



Course Outline

RSM458H1S – L0101

Branding Strategy

Winter 2025

Thursday / 11:00 am -1:00 pm

Instructor: Scott A. Hawkins

E-Mail: scott.hawkins@rotman.utoronto.ca

Webpage: <http://q.utoronto.ca>

Phone: 416-978-4196

Office Hours: Thursday 1:00-2:00 pm (in-person or [online](#)) or by appointment ([online](#))

Course Scope and Mission

Students will assume the role of brand managers responsible for the design, implementation, and evaluation of branding strategies. Brands represent valuable assets that must be created, sustained, leveraged, and defended. This course will use case analysis and a group project 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 in the face of developing consumer perceptions, changing competitive forces, 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 form 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. We will endeavor to draw together current theory, research methods, and business problems to develop practical insights in the successful management of brands. The course will employ a mix of 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 the preparation of 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 provide you the opportunity 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.

In order 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 that you learn to simultaneously employ rigorous quantitative analysis and deep qualitative insights into a complex, inter-related set of forces from both inside and outside the firm. The discussions will challenge you to develop your skills in bringing both quantitative and qualitative evidence to bear in the analysis of 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.
- 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.
- To develop an understanding of some of the ways that brands have evolved in response to digital innovations.
- To develop an understanding of how brand positioning, marketing programs, branding elements, and secondary associations provide essential strategic tools for brand management.
- 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; RSM251H1/RSM350H1/(RSM250H1, RSM392H1)

Required Online Resources

All required online course material (i.e., the cases and a few of the readings) can be purchased by accessing the [Harvard Business School Publishing website](#). You should access this site *immediately* to purchase the Harvard material for the course. Once you provide your contact information and pay the fees indicated, you will be able to view and download the assigned material from the Harvard website. These materials will cost about \$62.00. 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, required readings from the U of T library, lecture slides, and links to relevant websites and videos) 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 in which you are presently enrolled. If you don't see the course listed here but you are properly registered for the course on [ACORN](#), wait 48 hours. You can find addition 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 mobile devices for

note taking, in-class activities, and course-related portal and web access. Mobile devices are not to be used for email, instant messaging, web browsing, or any other activity that is disruptive to other students, the instructor, or the classroom environment.

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. (2022). *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 useful 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

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade based on demonstrated mastery of the course materials, skills, and learning outcomes of the course. 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 for that assignment.

<i>Course Component</i>	<i>Due Date</i>	<i>Weight</i>
Class Participation (individual)	Ongoing	15%
Brand Audit Proposal (group)	February 6	10%
Written Case Analysis (individual)	March 6	37%
Brand Audit Project Report (group)	April 3	30%
Brand Audit Presentation (group)	April 3	5%
Research Requirement (individual)	April 4	3%
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 the analysis of 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 the class discussions. It is important 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 provide you with an incentive to get involved in discussions and share your unique perspective.

You are encouraged to regularly contribute relevant facts, questions, interpretations, examples, terminology, frameworks, professional experiences, and alternative points of view during the lectures and case discussions. 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 are strongly encouraged to 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?*
- *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?*
- *Do the questions and comments move the discussion forward and contribute to a learning environment? Do they promote further productive discussion?*
- *Is the student able to communicate effectively? Are comments presented in a clear, concise, and compelling, 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 show respect for other speakers and their points of view?*

Keep in mind that the participation grade is not simply a function of the quantity of participation, but also of the quality of participation.

You are required to place a visible name card on your desk during each class session. You must notify me by email if you plan to use a name in class (e.g., on your name card) that is different from the name you have on file with the registrar (see [ACORN](#)). Failure to comply with these requirements will adversely affect your participation grade.

You should use these classroom discussions as an opportunity to develop the oral communication and persuasion skills that are 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. Likewise, you should respect the views expressed by your colleagues by offering your complete attention and constructive contributions.

You are expected to attend every class in the section in which you are enrolled. Frequent and/or unapproved absences or a consistent failure to participate in discussions could result in an FZ (failing grade) for class participation. While attendance is necessary to participate in class discussions, attendance on its own will not contribute to the participation grade. Students must make meaningful contributions to discussions to earn participation credit.

Written Case Analysis

You will write one *four-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 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. You should generally avoid introducing facts and analyses from sources outside the case (other than the assigned readings). 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. It is extremely important to learn how to distinguish central ideas from peripheral details. You may assume that the reader of your paper has knowledge of the general issues discussed in the case.

There are several specific issues that must be considered in the write-up of a marketing case. The objective in considering these issues is to generate thoughtful and defensible positions, arrived at through creative integration of case facts, marketing theory, and current marketing practice. You must consider all aspects of the situation presented in the case to diagnose and treat the appropriate problems. Most marketing analyses contain the following sections:

1. *Problem statement* - What is the problem(s) in the case? What are the salient threats or opportunities? What are the key constraints on the recommendations?
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?
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 in 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?

PLEASE STRUCTURE YOUR WRITTEN ANALYSIS USING THE SECTIONS IDENTIFIED ABOVE. The questions in each section above highlight issues that are relevant to an understanding of most marketing cases but may not apply in all cases. There also may be questions that are relevant to specific case but are not listed above. 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 issues that need to be addressed will vary based on the requirements of each case. The list of issues and questions should be considered suggestive not 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 also include *up to six additional pages of original exhibits* that provide conceptual or quantitative analyses to support your interpretations, conclusions, and recommendations. They might include detailed calculations, tables summarizing key insights into consumer segments, competitors, company strengths and weakness, options considered, etc. The exhibits could provide diagrams highlighting critical market forces, figures that show the positioning of various brands, or 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. It is often effective to provide a one sentence summary on each exhibit to help 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:

- The text of the written analysis must not exceed four 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 four pages.
- 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).
- The text of the analysis should be in prose form, and bullet points and outlines should be used sparingly.
- Put your University of Toronto student ID number on the front page of all assignments. Do not put your name on the written assignments.

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

You must submit a written analysis on [Quercus](#) for the following case before class begins on March 6:

The Park Hotels: Revitalizing an Iconic Indian Brand (HBS 9-314-114)

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 purpose of the brand audit project is 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 the members of your group before the beginning of the second class. People in your group should have roughly the same ambitions in terms of grades, similar availability patterns, etc. Each member of the group is expected to contribute equally to the brand audit project, and the grade will usually apply equally to all members of the team. 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 discretion of the course instructor).

One member of your group should send to me (by email 24 hours before the second class) the names of all the members of your group. 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 session). 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 is available on [Quercus](#).

One member of your group 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. 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 own 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 collections 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 February 6.

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 no longer than 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 for 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 the last class on April 3.

Brand Audit Presentation. Each group will make a Brand Audit Presentation during the last class of the semester 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 April 3:

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

You should also bring your slides to class on a memory stick or on 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. Please consult with your instructor before commencing your research 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 – January 9-15

Submit Brands – January 16-22

Brand Audit Proposal – February 6

Brand Audit Project Report – April 3

Brand Audit Presentation – April 3

Rotman Commerce Centre for Professional Skills: Writing and Presentation Support

The case discussions, written case analysis, and the brand audit proposal, project report, and presentation are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignments. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your class participation and presentation should reflect strong planning and organization, clarity of speech, and an engaging demeanour. 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 would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are 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. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching Academic Support](#) page.

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 with respect to their writing skills are encouraged to visit the [Centre for Learning Strategy Support](#) or one of the College Writing Centres. These Centres, as well as 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 not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members 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 the teamwork in this course. For considerations pertaining to 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

This research requirement is **not** an extra credit assignment. Credit-hours of participation translate into real percentage values in your final course mark. Each credit-hour may be comprised of a single 1-credit study, two 0.5-credit studies, or an article analysis that you complete (see Student Research Participation Guide on the [Quercus Portal](#)). You will receive one point (1%) towards your course grade for each credit-hour you complete, up to a maximum of three points (3%) for this course.

Using Sona: Pre-registered Account and Course Registration. To participate in a research study, you will need to sign into 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 important updates regarding your account/study participation are not mistakenly 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 log-in information, please use the “**Forgot Password**” feature on the SONA log-in 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 requirement through either study participation or article analyses. Feel free to email Behavioural.Lab@rotman.utoronto.ca if you have any questions.

Research opportunities for the Winter session are anticipated to begin the week of January 23rd, 2025 and end on April 4th, 2025.

Late or Missed Assignments and Absences

The Written Case Analysis, Brand Audit Proposal, Brand Audit Project Report, and Brand Audit Presentation must be submitted before the beginning of the class during which each assignment is due (see [Class Schedule](#)). Late assignments will not be accepted. You should anticipate schedule conflicts and submit the assignment early if necessary.

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date. In such cases, students must:

1. Notify the instructor and 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 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

If a request for special consideration is approved by the Rotman Commerce Program Office, a resolution will be determined by the instructor and may take the form of an alternate deliverable, re-weighted course grade calculation, make-up assignment, or another solution deemed appropriate.

If a request for special consideration is not approved, the student will be given a grade of 0 (zero) for a missed, individual course deliverable. Late group submissions will normally be penalized by 10% if the assignment is not received on the specified date before the submission deadline. A further penalty of 5% will be applied to each subsequent day the assignment is late.

Requests for Re-Grading

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

1. The request must be submitted to the instructor no later than two weeks after the marked assignment has been returned to the student;
2. The student should also submit a written explanation indicating why additional marks are believed to be justified; and
3. The instructor has no reason to believe the student has made any changes subsequent to the assignment being 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.

Accessibility Needs

The University of Toronto 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 contact Accessibility Services at accessibility.services@utoronto.ca or [Accessibility Services](#). It is important that you get in touch with them as soon as possible because the process for obtaining your accommodation letter may take several weeks. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor or Accessibility Services.

This course has deliverables that require you to work in teams so please note the following. If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, requests for extensions impact everyone in the group. As a result, requests for late submissions of any component of teamwork will require compelling reasons, advance notice, and must work for everyone in the team. You are encouraged to discuss with your course instructor, Accessibility Advisor, and other team members what you need to successfully complete your coursework. Additionally, the Rotman Commerce Centre for Professional Skills offers Teamwork Mentors (see section above) who can help you and your team discuss how to support you effectively and how to develop a work plan that meets the needs and constraints of all team members.

If you're interested in helping make this course more accessible, consider volunteering to be a note taker. Accessibility Services needs dependable volunteer note takers to assist students living with a disability to achieve academic success. All you need to do is attend classes regularly and submit your notes consistently. To learn more about becoming a volunteer, please visit the [Volunteer Note-taking website](#).

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting 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 Centre for Teaching Support & Innovation.

All written assignments will automatically be checked by the plagiarism detection tool when they are submitted to the appropriate assignment links on [Quercus](#).

Generative AI / ChatGPT

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing assistants, is prohibited. The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing assistants, for the completion of, or to support the completion of, an assignment, or any other form of academic assessment, may be considered an academic offense in this course (see [Academic Integrity](#) below).

This policy is designed to promote your learning and intellectual development and to help you achieve the course learning outcomes. The ability to understand and apply the course material when facing new marketing challenges will contribute to your success.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the University of Toronto degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own 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.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that 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 type of 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

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. **Students wishing to record a lecture or other course material in any way are required to request the instructor's explicit permission and may not do so unless permission is granted in writing.** This includes tape recording, filming, photographing PowerPoint slides, portal materials, etc. Students who have been previously granted permission to record lectures by Accessibility Services are allowed to do so after notifying the instructor of the accommodation.

If permission 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 slides or notes to a website or sell them in any other form without written permission from the instructor.**

The first four sessions of this course will be recorded on video and will be available to students for viewing after each session. Students should note that their voice/image may be recorded during these first sessions. Please speak to the instructor if this is a concern for you. The recordings are for the exclusive use of enrolled students, for personal learning, and are not to be downloaded or shared in any way. The case discussions, guest speaker session, and Brand Audit Presentations during the remaining eight weeks will not be recorded. You may not record any class sessions with your own device(s) unless permission is explicitly granted by the instructor or Accessibility Services. This prohibition includes taking pictures of slides or whiteboards or video/audio recording any discussions.

Regardless of the stated policies on recording above, your instructor may at any time decide to suspend recording the class sessions for any reason, including privacy concerns, intellectual property issues, lack of attendance, or pedagogical preference. For questions about recording and use of videos in which you appear, please contact your instructor.

Useful Links

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

Printed URL links

- 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>
- 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/>
- 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>

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	January 9	<p>Introduction to Branding Strategy Reading: Blackett, “What is a Brand?” <i>Interbrand</i> (2004)^{Portal} Reading: Keller & Lehman, “How Do Brands Create Value?” <i>Marketing Management</i> (May/June 2003, 12, 3, pp. 26-31)^{Portal} Reading: Various Contributors, “Best Global Brands,” <i>Interbrand</i> (2022)^{Portal} Reading: Peters, “The Brand Called You,” <i>Fast Company</i> (Aug/Sept 1997)^{Portal} Reading: Clark, “Reinventing Your Personal Brand,” <i>Harvard Business Review</i> (Mar 2011, HBR reprint R1103E)^{Portal} Form groups with six people for Brand Audit Project and submit names by email (between 1st and 2nd sessions)</p>
2	January 16	<p>Understanding Brand Equity Reading: Despardé & Keinan, “Brands and Brand Equity” (HBS 8140)^{HBS} Reading: Keller, “Building Customer-Based Brand Equity,” <i>Marketing Management</i> (Jul/Aug 2001, pp. 15-19)^{Portal} Reading: Keller, “How to Navigate the Future of Brand Management,” <i>Marketing Management</i> (Summer 2011, pp. 36-43)^{Portal} Submit three possible brands for Brand Audit Project by email (between 2nd and 3rd sessions)</p>
3	January 23	<p>Conducting Brand Audits Reading: Hawkins, “Brand Audit Project Instructions”^{Portal} Reading: Keller, “Conducting Brand Audits,” <i>Strategic Brand Management, Fifth Edition</i> (2020, pp. 329-336)^{Portal} Reading: Keller, “The Brand Report Card,” <i>Harvard Business Review</i> (Jan-Feb 2000, reprint R00104)^{Portal}</p>
4	January 30	<p>Measuring Brand Equity Reading: Chandon, “Note on Brand Audit: How to Measure Brand Awareness, Brand Image, Brand Equity and Brand Value” (INSEAD 02/2004-5191)^{Portal} Reading: Keller, “Measuring Sources of Brand Equity: Capturing Customer Mindset,” <i>Strategic Brand Management, Fifth Edition</i> (2020, pp. 361-399)^{Portal} Reading: Survey Monkey, “Smart Survey Design”^{Portal}</p>

^{Portal} Reading material with this notation can be found by clicking the appropriate link on the Portal.

^{HBS} Reading material with this notation can be found in the course package available online from the Harvard Business School (see Required Online Resources above for link).

- Reading: Christensen & Olson, "[Mapping Consumer's Mental Models with ZMET](#)," *Psychology & Marketing*, (2002, 19, pp. 477-502)^{Portal}
- 5 **February 6** **What is a Brand?**
 Case: *Dove: Evolution of a Brand* (HBS 9-508-047)^{HBS}
 Reading: Holt, "What Becomes an Icon Most?" *Harvard Business Review* (Mar 2003, reprint R0303B)^{Portal}
 Reading: Edelman, "Branding in the Digital Age," *Harvard Business Review* (Dec 2010, reprint R1012C)^{Portal}
 Reading: Hawkins, "The Case Method of Instruction"^{Portal}
Brand Audit Project proposal due before the beginning of class session
- 6 **February 13** **Creating Brands: Positioning and the Marketing Mix**
 Case: *Porsche: The Cayenne Launch* (HBS 9-511-068)^{HBS}
 Reading: Keller, Sternthal, & Tybout, "Three Questions You Need to Ask About Your Brand," *Harvard Business Review* (Sep 2002, reprint R0209F)^{Portal}
 Reading: Keller, "[Managing the Growth Tradeoff: Challenges and Opportunities in Luxury Branding](#)," *Journal of Brand Management* (Jan 2009, 16, 5/6, pp. 290-301)^{Portal}
- February 17-21** **Winter Reading Week (no classes)**
- 7 **February 27** **Creating Brands: Leveraging Secondary Associations**
 Case: *(Product) Red (A)* (HBS 9-509-013)^{HBS}
 Reading: Keller, "[Brand Synthesis: The Multi-Dimensionality of Brand Knowledge](#)," *Journal of Consumer Research* (Mar 2003, 29, 4, pp. 595-600)^{Portal}
 Reading: Berglind & Nakata, "[Cause-Related Marketing: More Buck Than Bang?](#)" *Business Horizons* (Sep 2005, 48, pp. 443-453)^{Portal}
- 8 **March 6** **Managing Brand Equity: Repositioning and Extensions**
 Case: *The Park Hotels: Revitalizing an Iconic Indian Brand* (HBS 9-314-114)^{HBS}
 Reading: Aaker & Joachimsthaler, "[The Brand Relationship Spectrum](#)," *California Management Review* (Summer 2000, 42, 4, pp. 8-23)^{Portal}
Written case analysis due before the beginning of class session
- 9 **March 13** **Managing Brand Equity: Building Customer Loyalty**
 Case: *Nectar: Making Loyalty Pay* (HBS 9-505-031)^{HBS}
 Reading: Berman, "[Developing an Effective Customer Loyalty Program](#)," *California Management Review* (Fall 2006, 49, 1, pp. 123-148)^{Portal}
 Lafley & Martin, "Customer Loyalty is Overrated," *Harvard Business Review* (Jan-Feb 2017)^{Portal}

- 10 **March 20** **Managing Brand Equity: Integrated Communication Strategies**
Case: *Red Bull* (UV2928)^{HBS}
Reading: Keller, “[Brand Equity Management in a Multichannel, Multimedia Retail Environment](#),” *Journal of Interactive Marketing* (May 2010, 24, pp. 58-70)^{Portal}
Reading: Armelini & Villanueva, “Adding Social Media to the Marketing Mix,” *IESE: Insight Magazine* (Jun 2011, pp. 29-36)^{HBS}
- 11 **March 27** **Guest Speaker**
- 12 **Apr 3** **Brand Audit Presentations**
Brand Audit Project Report must be submitted before the beginning of class
Brand Audit Presentation Slide Deck must be submitted before the beginning of class