
Jindal Global Business School
Course Outline

Course Title	Brand Management
Core or Elective	Elective
Program and Batch	MBA-2, IBM-4, IBM-5
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	Marketing
Provide details if this course is a Prerequisite for any course/specialization	NA
Name of the Faculty Member/Course Instructor	Prof. Guninder Pal Singh Prof. Chinmoy Bandyopadhyay
Contact Details of the Faculty Member	guninderp.singh@jgu.edu.in chinmoy.bandyopadhyay@jgu.edu.in
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Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

Brands are the most important assets of any firm. Strong brands have many marketing and financial advantages. Making and managing this precious asset involves many strategic choices and decisions. Through this course students will learn about the key activities involved in brand management. To begin with, students will understand the true nature of brands. In the first few sessions students will learn that brands are more than just name, logo, slogan, color or typefaces. This will help them in visualizing brands as long-term assets. They will then learn the characteristics and advantages of strong brands. Also, they will learn about the key strategic and routine responsibilities that engages any brand manager. This course will also familiarize our students with some of the brand related tools that are frequently used by brand managers for efficient and effective brand management. A lot of important brand related concept will be discussed in the class.

Course Learning Objectives

At the end of the course, students should be able to

This course is designed by keeping in mind the managerial skills and knowledge required in contemporary brand management. After graduating, every student would invariably join some brand, be it big or small; growing or established. This course will help them spot and appreciate their role in that organization with respect to managing it as a brand. This course will allow them to hold a long-term view for brands. Specifically at the end of this course students will learn the following:

1. ***CLO1 Strong understanding of brands and related concepts:*** Students will learn that brand management includes an extensive set of activities & is not limited to managing brand symbols. Also, it is a continuous exercise involving both tactical and strategic decisions. Popular belief that brand management is limited to the visual symbols, is the most prevalent misconception due to which brand managers fails to develop a long term perspective for their brand. By bursting this myth student will learn to perceive brands in a larger context. In addition, students will also learn some important concepts like Brand positioning, Brand Image, Brand identity, Internal branding.
2. ***CLO2 Brand management requires more managerial than marketing skills:*** Students will gain knowledge on skills required for effective brand management. Brand managers act as a bridge between internal and external stakeholders. Thus, brand managers exhibit more general management skills and less marketing skills. Communication, teamwork, coordination, presentation, and professionalism are a few skills that students will learn in this course. The course will also discuss different strategies and tools for brand management.
3. ***CLO3 Build practical awareness and Integrative thinking:*** This course will build a strong foundation for their early career in brand management by inculcating them in discussions of several real-life examples. The instructor will also make efforts to actively engage students in activities that can help them learn the required skills. Each student will be able to identify critical issues involved in managing brands, develop a perspective that is supported by relevant information and integrative thinking, to draw and assess conclusions.
4. ***CLO4 Awareness of Global Issues affecting brand management -related decisions:*** Each student will be able to identify key relevant global issues and be able to analyze the impact of the global environment on innovation and product management, as compared with domestic market-related management issues.

Programme Competency Goals

MBA Programme Competency Goals (PCGs)		Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies 2. Understand future technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues 4. Demonstrate sensitivity towards ethical issues 5. Demonstrate sensitivity towards social issues 6. Address societal issues
3	Effective communication: Ability to effectively exchange ideas and information	7. Present their ideas with clarity 8. Prepare an organized and logical business document 9. Use technology for effective communication
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems 11. Examine information from different sources 12. Draw inferences from analysis 13. Evaluate alternatives 14. Summarize and conclude
5	Leadership: Ability to take initiative, inspire and collaborate with others	15. Take initiative 16. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO1, PLO10, PLO 11, PLO13, PLO 14	PCG1, PCG4	A1 , A2, A3, A4
PLO7, PLO8, PLO9, PLO15, PLO16	PCG 3, PCG 5	A2, A3
PLO10, PLO11, PLO12, PLO13, PLO 14	PCG 4	A1, A3, A4
PLO3, PLO4, PLO5, PLO6	PCG 2	A1, A3,A4

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week (or session) of Assessment	PLOs to be Assessed
A1: Class Participation and classroom activities	10%	Individual	Continuous	PLO1, PLO2
A2: Quiz	20%	Individual	Session 10	PLO1, PLO2, PLO13
A3 Final Project (Marketing plan assignment)	40%	Group:	Session 13/14/15	PLO1, PLO2, PLO3, PLO7, PLO8
A4: Endterm Examination	30%	Individual	JGU Examination Period	PLO10, PLO11, PLO12

Description of Assessments:

A1. Class Participation and classroom activities: It covers the ongoing class discussion and activities. This assessment will continue throughout the course. General conduct in classroom and the amount of contribution in class proceedings (both during lecture and group activities) – to be measured by instructor.

A2. Quiz: A quiz will be taken with multiple choice questions on the content taught in class to evaluate the learning of the student.

A3. Presentation and report: Students (in groups) should prepare a 10 slides' presentation on an assigned topic. They are expected to do thorough research on the topic and include the underlying marketing concepts, theories and examples to present their findings and also submit a 3000-5000 words report.

A4. End term examination: Written Examination

Rubrics for Assessments

A1. Class Participation and classroom activities

Meaningful contribution to Class Discussions

	7-10 points	5-7 points	3-5 points	Below 3
Frequency and Quality of contribution/participation	<i>Always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives	<i>sometimes contributes</i> to the discussion in the aforementioned ways.	<i>rarely contributes</i> to the discussion in the aforementioned ways.	<i>never contributes</i> to the discussion in the aforementioned ways.

A3. Rubric for Final Project (Presentation)

Criteria	Excellent	Satisfactory	Can be Improved
	80%-100%	50%-79%	0%-49%
Application	Proper understanding of what can and can not be applied in the context along with a proper logic for the same	Some basic understanding of the applicability but not through a detailed and logical discussion	Illogical or factually wrong discussion related to the applicability of theory in the context
	Detailed discussion of the application of theory (guiding questions) to the context of the good or service chosen by the group	Some basic but inadequate discussion about the application of theory (guiding questions) to the context of the good or service chosen by the group	Glaring lack of linkage between theory and its application in the context of the good or service chosen by the group
Presentation Quality	Appropriate font size and background of the slides	Small font size or jarring backgrounds	Small or inconsistent font size or fonts and backgrounds which make reading difficult
	Logical linkage between the written and the spoken word	Some basic linkage between the content of the slide and what is being	Very little or no logical link between what is on the slide and what is being spoken

		spoken	
	Adherence to time (Upto 10 Minutes of presenting)	Upto 12 minutes of presenting	More than 12 minutes of presenting
Theoretical Understanding (Judged through Q&A)	A proper understanding of the concepts and ability to field questions confidently	A basic understanding of the concepts and inability to provide to-the-point answers to questions	Very nascent understanding of the concepts and tendency to skirt questions

Teaching Method

Lectures and discussion will be the dominant pedagogy throughout this course. Students will be given ample opportunities to contribute to the class discussions and make them engaging and interesting. The instructor will make extensive effort to connect the practical and academic world by bringing in a lot of real life examples in the class discussions. Students are expected to compare and contrast the theoretical teachings with their own personal experiences and observations. They will be rewarded and evaluated for the same. While instructor will cover large part of the suggested readings in the sessions, prior preparation of readings by the students would help in proper assimilation of the class discussion and making valuable contribution during class discussion

Textbook / Other Readings

Textbook:

Though this course is completely based on the articles from periodicals and journals, the students can refer to any of the below books as an additional text.

1. Aaker, D. A. (2009). *Managing brand equity*. simon and schuster.
2. Kapferer, J. N. (2012). *The new strategic brand management: Creating and sustaining brand equity long term*. Kogan Page Publishers. (fifth edition)

Swaminathan, V., & Keller, D. K. L. (2019). *Strategic Brand Management: Building, Measuring, and Managing Brand Equity, Global Edition*. Pearson. (fifth edition).

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1	Guninder Pal Singh	Manav Deep Sachdeva Senior Manager and Principal Analyst, Information Services Group	5
2	Chinmoy Bandyopadhyay	Aditya Bose, Product Owner at Toprankers	5

Session Plan

Session Details	Topics	PLOs Covered
Session 1	An introduction to the course	PLO 1. PLO2
Objective of the session	<ul style="list-style-type: none"> Setting the students expectations by discussing the course outline A brief discussion on assignments and other evaluative criteria A declaration on plagiarism Imparting an understanding on Branding and Brand Management. Key responsibilities of brand managers. Skill requirement.	
Subtopics to be covered	Introduction to brand management	
Readings	Holt, D. B. (2003). Brands and Branding. <i>Harvard Business School</i>	
Case Title & Number	NA	
Pedagogy	Lecture and class discussion	
Session 2	What is a Brand?	PLO 1. PLO2
Objective of the session	The objective of these two sessions is to understand different perspectives on brands. Also students would be able to learn the true nature of brands at the end of the third session.	
Subtopics to be covered	Brand Definition, Brand Models	
Readings	De Chernatony, L., & Dall'Olmo Riley, F. (1998). Defining a "brand": Beyond the literature with experts' interpretations. <i>Journal of Marketing Management</i> , 14(5), 417- 443. De Lencastre, P., & Côte-Real, A. (2010). One, two, three: A practical brand anatomy. <i>Journal of Brand Management</i> , 17(6), 399-412.	
Case Title & Number	NA	
Pedagogy	Lecture and class discussion	
Session 3 and 4	Strong Brand and their characteristics	PLO 1. PLO2
Objective of the session	The objective is to make students appreciate key characteristics of strongest brands of the world.	
Subtopics to be covered	Typical traits of strong brands	
Readings	Interbrand Top 100 Brands Keller, K. L. (2000). The brand report card. <i>Harvard business review</i> , 78(1), 147-158. Hoeffler, S., & Keller, K. L. (2003). The marketing advantages of strong brands. <i>Journal of brand management</i> , 10(6), 421-445	
Case Title & Number	NA	

Pedagogy	Lecture and class discussion	
Session 5	Brand Equity	PLO 1. PLO2, PLO4, PLO5, PLO6
Objective of the session	Understand the concept of Brand equity with special focus on CBBE Model	
Subtopics to be covered	CBBE Model and its application	
Readings	Keller, K. L. (1993). Conceptualizing, measuring, and managing customer-based brand equity. <i>Journal of marketing</i> , 57(1), 1-22.	
Case Title & Number	Dove Real Beauty Sketches Campaign https://hbsp.harvard.edu/product/W14163-PDF-ENG	
Pedagogy	Lecture and class discussion	
Session 6	Tools for Brand Management- Brand Identity	PLO 1. PLO2, PLO4, PLO5, PLO6
Objective of the session	In this series of three sessions students will learn about the most important tools available to brand managers for both making and maintaining the strong brand. The series will start with a very important concept of brand identity. This will be followed by a discussion on some of its key dimension. The key dimensions that are selected for discussion are highly in relevant and important in contemporary brand management.	
Subtopics to be covered	Brand Identity	
Readings	Kapferer's Brand-Identity Prism Model. <i>European Institute for Brand Management</i> , 24, 2014.	
Case Title & Number	EILEEN FISHER: Repositioning the Brand https://www.hbs.edu/faculty/Pages/item.aspx?num=41958	
Pedagogy	Lecture and Discussion	
Session 7	Tools for Brand Management- Brand Personality	PLO 1. PLO2
Objective of the session	In this series of three sessions students will learn about the most important tools available to brand managers for both making and maintaining the strong brand. The series will start with a very important concept of brand identity. This will be followed by a discussion on some of its key dimension. The key dimensions that are selected for discussion are highly in relevant and important in contemporary brand management.	
Subtopics to be covered	Brand Personality	
Readings	Aaker, J. L. (1997). Dimensions of brand personality. <i>Journal of marketing research</i> , 34(3), 347-356	
Case Title & Number	Paper Boat Beverage: Branding Delightful Nostalgia https://www.iveypublishing.ca/s/product/paper-boat-beverage-branding-delightful-nostalgia/01t5c00000Cwll0AAB	
Pedagogy	Lecture and Discussion	
Session 8	Tools for Brand Management- Brand Relationships	PLO 1. PLO2
Objective of the session	In this series of three sessions students will learn about the most important tools available to brand managers for both	

	making and maintaining the strong brand. The series will start with a very important concept of brand identity. This will be followed by a discussion on some of its key dimension. The key dimensions that are selected for discussion are highly in relevant and important in contemporary brand management.	
Subtopics to be covered	Brand Relationships	
Readings	<p>Fournier, S. (1998). Consumers and their brands: Developing relationship theory in consumer research. <i>Journal of consumer research</i>, 24(4), 343-373.</p> <p>King, C., & Grace, D. (2008). Internal branding: Exploring the employee's perspective. <i>Journal of brand management</i>, 15(5), 358-372.</p>	
Case Title & Number	Whiskey and Cheddar: Ingredient Branding at the Caesan Cheese Cooperative https://www.hbs.edu/faculty/Pages/item.aspx?num=56151	
Pedagogy	Lecture and Discussion	
Session 9	Guest Session	PLO 1. PLO2
Objective of the session		
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
Session 10	Brand Strategies- Brand Elimination	PLO 1. PLO2
Objective of the session	In this series of four sessions students will learn about the four major brand management decisions in which brand managers are regularly engaged. If any of the present students chooses to work in marketing department they will find themselves engaged in one of the four activities. Hence this pack of four sessions will introduce our student managers to the kind of decisions they will be asked to deal in the field.	
Subtopics to be covered	Brand elimination	
Readings	<p>Kumar, N. (2003). Kill a brand, keep a customer. <i>Harvard business review</i>, 81(12), 86.</p> <p>Aaker, D. (1990). Brand extensions: The good, the bad, and the ugly. <i>MIT Sloan Management Review</i>, 31(4), 47</p>	
Case Title & Number	The Marriott-Starwood Merger: Navigating Brand Portfolio Strategy and Brand Architecture https://www.hbs.edu/faculty/Pages/item.aspx?num=53980	
Pedagogy	Lecture and Discussion	
Session 11	Brand Strategies- Brand Extension	PLO 1. PLO2,

Objective of the session	In this series of four sessions students will learn about the four major brand management decisions in which brand managers are regularly engaged. If any of the present students chooses to work in marketing department they will find themselves engaged in one of the four activities. Hence this pack of four sessions will introduce our student managers to the kind of decisions they will be asked to deal in the field.	PLO3, PLO4
Subtopics to be covered	Brand extension	
Readings	Aaker, D. A. (2004). Leveraging the corporate brand. <i>California management review</i> , 46(3), 6-18. Aaker, D. (1990). Brand extensions: The good, the bad, and the ugly. <i>MIT Sloan Management Review</i> , 31(4), 47	
Case Title & Number	NA	
Pedagogy	Lecture and Discussion	
Session 12 and 13		
Brand Strategies		PLO 1. PLO2, PLO3, PLO4
Objective of the session	In this series of four sessions students will learn about the four major brand management decisions in which brand managers are regularly engaged. If any of the present students chooses to work in marketing department, they will find themselves engaged in one of the four activities. Hence this pack of four sessions will introduce our student managers to the kind of decisions they will be asked to deal in the field.	
Subtopics to be covered	Building a brand	
Readings	Aaker, David A. "Building a brand: The Saturn story." <i>California Management Review</i> 36.2 (1994): 114-133. Holt, D. (2016). Branding in the age of social media. <i>Harvard business review</i> , 94(3), 40-50. Keller, K. L. (2009). Building strong brands in a modern marketing communications environment. <i>Journal of marketing communications</i> , 15(2-3), 139-155. Bergh, C. (2018). THE CEO OF LEVI STRAUSS ON LEADING AN INCONIC BRAND BACK TO GROWTH. <i>Harvard Business Review</i> , 96(4), 33-39.	
Case Title & Number	NA	
Pedagogy	Lecture and Discussion	
Session 14-15		
Final Project Presentation / Reading and revision		PLO 1. PLO2, PLO7, PLO8, PLO9, PLO 12, PLO13, PLO14, PLO16
Objective of the session		
Subtopics to be covered		
Readings		
Case Title & Number		

Pedagogy		

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.