



Course Outline

RSM458H1F – L0101

Branding Strategy

Fall 2024

Thursday / 1–3 PM

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Office Hours: Thursday, 11–12 PM (Zoom or in-person) or by appointment

Course Scope and Mission

In this course, students will assume the role of a brand manager responsible for designing, implementing, and evaluating branding strategies. Brands represent valuable assets that must be created, sustained, leveraged, and defended. This course will leverage interactive group exercises and case analysis to understand core branding concepts. A group project focused on a Brand Audit will also be required to reinforce successful decision-making and communication skills.

Although many studies have confirmed the financial value of brands in creating shareholder value, brands must be actively managed to address evolving consumer perceptions, current and emerging technologies, escalating competition, and evolving social and cultural pressures. Brands (the names, symbols, and designs used to uniquely identify goods and services) are valuable to firms because they have value for customers. Sometimes, they make a product more memorable; sometimes, they carry rich and powerful associations; sometimes, they perform important social functions; and sometimes, they carry significant cultural meaning. Consumers may even develop relationships in which the brands help to define who they are and communicate this self-image to others. The varied meanings and functions of brands for customers create enormous challenges and opportunities for marketers.

In this course, we will develop a customer-based perspective on brand equity to understand how strategic brand and marketing mix decisions influence customer awareness, associations, feelings, and behaviours. You will learn how to integrate current theories, research methods, and business problems to develop practical insights into the successful management of brands. The course will employ a mix of interactive lectures, readings, cases, and a group project. The lectures will cover selected topics in marketing theory and branding. The readings are intended to supplement the material covered in class, provide insights into current thinking about the management of brands, and assist in preparing case analyses. The case discussions will provide further experience with the marketing decision-making process and provide an opportunity to sharpen the understanding of brand management by applying it to concrete business situations. Finally, the group project will allow you to perform a detailed assessment of brand equity for a brand of your choosing and develop a comprehensive set of recommendations to build, leverage, or defend that brand equity.

To benefit from and contribute to each class session, it is *essential* that you read and prepare all required material for that session in advance. The classes are typically very interactive, and the value of the discussions will be closely related to your level of preparation. Developing sound marketing judgement requires you to simultaneously employ rigorous quantitative analysis and deep qualitative insights into a complex, interrelated set of forces from inside and outside the firm. The discussions will challenge you to develop your skills in bringing quantitative and qualitative evidence to analyze marketing problems.

Course Learning Outcomes

- To develop an understanding of the strategic importance of brands in creating value for customers and firms
- To develop skills in planning, executing, and controlling branding strategies and an arena of emerging technologies and digital platforms.
- To develop a customer-based view of brand equity that explicitly addresses the role of cognitive, emotional, social, cultural, and behavioural factors in creating value for consumers
- To develop an understanding of and expertise with a range of methods used to measure brand equity
- To develop skills in identifying threats and opportunities for a brand, executing a research program with consumers, and developing data-driven consumer insights that yield actionable strategic recommendations
- Understand how brands have evolved in the digital age, including social media, digital marketing, and AI.
- To develop an understanding of how brand positioning, marketing programs, branding elements, and secondary associations provide essential strategic tools for the brand management process
- To gain familiarity with some of the tools and tactics that firms use to create, sustain, leverage, and defend brand equity
- To refine analytical and decision-making skills and the ability to express conclusions orally and in writing

Course Prerequisites

Completion of 9.0 credits; RSM350H1/(RSM250H1, RSM392H1)

Required Online Resources

All copyrighted course material (i.e., the cases and a few readings) can be purchased by accessing the ***Harvard Business School Publishing and Insead website***

The total cost of the course pack to each student is \$50.45.

Here is the course pack link: <https://hbsp.harvard.edu/import/1200890>

Here is the link to the INSEAD case: https://flora.insead.edu/fichiersti_wp/inseadwp2003/2003-19.pdf

You should access this site *immediately* to log in and purchase all of the Harvard material for the course. Once you provide your contact information and pay the fees indicated, you can view and download that material from the Harvard website. These materials will cost about TBC. The use of these materials complies with all University of Toronto policies, which govern fees for course

materials.

Additional course resources (e.g., announcements, case material, readings, lecture notes, handouts, and links to relevant websites) can be accessed through the online course page on [Quercus](#). To access the course page, go to [q.utoronto.ca](#) and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page, you will see the courses you are presently enrolled in. If you don't see the course listed here but are correctly registered for the course on [ACORN](#), wait 48 hours. You can find additional help in the [Student Quercus Guide](#).

It is expected that students in the classroom will use technology responsibly, with consideration for their fellow students and other members of the University community. Students are encouraged to use laptops for note-taking, in-class activities, and course-related portal and web access. Laptops are not to be used for email, instant messaging, web browsing, or any other disruptive activity to other students, the instructor, or the classroom environment.

Coursepack

1. Crocs: Using Community-Centric Marketing to Make Ugly Iconic By Ayelet Israeli; Anne V. Wilson
2. How Brands and Influencers Can Make the Most of the Relationship
3. How to Build Your Personal Brand at Work By Nahia Orduña
4. Net Zero Climate Commitments: Realistic Goal or Branding Exercise?
5. Customer Loyalty Is Overrated By: A.G. Lafley; Roger Martin
6. Procter & Gamble: Recall of Old Spice Deodorants By: Siddhant Puri; Rameshwar Dubey; Sandeep Puri; Jayanthi Ranjan
7. Mazatlán: The Destination That Did Not Like Its Brand By: Nicolas Kervyn; Fernando Rey Castillo Villar; Silvestre Flores Gamboa; Manuel Lopezneria; Matthew Thomson
8. Marketing Reading: Brands and Brand Equity By Rohit Deshpande; Anat Keinan
9. Brand Report Card By Kevin Lane Keller
10. Note on Brand Audit: How to Measure Brand Awareness, Brand Image, Brand Equity and Brand Value By Pierre Chandon Published January 1, 2004
11. How Brand Building and Performance Marketing Can Work Together By Jim Stengel, Cait Lamberton, Ken Favaro

Recommended Readings

Although there is no required text for this course, **you will find it very helpful to have access to at least one advanced marketing management textbook**. The written analyses and class discussions will draw extensively on the marketing theory, analytic methods, and concepts covered in these sources. The following recommended readings provide useful reference material:

- Kotler, P., Keller, K. L. & Chernev, A. (2021). *Marketing Management, Global Edition*, Pearson Education Canada. (MBA-level textbook)
- Peter, J. P. & Donnelley, J., Jr. (2018). *A Preface to Marketing Management, Fifteenth Edition*, McGraw-Hill Ryerson. (condensed MBA-level textbook)

In addition, there are several valuable books on managing brands. The textbook by *Keller & Swaminathan (2020) is considered a standard, comprehensive reference on branding. **You may want to consult the following sources** for more background material:

- Aaker, D. A. & Joachimstaler, E. (2000). *Brand Leadership: Building Assets in an Information Economy*, The Free Press.
- Kahn, B. E. (2013). *Global Brand Power: Leveraging Brand for Long-Term Growth*, Wharton Digital Press.

Kapferer, J. N. (2012). *The New Strategic Brand Management*, Fifth Edition, Kogan Page.

*Keller, K. L. & Swaminathan, V. (2020). *Strategic Brand Management: Building, Measuring, and Managing Brand Equity, Global Fifth Edition*, Pearson Education Canada.

Roedder John, D. & Torelli, C. J. (2018). *Strategic Brand Management: Lessons for Winning Brands in Globalized Markets*, Oxford University Press.

Grading

Each assignment for this course will be given a numeric mark between 0 and 100 (see the [Rules & Regulations](#) in the University of Toronto Faculty of Arts and Sciences Calendar). The final grade for the course will be computed by multiplying the numeric mark on each assignment by the corresponding weight.

| Course Component | Due Date | Weight |
|------------------------------------|-----------------|---------------|
| Class Participation (individual) | Ongoing | 15% |
| Brand Audit Proposal (group) | October 12 | 10% |
| Written Case Analysis (individual) | October 25 | 30% |
| Research Requirement (individual) | December 4 | 3% |
| Brand Audit Project Report (group) | December 2 | 30% |
| Brand Audit Presentation (group) | November 28 | 12% |
| Total | | 100% |

Class Participation

Thoughtful questions, rigorous analysis, strong oral presentation skills, and the ability to critically evaluate alternative perspectives are crucial skills for any successful manager. This course will focus on developing a rigorous and practical understanding of the management of brands by encouraging active participation in analyzing a range of real branding challenges.

Participation grades will be assigned based on each student's comments during each session. To benefit from the case method of instruction employed in this course, you must read and analyze each case before the appropriate class session. Thorough preparation before each session will allow you and your colleagues to consistently offer high-quality comments during class discussions. It is essential to understand that the class participation grade is intended not just to provide me with information about your preparation and understanding of the assigned material and your persuasive abilities but to give you the incentive to get involved in discussions and share your unique perspective.

During the lectures and case discussions, you are encouraged to regularly contribute relevant facts, questions, interpretations, examples, terminology, frameworks, professional experiences, and alternative points of view. The assigned cases provide rich detail regarding a range of marketing situations. The class discussions will provide a forum to consider a range of interpretations and analyses of these details that support one or more action plans. You must draw on relevant concepts, theories, and analytic methods from your assigned readings and marketing courses.

Your participation will be assessed on a scale from 0 to 4 following each class session based on the following considerations:

- Does the student arrive promptly for class and participate in discussions? Do the questions and comments move the discussion forward and contribute to a learning environment? Do they promote further productive discussion?

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- Is the student prepared to report case facts, analyses, and conclusions? Do comments interpret and integrate case facts using relevant branding theories, concepts, and analytical tools?
 - Does the student take defensible positions on a recommended course of action? Are the arguments and answers to questions persuasive?
 - Is the student able to communicate effectively? Are comments presented in a concise, compelling, and convincing manner?
 - Does the student listen to other comments? Is the student able to build upon and evaluate other comments? Do the comments avoid repetition of previous contributions? Does the student learn from and respect other speakers and their points of view?

It would help if you used these classroom discussions to develop the oral communication and persuasion skills essential in most management careers. It is my responsibility to encourage and enforce a respectful environment in the classroom, and you should feel at ease when asking questions or contributing ideas during the discussions. It is essential to respect the views expressed by your colleagues by offering your complete attention and constructive contributions.

Students are expected to attend every class. Frequent and/or unapproved absences or a consistent failure to participate in discussions could result in an FZ (failing grade) for class participation.

You must notify me by email if you plan to use a name in a class that differs from your name on file with the registrar (see [ACORN](#)).

Written Case Analysis

You will be required to provide solutions to a Branding Challenge highlighted in a Case on P&G and a product recall. You will write one *six-page case analysis* during the term that will be submitted on the date specified below. You may include *up to six additional pages of original exhibits* (see below) to support your written analysis. You will complete the written case analysis as an individual assignment, and you should not discuss the case or your analysis with anyone before class. **All analysis, writing, and appendices must be your own (see *Academic Integrity* below).**

The P&G Case will allow you to explore various marketing-related issues regarding a product recall and its impact on the brand. You will also gain insight into managing product recall situations. This case will help you to develop the following skills.

- Identify the causes and consequences of product recalls and how they might be avoided.
- Examine the role of marketing communications in product recalls, straightforward marketing and public relations.
- Identify the factors in product recall effectiveness and success.

The goals in preparing a written case analysis are: (1) to identify the problems faced in a management situation; (2) to summarize the key issues and insights critical to understanding the problems; and (3) to outline a specific action plan for the decision maker(s) in the case. A successful case write-up will highlight the key facts and constraints in the case, integrate and interpret that evidence, and develop a detailed set of recommendations that follow logically from those insights. A page limit on the write-up may seem quite restrictive, but it will force you to assess the relative importance of the ideas

developed in your analysis. Learning to distinguish central ideas from peripheral details is extremely important. You may assume that the reader of your paper knows the general issues discussed in the case.

Several specific issues must be considered in the write-up of a marketing case. Considering these issues aims to generate thoughtful and defensible positions, arrived at through creative integration of case facts, marketing theory, and current marketing practice. It would be best to consider all aspects of the situation presented in the case to diagnose and treat the appropriate problems. Most marketing analyses contain the following sections:

Case Analysis

1. **Problem statement** - What is the problem(s) in the case? What are the salient threats or opportunities? What are the critical constraints on the recommendations? (**What are the issues and costs related to a product recall?**)
2. **Market analysis** - How big is the market? What are the industry-level trends? Are there significant macro-environmental (economic, social, political, etc.) forces influencing the brands in the category? (**Analyze the brand Old Spice and the key growth drivers of the deodorant market in North America.**)
3. **Competitor analysis** - Who are the current and potential competitors? What strategies are they pursuing? What threats and opportunities do they pose for the equity of our brand?
4. **Consumer analysis** - Who is the consumer? What segments exist? What are their motivations and needs? How involved are they? How do they make their choices?
5. **Company analysis** - What business are we in? What are our objectives? What marketing and branding strategies are we pursuing? What are the strengths and weaknesses of our brand equity? What are our most valuable resources and skills?
6. **Recommendations** - What is the action plan? What options were considered? Why is this the best option? How will it be implemented? What are the risks?
 - **The following questions must be answered in this section**
 - What are the phases of an appropriate recall strategy for Old Spice?
 - Examine the role of marketing communications in product recalls, straightforward marketing and public relations.
 - How can P&G restore Old Spice's brand image and position it for sustainable competitive advantage?

PLEASE STRUCTURE YOUR WRITTEN ANALYSIS USING THESE SECTIONS. The questions in each

The section above highlights issues relevant to understanding most marketing cases but may only apply in some cases. You should also check [Quercus](#) for supplemental material for each case. I will post specific **preparation questions** for each case that can guide your analysis of the important branding issues. These questions should be addressed in your written analysis using the structure suggested above. Of course, the relative importance of the problems that need to be addressed will vary based on the requirements of each case. The list of issues and questions should be considered suggestive

rather than comprehensive. In addition, there may be spreadsheets containing data for some of the cases. **When preparing a written case analysis, you should avoid (1) simple fact recitation without interpretation and (2) speculation without evidence or analyses to support your insights.**

The case write-up should include *6-8 additional pages of original exhibits* that provide conceptual or quantitative analyses to support your interpretations, conclusions, and recommendations. They might consist of detailed calculation tables summarizing critical insights about consumer segments, competitors, company strengths and weaknesses, options considered, etc. The exhibits could provide diagrams highlighting critical market forces, figures showing the positioning of various brands, flowcharts summarizing the decision processes followed by different consumers, etc. Exhibits should provide clear and compelling elaboration or support for the issues addressed in the main body of the analysis. Providing a one-sentence summary on each exhibit is often effective in helping readers understand what they should "take away" from the exhibit. Assumptions should be explicitly identified in the exhibit. In addition, any exhibits must be discussed in the written analysis.

Please observe the following administrative guidelines for the written case analysis:

1. The text of the written analysis must not exceed eight pages. You should use a 10-point font, double-spaced text, with 1-inch margins on all sides of the paper. Please number the pages of your analysis. The page limit will be strictly enforced, and you will be penalized 10% for submitting text beyond six pages.
2. A maximum of six pages of original exhibits may be appended to your analysis to provide further conceptual or numerical analysis, and these should be used to support your analysis. You may create original outlines, tables, figures, diagrams, images, or other details related to your analysis or recommendations. Do not use the appendices for additional passages of text, and do not reproduce images or appendices from the case (you may refer to case exhibits by number in the body of your text).
3. The text of the analysis should be in prose form, and bullet points and outlines should be used sparingly.
4. Put your University of Toronto student Name and ID number on the front page of all assignments.

For additional information on analyzing, discussing, and writing up cases in marketing, see "The Case Method of Instruction" on [Quercus](#).

Brand Audit Project

During the course, you will complete a Brand Audit Project. "A brand audit ... involves a series of procedures to assess the health of a brand, uncover its sources of brand equity, and suggest ways to improve and leverage its equity" (Keller, 2003). The brand audit project aims to give you the opportunity to perform a detailed assessment of brand equity using the concepts and tools acquired in the course and provide strategic recommendations to build, leverage, or defend that brand equity. A complete set of instructions for the brand audit project is available on [Quercus](#).

You will complete your brand audit project as a *six-member group*. You should choose your group members before the beginning of the second class. People in your group should have roughly the same ambitions regarding grades, similar availability patterns, etc. Each group member is expected to contribute equally to the brand audit project, and the grade will usually apply equally to all team members. If necessary, the contribution of each member of the group will be assessed by all members of the group at the

end of the term and appropriate rescaling of each individual's grade for group work will be made (at the course instructor's discretion).

One member of your group should send the names of your group members to me (by email 24 hours before the second class). You should send this email even if your group has fewer than the required number of members. I will complete group assignments to create full groups by the second week of class.

Each group will study a single brand, and brands will be assigned on a "first-come, first-served" basis (after the second class). Your group should give careful consideration when selecting the brand that you wish to audit. Some relevant criteria might be: (1) Does the brand have inherent interest or value for you? (2) Are you able to easily access potential consumers for data collection? (3) Will accessible consumers be familiar with the brand? (4) Will you have access to information about the company, brand strategy, and tactics? (5) Is the brand experiencing challenges or facing untapped opportunities with its brand strategy, architecture, portfolio, extensions, or revitalization efforts? Further information and important restrictions on choosing a brand for your brand audit are available on [Quercus](#).

One group member should submit (by email) your top three preferred brands (in order of preference) after the second class session and before the third class session. Your group should agree on the chosen brands and should be prepared to conduct a brand audit on any of the three brands.

Each group is responsible for obtaining access to their target market for their data collection efforts (think creatively, e.g., post on brand or category user groups on the web or use "snowball sampling" by asking research participants to pass along a survey link to relevant others. Free online survey options include surveygizmo.com, Zoomerang, and Survey Monkey. The Rotman School of Management maintains a site license for faculty and students to use the Qualtrics Research Suite. I have configured our Qualtrics system so that you can create your research accounts, which allow for 14 weeks of unlimited use (# questions, # participants). Details on signing up for a Qualtrics account are available on the portal. In addition, you are responsible for developing procedures and providing material for any data collection methods employed.

Brand Audit Proposal. Each group will be required to submit a Brand Audit Proposal that introduces their brand history and key challenges, summarizes current marketing and branding efforts, identifies a set of questions/hypotheses about specific dimensions of brand equity, and proposes appropriate research methods to address those brand equity hypotheses (e.g., possible survey questions, possible qualitative research scripts). There is no strict limit on the length of the proposal, but a thorough proposal is at least 20- 25 pages. You should use a 10-point font, double-spaced text, with 1-inch margins on all sides of the paper. Please number the pages of your proposal.

Your proposal must also include the completed consent forms with all required information filled in (see consent form templates on [Quercus](#)).

Your group must submit an electronic copy of your Brand Audit Proposal to [Quercus](#) before class begins on October 10.

Brand Audit Project Report. Each group will also submit a Brand Audit Project Report at the end of the course. The report should include four major sections that cover Brand History and Key Challenges, Brand Inventory, Brand Exploratory, and Brand Recommendations. You may include appropriate sub-headings as needed. The body of the report should be at most 20 pages. Your report may include an appendix with an additional ten pages of original exhibits containing references,

figures, tables, data analyses, summaries/details of research methods, etc.). Please ensure that all figures, tables, graphs, etc., are in the appendix, not in the body of the report. You should include a 1-line summary in the label of each exhibit in the appendix, and any analysis and key conclusions should be discussed in the body of the report. You should use a 10-point font, double-spaced text, with 1-inch margins on all sides of the paper. Please number the pages of your report.

Your group must submit an electronic copy of your Brand Audit Project Report on [Quercus](#) before December 2 2024.

Brand Audit Presentation. Each group will make a Brand Audit Presentation during the last semester class, reporting the major results from their brand audit project. You will have 7-8 minutes to highlight (1) the key market and competitive challenges, company branding efforts influencing your brand equity, (2) major hypotheses studied, (3) research methods and findings, and (4) strategic recommendations to build, leverage, or defend brand equity. The presentation will be judged on the following criteria: content, organization, delivery, visuals, and responses to questions.

Your group must submit two copies of the slide deck for your Brand Audit Presentation (in .ppt or .pdf format) by 10 AM before the last class on November 30:

- (1) Submit your slide deck using the appropriate assignment link on [Quercus](#).
- (2) Please email your slide deck to me so that I can have your presentation available in class.

You should also bring your slides to class on a memory stick or a computer with an RGB or HDMI video connection port.

Research with Human Participants. The Brand Audit Project requires that you undertake research with human participants. Please note that research of this nature requires treating participants ethically, according to established standards and practices. Before commencing your research, please consult with your instructor to ensure that your research activities comply with the applicable policy and procedure. Any research conducted by University of Toronto students must comply with relevant principles of ethical research. Students in this course should be knowledgeable about the [TCPS2](#) (The Tri-Council Policy Statement 2), which summarizes the ethical principles that will govern your research with human participants.

You will be required to complete the following deliverables for the Brand Audit Project on the specified dates:

- ***Submit Group Membership – September 12-18.***
- ***Submit Brands – September 19-25***
- ***Brand Audit Proposal – October 12***
- ***Brand Audit Project Report – December 2***
- ***Brand Audit Presentation – November 28***

Rotman Commerce Centre for Professional Skills: Writing and Presentation Support

The case discussions, written case analysis, brand audit proposal, project report, and presentation will help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in evaluating the assignments. You should aim for clarity, strong organization, concision, professionalism, and correct grammar in your written assignments. Your class participation and presentation should reflect strong planning and organization, clarity of speech, and

an engaging demeanor. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who want help or feedback on their writing or speaking (presentations). CPS offers individual and group appointments with trained writing instructors and presentation coaches familiar with the RC program and common types of business assignments. You can [book an appointment with a writing or presentation coach](#) through the RC.

Centre for Professional Skills Writing Centre. See the Writing and Presentation Coaching Academic Support page for more information about writing centres, student support, and study resources.

In addition to appointments offered by the RC Centre for Professional Skills, all RC students have access to their College Writing Centres. Students who require additional support and/or tutoring concerning their writing skills are encouraged to visit the [Academic Success Centre](#), one of the [College Writing Centres](#). These Centres and the RC Centre for Professional Skills are teaching facilities – not editing services – where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

Rotman Commerce Centre for Professional Skills: Teamwork Support

The Brand Audit Project requires students to work in teams. Learning to work together in teams is a crucial transferrable skill you will use in your coursework and future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feel left out of the team.
- Team members are not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources](#) page for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, you should consult with your Accessibility Advisor about this course. For considerations about teamwork and accessibility, please see information in the section below on ***Accessibility Needs***.

Research Requirement

Marketing and Organizational Behaviour researchers run experimental studies to test theories about human behaviour. The research requirement is intended to supplement this course's material by giving you direct exposure to research in these fields. You may fulfill this requirement by:

1. Participation in three hours (credits) of research studies, ***or***
2. Analysis of three research articles, ***or***
3. A combination of research studies and article analyses

Note this research requirement is **not** an extra credit assignment; credit hours of participation translate into absolute percentage values in your final course mark. You will receive one percent for each one-hour of research participation you complete or for each article analysis you write.

Using Sona: Pre-registered Account and Course Registration

To participate in a research study, you must sign in to our Rotman Behavioural Research Lab (BRL) research participation website (SONA): <https://rotman.sona-systems.com/>. Please add both the Sona Admin, rotman-admin@sona-systems.net, and Behavioural Research Lab, Behavioural.Lab@rotman.utoronto.ca, email addresses to your contact list. This will ensure that registration, password reset links, and essential updates regarding your account/study participation are correctly marked as spam.

Former Participants: Those with existing BRL credit-pool accounts on SONA can use their previous credentials to log in and immediately begin registering for courses and studies.

New Users: Your account has already been created for you by our Lab Manager. This account is linked to your "[Username]@mail.utoronto.ca" email address and a link to complete the registration has been sent to that address.

Trouble Logging In If you have overlooked your password registration link or forgotten details of your login information, please use the "Forgot Password" feature on the SONA login page to have these credentials sent to your email.

Please familiarize yourself with the "**Student Research-Participation Guide**," which is available on [Quercus](#); this guide, as well as the FAQ on Sona, covers all the pertinent steps and criteria for registering for studies and completing your participation requirements through either study participation or article analyses. Feel free to email Behavioural.Lab@rotman.utoronto.ca if you have any questions.

Analysis of Article

To analyze an article, you must access one of the approved journals: *Journal of Consumer Research*, *Journal of Consumer Psychology*, and *Journal of Marketing Research*. Look through the articles from the previous three years until you find one that interests you. Read the article. Write a summary of 1) the objectives and hypotheses of the article; 2) the importance of the issues to the marketing or organizational behaviour community; 3) the research reported in the article, including the design of the study, the sample, and the materials (stimuli) used in the study, 4) the key results, 5) strengths and weaknesses of the study, and 6) the usefulness of the results to marketers or organizational behaviour practitioners. The analysis should be submitted to Behavioural.Lab@rotman.utoronto.ca and will be graded on a pass/fail basis.

Research opportunities for the Winter session are anticipated to begin the week of September 16, 2024 and end December 4, 2024.

Late or Missed Assignments and Absences

The written case analysis must be submitted at the beginning of the class when it is due. Late papers will not be accepted because the case is discussed in class. You should anticipate schedule conflicts and submit the paper early if necessary.

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within two business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, e.g. Absence Declaration from [ACORN](#), medical note, etc.

Please note: As of September 2024, students may use the Absence Declaration on ACORN ***once per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within two days may receive a grade of 0 (zero) on the missed course deliverable.

Requests for Re-Grading

Requests to have assignments remarked on will be considered if all the following conditions are met:

1. The request is submitted to the instructor no later than two weeks after the marked assignment has been returned to the student;
2. The student submits with their request a written explanation as to why and where they believe they are entitled to more marks and
3. The instructor has no reason to believe the student has made changes after the assignment is returned.

Statement on Equity and Diversity

The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility and strives to provide support for and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so contact them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Ouriginal

Typically, students will be required to submit their course essays to the University's plagiarism detection tool to review textual similarity and detect possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, which will be used solely to detect plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from the Centre for Teaching Support & Innovation.

Your assignments will automatically be checked by Ouriginal when you submit them to the appropriate assignment links on [Quercus](#).

Generative AI / ChatGPT

Students can use Generative AI tools for the following:

- Students are encouraged to use technology, including generative artificial intelligence tools, **to contribute to their understanding of course materials.**
- **Students may use artificial intelligence tools, including generative AI, in this course as learning aids.**
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Students cannot use Generative AI tools for the following:

- Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.
- Students may not use artificial intelligence tools for taking tests in this course
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Academic Integrity

- The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
- The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
- Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
- Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
- The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
- This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Academic integrity is essential to pursuing learning and scholarship in a university, and ensuring that a degree from the University of Toronto is a strong signal of each student's academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's [Code of Behaviour on Academic Matters](#) outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offences. Each Quercus "Home" page menu (right-hand side) also contains a link to Academic Integrity.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please contact me or consult other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)). You are expected to be familiar with the contents of the *Code of Behaviour on Academic Matters*. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students must have a valid UTmail+ email address. You are responsible for ensuring your UTmail+ email address is set up and properly entered on [ACORN](#). This information must be entered before you will be allowed to join a group or submit your written assignments. For more information, please visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures or Discussions

Regardless of the statements on recordings below, the instructor may decide to suspend class recording for any reason, including privacy concerns, intellectual property issues, lack of attendance, or pedagogical preference.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not

include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes, slides, or other course material to a website or sell them in any other form without formal permission. Please note that I rarely grant permission to record case discussions (unless approved by Accessibility Services).

Useful Links

- [Become a Volunteer Note Taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

Printed URL links

- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>
- Request for Special Consideration Form: <https://rotmancommerce.utoronto.ca/current-students/forms-requests-and-appeals/forms/>
- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- University of Toronto's University Assessment and Grading Practices Policy: <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-September-1-2020>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>

Class Schedule

You are expected to read the assigned material *before* each class session begins.

| <i>Session</i> | <i>Date</i> | <i>Topic and Assignment</i> |
|----------------|--------------|---|
| 1 | September 5 | <p>Introduction to Branding Strategy What is a Brand - https://www.ignytebrands.com/what-is-a-brand/</p> <p>"Best Global Brands," <i>Interbrand</i> https://interbrand.com/best-brands/</p> <p>Future of Brands <i>The Economist</i></p> <p><i>Form groups with six people for Brand Audit Project and submit names by email (between 1st and 2nd sessions)</i></p> |
| 2 | September 12 | <p>Understanding Brand Equity Reading: Despan  & Keinan, "Brands and Brand Equity" (HBS 8140)^{HBS Course Pack}</p> <p>Customer Based Brand Equity ^{Portal}</p> <p>How to Navigate the future of Brand Equity ^{Portal}</p> <p><i>Submit three possible brands for Brand Audit Project by email (between 2nd and 3rd sessions)</i></p> |
| 3 | September 19 | <p>Conducting Brand Audits Reading: Hawkins, "Brand Audit Project Instructions" ^{Portal} Reading: Keller, "Brand Audit Guidelines," <i>Strategic Brand Management, Fourth Edition</i> (2012, pp. 265-271)^{Portal} Submit Group Membership Quercus</p> <p>Casepack Reading: Keller, "The Brand Report Card," <i>Harvard Business Review</i> (Jan-Feb 2000, reprint R00104)^{Portal}</p> |
| 4 | September 26 | <p>Measuring Brand Equity</p> <p>Reading: Chandon, "Note on Brand Audit: How to Measure Brand Awareness, Brand Image, Brand Equity and Brand Value" (INSEAD 02/2004-5191) Portal</p> <p>Reading: Christensen & Olson, "Mapping Consumer's Mental Models with ZMET," <i>Psychology & Marketing</i>, (2002, 19, pp. 477- 502) Course pack</p> |

Reading: Survey Monkey, "Smart Survey Design" **Portal**

- 5** **October 3** **What is a Brand?**
- Case Pack** Crocs: Using Community-Centric Marketing to Make Ugly Iconic By: Ayelet Israeli; Anne V. Wilson
Course pack
- Reading: Christensen & Olson, "[Mapping Consumer's Mental Models with ZMET](#)," *Psychology & Marketing*, (2002, 19, pp. 477- 502) **Course pack**
- 6** **October 10** **Creating Brands: Positioning and the Marketing Mix**
- How Brands and Influencers Can Make the Most of the Relationship - **Coursepack**
- Mazatlán: The Destination That Did Not Like Its Brand
By: Nicolas Kervyn; Fernando Rey Castillo Villar; Silvestre Flores Gamboa; Manuel Lopezneria; Matthew Thomson
Coursepack
- Brand Audit Project proposal October 12 11:59 PM*
- 7** **October 17** **Creating Brands: Leveraging Secondary Associations**
- How to Build Your Personal Brand at Work By: Nahia Orduña
Coursepack
- 8** **October 24** **Managing Brand Equity: Repositioning and Extensions**
- How Brand Building and Performance Marketing Can Work Together By: Jim Stengel, Cait Lamberton, Ken Favaro Holt
Coursepack
- Case Report Due Procter & Gamble: Recall of Old Spice Deodorants By: Siddhant Puri; Rameshwar Dubey; Sandeep Puri; Jayanthi Ranjan Coursepack*
- Written case analysis due October 25 11:59 PM*
- 9** **October 31** **Reading Week**
- 10** **November 7** **Managing Brand Equity: Building Customer Loyalty**
Lafley & Martin, "Customer Loyalty is Overrated," *Harvard Business Review* (Jan-Feb 2017) **Case Pack**

| | | |
|-----------|--------------------|---|
| 11 | November 14 | Managing Brand Equity: Branding in the Digital Era |
| 13 | November 28 | Brand Audit Presentations <i>Brand Audit Project Report must be submitted before the beginning of class</i> |

Please note that the last day you can drop this course without academic penalty is November 4, 2024.