

BA 4725 / 5725 – BRAND MANAGEMENT (TENTATIVE)  
Course Schedule: Tuesdays and Thursdays – 16:15-17:30

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Office Hours:	By appointment
Course Web Page:	Link to ODTUClass Course Page
<b>Course Description:</b>	
<p>It is increasingly argued within marketing management circles that companies no longer make products, rather they create, develop and build brands. The purpose of this course is to provide a thorough understanding of branding processes in the 21st century. The role of brands and branding are examined at two levels. In macro level analysis, the sociocultural role of brands in contemporary global consumer culture is provided. In micro level analysis the role of brands and branding both from a managerial and a consumer perspective are covered. In the first part of the course, consumers and their behavior with regard to brands will be examined. Examples of consumer issues include consumer brand relationship, consumer identity construction, and brand communities. Also, social role of brands as cultural, ideological, and political objects or global ideoscapes are discussed in the class. In the second part of the course, managerial concepts such as brand equity, brand identity, corporate branding, brand extensions, and co-branding is covered.</p>	
<b>Course Student Learning Objectives: (CSLO)</b>	
<p><b><i>On successful completion of this course, students should be able to:</i></b></p> <p><b><i>Course Specific Skills:</i></b></p> <ol style="list-style-type: none"> <li>1. Explain and discuss how brands are strategic assets for companies towards a strong market position.</li> <li>2. Articulate, analyze, and plan brand positioning and design.</li> <li>3. Develop appropriate brand strategies for different types of brands</li> <li>4. Explain and discuss how consumers interact with brands</li> <li>5. Demonstrate an understanding of the interdisciplinary foundations (psychology, sociology, and anthropology) that underpin branding</li> <li>6. Recognize and reflect upon the social and cultural significance of brands in 21<sup>st</sup> century consumer culture</li> </ol> <p><b><i>Discipline Specific Skills:</i></b></p> <ol style="list-style-type: none"> <li>7. differentiate, apply, analyze, and reflect on theories, concepts, and methods commonly used in exploring and understanding branding</li> <li>8. understand interactions of firm, consumer, and society around brands</li> </ol> <p><b><i>Personal and Key Skills:</i></b></p> <ol style="list-style-type: none"> <li>9. participate in group interaction, including leadership and discussion opportunities</li> <li>10. develop oral and written communication skills, including negotiation, argumentation, and written presentation</li> <li>11. develop critical reading and writing skills</li> </ol>	
<b>Learning and Teaching Methods:</b>	
<p>Sessions consist of a mixture of formal lectures, in-class discussions, group work, presentation sessions, directed private study, and case studies.</p>	

**Required Reading:**

You can have access to the required readings and their list from odtuclass

**Textbooks:**

Keller, Kevin Lane (2013) Strategic Brand Management: Building, Measuring and Managing Brand Equity, 4<sup>th</sup> Ed., New York: Pearson. Also a reading pack will be provided.

Rosenbaum-Elliott, R., Percy, L., & Pervan, S. (2011). Strategic brand management, Oxford University Press, USA. METU LIBRARY: [HF5415.15 .E43 2011](#)

Articles: can be accessed through ODTUCLASS

**Assessment and Grading:**

Form of Assessment	% Contribution	Size of the assessment	CSLOs covered by this assessment	Feedback Method
<b>Class Participation</b>	10			
<b>Individual Case (40%)</b>	40	Written (take home)	1-8, 10-11	Written and Oral
<b>Group Assignment: Progress Presentation</b>	15	15 mins.	1-11	Oral feedback (in class)
<b>Group Assignment: Written presentation of the term project</b>	35	3000 words (-/+ 5%)	1-11	Written feedback

**Course Policies:**

**STUDENT DISABILITIES:** Any student, who, because of a disabling condition, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible. Students should present the appropriate documentation from the university's [Disability Support Office](#) (Engelsiz ODTÜ Birimi, ODTÜ Kütüphanesi, Solmaz İzdemir Salonu, Tel: 210.7196; [engelsiz@metu.edu.tr](mailto:engelsiz@metu.edu.tr)) verifying their disability, and outlining the special arrangements required. Please note that no accommodations will be provided to the disabled students prior to the completion of this approved University process.

**ACADEMIC DISHONESTY:** The Department of Business Administration has no tolerance for acts of academic dishonesty. Such acts damage the reputation of METU, the department and the BA/MBA/MS degree and demean the honest efforts of the majority of the students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

**CHEATING:** All university, faculty/institute, and department principles on academic honesty will be strictly enforced. The usual consequence for academic dishonesty is failure of the course and referral of the case to the Dean of the Faculty/Institute for additional disciplinary action. Examinations are individual and are to be completed without outside assistance of any sort. Persons observed cheating during examinations will receive a failing grade in the course. Homework assignments are individual, unless otherwise specified by the instructor, and are to be completed without outside assistance of any sort, as well. Persons observed cheating in their homework assignments will receive a score of zero for the portion of the semester grade that is allocated to such assignments.

**PLAGIARISM:** The instructor assumes that students will do their own work. By placing their names on assignments (individual or team), students are affirming that the contents are their original work. Any previous work available from files or past students, as well as materials available on the internet may be used only as a suggestive model. Violation of this provision will be considered as unethical behavior, subject

to disciplinary action. If you have any doubt about the use of a specific material, see the instructor ahead of time. Any material used from outside sources should be referenced appropriately.

## METU HONOR CODE

Every member of METU community adopts the following honor code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted.

"The members of the METU community are reliable, responsible and honorable people who embrace only the success and recognition they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents."

**CIVILITY IN THE CLASSROOM:** Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from using laptop computers and cellular phones, making offensive remarks, reading newspapers, sleeping, or engaging in any other form of distraction. Inappropriate behavior in classroom shall result, minimally, in a request to leave class.

Past observations showed that the METU classroom experience is improved when the following are true:

**Students arrive on time.** Timely arrival ensures that classes are able to start and finish at the scheduled times. Timely arrival shows respect for both fellow students and faculty and it helps to create a better learning environment by reducing avoidable distractions.

**Students are fully prepared for each class.** Much of the learning in this course takes place during classroom discussions. When students are not prepared, they cannot contribute to the learning process. This affects not only the individual but also the classmates who count on them.

**Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged; however, intolerance for the views of others is unacceptable.

**Laptops, phones and wireless devices are turned off.**

**STUDENT EXCUSES:** In case you cannot attend one of the examinations, if and only if you can present an official (dean's or president's office approved) **excuse** or **METU Medical Center certified Health Report**, you will be eligible to take a make-up examination. There will be **one single, comprehensive and essay type make-up examination during the final period and it will be counted towards whichever exam(s) you are missing.**

**KNOW YOUR RIGHTS AND RESPONSIBILITIES!** <http://oidb.metu.edu.tr/en/academic-rules-and-regulations>

**NOTE THE IMPORTANT DATES ON THE ACADEMIC CALENDAR!** <http://oidb.metu.edu.tr/en/academic-calendar>

The instructor assumes that students who attend the next class have understood and accepted to agree with all the requirements and rules of this course.

### Notes:

- Usage of cell phones is strictly prohibited during class. Please be courteous to your classmates and me and make sure that your phones are on silent mode before the class begins.
- Please arrive on time and do not enter the classroom if I already have closed the classroom doors. If you have to leave early, please inform me in advance.
- Please turn in the homework assignments on time and note that no late assignments (no matter how late) will be accepted.

- You are encouraged to drop by my office during office hours for questions, concerns, or, suggestions. Outside the office hours, please make an appointment with me via e-mail. For quick questions that you may have, note that e-mailing is a very effective means of communicating with me.

The following table gives the tentative schedule for the semester. The lectures will stress the most important and/or most difficult material. Appendices are required only if they are assigned. The students are required to read the chapters and appendices before they are covered in class.

Tentative Course Schedule				
Month	Day	Topic	Reading/ Assignment	CSLO
March	15	Introduction		
March	17	Brands, Branding Management: Theory and Practice	Keller Ch.1 De Chernatony,  Leslie and Francesca Dall’Olmo Riley (1998), defining A ‘Brand’: Beyond The Literature with Experts’ Interpretations, <i>Journal of Marketing Management</i> , 14 (4/5), 417-43.	
March	22	Customer Based Brand Equity and Brand Positioning	Keller, Kevin Lane (2003) “Brand Synthesis: The Multidimensionality of Brand Knowledge” <i>Journal of Consumer Research</i> , 29 (March), 595-600. Keller Ch.2 Customer-based Brand Equity and Brand Positioning	1-8,9
March	24	Customer Based Brand Equity and Brand Positioning	Keller, Kevin Lane (2003) “Brand Synthesis: The Multidimensionality of Brand Knowledge” <i>Journal of Consumer Research</i> , 29 (March), 595-600. Keller Ch.2 Customer-based Brand Equity and Brand Positioning	1-8,9
March	29	Brand Value Chain and Brand Equity	Keller Ch. 3 Brand Resonance and the Brand Value Chain	1-8,9

March	31	Brand Value Chain and Brand Equity	Keller Ch. 3 Brand Resonance and the Brand Value Chain	1-8,9
April	5	Brand Value Chain and Brand Equity	Keller Ch. 4 Choosing Brand Elements to Build Brand Equity.	1-8,9
April	7	Brand Value Chain and Brand Equity	Keller Ch. 4 Choosing Brand Elements to Build Brand Equity.	1-8,9
April	12	Building Brands Through Communication	Elliott et al Ch 6 Elliott et al Ch 7	1-8,9
April	14	Building Brands Through Communication	Elliott et al Ch 6 Elliott et al Ch 7	1-8,9
April	19	Emotions and Branding	Elliott et al Ch 2	1-8,9
April	21	Emotions and Branding	Thompson, C. J., Rindfleisch, A., & Arsel, Z. (2006). Emotional branding and the strategic value of the doppelgänger brand image. <i>Journal of Marketing</i> , 70(1), 50-64.	1-8,9
April	26	Managing Brands	Elliott et al Ch 8	1-8,9
April	28	Managing Brands Burberry In-Class Case	Elliott et al Ch 9	1-8,9
May	3	Growing Brand Equity	Elliott Ch 11 and Keller Ch 11	
May	5	Growing Brand Equity	Keller Ch 12	
May	10	Information on Case – Take Home (due 24 May) Group Projects (due end of the semester)		
May	12	Eid'ül Fitr		
May	17	Eid'ül Fitr		
May	19	National Holiday		
May	24	Brand Communities and Cultural Branding	Muniz Jr, A. M., & O'guinn, T. C. (2001).	1-8,9

			Brand community. <i>Journal of consumer research</i> , 27(4), 412-432.	
May	26	Brand Communities and Cultural Branding	Holt, Douglas (2016= Branding in the Age of Social Media, HBR, 94 (3), 41-50.	1-8,9
May	31	Group Projects Tutorial		1-8,9
June	2			1-8,9
June	7	Presentations		1-11
June	9			
June	14	Presentations		1-11
June	16			
June	21		Written Projects due	1-11
June	23			

### **Participation (10%)**

Students are expected to come prepared to the class and participate in class discussions.

### **Individual Case (40% of the final mark)**

Students will prepare an individual case and submit them in written form.

### **Group Project (35% of the final mark)**

Students will form brand management teams consisting of 3-4 students to work on a project. Details will be provided later.

### **Group Project Presentation (15% of the final mark)**

15 min. Group presentation (will be scheduled to the end of semester)

### **Assessment Criteria for Essays**

The criteria for the assessment of the in-class, midterm and group project essays are listed below. After writing your essays, please read them carefully to see if the criteria are fulfilled.

	<b>Criterion A</b>	<b>Criterion B</b>	<b>Criterion C</b>	<b>Criterion D</b>	<b>Criterion E</b>
<b>Mark</b>	<b>UNDERSTANDING AND FAMILIARITY WITH THE SUBJECT:</b>	<b>BREADTH OF READING</b>	<b>OVERALL STRUCTURE OF THE ARGUMENT. INCLUDES THE ABILITY TO LINK THE ELEMENTS</b>	<b>INDEPENDENCE OF THOUGHT AND CRITICAL EVALUATION</b>	<b>PRESENTATION, INCLUDING FLUENCY OF WRITING, GRAMMAR AND SPELLING</b>
<b>1</b>	Subject matter treated as set of discrete bits of knowledge	Little or no reading evident,	Little clear structure or argument evident.	Uncritical and unreflective work, relying mostly on undigested sources.	The quality of written expression undermines the ability of the work to communicate ideas.
<b>2</b>	Evidence of knowledge, but only basic connections made between items	Limited use made of Reading	Argument patchy, inconsistent, or proceeding with conjecture and opinion rather than evidence.	Critical evaluation limited to expressions of opinion, using mainly second-hand ideas	While the written style generally gets the content across, with occasional errors that limits effective communication.
<b>3</b>	Subject matter adequately understood, with some connections made	Effective use made of the reading and arguments reasonably supported	The essay mainly supported by evidence but let down by some unsound inferences or unsubstantiated assertions	Evidence of occasional independent and critical thought, limited by either inconsistent reasoning or an over-reliance on the text	The quality of the writing communicates effectively, with occasional minor lapses
<b>4</b>	Familiarity with subject demonstrated, including complex connections between elements	Recommended reading used, supported with clear examples and supported arguments	A clear and generally structured argument - most of argument is supported with links to literature	Critical evaluation and independent thought are the norm, but there are occasional inconsistencies.	Error-free and clear, the writing generally does justice to the content, with few or minor errors
<b>5</b>	Ability to contextualize subject within wider frameworks and critically explore connections, demonstrating depth of understanding of relevant theoretical frameworks.	Evidence of extensive reading beyond the recommended texts, including critical evaluation of sources and skillful synthesis of sources to make coherent points.	The argument is pursued clearly and in a balanced and authoritative manner very well supported by evidence and informed judgement. The thread of the argument is obvious throughout.	Contains some novel/ original ideas, the work shows excellent critical evaluation of sources and ideas. There is clear demonstration of the author's own considered, well reasoned, and unbiased judgment	The writing style is clear, concise, fluent and readable, significantly enhancing the overall quality of the submission.
<b>Mark</b>					
<b>GRADE</b>	<b>0%</b>				

