

MBA M740
Corporate Reputation and Brand Management
Winter 2025 Course Outline

Information, Marketing, Operations Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course is designed to build on your understanding of the role a brand plays in driving shareholder value for an organization and how an organization can influence that brand and value. Particular attention will be paid to the organization as a brand with value itself.

INSTRUCTOR AND CONTACT INFORMATION

Mon 19.00 – 22:00

Dr. Vandana Deswal

Instructor

deswalv@mcmaster.ca

Office: RJC

Office Hours: On request

TA

@mcmaster.ca

Office Hours: On request

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
Avenue: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: No	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

COURSE DESCRIPTION

This course combines the view that corporate reputation is an important asset entrusted by the shareholders and board to the CEO and the management team with an examination of the art and science of Brand Management. This course is taught through a variety of methods: case studies, readings, lectures, group projects, and guest lectures. The goal is to understand the importance and elements that help achieve sustainable competitive advantage in the marketplace. The course will focus on the development of strong brands from the consumer perspective and how this will support a business's own brand and result in increased shareholder value. Class time will be comprised primarily of lecture and discussion.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

- Understand and appreciate the importance of having a balanced approach to reputation management and branding with a focus on employees and key stakeholders, as well as on financial success.
- Understand the evolution of corporate reputation in the digital age.
- Identify the important opportunities and challenges facing a business and set out a course of action for dealing with them.
- Understand the process involved in building a brand and why it is an important and powerful part of the guiding philosophy for most organizations and an important element in a cohesive and sustainable business strategy.
- To develop the knowledge and perspective necessary to facilitate the development of strong brands and businesses.
- To become familiar with the opportunities and boundaries presented by brand management tasks and decisions in a wide cross section of industries.
- To develop an understanding of how to manage brands for continued growth and profitability.

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content, readings, and case materials

- <http://avenue.mcmaster.ca> \$ FREE
- Sinek, Simon (2009), *Start with why*. Portfolio Penguin \$ x.xx
 - Purchase a copy at the bookstore.

OPTIONAL COURSE MATERIALS AND READINGS

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the

- Percy/ Rosenbaum-Elliott (2019) Strategic Brand Management, 4/e, Oxford University Press \$84.99

EVALUATION

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, and from researching your presentations, cases, assignments, simulation decisions and projects. All work will be evaluated on an individual basis except in certain cases where group work is expected. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

Components and Weights

In-Class Participation	Class Attendance & Participation	10%
Assignment 1 (week 4)	Corporate Reputation (individual)	25%
Assignment 2 (week 7)	Brand Resilience Assignment (group)	25%
Assignment 3 (week 9)	'Start with Why' Analysis (individual)	15%
Assignment 4 (week 12)	Final Brand Plan (group)	25%
Total		100%

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Attendance & Class Participation

It is our belief that highly interactive environments are the breeding grounds for excellence in stimulating idea generation, enhancing communication skills, improving analytical processes, fostering collaborative networks, testing assumptions, and having fun! This is also the time and place to develop the assertiveness and communication skills that are necessary for success in business. Consequently, we value and reward contributions. You will be presented with many opportunities to participate. For our class, contribution relates to:

- Actively participating in class discussion/workshops.
- Offering analysis in a critical and constructive manner.
- Eager / willing to participate in the daily class activities.
- Your ability to communicate clearly (i.e., quantity of dialogue is not the same as quality).
- Demonstrate initiative to bring new and relevant knowledge to class discussions/workshops.

You will be given the opportunity to view your participation grade halfway through the semester. At that time or any other time, if you are feeling like you are not receiving ample opportunity to participate, let the instructors know early so the situation can be addressed.

Name cards and class pictures are used to help give credit for your participation. You **must** have a name card with your full first and last name clearly written and displayed in front of you for every class.

Course Deliverables

Assignment #1 – Corporate Reputation Assignment

This assignment is worth 25% of your final grade and will be marked individually.

Objective: This assignment aims to challenge you to create a comprehensive business case study on corporate reputation management. The objective is to analyze a real-world scenario of a company that has faced a corporate reputation challenge, to identify key risk factors, and propose a strategic plan for reputation enhancement while presenting it in the form of a case study that can create a meaningful discussion around the crisis. The word limit does not include the title page, reference list and appendix. Companies whose challenges were discussed in class should not be used.

Task:

Craft a Case Study - (maximum 1500 words):

1. **Introduction:** Provide a brief overview of the company, its industry, and its reputation prior to the crisis. Describe the corporate reputation challenge, offering context and identifying the main issues.
2. **Crisis Analysis:** Explore the crisis in detail, events leading to the crisis and what triggered it, the company's response and its immediate impact, Stakeholder reactions, including customers, employees, media, regulators, and investors. Identify the primary reputation risks, such as ethical lapses, leadership failures, or operational issues.
3. **Open-Ended Problem Statement:** Conclude with a decision-oriented problem. e.g. "What strategies should the company prioritize to recover its reputation and rebuild stakeholder trust? Should it focus on communication transparency, long-term brand rebuilding, or stakeholder engagement? What are the risks and trade-offs?"
4. **Discussion Questions:** Create 4–5 thought-provoking questions that challenge readers to critically analyze the situation and explore possible solutions. These should address ethics, stakeholder engagement, risk management, and crisis recovery strategies.

Analysis & Recommendations-

The insights and solutions to the problem posed in the case study should include:

1. **Key Insights:** A summary of what went wrong, focusing on the root causes of the crisis.
2. **Proposed Solutions:** Develop actionable recommendations, including communication strategies, stakeholder engagement approaches, and long-term brand-building initiatives.
3. **Ethical Considerations:** Address ethical dilemmas and how they are integrated into your recommendations.
4. **Monitoring Plan:** Propose key performance indicators (KPIs) to evaluate the effectiveness of your recommendations.

Submit as a maximum 2000-word document using Times New Roman, font 12, single space. Use professional language and proper citations.

Assessment Criteria:

1. Depth of analysis supported by facts and critical thinking in exploring the crisis, Clarity, engagement, and structure of the narrative along with the relevance and creativity of discussion questions.

2. Feasibility and quality of proposed recommendations, Integration of ethical considerations, Practicality of monitoring and evaluation strategies.
3. Writing style, formatting, and adherence to word limit and professional standards.

Assignment #2 – Strategic Brand Resilience Amidst Black Swan Turmoil'

This assignment is worth 25% of your final grade. This is a group (maximum of 5 per group, depending upon the class strength) assignment. All the group members should belong to the same section. Submission includes an 8-10 pages report and an interactive, multimedia presentation in class (15-20 minutes) illustrating how the brand navigates the black swan event. Good presentations include storytelling, video clips, animations, and infographics to engage the audience.

Objective: This assignment challenges groups to navigate the complexities of black swan events, applying strategic foresight to assess their impact on a chosen brand. Students must not only analyze potential consequences but also intricately craft adaptive strategies, crisis communication plans, and financial resilience measures in response to a hypothetical black swan event.

Task:

1. Black Swan Event and Brand Impact: Select a black swan event (e.g., global pandemic, economic collapse) and analyze its relevance to the chosen brand. Assess how the event could impact the brand's market positioning.
2. Crisis Communication Strategy: Develop a crisis communication strategy with clear key messages, communication channels, and a tiered approach for internal and external stakeholders, ensuring brand consistency and transparency.
3. Adaptation and Innovation Plan: Propose adaptations to the brand's products, services, and operations. Include innovative strategies that turn the crisis into an opportunity for brand differentiation and growth.
4. Stakeholder Engagement and Financial Plan: Identify and prioritize key stakeholders. Develop an engagement plan to foster positive relationships. Conduct a financial impact analysis, proposing cost-saving measures and contingency plans.
5. Implementation and Reflection: Simulate the implementation of proposed strategies, detailing timelines, responsible teams, and anticipated challenges. Conclude with a reflective analysis and propose continuous improvement measures.

Assessment Criteria:

- Rigor in selecting and justifying the chosen black swan event.
- Ingenuity and thoroughness in crisis communication and adaptation strategies.
- Specificity and feasibility of financial preparedness plans and depth in stakeholder analysis and engagement planning.

- Realistic and detailed implementation simulation and thoughtfulness in reflection and innovative proposals for continuous improvement.
- Level of interaction, engagement and quality of content and delivery.

Note: Students are encouraged to delve into theoretical frameworks related to strategic foresight, crisis management, and brand innovation to fortify their analysis and proposals.

Assignment #3 – 'Start with Why'

This assignment accounts for 15% of your final grade and will be marked individually.

Objective: This paper aims to critically explore Simon Sinek's *Start with Why* philosophy and its practical application to corporate reputation and brand management. By analyzing two diverse companies that embody purpose-driven leadership, you will evaluate how aligning corporate purpose with brand strategy impacts reputation, stakeholder engagement, and long-term brand success.

Task:

- Conduct a literature review on Simon Sinek's "Start with Why" and related theories on purpose-driven brands.
- Select two diverse brands of different companies, embodying purpose-driven leadership. Provide a brief overview of each brand, emphasizing industry, size, and core activities. Justify the selection.
- Develop a structured framework for analyzing the implementation of "Start with Why." Evaluate mission statements, brand identity, and public messaging for each brand. Assess clarity and consistency of 'Why' communication to internal and external stakeholders. Explore the impact on corporate reputation, brand management.
- Formulate recommendations based on your reflection on key learnings, best practices, challenges, and innovative strategies observed.
- Include a reflective section discussing how this assignment has influenced your understanding of purpose-driven leadership and its potential application in your future professional context.

Assessment Criteria:

- Depth of understanding of Simon Sinek's 'Start with Why' philosophy and its integration with other relevant theories.
- Ability to critically analyze case studies, extract key insights, and apply theoretical frameworks to practical contexts.
- Demonstration of strategic thinking in formulating recommendations for purpose-driven corporate reputation and brand management.
- Clarity and effectiveness in presenting findings, insights, and strategic recommendation.

Note: You are encouraged to use Simon Sinek's book, additional scholarly articles, and real-world examples to enrich their analysis and recommendations. The assignment is designed to challenge you

to think critically about the application of purpose-driven leadership in the complex landscape of corporate reputation and brand management.

DUE: The full, 1000 words, paper is due at the beginning of class on the day indicated on the outline. Word limit does not include the title page, table of contents, reference, and appendices. (essential elements should not be included in appendices).

Assignment #4 – Brand Revitalization and Expansion

This is a group (maximum of 5 per group, depending upon the class strength) assignment and is worth 25% of your final grade. All the group members should belong to the same section. Working with your team, you will select an industry and current brand within that industry (please do NOT choose a brand that you are working on for another class).

Objective: This group project aims to provide you with an intricate challenge that encompasses both strategic brand revitalization and market expansion. The project requires a holistic approach, integrating brand analysis, cultural understanding, and strategic planning for growth. The project, valued at 25% of the final grade, consists of two components: a detailed written report and an accompanying presentation.

Scenario: A well-established consumer goods company is facing a significant decline in brand relevance and market share. It is also exploring newer markets to grow for its flagship brand. Your task is to lead a comprehensive initiative that addresses both challenges - revitalizing the brand and strategically taking it into new markets.

Project Components:

1. Brand Audit

- Conduct a thorough analysis of the current brand's strengths, weaknesses, opportunities, and threats (SWOT analysis). Compare the brand to key competitors, identifying its strengths, weaknesses, opportunities, and areas for improvement. Identify the key challenges the brand faces and propose opportunities for growth or revitalization based on market trends and insights.
- Evaluate the brand's current positioning, focusing on its value proposition and differentiation within the market and identify key areas of disconnect with the target audience.
- Assess consumer perception of the brand using insights derived from secondary research.
- Evaluate the brand's overall equity by examining both its emotional connection with consumers and its financial value.

2. Revitalization Strategy

- Develop a detailed brand revitalization strategy for the existing market, addressing identified weaknesses and leveraging the brand's strengths. Integrate digital marketing and social media strategies for maximum impact.
- Conduct a detailed analysis to identify and prioritize potential target markets for expansion. Develop a plan for adapting the brand to the cultural and market-specific nuances of the target market.

- Develop a comprehensive marketing strategy that integrates both the revitalization efforts in the home market and the expansion into new markets.
- Identify potential risks associated with both the revitalization and expansion, such as regulatory challenges, cultural missteps, or economic uncertainties. Develop a contingency plan to address these risks and ensure a smooth overall brand management process.

Additional Guidelines:

- Emphasize the importance of sustainable business practices, corporate social responsibility, and technology.
- Consider the financial implications of the revitalization and expansion plans, providing a projected budget for each.

Assessment Criteria: The project will be assessed based on the depth of analysis, creativity in brand strategy development, feasibility of the proposed plans, and the quality of the presentation. Group members will be evaluated on their collaboration and individual contributions to the project.
DUE: The full,1000 words, paper is due at the beginning of class on the day indicated on the outline. Word limit does not include the title page, table of contents, reference, and appendices. (essential elements should not be included in appendices).

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Live Lectures	In-person	3 hr. live session; opportunity to elaborate on content, present challenges, engage discussion	In-Class
Readings	Asynch	Tied to weekly discussion prompts	From assigned textbooks, or as provided on Avenue
Guest Lectures	In-person/Zoom	1.5 hr. live session	In-Class/Zoom
Group Discussions	In-person	Breakout rooms during lecture	In-Class

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degrootemcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

Students are responsible for being aware of and demonstrating behavior that is honest and ethical in their academic work. Such behavior includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through plagiarism detection software must inform the instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, Moodle, Thinking Cap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ON-LINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate,

respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in university activities. Student disruptions or behaviors that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, Webex or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ATTENDANCE

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional, and productive environment for everyone, including our faculty.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO), the activity necessary to compensate for the missed work will be **determined by the course instructor**. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroot MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO to write a deferred examination by applying for Deferring a Final Exam with supporting documentation. The application must be made within five days of the scheduled exam date or the application may be denied.

The Application for Deferring a Final Exam and the MBA Student McMaster University Student Health Certificate can be found on the DeGroot MBA Current Student website (mbastudent.degroot.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Failure to write an approved deferred examination at the pre-scheduled time will result in a zero (0) mark for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

Process for Students

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the DeGroot MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibility where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to activate the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research-intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants follow the Tri-Council Policy Statement. The University is

committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ARTIFICIAL INTELLIGENCE

Students may use generative AI only for brainstorming their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in class. Use of generative AI outside the stated use of brainstorming without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA XXXX will be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

**MBA M740
Corporate Reputation and Brand Management
Winter 2025 Course Schedule**

WEEK	DAYS	ASSIGNMENT
1	Jan 6	Lecture: Introduction to Corporate Reputation and Brand Management Discuss: Class Outline, Schedule, Participation, Courseware Discuss: Selecting team members
2	Jan13	Lecture: Understanding Corporate Reputation Discuss: Corporate Reputation Assignment DUE: Group members and Brand selection
3	Jan 20	Lecture: Understanding Your Brand (Part-1) Discuss: 'Start with Why' Assignment
4	Jan 27	Lecture: Understanding Your Brand (Part-2) <i>DUE: Assignment 1 – Corporate Reputation</i>
5	Feb 3	Lecture: Understanding Your Brand's Equity
6	Feb10	Lecture: Communicating Your Brand
7	Feb 24	Lecture: Measuring Your Brand's Performance <i>Due: Assignment 2 - Brand Resilience</i>
8	Mar 3	Brand Resilience Symposium
9	Mar 10	Lecture: Brand Management Strategies (Part-1) <i>Due: Assignment 3 – 'Start with Why' Analysis</i>
10	Mar 17	Lecture: Brand Management Strategies (Part-2) Discuss: Brand Plan assignment
11	Mar 24	Lecture: People as Brand Touch Points
12	Mar 31	Final Brand Plan Presentations

		<i>DUE: Assignment 4 - Final Brand Plan</i>
13	Apr 7	Final Brand Plan Presentations

This course outline is fluid, and lectures may be moved as per the class flow. The due date for the assignments would be midnight, before the class of that week.