

Course Code MIB6205

Degree Master's Degree

Course Name Brand Management

Curriculum Revised in 2024

Credit 3(3-0-9)

Faculty/College College of Hospitality Industry Management (CHM)

Course Specification (TQF3/OBE3)

Section 1 General Information

1. Course Code and Name

Thai การจัดการแบรนด์

English Brand Management

2. Number of Credits

3(3-0-9) credits

3. Course Category

Elective Course

4. Course Coordinator and Instructor

Course Coordinator : Dr.Nalin Simasathiansophon

Instructor : Dr.Nalin Simasathiansophon

Contact Information : Dr.Nalin Simasathiansophon

email : nalin.si@ssru.ac.th

5. Semester and Academic Year

Semester 3 Academic Year 2025 Year of Study 1

6. Pre-requisite courses (if any)

None

7. Co-requisites (if any)

None

8. Class Location

College of Hospitality Industry Management, Building 36, Room 3621

9. Date of Last Curriculum Revision

1st May 2026

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10. Alignment between the course, the University's vision of "A leader in producing professionals", and the requirements for higher education standards at master's level.

University's Vision "A leader in producing professionals"		Promoting self-learning skills in practice and improving career development (Lifelong learning)	Promote digital skills
A Leader in Producing Professionals	Sustainable Social Development (SDGs)		
Develops strategic brand-management competencies that prepare students to lead branding and marketing functions in international business settings.	Develops strategic brand-management competencies that prepare students to lead branding and marketing functions in international business settings.	Develops strategic brand-management competencies that prepare students to lead branding and marketing functions in international business settings.	Develops strategic brand-management competencies that prepare students to lead branding and marketing functions in international business settings.

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Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description

Thai

ความเข้าใจในความหมายของแบรนด์จากมุมมองต่าง ๆ แนวคิด ทฤษฎี และเทคนิคที่เหมาะสมกับการจัดการแบรนด์ การใช้กลยุทธ์และยุทธวิธีเชิงสร้างสรรค์ที่เกี่ยวข้องกับการพัฒนา การวางตำแหน่ง การใช้ประโยชน์และการจัดการแบรนด์ และการสร้างมูลค่าแบรนด์ระดับโลกจากกรณีศึกษา

English

An understanding of brand definitions from different perspectives, concepts, theories, and techniques suitable for brand management; the use of creative strategies and tactics related to brand development, positioning, utilization, and management; and the creation of global brand value through case studies.

2. Number of hours spent per semester

Lecture	Practice / Workshop Fieldwork / Internship	Self-Directed Learning
48 Hours/Semester	-	144 Hours/Semester
6 Hours/Week	-	18 Hours/Week

Course Type ☒ Lecture ☐ Practice

3. Individual Academic Counseling Hours

3.1 Academic Counseling: 3 hours/week

3.2 Application of digital technology in academic consultation: E-mail, Line App., and Direct message via Facebook.

- Self-consulting at the lecturer's office: Room No.: 3641
- Building: College of Hospitality Industry Management
- Consulting via office telephone/mobile phone: 082-7842162
- Consulting via E-Mail: nalin.si@ssru.ac.th

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- Consulting via Social-Media (Facebook/Line): Facebook: Aj Nalin Simasathiansophon, Line ID: nalin.sima

4. Course Objectives

4.1 To understand brand-management concepts, theories, and frameworks from multiple perspectives. (Knowledge)

4.2 To apply brand-management concepts and theories to real-world case studies in the classroom. (Knowledge)

4.3 To think logically, systematically, and creatively when analyzing brand-related problems. (Skill)

4.4 To gather, analyze, and evaluate data for brand-strategy problem-solving. (Skill)

4.5 To act with honesty and professional ethics, maintain discipline, and demonstrate leadership, teamwork, and adaptability in group-based brand projects. (Ethics and Character)

5. Course Learning Outcomes (CLOs for OBE program)

CLO1: Explain the meaning of brands from different perspectives, along with concepts and theories related to brand management and development.

CLO2: Apply creative techniques and strategies in developing and positioning brands in highly competitive markets.

CLO3: Analyze case studies and apply brand-management knowledge to create global brand value, while evaluating the impact of the strategies used.

CLO4: Take responsibility for the impact of brand strategies on consumers and society, refraining from deceptive brand communication or practices that violate marketing ethics.

CLO5: Demonstrate the characteristics of a brand builder who is creative, has aesthetic sensibility and imagination, and can apply information-literacy skills in building a global brand.

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6. Alignment between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Alignment of PLOs/CLOs	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO 1	✓				
PLO 2					
PLO 3		✓			
PLO 4			✓		
PLO 5		✓	✓		
PLO 6					
PLO 7				✓	
PLO 8					✓

CLOs	Cognitive Domain (Knowledge)						Psychomotor Domain (Skills)	Affective Domain (Attitude)
	R	U	Ap	An	Ev	C		
CLO1		✓						
CLO2			✓				3	
CLO3				✓				
CLO4								3
CLO5								5

Cognitive Domain

R=Remembering U=Understanding Ap=Applying An=Analyzing Ev=Evaluating C=Creating

Psychomotor Domain

1. Imitation 2. Manipulation 3. Precision 4. Articulation 5. Naturalization

Affective Domain

1. Receiving 2. Responding 3. Valuing 4. Organization 5. Characterization

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Course Learning Outcomes (CLOs) for OBE program

CLOs	knowledge (K)	Skills (S)	Ethics (E)	Character (C)	In the case of professional program with additional specific results, please specify
CLO1	✓				-
CLO2		✓			-
CLO3		✓			-
CLO4			✓		-
CLO5				✓	-

7. Course improvement based on feedback from stakeholders (if this course is offered for the first time, no need to fill it out)

Feedback from stakeholders	Improvement based on feedback
Students requested more real-world partnership case studies from international markets	Integrated current international partnership examples from Asia-Pacific, European, and North American markets throughout the course
Industry professionals suggested incorporating digital partnership tools and platforms	Added modules on partnership management software, digital collaboration tools, and modern marketing technology platforms
Alumni indicated need for stronger negotiation, leadership, and cultural sensitivity skills	Enhanced focus on cross-cultural partnership development, leadership practice within group projects, and negotiation strategies

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Section 3 Student Improvement in Alignment with Course Learning Outcomes (CLOs)

1. Alignment between course learning outcomes (CLOs/LOs) and teaching methods, assessment and evaluation

CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (must align with Section 2, number 6)	Assessment and Evaluation Methods
CLO 1	K	Interactive lecture with live polling; brand-equity model workshops (Aaker, Keller's CBBE); case discussions (Nike, Coca-Cola); brand-personality profiling.	Final Examination; Brand Analysis Presentation
CLO 2	S	Brand-naming and visual-identity workshops; positioning/perceptual-mapping exercises; IMC and digital-strategy design workshops; cultural-adaptation simulation.	Creative Strategy Exercises
CLO 3	S	Crisis-communication workshop; advanced multi-dimensional case analysis (Apple, Tesla, Netflix, Volkswagen); capstone brand-recovery strategy project and presentation.	Brand Recovery Strategy Report
CLO 4	E	Class discussion and case critique on deceptive advertising, greenwashing, and crisis-communication ethics; reflection on the consumer/societal impact of brand decisions.	Final Examination (ethics scenario item); Brand Recovery Strategy Report (responsible-communication criterion)
CLO 5	C	Creative workshops (brand naming, visual identity, storytelling) requiring original ideas and aesthetic judgment; independent research using digital/library sources for case evidence.	Brand Analysis Presentation; Creative Strategy Exercises (creativity and information-literacy criteria)

* All courses in OBE program must have a complete K S E C shown in CLOs.

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2. Establishing Outcome Index and rubrics in assessment and evaluation must be in accordance with the Outcome Index.

CLO 1: Explain the meaning of brands from different perspectives, along with concepts and theories related to brand management and development Levels (according to Bloom's Taxonomy): Understanding Behavior to be evaluated (Action Verb): Demonstrate, Explain, Identify		
Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
Unable to clearly explain brand concepts and theories, or the explanation contains significant inaccuracies.	Explains brand definitions, concepts, and theories accurately, using course terminology appropriately.	Explains brand concepts comprehensively and precisely, integrating multiple theoretical perspectives with clear, well-chosen examples.
CLO 2: Analyze case studies and apply brand-management knowledge to create global brand value, while evaluating the impact of the strategies used. Levels (according to Bloom's Taxonomy): Applying Behavior to be evaluated (Action Verb): Apply, Develop		
Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
Brand development or positioning strategy is incomplete, generic, or not grounded in course frameworks.	Applies appropriate creative techniques and frameworks to develop a workable brand positioning or strategy.	Applies creative techniques skillfully and innovatively, producing a highly competitive, well-justified brand strategy.
CLO 3: Demonstrate the characteristics of a brand builder who is creative, has aesthetic sensibility and imagination, and can apply information-literacy skills in building a global brand. Levels (according to Bloom's Taxonomy): Analyzing / Evaluation Behavior to be evaluated (Action Verb): Analyze / Evaluate		
Below Expectation	Meet Expectation	Exceeds Expectation

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Expressed Results Below the expected criteria (Performance 0% - 49%)	Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Expressed Results Higher than expected criteria (Performance 80% - 100%)
Shows little awareness of the ethical or societal impact of brand strategies; work includes exaggerated, misleading, or otherwise questionable claims.	Identifies the consumer/societal impact of brand decisions and avoids deceptive or unethical communication in coursework.	Proactively evaluates the ethical implications of brand strategies, consistently applies responsible-marketing principles, and justifies decisions with reference to consumer and societal welfare.
CLO 4 Analyze case studies and apply brand-management knowledge to create global brand value, while evaluating the impact of the strategies used. Levels (according to Bloom's Taxonomy): Affective (Valuing) Behavior to be evaluated (Action Verb): Take responsibility / refrain		
Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)
Shows little awareness of the ethical or societal impact of brand strategies; work includes exaggerated, misleading, or otherwise questionable claims.	Identifies the consumer/societal impact of brand decisions and avoids deceptive or unethical communication in coursework.	Proactively evaluates the ethical implications of brand strategies, consistently applies responsible-marketing principles, and justifies decisions with reference to consumer and societal welfare.
CLO 5 Demonstrate the characteristics of a brand builder who is creative, has aesthetic sensibility and imagination, and can apply information-literacy skills in building a global brand. Levels (according to Bloom's Taxonomy): Psychomotor (Articulation) Behavior to be evaluated (Action Verb): Demonstrate, Create		
Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)	Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)	Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)

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Work is derivative or generic, showing little originality, aesthetic judgment, or independent use of information sources.	Produces original, aesthetically considered brand work and draws appropriately on library/digital sources to support ideas.	Produces highly creative, imaginative, and aesthetically refined brand work, skillfully synthesizing information from diverse sources to support a distinctive global brand concept.
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Section 4 Lesson Plan and Assessments

1. Lesson plan (teaching and learning for at least 15 weeks)

Week	Topic	LOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
1	Brand Fundamentals and Theoretical Foundations — Brand definition from multiple perspectives; Aaker's Brand Equity Model; Keller's CBBE Model; brand identity and personality frameworks.	CLO1	L6	Interactive lecture with live polling; brand equity model workshops; case study analysis (Nike, Coca-Cola); brand personality profiling; group discussion.	Pre-test	NTP: Dr. Nalin
2	Brand Development and Creative Strategy — Brand naming strategies; visual identity creation; brand storytelling; brand experience design.	CLO1, CLO5	L6	Brand naming workshop; visual identity design (logo, color, typography) using Canva; customer journey mapping; case studies: Tesla, Airbnb.	Q1 (CLO1)	NTP: Dr. Nalin
3	Market Analysis and Competitive Positioning — Competitive analysis frameworks; data-driven positioning; economic/consumer-demand analysis; creative positioning	CLO1, CLO2	L6	Market research workshop; perceptual mapping and positioning grids; Blue Ocean Strategy; Porter's Five Forces and SWOT analysis; real market data exercise.	-	NTP: Dr. Nalin

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Week	Topic	LOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
4	Integrated Marketing Communication (IMC) and Digital Strategy — IMC strategy development; digital marketing and social media; creative campaign development; effectiveness measurement.	CLO2	L6	IMC strategy design workshop; digital marketing tools exploration; case studies: Old Spice, Dove campaigns.	Creative Strategy Exercise submitted (CLO2)	NTP: Dr. Nalin
5	Global Brand Management and Cultural Strategy — International business environment; cross-cultural brand management; adaptation vs. standardization; global expansion frameworks.	CLO2, CLO5	L6	Cultural intelligence workshop; Hofstede's cultural dimensions application; global brand case analysis; cultural adaptation simulation; case studies: McDonald's, Starbucks, IKEA.	-	NTP: Dr. Nalin
6	Brand Crisis Management and Recovery — Crisis identification and assessment; crisis communication strategies; brand recovery and revitalization planning; responsible and non-deceptive crisis communication.	CLO3, CLO4	L6	Crisis communication workshop; brand recovery strategy development; stakeholder management under pressure; ethics discussion on deceptive advertising; case studies: Johnson & Johnson, Volkswagen, United Airlines.	-	NTP: Dr. Nalin
7	Advanced Case Study Analysis and Strategic Application — Multi-dimensional case analysis; quantitative/qualitative methods; strategic recommendation development; performance measurement.	CLO3, CLO4	L6	Individual case analysis workshop; advanced analytical technique training; peer consultation; data triangulation; major case studies: Apple, Tesla, Netflix.	Brand Recovery Strategy Report due (CLO3, CLO4)	NTP: Dr. Nalin

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Week	Topic	LOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
8	Capstone Presentations, Final Assessment, and Course Integration — Brand analysis presentations; brand recovery strategy presentations; reflection; final examination.	CLO1–CLO5	L6	Individual brand analysis presentations (15 min each); group brand-recovery strategy presentations; peer evaluation; course reflection; written final examination.	Brand Analysis Presentation; Final Examination (CLO1–CLO5)	NTP: Dr. Nalin
9	FINAL EXAMINATION	CLO1, 4	L3	Comprehensive final examination	F (30 items)	NTP: Dr. Nalin

2. Assessment Plan (specify the week of assessment)

Measurement and Evaluation	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Final Examination	30%	Wk 9	-	-	Wk 9	-
Brand Analysis Presentation	20%	Wk 2	-	-	-	Wk 8
Creative Strategy Exercises	30%	-	Wk 4	-	-	Wk 8
Brand Recovery Strategy Report	20%	-	-	Wk 7	Wk 7	-

3. Test Blueprint (specifies the topic and number of exams/assessments/assignments)

Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Final Examination	30%	✓			✓	
Brand Analysis Presentation	20%	✓				✓
Creative Strategy Exercises	30%		✓			✓
Brand Recovery Strategy Report	20%			✓	✓	

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4. Academic Evaluation Criteria

percent	Grade Level	meaning
86 – 100	A	First-Rate
82 – 85	A-	Excellence
78 – 81	B+	Very Good
74 – 77	B	Good
70 – 73	B-	Fairly good
66 – 69	C+	Satisfactory / Above Average
62 – 65	C	Satisfactory / Average
58 – 61	C-	Below Average / Fair
54 – 57	D+	Poor / Marginal Pass
50 – 53	D	Poor / Weak
46 – 49	D-	Very Poor / Barely Passing
0 – 45	F	Fail / Failing

5. Criteria for Assessing the Achievement of Course Learning Outcomes

Level of Achievement	Achievement Criteria	Explanation
Achieve Level 3	At least 80% of students must achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to exceed expectations, such as exceeding benchmarks and demonstrating the ability to apply knowledge in complex situations.
Achieve Level 2	60-79% of students achieve performance levels between “Level 2: Meets Expectations”	Most learners are able to achieve the minimum goals, with the results reflecting a good understanding and

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	and “Level 3: Exceeds Expectations”	application of knowledge at a basic level.
Achieve Level 1	Less than 60% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	It shows that the learning outcomes are still below the expected criteria. Most learners may not yet be able to achieve the expected level of achievement and need to improve or develop their learning.

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Section 5 Learning Resources and Support Facilities

1. Learning Materials and Learning Aids

1.1 Teaching Materials

- PowerPoint presentations with interactive partnership marketing frameworks
- Digital collaboration tools and partnership management platforms
- Case study collections from international partnership scenarios
- Design-thinking and creativity workshop templates for digital marketing strategy development

1.2 Books, textbooks or learning resources from the Office of Academic Resources Appel, G.,

Grewal, L., Hadi, R., & Stephen, A. T. (2020). The future of social media marketing research: Perspectives and research propositions. *Journal of Marketing*, 84(1), 86–104.

Coombs, W. T. (2024). The mitigation of brand crises: Towards broader, deeper and more diverse research directions. *Journal of Marketing Management*, 40(7–8), 665–691.

Hornikx, J., Janssen, A., & O’Keefe, D. J. (2023). Cultural value adaptation in advertising is effective, but not dependable: A meta-analysis of 25 years of experimental research. *International Journal of Advertising*, 42(8), 1304–1329.

Kosteljik, E., & Alsem, K. J. (2020). *Brand positioning: Connecting marketing strategy and communications*. Routledge.

Ebneyamini, S., & Moghadam, M. R. S. (2018). Toward developing a framework for conducting case study research. *International Journal of Qualitative Methods*, 17(1), 1–11.

Keller, K. L., & Lehmann, D. R. (2019). Consumer research insights on brands and branding: A JCR curation. *Journal of Consumer Research*, 46(5), 995–1001.

1.3 Laboratory

- Computer lab with internet access for digital marketing tools practice
- Marketing analytics and data visualization tools

1.4 Website, Software, or Devices

- Partnership marketing platforms (HubSpot, Salesforce Partner Community)

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- Digital analytics tools (Google Analytics, SEMrush)
- Collaboration platforms (Padlet, Miro, Microsoft Teams)
- Media literacy and social listening tools for digital trend analysis

2. Learning Platform

<https://ssrudlp.ssru.ac.th/>

3. Learning materials from external sources

- Online partnership marketing platforms and webinars for supplementary learning
- International business case studies from Harvard Business Review and similar publications
- TED Talks and industry conferences on partnership marketing, leadership, and digital media
- Industry reports from marketing research firms (McKinsey, Deloitte, BCG)

4. Research for learning in the course (if any)

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Section 6 Course Evaluation and Improvement

1. Course Evaluation by Students

- ☒ ☐ Course Assessment Form
- ☒ ☐ Assessment Form for Teacher Assessment (reg Website)
- ☒ ☐ Discussion and Exchange of opinions between lecturers and students
- ☒ ☐ Reflection on student behavior
- ☒ ☐ Receiving feedback from students through communication channels designated by the professor.
- ☒ ☐ Others (specified) ...

2. Strategies for Evaluating Teaching and Learning Management

- ☒ ☐ Student Exam Results
- ☒ ☐ Verification / Validation of Academic Learning Outcomes and Student Learning Achievement
- ☒ ☐ Assessment by the examination committee
- ☒ ☐ Observation by the instructor team
- ☒ ☐ Observation by Stakeholders (Identified) ...
- ☒ ☐ Others (specified) ...

3. Course Implementation Improvement Plan

- ☒ ☐ Organizing seminars or conferences on teaching and learning with stakeholders
- ☒ ☐ Research on learning management both inside and outside the classroom
- ☒ ☐ Others (specified) ...

4. Verification of student learning outcomes in accordance with PLOs and CLOs

- ☒ ☐ Establishment of a committee to review the results of the evaluation of learning outcomes. For example, exam checking, assignment review, grading and evaluation
- ☒ ☐ Review of Grading and Evaluation by Academic Committees of Faculties/Departments

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☒ ☐ Checking the scoring results by random inspection from lecturers/experts who did not responsible for the curriculum

☒ ☐ Others (specified) ...

5. Course Review and Improvement Plan

☒ ☐ Annual Course Revision Based on the Auditor's Suggestion in number 4

☒ ☐ Annual course revision based on student assessments and comments

☒ ☐ Others (specified) ...



(Dr.Nalin Simasathiansophon)

Course Coordinator

date: 1st May 2026