This course will be delivered online via Blackboard Learning Management System (LMS) housed in the MyMason portal. Access to MyMason and Mason email are required to participate successfully in this course. Go to the IT Support Center website if you need assistance with your email or password.

**Course Title:** Strategic Brand Management

**Course Number and Section Number:** MKTG 491, section DL 1  Fall, 2020

**Class Location:** Online (Blackboard)

**Class Meeting Time:** As per the Schedule

**Professor’s Contact Information:**
- Name: Dr. Russell Abratt
- Office location: 9900 Main Street, Office # 213
- Telephone number: (703) 993-1845
- E-mail address: rabratt@gmu.edu
- Office hours: Office hours: as per the schedule or by appointment.

**Anti-Racism Statement**

As a member of the George Mason University community, the School of Business plays an integral role in building an educational environment that is committed to anti-racism and inclusive excellence. An anti-racist approach to higher education acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black individuals and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities, and it strives to provide our community members with resources to interrupt cycles of racism so as to cultivate a more equitable, inclusive, and just environment for all of our students, staff, faculty, alumni, and friends, regardless of racial background.

To be anti-racist means:
To make constant, conscious decisions to interrupt racism and cultivate equity, inclusion, and justice for people of all racial backgrounds, and in particular those from Black communities and other communities of color, who are most likely to bear the direct and indirect costs of systems of white supremacy;

To interrogate histories of white supremacy and white-dominant culture, and to examine the ways in which these histories have impacted our individual beliefs, our interpersonal relationships, our institutional and structural policies and processes, and our entire society;

To make a commitment to being responsible for our own relationships to, and actions within, systems of white supremacy; and

To cultivate a practice of self-awareness and self-reflection that allows us to critically evaluate our own role in upholding white supremacy and identify the ways we can interrupt cycles of racism at the individual, interpersonal, institutional, and structural levels.

We believe that the work of anti-racism starts with each individual, and that in cultivating an anti-racist approach to research, scholarship, and practice, our students will build a skillset rooted in principles of equity, inclusion, and justice that they will carry with them throughout their lives.

For more information on how to continuously cultivate the practice of anti-racism, see this guide from the National Museum of African American History and Culture on how to be anti-racist: https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist

[This antiracism statement was prepared by Dr. Charles Chavis, Assistant Professor in the Jimmy and Rosalyn Carter School of Peace and Conflict Resolution.]

**Course Description:**

This course deals with the brand building and management. One of the most valuable assets an organization has are the brands it has invested in and developed over time. The course is organised around the brand management decisions that must be made to build, measure, and manage brand equity. It will teach you how to develop a brand, gain an understanding of how to manage a brand and how to conduct a brand audit, which is the main outcome of this course. The brand management function is a central part of the marketing function which in turn is important for the success of organizations, and this course assists in effectively managing this part of marketing.
Course Website Address: Blackboard

Course Materials: The textbook for this course is Keller, Kevin-Lane and Swaminathan, Vanitha, Strategic brand Management, 5th edition, Pearson. The access card is: 9780135641378 for the online book and the Printed Rental Book: 9780134892498. The book ISBN number is 9780134892498

Other reading materials will be provided on Blackboard.

We will complete all of the chapters in the text. The text introduces many concepts, so it is imperative that you read the chapters on a timely basis. Do not fall behind in the reading.


Program Learning Goals:

Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.

Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.

Goal 3: Our students will demonstrate technical and analytic skills appropriate for success in business.

Goal 4: Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.

Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors.

Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

Course Objectives:

At the end of this course students will be able to:

1. Examine the meaning and task of branding and Strategic Brand Management
2. Identify the key role of Brand Management in an organization
3. Explain the meaning of brand equity and related concepts
4. Explore and demonstrate the undertaking of a brand audit

Class Structure

You are responsible for your learning. The quality of your learning will dramatically increase if you are prepared for class. You will be provided with Reading Assignments to help you focus on the main concepts in the textbook chapters. Reading the text is essential; you cannot rely on the presentation slides to develop an understanding of the material and prepare for the homework, examinations and assignments.

You will be tested on materials in the reading and discussions on Blackboard.

Your learning will be evaluated in four different ways:

Examinations. There will be one mid-term exam and one final exam.

Term project. You will work within a group of fellow students to develop a brand audit. More details are provided in the project description.

Your class participation will be evaluated largely on your discussions and comments on Blackboard.

Examinations

Exams will be open-book, open-notes. The exams will consist of short essay type questions. The final will be comprehensive.

The exams will cover the textbook materials, and supplemental materials from the class.

Class Assignment:

You will have to do a group project to conduct a Brand Audit. You will be allocated to groups in Blackboard.

The goal of the brand audit is to conduct an in-depth examination of a major brand of your groups choosing and suggest ways to improve and leverage the brand equity. The criteria for choosing a brand lies in the brands: 1) interest/value to you, 2) an understanding of the brand’s target market and 3) access to brand and company information, and 4) brand presence in social media conversations. Selecting a brand undergoing a challenge regarding its brand architecture, brand portfolio, brand extension, or brand revitalization generally provides greater information for critique.
The brand audit is divided into 2 parts, the first, a preliminary report consisting of steps 1 and 2 and the second, the complete report consisting of all the steps (including the preliminary report). The preliminary report is worth 100 points and the complete report is worth 200 points.

The preliminary report is due in week 7. (Recommended length 3-5 pages). The brand audit is due in week 14. (Recommended length 10-15 pages).

Components of Brand Audit Report (The sequence may vary depending on the organization, product and or service)

1. History and Overview

The first section is an overview of the brand and its history. Include a statement of brand’s positioning.

2. Key Challenges Facing Brand

The second page should set-up the key challenges facing brand. The challenges may relate to brand architecture, brand portfolio, brand extension, and/or brand revitalization.

3. Brand Inventory

Brand inventories are comprehensive summaries of a firm’s marketing and branding program.

a.) Detail the brand architecture.

i. Graphically display the brand hierarchy.

ii. Discuss the roles of brands in the portfolio. Focus on your selected brand and other brands deemed relevant to your brand.

iii. Discuss the hierarchy relationship of your brand.

b.) Analyze the firm’s branding and marketing programs. How do they contribute to brand knowledge? How consistent have they been over time? Is there consistency between the brand and marketing elements?

i. Analyze the brand graphics (logos, names, packages).

ii. Analyze the brand’s past and current advertising and social media campaigns.

iii. Analyze the brand’s product, promotions, distribution, and pricing.

c.) Profile competitive brands and market situation.

4. Recommendations

Make 3-4 recommendations to the brand concerning how the brand should be managed over the next 5 years by critically analyzing the brand inventory. Your recommendations
need to be supported by data from your brand inventory. Recommendations may address:

1) Consistency between consumer-based brand equity meaning and firm’s perception of brand equity meaning

2) Effectiveness of brand identity and brand marketing program.

3) Effectiveness of brand management strategies over time and suggestions to revitalize and rejuvenate the brand

4) Opportunities to leverage the brand including brand extensions

Class participation on Discussion Board

Discussions on Blackboard will be expected in 10 of the weeks. All students are expected to be prepared for discussions and to participate in them. The discussions will be graded each week and will be worth 10 points per week for a total of 100 points.

Guidelines for Participation in the Discussion Board

1. How many posts/ replies

You should reply to the required number of questions by Thursday evening at 11.59 and reply to your classmates by Sundays at noon. Do not wait until the last minute to reply to your classmates or they won’t have a chance to reply to you! Try to spread out your answers between Thursdays and Sundays. Visit the discussion board and don’t leave your classmates hanging even if you have posted your two replies. You must start your own thread for your initial post and then reply to your classmates in their own threads.

2. Style

Your posts should be composed of complete and grammatically accurate sentences (no abbreviations please). Avoid writing in all caps (all caps = yelling).

3. Length

Initial posts (answers to prompts) should be between 100 and 300 words in total. Try to only answer the questions set, and your answer should show that you understand the relevant concepts from the readings. Answers to your classmates’ posts may be shorter as long as they meet the requirements.

4. Frequency

Postings must be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).

5. Content

“I agree” is not enough: Avoid postings that are limited to 'I agree' or 'great idea', etc. “I agree” type of answers crowd the discussion board and make it harder for everybody to
navigate the discussion.
If you agree (or disagree) with a posting then say why you agree/disagree by supporting your statement with concepts from the readings or by bringing in a related example or experience. Make each post count! Again, ask yourself whether your post brings value to the discussion.

Quote your sources: Take advantage of the asynchronous nature of the discussion forum to look up any source you quote and make sure to cite these sources by mentioning the last name of the author, the publication and the year. APA style is preferred.

Stick to the point: Address the questions as much as possible (don't let the discussion stray).

Connect to prior knowledge: Bring in related prior knowledge (work experience, prior coursework, readings, etc.)

Respond rather than add-on: You will not get credit for any posts such as, “I agree with x” or “Great job Y”. You’re expected to provide real contributions. Build on others responses to create threads.

6. Tone & Etiquette

Although it is perfectly fine, even recommended, to challenge your classmates’ posts and defend your opinions, you’re expected to do so in respectful and polite manner. Always use proper etiquette (proper language, typing, etc.)

7. Grading

Forum contributions are scored on a 0-10 scale as follows:

0 = no, late or inadequate posting. Not answering the questions
1-5 = substantive posting but briefly answering the questions.
6-7 substantive posting by answering the questions, AND meaningful return comments to at least two of your classmates
8-10 = substantive posting, answering the questions, and with meaningful comments, including connections to the reading materials and insight into the branding brief.

8. Feedback

I will provide continuous general feedback to your posts when necessary throughout the week. Feedback will also be provided in Collaborate Ultra sessions every week per the schedule in the syllabus. The guest access feature will be turned off and the course room will be locked for online security.
Quizzes
There will be 2 quizzes in the semester. They will consist of essay type or short exercise questions. Each quiz will be worth 50 points.

Grades
You may earn up to 1,000 points during the course of the class. Your grade will be determined by the total points you earn. Exams and assignments are not given letter grades.

Excellent demonstrations of understanding, application, integration, clear understanding and critical thinking will distinguish efforts that receive the highest points in assignments. Concise, insightful responses and comments are preferred over rambling, unfocused responses.

Points may be earned as follows:
Mid-term exam 250 points
Final exam 250 points
Quizzes- 2 quizzes at 50 points each
Brand Audit assignment (Preliminary report 100 and complete report 200)
Class participation on Blackboard (10 weeks at 10 points per week)

Please note the dates and times for both the mid-term and the final exam. You must take the exam at the assigned time

If an examination is missed due to a provable or documented absence, you must make up the exam within one week. Unless you have made prior arrangements with me, a missed exam will result in a penalty of 10 percent of the total for the examination.

You must read the text. Lecture notes and summaries will help you understand the text, but they cannot be considered an adequate substitute for reading the text.

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<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>930 – 1,000 points</td>
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<td>4.0</td>
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<td>Points Range</td>
<td>Grade</td>
<td>GPA</td>
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<td>900 – 929</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>870 – 899</td>
<td>B+</td>
<td>3.3</td>
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<td>830 – 869</td>
<td>B</td>
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<td>800 – 829</td>
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<td>770 – 799</td>
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<td>Below 600</td>
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Please note that the University considers a B to be a good grade. The School of Business considers a B to be a good grade. I consider a B to be a good grade. An A is a grade that is not earned automatically.

Final grades are not negotiated. You will have opportunities to earn points throughout the semester, and in a variety of ways. There is no rounding, and there is no curve.

**Written materials**

All work is due on the due date and time. Late work will not be accepted unless specific, prior arrangements have been made with the instructor. If accepted late, late work will receive a lower grade. All work must be completed by the final examination.

You will receive a specific assignment on the course-long project. You will be required to do some research on the brand. You should be able to complete a great deal of this using the electronic databases available at the University Libraries.

In scoring your written materials, I look for internal validity (that the recommendations are based on appropriate principles and are consistent) and external validity (the recommendations are reasonable given the environment in which the organization functions). Additionally, organization, understanding, originality, breadth, depth of coverage and clarity of expression are important evaluation criteria.

The written brand audit report should be neatly typed, legible and free of errors in grammar and spelling. Documents should be formatted as follows:

1.5-spacing, Times New Roman font, 12-point font, with one-inch margins. Pages after the first page must have a header showing the course title, assignment title and page number. To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the Publication Manual of the American Psychological Association, 6th Edition or at http://owl.english.purdue.edu/owl/resource/560/01/. To help manage the citations and
seamlessly create reference lists, Mason supports free software called Zotero at https://www.zotero.org/.

Deliverables should have a title page showing a title for the report, course name and number, date due and the student’s name. Part of the evaluation of each written assignment will be the quality of the writing, with specific emphasis on solid business prose.

The assignment must be posted in Blackboard by due date in the schedule.

**Students with Disabilities**

If you are a student with a disability and you need academic accommodations, please see me and contact The Offices of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.

**Community Standards of Behavior**

The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence.

The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business.

Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

**George Mason University Honor Code**

Students are reminded of their responsibilities under the George Mason University Honor Code. GMU is an Honor Code University. Please see the University Catalog for a full description of the code and the honor committee process. It is understood that that
the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing.

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

While individuals may wish to consult, analyze and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.

I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. The responsibility of each student as well as the faculty to ensure the Honor Code is upheld.

The School of Business Faculty has created guidelines on penalties. These apply to all courses, all students and all faculty. I will discuss these in class, though I hope I will not have to use them.

It shall be a violation of this Honor Code to Lie, Cheat or Steal. The following list is illustrative of Honor Code violations but is not exhaustive: Assignments (including examinations) are to be the sole work of the student unless specifically authorized otherwise by the professor. To give, receive, or utilize unauthorized assistance in preparation for or during an assignment is a violation of this Honor Code. To continue working on an assignment or an examination beyond the allotted time period. To plagiarize. To fail to report a suspected violation when a student has reasonable cause to believe that an Honor Code violation has occurred.

Students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically - Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.
**School of Business Recommendations for Honor Code Violations**  
*Approved May 2016*

<table>
<thead>
<tr>
<th>UG-Non Freshman Students (including transfer students)</th>
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<tbody>
<tr>
<td><strong>Type of Violation</strong></td>
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<td>-----------------------</td>
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<tr>
<td>Plagiarism</td>
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<tr>
<td>1. Failure to cite/attribute sources</td>
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<tr>
<td>2. Representing someone else’s work as the student’s own (e.g., copying and pasting)</td>
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<tr>
<td>Cheating</td>
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<tr>
<td>1. On a minor assignment (e.g., homework, quizzes)</td>
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<tr>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
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<tr>
<td>Lying (e.g., providing fraudulent excuse documents, falsifying data)</td>
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<tr>
<td>Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across)</td>
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</table>

**Special note on electronic communications:**

Students must use their Mason email accounts to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

For all class activities, you must use your GMU email address/account. This includes Blackboard. The use of a different address may result in loss of all points for that portion of the class. Please be sure to identify the matter of the email in the subject line. And, please be aware that rules of grammar and spelling apply to emails; they are not text messages.
Other Useful Campus Resources

The Writing Center

The Writing Center is a valuable resource for students. If you are unfamiliar with business writing, or if your writing skills are not as strong as you’d like, please plan a little extra time to get help with the Writing Center.

The Writing Center is located in Robinson Hall A114, (703-993-1200), http://writingcenter.gmu.edu

University Libraries

You are strongly encouraged to use the University Databases and Libraries. You may want to use the “Ask a Librarian” service: http://library.gmu.edu/mudge/IM/IMRef.html

Counseling and Psychological Services (CAPS):

(703) 993-2380; http://caps.gmu.edu

University Policies

The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

Class Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Lessons</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Learning objectives:</td>
<td>• Read Chapter 1.</td>
<td>Due date: initial post: August 27</td>
</tr>
<tr>
<td>Aug. 24-30</td>
<td>1. Define brand, state how brand differs from a product and explain what brand equity is.</td>
<td>• Participate in this week’s discussion on Blackboard</td>
<td>Due date: reply to other posts by Aug. 30</td>
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<tr>
<td></td>
<td>2. Summarize why brands are important</td>
<td>• Choose your brand for the brand audit and email it to the instructor by the end of this week</td>
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<td></td>
<td>3. Describe the main branding challenges and opportunities</td>
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<td>Due date: Aug. 30</td>
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<td></td>
<td>4. Identify the steps in the strategic brand management process.</td>
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</table>
| Week 2 | Aug 31-Sept 6 | Learning objectives:  
1. Define customer-based brand equity.  
2. Outline the sources and outcomes of customer-based brand equity.  
3. Identify the components of brand positioning  
4. Explain brand mantras and how they should be developed. | • Chapters 2  
• Participate in this week’s discussion on Blackboard | Due date: initial post: Sept. 3  
Due date: reply to other posts by Sept. 6 |
| --- | --- | --- | --- | --- |
| Week 3 | Sept 7-13 | Quiz 1  
Learning objectives:  
1. Define brand resonance and describe the steps in building brand resonance.  
2. Define the brand value chain as well as the stages of the value chain.  
3. Contract brand equity and customer equity. | • Chapters 3  
• Review chapters 1 to 3 for quiz 1 | Quiz due date: Sept.12 |
| Week 4 | Sept 14-20 | Learning objectives:  
1. Identify the different types of brand elements.  
2. Explain the rationale for mixing and matching brand elements  
3. Highlighting the legal issues surrounding brand elements. | • Chapters 4  
• Participate in this week’s discussion on Blackboard | Due date: initial post: Sept. 17  
Due date: reply to other posts by Sept. 20 |
<p>| Week 5 | | Learning objectives: | • Chapter 5 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Learning Objectives</th>
<th>Participate in Blackboard</th>
<th>Due Date: Initial Post</th>
<th>Due Date: Reply to Other Posts</th>
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<tbody>
<tr>
<td>Sept 21-27</td>
<td>1.</td>
<td>Identify some of the new perspectives and developments in marketing.</td>
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<td>Sept. 24</td>
<td>Sept. 27</td>
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<td>2.</td>
<td>Explain the rationale for value pricing</td>
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<td>3.</td>
<td>Summarize the reasons for the growth in private labels.</td>
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<td>Week 6</td>
<td>Sept 28-Oct 4</td>
<td>Learning objectives: 1. Outline the main marketing communication options. 2. Describe some of the key tactical issues in evaluating different communication options. 3. Identifying the choice criteria in developing an integrated marketing communication program.</td>
<td>Chapter 6</td>
<td>Oct. 1</td>
<td>Oct. 4</td>
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<td>Week 7</td>
<td>Oct 5-11</td>
<td>Learning objectives: 1. Describe changes in marketing and consumer behaviour in a digital era. 2. Define brand engagement. 3. Understand digital communications and the options available. 4. Describe changes in brand</td>
<td>Chapter 7</td>
<td>Oct. 8</td>
<td>Oct. 11</td>
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<td>Week 8</td>
<td>Oct 12-18</td>
<td>Mid-term Exam</td>
<td>Chapters 1 to 7 for mid-term exam</td>
<td>Exam due date: October 17</td>
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<td>Week 9</td>
<td>Oct 19-25</td>
<td>Learning objectives:</td>
<td>Chapter 8</td>
<td>Due date: initial post: Oct. 22 Due date: reply to other posts by Oct. 25</td>
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<td>1. Outline the main ways to leverage secondary associations.</td>
<td>Participate in this week’s discussion on Blackboard</td>
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<td>2. Describe some of the key tactical issues in leveraging secondary associations from different entities.</td>
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<td>Week 10</td>
<td>Oct 26-Nov 1</td>
<td>Learning objectives:</td>
<td>Chapters 9, 10, and 11</td>
<td>Due date: initial post: Oct. 29 Due date: reply to other posts by Nov. 1</td>
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<td></td>
<td>1. Create an understanding of analytics dashboards as a tool for monitoring performance and the implications of brand investments.</td>
<td>Participate in this week’s discussion on Blackboard</td>
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<td>2. Identify effective quantitative research techniques for measuring brand awareness, image, responses and relationships.</td>
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<td>3. Review different holistic methods for valuing brand equity.</td>
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<td>Week 11</td>
<td>Quiz 2 Learning objectives:</td>
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<tr>
<td>Nov 2-8</td>
<td>1. Define the key components of brand architecture.</td>
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<td></td>
<td>2. Outline the principles of a good brand portfolio.</td>
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<td></td>
<td>3. Understand how sustainability initiatives, corporate social responsibility and green marketing can enhance a brand.</td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Learning objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 9-15</td>
<td>1. Define the different types of brand extensions.</td>
</tr>
<tr>
<td></td>
<td>2. List the main advantages and disadvantages of brand extensions.</td>
</tr>
<tr>
<td></td>
<td>3. Outline the key assumptions and success criteria for brand extensions.</td>
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</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Learning objectives:</th>
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</thead>
<tbody>
<tr>
<td>Nov 16-22</td>
<td>1. Understand the important considerations in brand reinforcement.</td>
</tr>
<tr>
<td></td>
<td>2. Describe the range of brand revitalization options</td>
</tr>
</tbody>
</table>

- Chapter 12  
- Review chapters 8 - 11 for quiz 2  

<table>
<thead>
<tr>
<th>Quiz due date: Nov. 7</th>
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</thead>
</table>

- Chapter 13  
- Participate in this week’s discussion on Blackboard  

| Due date: initial post: Nov. 12  
Due date: reply to other posts by Nov. 15  |

| Due date: initial post: Nov. 19  
Due date: reply to other posts by Nov. 22  |
<table>
<thead>
<tr>
<th>Learning objectives:</th>
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</thead>
<tbody>
<tr>
<td>1. Understanding the rationale for developing a global brand as well as a regional brand.</td>
</tr>
<tr>
<td>2. Describe how to tailor different marketing mix elements to global markets.</td>
</tr>
<tr>
<td>3. Identify the ten criteria for the brand report card.</td>
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</table>

**Week 14**  
Nov 23-29

<table>
<thead>
<tr>
<th>Learning objectives:</th>
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<tbody>
<tr>
<td>1. Understanding the rationale for developing a global brand as well as a regional brand.</td>
</tr>
<tr>
<td>2. Describe how to tailor different marketing mix elements to global markets.</td>
</tr>
<tr>
<td>3. Identify the ten criteria for the brand report card.</td>
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<table>
<thead>
<tr>
<th>Chapters 15 and 16</th>
</tr>
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<tbody>
<tr>
<td>Brand Audit due this week.</td>
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</table>

**Week 15**  
Nov 30-Dec-6

<table>
<thead>
<tr>
<th>Final Exam</th>
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| Review chapters 8 - 16 for the final exam |

**Final exam due date Dec. 5**