

ADMS 4285 Fall 2023  
Brand Management

**Blended Course with a mix of synchronous and asynchronous/pre-recorded online classes on Zoom, and 3 in-person classes (Room TBC)**

**Preliminary Course Outline**

Prof. Pallavi Sodhi ([psodhi@yorku.ca](mailto:psodhi@yorku.ca))

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Room on YorkU Keele campus: **TBC for In-person lectures.**

For online/synchronous live lectures: Zoom link will be posted on eClass  
Wednesdays 4pm-7pm

*While this blended course does allow for flexibility in when exactly you consume the pre-recorded content and how you structure your learning, **you are expected to follow the schedule, meet all deadlines, and actively participate throughout the duration of the course.***

*Live/online and in-person lectures on Oct 4, Nov 1 and Nov 29 will be critical for graded lab activities and/or presentations and for clarifying any doubts in the group project.*

***Ultimately, the best way to succeed in this course is to follow the schedule, guidelines and participate frequently, honestly and consistently!***

*If there are any changes to the course calendar, I will make announcements on eClass. Please check eClass frequently for updates.*

**I. COURSE REQUIREMENTS:**

1) For students in an Honours program, 72 credits including

- AK/ADMS 2200 3.00 **and**
- AK/ADMS 3220 3.00

2) For other students, a grade of C+ or better in

- AK/ADMS 2200 3.00 **and**
- AK/ADMS 3220 3.00

Course credit exclusion: None.

The prerequisite of ADMS 3220 may be waived for students who hand in, by the time of the first class to [psodhi@yorku.ca](mailto:psodhi@yorku.ca), documentation of either an extensive record of post-secondary Marketing courses completed (at least 5) or ample practical experience in

Strategic Marketing (where you are involved in making general decisions for a business or organization on what products to sell with what positioning to what target group). Prerequisites will be checked by the department within the first two weeks of the start of the class. Students are personally responsible for ensuring that they have completed the required prerequisites. Failure to complete prerequisites will place students at risk of administrative withdrawal from the course. The department will not be responsible for refunds resulting from such withdrawals.

If you have completed ADMS 2200 or ADMS 3220 at an institution other than York, please send a copy of the **statement of credit transfer** from Admissions Office **by the time of the second class** to [psodhi@yorku.ca](mailto:psodhi@yorku.ca)

If your application for credit transfer is pending, please send a copy of the application, along with copies of the course outline of the course you consider equivalent and the official transcript from the other institution showing that you have completed the course (for Non-BAS/Honours students: with a C+ or better).

If you are an **exchange student**, please send a transcript from your home university showing courses equivalent to the prerequisites listed above. **For IEP students**, additional documents (e.g., a CV/resume) may be required to assess whether you meet the prerequisites for this course.

To ensure fairness and efficiency of group work, **no late enrolment** will be allowed.

**Technical requirements:** please prepare for the live/synchronous online lectures according to <https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf> and <http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf>

As per communication from York University Senate, students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. Please share the nickname in separate communication with the instructor.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Please note that online exams, if any, may be held using online proctoring with Proctortrack (<https://registrar.yorku.ca/proctortrack-faq>) or similar tools.

Technology requirements and FAQs for eClass can be found here - <https://lthelp.yorku.ca/95440-student-faq>

## II. ORGANIZATION OF COURSE:

This course is BLENDED, where lectures will be delivered in a combination of synchronous (live), asynchronous (pre-recorded) and in-class/on-campus lectures.

Powerpoint slides will be uploaded on the eClass course website a week prior to every lecture. Students are expected to review these PPTs regularly so as not to be faced with information overload closer to exam time and also to be better equipped to complete the project with quality input. It is recommended to come prepared with questions if there are any doubts, so I can address them during the live/online classes.

- The course, including the submission of assignments, participation/ discussion and test-taking, will take place on the eClass course website. We are scheduled to meet on Wednesdays, 4pm, and there are no scheduled on-site office hours.
- I cannot emphasize enough about the importance of previewing the lecture notes PRIOR to attending any of the lectures, whether online or in-person.
- Note: Online lectures will deviate from the format of the traditional classroom lecture. In the pre-recorded/async lectures, there will be embedded questions, and opportunities for participation in forums. In the live/sync online lectures, there will be Q&A, Zoom breakout sessions and opportunities given to students to share brand cases. Lectures held on-campus will be primarily for crucial course topics, graded lab activities, presentations and project prep-work or clarifications.
- Since the group project is an integral element of the course, students are expected to “meet” offline to discuss their project deliverables, and not during lecture hours. Groups will be created in the 1<sup>st</sup> week of the course schedule. Students have the option to select their team ONCE.
- Peer evaluation forms will be uploaded on group forums, and each student in each group needs to submit the form online prior to project submission, as that will be how I can assess individual student contribution.
- To ensure fairness and efficiency of group work, **no late enrolment** will be allowed.

## III. COURSE DESCRIPTION & COURSE OBJECTIVES:

In this course, students learn to successfully position, brand and manage one individual product or product line of a company. Course topics include, e.g.,

- the importance of brands and branding;
- what is Customer Based Brand Equity, how to measure and sustain Brand Equity;
- trends in brand management;
- advanced brand positioning and how the rules of brand positioning have changed in the era of Social Media, Big Data, and AI;
- using brand elements (brand name and logo, typography etc.) to convey this positioning,

- managing customer experience and their psychological relationship with the brand;
- when and how to use brand extensions;
- brand controlling, i.e. monitoring the success of the brand in psychological and monetary terms;
- how Disruptive Technologies like AI, Blockchain, AR/VR may change brand management, and how they can be used to create customer- and company-based equity.

| What this course is not ....                                              | What it is ...                                                                                                                                             |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ... another advertising/communication class                               | ... a course on the theory and practice of branding, brand strategy development, and brand controlling                                                     |
| ... mainly about fun, fancy or luxury brands                              | ... about (types of) brands which many of you will actually have to deal with in your professional career                                                  |
| ... mainly about consumer psychology                                      | ... about how to make an in-depth understanding of consumer psychology useful in brand strategy development                                                |
| ... all about artistic creativity                                         | ... mostly about strategic creativity                                                                                                                      |
| ... an "I can study everything from the textbook or AI-generated sources" | ... a course where you CAN use AI to your advantage but also have to listen carefully to lectures (online and classroom)                                   |
| ... all about personal opinion and intuition                              | ... based on facts and findings of latest high-quality research                                                                                            |
| ... a "do everything last minute at the end of the term" course           | ... a course requiring continuous learning and work on the group project                                                                                   |
| ... an "I can do every marketing class without the prerequisites" course  | ... a course where you will really need to know the fundamentals of STP, PESTLE, SWOT.... The prerequisites will be checked during the course of the term. |

#### **IV. COURSE TEXT / READINGS:**

##### **Mandatory Reading for the final exam**

**CIPO, "A Guide to Trade-Marks", [http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h\\_wr02360.html](http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h_wr02360.html) (to be read on your own; everything on this webpage, but not what is on other pages that this page links to).**

Please download or print this page well ahead of the exam. In case that there are changes in the document throughout the term, any version posted on this webpage throughout the term is valid.

## Reference Literature

Though the course content is largely based on: Keller, Kevin Lane and Vanitha Swaminathan (2020), Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 5<sup>th</sup> global/international edition, Pearson Prentice Hall, there are many outside sources that have been used to develop the course material. Hence, please note:

*This course presents the latest research and many relevant case studies other than what the textbook provides. There are some extra topics not covered in this textbook. As such, it is important that the class notes are studied in conjunction with the textbook.*

To prepare for each class, please **read the curated PPT slides to be covered in this class in advance**. For other material to be prepared for each class, see under VI. "Organization of the Course".

### V. WEIGHTING OF COURSE:

| Assignment Type                                                                                            | % of Grade                     | Due Date                                                                         |
|------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------------------------------------------|
| <b>Group Project</b><br>Part 1 (proposal)<br>Part 2 (written report)<br>Part 3 (presentation: live online) | <b>35%</b><br>5%<br>15%<br>15% | September 17, 23:59pm<br>November 28, 23:59pm<br>November 29, during class hours |
| <b>Midterm Test (openbook, online)</b>                                                                     | <b>20%</b>                     | October 25, Online during class hours                                            |
| <b>Final Exam (openbook, online)</b>                                                                       | <b>20%</b>                     | TBA (Online during exam period: Dec 7-20)                                        |
| <b>Individual Brand Rx Video</b>                                                                           | <b>15%</b>                     | Nov 14, 23:59pm                                                                  |
| <b>Class Participation (online forums, quizzes)</b>                                                        | <b>10%</b>                     | ongoing                                                                          |

### NOTE ON EXAMS:

**For Students who miss the midterm**, the weight of the midterm exam will be transferred to the final exam and the final exam will be longer and cumulative, that is, contain questions from the material relevant for the midterm **and** the material relevant for the final exam.

For **students missing the final**, please see under "Deferred Standing" at the end of the course outline.

Illness and religious observance are, other than under exceptional circumstances, **no valid reasons for late-handing in of group work**. As in real life, you will have to plan ahead your group work in a way that allows for individual members to be ill or

unavailable close to submission date and include sufficient time in reserve for such cases.

There is a limitation of one calendar week for queries on grading following the return of an assignment or examination. When a request for re-grading is received, the entire assignment or examination will be re-marked. The new grade may be higher, the same, or lower.

## **VI. COURSE INSTRUCTOR / TA CONTACT & CORRESPONDENCE PROTOCOL**

Instructor: Prof. Pallavi Sodhi [psodhi@yorku.ca](mailto:psodhi@yorku.ca)  
Course Marker/TA: Ping Lun To (AKA Sam) [kkcake60@yorku.ca](mailto:kkcake60@yorku.ca)

Please give your emails a **professional nature**, including

- a salutation,
- information on your course, section, and, for group-work related inquiries, group name and project,
- a professional (but not necessarily formal) tone, and
- your name (official and alias).

If your email is **on questions related to your group work, please always cc all group members** (even if it just concerns "your" part of the report/presentation). Please leverage the Group Forum on eClass to interact among group members.

Office: No in-person office time until further notice.

**Online Meetings** with groups or individuals: Anytime after prior appointment by e-mail to [psodhi@yorku.ca](mailto:psodhi@yorku.ca) and/or [kkcake60@yorku.ca](mailto:kkcake60@yorku.ca). Please send your **request for an appointment** at least 2 business days before the day for which you want to make an appointment.

I ask every student to regularly check his/her official YorkU email address. Please make sure that you properly receive all emails sent to this address. Contact [helpdesk@yorku.ca](mailto:helpdesk@yorku.ca) should you incur technical issues with your YorkU email address or not receive general broadcasts I send to the class.

I normally reply to e-mails within 2 business days. Due to the large number of emails I receive during terms, I unfortunately **cannot reply to**

- **e-mails which do not include basic info about yourself**, that is, the course name and number, your full official name (plus any alias you use); in case of group questions, please specify your group name and number, in case of administrative questions your student ID.
- e-mails asking substantive or administrative **questions which have been answered** by the course outline and other material posted on the course website, previous email broadcasts or in classroom or online classes. Please check these sources and, if you missed a class, ask your peers for their notes.
- **last-minute e-mails** sent to me the night or on the weekend before the due date of an assignment. Please plan your assignment work in a way that you know for

what questions you need my support well ahead of time and send me your questions at least 2 business days before the time you need the answer.

- **e-mails asking me to change the grade component weights for you, increase a grade on an assignment without an appropriate academic rationale or give you a make-up assignment.** Under no circumstances will I ever increase an exam or assignment grade for non-academic reasons or give a make-up assignment. Non-academic reasons include, for example, that you would need a certain grade to stay in the program, for a job application, as well as life problems like a separation, strict parents etc. "Academic reasons" means that you have to provide academic evidence (textbooks, scholarly journals etc.) that your exam answer or assignment work was correct and incorrectly graded as wrong by the instructor.

If your email does not fall in one of the above categories and I did not reply to you after 2 business days, please resend the e-mail, including the header of the first time you sent it so that I can see when you sent it and give it priority ranking.

### **Marker: Ping Lun To (AKA Sam)**

Please address questions regarding your group work to both me and Sam. You will receive a response from one of us, provided you follow the previously stated correspondence protocols.

## **VII. EXPANDED COURSE DESCRIPTION:**

### **1. Exams (Midterm 20% and Final 20%)**

The **exams** normally consist of a **mix of multiple-choice questions, short-answer or essay questions and/or case study.** For the exams, you need to know

- all slides and explanations presented by me in live (synchronous, sync) Zoom or classroom classes and pre-recorded (asynchronous, async) lectures if any;
- all examples and practice cases discussed in these classes and lectures.
- presentations of guest speakers, if any, and the discussions of such presentations, are also relevant for the exams covering the class of the guest speech
- any literature to be studied on your own (see under II.)

You will have to take **comprehensive notes of live classroom as well as online Zoom classes (synchronous or asynchronous).** If you do not do so, you will very likely do poorly on the exams.

**For Students who miss the midterm,** the weight of the midterm exam will be transferred to the final exam and the final exam will be cumulative, that is, contain questions from the material relevant for the midterm **and** the material relevant for the final exam.

For those students who write the midterm, the **final exam covers only the material not covered by the midterm.** That is, in the final you will not be asked any specific questions regarding the material which was relevant for the midterm. You will, however,

have to be familiar with the terms and concepts you learned for the midterm to the extent they form the basis for concepts covered after the midterm.

Exams will take between 1 and 2.5 hours and will be Timed eClass exams. Exam time will be announced at least 2 weeks before an exam.

For r **Timed eClass Exams**, please note that:

- Latecomers do not receive extra time. Start and End Times indicated are always Toronto time (EDT) for all students, regardless of their current location.
- Students who have registered with the Student Accessibility Service by one week before the exam will be assigned the appropriate extra time by the system.
- **Please prepare following this checklist** <https://lthelp.yorku.ca/quizzing/best-practices-for-a-successful-online-quiz> **and check your browser and browser settings well ahead of time:** <https://lthelp.yorku.ca/getting-started-with-eClass/recommended-browser-settings>.
- Following YorkU recommendations to uphold academic integrity of online exams, the questions are presented **sequentially and shuffled**. That is, you have to answer questions one after the other, without the opportunity of going back and change your answer, once given. Also, they are presented in random sequence such that each student sees them in a different order.
- Timed eClass Online Exams are open book, that is you can use all slides, all course material, and notes during the exam.
- Timed eClass Online Exams may be accompanied by online proctoring which may require a webcam. Please see <https://registrar.yorku.ca/proctortrack-faq> for details.

## **2. Group project: (35%)**

Groups will comprise 6 to 7 members ideally. All evaluations of group work will take the size of the group into account.

Group Formation will be started in the first class and completed in the second class. Students will be able, by mutual agreement, to pick other students as their team members, up to the day before of the second class. Students who did not pick a group will be assigned to one by the instructor and/or the TA.

There are three deliverables associated with the group project with the following course weights:

- **Group Project Proposal** (Template of GPP Form on eClass: **(5%)**)
- **Written report (15%)** (will comprise a \*Brand Audit and recommendations for the future strategy and growth of the Brand.
- **Presentation** (of your report and recommendations of the Brand Strategy to the class) **(15%)**

In the written report, each group will do a \*brand audit for a brand selected by the group whose brand strategy is determined by a for-profit or not-for-profit organization for Canada. This excludes subsidiaries of foreign companies and organizations from

outside of Canada who cater to the Canadian customer based on global brand strategy not adapted to the Canadian market.

For the **group presentation**, each group gives a brief overview of their group report and offers **new analyses and their future strategy for the brand**. Presentations will be held live.

*For further details about the “term project” review detailed documents posted on the eClass course website.*

Since this is a fairly intensive project and I am aware that some students may be juggling schoolwork with other school activities and job searches, I will give the opportunity to students to collaborate and clarify questions on different sections/milestones of the project. Groups may compile their questions in advance and clarify their doubts on the dates mentioned on the course calendar. Though part marks will not be awarded for each milestone, timely feedback will be given to the groups that are conscientious and regular in completing the tasks on time. And it is these groups that will be able to reach the Finish line (!) with ease and greater success. The findings of the entire audit report will be presented during the last class, before the final exam

Group reports have to be handed in electronically on eClass by the due date/time. Late handing-in of reports will lower the grade for a report by 20% of the grade component percentage for the report per day commenced. This means that you don't get any points for a group report part handed in more than 4 days after due date and time.

A penalty of fifteen percentage points will be applied to the group-report grade for students who have not completed and handed in on due date for the group report the transcript of at least one personal interview with a consumer of their target group, or whose interview(s) show such poor quality that they cannot be counted. This penalty comes in addition to any penalty assigned by the instructor based on poor peer evaluations for this group member. Example: A group achieves a 75% on their group report. One student in the group has not completed or handed in the transcript of any consumer interview carried out by this student in a face-to-face manner, or the interview transcript is so poor that the interview cannot be counted. This student's group report grade would be at best 60% (with further deductions possible in case of poor peer evaluations).

### **Peer Evaluation**

To ensure that each group performs effectively and can draw on the full effort and skill of all team members, each student will submit a confidential peer evaluation to the contribution of each group member to the group work. The peer evaluation template will be posted for each group and is due along with the project reports. For students who do not submit their peer evaluation in time, a rating of equal contribution of all group members will be assumed. Please do not submit your peer evaluation early (that is, before the group presentation/second report). Peer evaluations, once submitted, cannot be changed or revoked by the student.

**0% contribution according to the peer evaluation = 0% grade on all group-work components**

I will adjust an individual student's grades for group assignments to reflect a lack of contribution, on the basis of these evaluations. As the practical application through the group project is a crucial part of this 4000-level course and is given a correspondingly high weight in the grade breakdown, these adjustments can be severe (up to 45% of the total course grade). **In case that a group member did not, according to the rest of his/her group, contribute to the group work at all, this will very likely lead to a failure to pass the course.** Very high peer evaluations will not lead to an increase of your individual mark on the group work. It will be taken into account should you be close to a higher mark on your overall course grade (together with other factors).

Note that based on practice and protocols of the School, peer evaluations cannot be challenged by students affected, that is, whatever evaluation you receive from your peers will go straight and unalterably into your grade, based on a time-honoured formula.

The instructor and the marker will not request or look into within-group contributions or communication, unless warranted by exceptional circumstances, in particular any student behaviour which violates guidelines and policies of the Senate of York University.

### **3. Brand Rx (15%)**

This is a fun, individual contribution to demonstrate your passion and expertise to be a brand marketer. Submission for a brand of your choice, **presented in a video format accompanied by a script**. This exercise provides you with an opportunity to be a "Brand Manager" presenting to a team of marketing experts. You will need to interpret data and draw appropriate, actionable conclusions for the future Brand Health of the brand of your choice.

Find a current news story about a problem a brand is experiencing. (the Brand should be different category than what you are auditing for your group report)

- Explain the context and state of the Brand (one paragraph).
- Using concepts, techniques or typology (e.g. Fournier's typology) from course readings and class discussions, analyse the "diagnostics" of what is going right or wrong for the brand and
- Offer a remedy on how to fix the problem if you were the "Brand Manager".

*This exercise provides you a platform to be great brand strategists. If you are active, enthusiastic budding brand strategists, you can maintain a journal of current news stories and submit it in. You may submit this Brand Rx video **ANYTIME** before the deadline for review. You may revise/update and re-submit if you wish, and specify which version you wish to be finally graded by. Final evaluation will be done by the scheduled date of November 14, 23:59pm.*

#### **4. Attendance and participation (10%)**

*(For the live/synchronous lectures, attendance will be recorded by Zoom. Attendance will be taken by the instructor or TA at a randomly chosen point in time of classroom classes, but not in the first or the last 15 minutes. While there is no formal weight given to attendance in the overall course grading, failing to attend live/online classes involving individual or group activities will be a deterrent in participation marks.)*

There are two ways to participate: (a) on the Student-Instructor-Discussion Forum on our eClass course site and (b) during Live Zoom classes.

Each meaningful contribution (in live class or on the forum) carries between .25 and 1 point, up to a total maximum of 10 points (10% of the overall grade).

You can earn all 10 points on the Forum or all 10 points in live classes, or you can earn your points in any combination of contributions in live classes and on the forum.

Your contribution must be thought-revealing and insightful to carry a full point, that is, for example,

- give a convincing answer to a question asked by the instructor,
- provide a valid explanation of the theoretical concept involved,
- contribute a pertinent example of how a theoretical concept can be applied or
- pose an interesting, thought-provoking question.

Contributions which do not or only partially meet this standard, will receive no participation point or only a fraction of a point, respectively.

Questions or contributions of administrative nature (e.g., on organizational issues, timing, format of exams and assignments etc.) do not carry any participation points.

The instructor and/or Course Marker will grade contributions in live classes and on the forum on our eClass course site, but not on a daily basis. More updates for all students may be given throughout the course, time and technology willing. Please do not contact me or Course Marker for individual updates.

#### **Participation in Online Discussion Forums**

In many of the lectures, I will ask one or more questions for discussion in class or on the eClass Forum. There may be questions posed in class called "Brand Introspection". You may contribute your feedback within a week (i.e. by 11:59pm the day before next class). Students are invited to give their personal answer to this question, or to reply/discuss the answer of another student.

Each valuable contribution **posted within a week** will receive 0, .5 or 1 point. While you can still post questions to me or other students on the forum after this date, they will not carry participation points towards your grade.

For a full point, a posting must

- be at least 50 words in length and a maximum length of 200 words;

- be thought-provoking and insightful, that is, give a good explanation of the theoretical concept involved, and/or give a good example of how a theoretical concept can be applied etc; a reply to a previous post of another student must provide an insightful addition/expansion/critique; simply saying "I agree" or "I disagree" (in how many words ever), without providing new examples, new conceptual thoughts or new practical arguments will not be considered "insightful";
- have acceptable grammar and spelling;
- be correct in any factual claim;
- be original, that is, not simply repeat the thoughts of another student (in that sense, posting among the first students gives you more degrees of freedom!); also, do not copy material from the text, the internet etc - note that rules of plagiarism apply to contributions on the forum, too.
- provide references to sources, where applicable.

### *Participation in Live Classes*

- In class, you can contribute with meaningful questions, comments, examples, and ideas related to the substantive content of the class (e.g., on current or past instructor lectures, on practice cases we will be working on).
- Contributions in group breakout sessions do not receive participation points.
- For discussions of group presentations: the team presenting will be asked questions, (asked by students from the rest of the class). Students who haven't spoken up so far will be given priority – so make sure that you provide high quality comments and questions when it is your turn, as opportunities to do so may be limited per class.
- High quality contributions exhibit one or more of the following traits: demonstrate good knowledge and understanding of pertinent theoretical concepts and terms; provide good examples for the concept at hand; ask questions of high relevance and relatedness to the conceptual material or its practical application; critically reflect on concepts (e.g., question their applicability in certain industries, cultures, economic environments; question their timeliness etc.); provide original analogies of the concept to other disciplines and settings outside of marketing and business;
  - Participation marks will be based on my and the course TA's perception of your performance in class based on the previously cited criteria. The evaluation would be subjective hence you will have to live with my judgment on this.
- **Additional rules for Live Zoom lectures:**
  - In the interest of time and quality of the discussion, students are normally expected to participate in speaking, after raising their hand on Zoom and with their camera turned on, in order to be assigned participation points. Please let me know by the beginning of the class if there is a cogent reason why you need to participate through chat or your camera needs to be turned off.

(My mantra for good marketers and Brand Managers is “if you cannot be seen, you cannot be heard.”)

- Please make sure your attire and your background are appropriate for professional communication. Zoom allows the use of virtual backgrounds. Some York University-themed backgrounds can be downloaded here: <https://bold.info.yorku.ca/communication-strategies/>.

### **Bonus Exercises**

I understand that some students due to personal disposition may not feel comfortable speaking up in class and some others may wish to bolster their participation grade. Throughout the course, I will also post bonus exercises and Student Opinion Piece (SOPs) which you may participate in, the grading of which will be done based on quality, not quantity, in the same manner as described in the preceding section V(A)(ii) Sync and Async participation.

### **VIII. COURSE CALENDAR & ORGANIZATION OF THE COURSE:**

**Note: In-person/On-campus lectures highlighted in green. Rest of the lectures will be held online (sync or async: advance notice will be provided on format)**

| <b>Lecture No./Date/Venue</b> | <b>Topics</b>                                                                                                                                                                                                                                          | <b>To be prepared</b>                                                      |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Week 1<br>Sep 6 Online        | Overview of the course<br><b>Introduction to Brand Management</b><br>What is a brand and what can be branded?<br>Why to brand: benefits of brands to customers and companies; new challenges in brand management; the concept of brand equity          | Course Outline<br>Brand Equity Studies (links on PPT)<br>Keller, Chapter 1 |
| Week 2<br>Sep 13 Online       | <b>Building Customer-Based Brand Equity (CBBE) Part 1</b><br><i>System of the CBBE pyramid: Brand awareness and brand image as sources of CBBE; types and benefits of brand awareness; brand recall</i><br><b>Group Formation and Project Briefing</b> | Keller, Chapter 2<br>Curated PPTs<br>Group Work Guidelines                 |
| Mon Sep 17, 23:59pm           | Submit <b>group project proposal GPP on eClass</b>                                                                                                                                                                                                     |                                                                            |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                          |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Week 3<br>Sep 20 Online                                           | <b>Building Rest of the CBBE Pyramid (Part 2);</b><br><br><b>Group Work Guidelines</b>                                                                                                                                                                                                                                                                                                                                                                                           | Keller, Chapters 1, 2 & Curated PPT + Case Studies                                                                       |
| Week 4<br>Sep 27 Online                                           | <b>Designing &amp; Implementing Brand Marketing Programs: Part 1</b> ( <i>Integrated Branding Elements</i> ); <i>Brand Value Chain</i><br><br><b>Adapting the consumer questionnaire template</b> for your group project<br><i><b>Group Work:</b> groups with approved projects can ask for clarifications on doubts, if any, in group breakout sessions</i>                                                                                                                     | Keller Chapters 3, 4<br><br>Template Consumer Interviews, Informed Consent Form and Student Researcher Confirmation Form |
| Mon, Oct 1<br>10 am                                               | If you want feedback to your <b>consumer questionnaire</b> which you adapted to your brand and product category based on the questionnaire template available on website: <b>submit consumer questionnaire on eClass as a WORD DOC/DOCX file</b> by this time (recommended time to stay on track with your group work).<br><br><b>You should start with your interviews by the Reading Week</b> to allow enough time to do them, analyse them and include them into your report. |                                                                                                                          |
| <b>Week 5</b><br><b>Oct 4 Lect/</b><br><b>In-person on Campus</b> | <b>Designing &amp; Implementing Brand Marketing Programs: Part 2</b> ( <i>Brand Iconography criteria, New Perspectives</i> )<br><br><i><b>Creating The Brand Mantra (Lab)</b></i><br><i><b>Preview to Advanced Positioning</b></i><br><i><b>Briefing on Individual Brand Rx Assignment</b></i>                                                                                                                                                                                   | Keller, Chapter 5<br><br>Brand Mantra Case Studies<br>Curated PPT                                                        |
| Week 6 Oct 11                                                     | <b>Reading Week – Perfect time to do your Group Project Interviews</b>                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                          |
| Week 7<br>Oct 18 Online                                           | <b>Advanced Brand Positioning; IMC to Build Brand Equity; <i>Creating Hierarchical Value Maps</i></b> ( <i>graded lab assignment</i> )<br><br><i><b>Briefing on Midterm</b></i>                                                                                                                                                                                                                                                                                                  | Keller, Chapter 6<br><br>Success stories in IMC that have built Brand Equity                                             |
| Week 8                                                            | <b>Midterm Online Open book on eClass</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                          |

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| Oct 25                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                        |
| <b>Week 9</b><br><b>On campus</b><br><b>Nov 1</b>                                                                                                                                                                                                                                                                                                                                                                         | <b>Developing Brand Architecture</b><br><b>Secondary Brand Associations, New Brands, Brand Extensions</b><br><i>Pros and Cons of Brand extensions 7 ways to extend a brand; advantages and disadvantages of brand extensions: when and how to use them, when not to use them; Types of customer benefits and brand extensions</i><br><b>Group Work &amp; Group Breakout Sessions (time permitting and optional):</b> Analysis of Interview Data, Clarifications on Group Project | Keller, Chapters 12, 13<br>Curated PPTs with<br>Case studies: Successful Brand Launches and Extensions |
| Week 10<br>Nov 8 Online                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Brand Controlling</b><br><i>Qualitative and Quantitative research techniques to measure Brand Equity, Models of Consumer Based Brand Equity</i><br><b>Group Breakout Sessions (optional)</b>                                                                                                                                                                                                                                                                                  | Curated PPT                                                                                            |
| <p style="text-align: center;"><b>Nov 14, 23:59pm</b></p> <p style="text-align: center;"><b>Submission of Individual Brand Rx video</b></p> <p><b>NOTE: Including as many Brand Management concepts that have been taught in class up to this point will get you good marks. Including concepts from the last two weeks' pre-recorded lectures (which will be posted ahead of time) will get you excellent marks!</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                        |
| Week 11<br>Nov 15 Online                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Developing a Brand Architecture Strategy</b><br><b>Capturing Customer Mindset; Building relationships between the brand and the customer: The Psychological Side</b><br>Science of Branding: Studying the Brand-Product Matrix Evaluating Brand Potential, Creating the Brand Personality/Essence<br>Measurement and Effects; De- and Re-Personalization of Brands in the digital era                                                                                         | Keller, Chapters 9, 10, 11<br><br>Case Studies:<br>Brand Crisis<br>Global Brand Successes              |

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| Week 12<br>Nov 22 Online             | <b>(A) Long-term Brand Management</b><br>Importance of long-term brand management review; Adjusting Brand Portfolios for Brand Reinforcement; Brand Crisis Management; Globalizing a Brand<br><br>Building Relationships in Era of Digitalization<br><br><b>(B) The Future CBBE Framework</b><br><i>Group Work: Clarifications on Group Project; Brief for Presentation; Exam Briefing</i> | Keller: Chapters 14,15 &<br><br>Keller Chapter 7 + <i>Curated PPT (compiled from various sources and current developments in the Brand+Technology space)</i> |
| Nov 28, 23:59pm                      | <b>Submission of Group Project Reports, PPT presentations and peer evaluations on eClass</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                                              |
| <b>Week 13 Live on Campus Nov 29</b> | <b>Group presentations</b><br>Briefing for Final Exam/ Course Evaluation                                                                                                                                                                                                                                                                                                                   | <b><u>Live In class TBC</u></b>                                                                                                                              |
| TBA (in exam period)                 | <b>Final Exam Online Open book</b><br><br><b>relevant: Classes 6 to 12 and CIPO's "A Guide to Trade-Marks"</b> (to be read on your own)                                                                                                                                                                                                                                                    |                                                                                                                                                              |

Please respect the privacy of those involved in the class and the copyrights of your instructor(s). Online lectures as well as exams are copyrighted and all recordings, including recordings of Zoom live classes, are confidential. They are not to be passed on to anyone not enrolled in the course, posted anywhere else, or used for purposes other than studying for this course. Failure to comply with these restrictions may be prosecuted to the full extent of the law and regulations of York University.

## **Additional Notes:**

### **RELEVANT UNIVERSITY REGULATIONS & COURSE POLICIES**

#### **Academic honesty and integrity**

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

Students should review the York Academic Honesty policy for themselves at:  
<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

#### **Late work**

Late work will not be accepted, unless the student has provided me with a valid excuse *prior to the due date*, and I have offered an extension.

#### **Schedule Changes**

If there are any changes in the class schedule, I will try to give you as much notice as possible. Please regularly check eClass/course websites for any class announcements.

#### **Reappraisals**

Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed.

For reappraisal procedures and information, please visit the Office of the Registrar site at:  
<http://www.registrar.yorku.ca/grades/reappraisal/index.html>

#### **Religious Accommodation**

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit  
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

#### **Course Withdrawal**

Last day to drop the course without receiving a grade is November 8, 2023.

If you withdraw between November 9 and the end of classes in this course (November 29), the course remains on your transcript without a grade and is notated as "W".

Ref: <https://registrar.yorku.ca/enrol/dates/2023-2024/fall-winter>

### ***Academic Accommodation for Students with Disabilities***

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information please visit the Disabilities Services website at <http://www.yorku.ca/dshub/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director no later than Week 3 of the course start (ideally sooner) as should you require special accommodation.

***Deferred Exams:*** Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>.

In order to apply for deferred standing, students must register at <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.