Each assessment task is awarded 0-100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

All assessment tasks are assessed on a 100-point scale.

All assessment tasks are offered once during the course.

Absence from one seminar requires that the student hand in an extra assignment. Absence from more than one seminar implicates that the student cannot receive course points for that assessment task.

A passing grade (A-E) in the course is obtained when a student has achieved  $\geq 50$  course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved  $\geq 50$  course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;

A passing grade may not be turned into a failing grade upon the request of a student.

#### Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- problematise course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

#### A (Excellent) ☐

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

#### B (Very Good) ☐

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

#### C (Good) ☐

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

#### D (Satisfactory) ☐

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

#### E (Sufficient) ☐

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

#### Fx (Fail) ☐

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

#### F (Fail) ☐

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

#### Interim

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

#### Limitations

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

#### Misc

Exemption from an assessment task is granted if the student presents a valid reason and a written certification

(such as illness and a medical certificate), whereupon the student may re-sit the assessment task at a later date while maintaining previously acquired course points.

Application for exemption should be submitted to the Director of Studies immediately after, or during planned absences well before, the date when the assessment task is carried out. A granted exemption expires at the end of the immediately following semester.

### **Required reading**

#### Compulsory reading

- Christensen, C.M, Cook, S & Hall, T (2006) Marketing Malpractice: The Cause and the Cure, Harvard Business Review.
- Osterwalder, A, and Pigneur, Business Model Generation: A handbook for Visionaries; Game Changers; and Challengers (2010). Wiley.
- Fournier, S, & Avery, J. (2011) The uninvited brand, Business Horizons, 54, 193-207.
- Hoeffler, S, & Keller, KL (2003) The Marketing Advantages of Strong Brands, Brand Management, 421-445.
- Keller (2001) Building Customer-Based Brand Equity: A Blueprint for Creating Strong Brands, Working paper Marketing Science Institute.
- Keller, KL (1993) Conceptualizing, Measuring, and Managing Customer-Based Brand Equity, Journal of Marketing, 1-22
- Keller, KL, Sternthal, B, and Tybout, A., Three questions you need to ask about your brand Harvard Business Review, September 2002.
- Kim, W.C, & Mauborgne, R, (2004) Blue Ocean Strategy, Harvard Business Review. 76-86.
- Porter, M. E. (1996) What Is Strategy? Harvard Business Review, 74(6), 61–78.
- Porter, M.E & Kramer, M.R (2006) Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility, Harvard Business Review, 78-94.
- Porter, M.E & Kramer, M.R (2011) Creating Shared Value, Harvard Business Review.
- Porter, M.E. & Heppelmann, J.E. (2014) How Smart, Connected Products are Transforming Competition, Harvard Business Review, 92(11), 64–88.
- Ulwick, A (2018) Jobs To Be Done: Theory to Practice, Strategyn.
- Lecture and seminar notes and cases.