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Phone: (940) 369-7966
Office Hours: TH 10:30am-1:00pm, and by appointment.


Remember that the following is an outline of the schedule. This will serve as a guide for what will happen during each session.

THERE IS NO GUIDE FOR THE PROJECT. At the end of each session the class will be informed of the plans for the next class and instructions for the next phase of the group project will be given. This reinforces the learning method.

Learning Objectives:
- To understand that a brand is one of the most important assets of a firm.
- To understand strategic brand management as a business philosophy that maintains that the best way to reach company objectives is by satisfying consumer needs.
- To understand the importance of consistency for the development of a brand.
- To learn the basic concepts and techniques for strategically managing a brand.
- To define branding strategies and make decisions.

By the end of the course, you are expected to have a clear understanding of brand management and to be able to analyze it with a certain degree of creativity and professional marketing skill. You should be able to define successful branding strategies and make and implement action plans based on a strategic marketing orientation. In summary, you should improve your marketing capabilities (knowledge, ability, and attitude) to prepare you as a marketing professional.

Learning Methodology:
The course is designed around three fundamental concepts:
- Learning by doing
- Reflection in action
- Coaching

Therefore, the course is designed so that you experience brand management in action through what we call the 'strategic branding redesign group project'.

Course Format:
The course consists of 13 sessions from January to May. One full session and two half sessions will be devoted to exams, while the rest of the sessions will be devoted to covering the theory behind specific concepts.

Theory Sessions: I will briefly introduce various stages of the Strategic Brand Management process. These classes will be based on traditional lecturer-led sessions, video case studies, short group exercises, article and case-study analysis, questions and answer sessions, etc. Heavy discussion and participation is expected, so you must come to class prepared. I am not here to “teach the text”. In class we will create learning experiences.

The objective of these sessions is not to explain all the theory behind each topic, but to present a brief overview of each concept. The main work of studying the content of each topic in detail will be done by the student out of class.

ALL OF THE THEORETICAL MATERIAL, CONCEPTS, AND MODELS, CAN BE FOUND IN THE COURSE TEXTBOOK AND THE SUGGESTED READINGS.
<table>
<thead>
<tr>
<th>MODULE</th>
<th>SESSION</th>
<th>Chapter</th>
<th>Class</th>
</tr>
</thead>
</table>
| Introduction | 1) **INTRODUCTION**  
  - Class presentation  
  - Group project organization  
  - What is a brand?  
  - Old vs. New Branding  
  - Brand Equity | Readings | 01/22 & 01/29 |
| Strategic Brand Vision | 2) **STRATEGIC BRAND MANAGEMENT**  
  - Mission  
  - Reference market definition  
  - Movies (What Women Want / You’ve Got Mail) | Readings | 02/05 |
| | 3) **EXTERNAL AND INTERNAL ANALYSIS**  
  - Strategic analysis of a brand  
  - Procter & Gamble video case study  
  - Brand Life Cycle (SLC) | Readings | 02/12 |
| | 4) **DIAGNOSIS / DEVELOPMENT STRATEGIES**  
  - Key Success Factors / Distinctive Competences  
  - Strategic SWOT  
  - Prioritized strategic alternatives  
  - Development strategies | Readings | 02/19 |
| Strategies | 5) **BRAND IDENTITY**  
  - Brand Origin  
  - Brand Personality  
  - Dunkin Donuts video case study | Readings | 02/26 |
| | 6) **SEGMENTATION**  
  - 8 Steps | Readings | |
| | 7) **POSITIONING**  
  - Positioning Process  
  - P.O.P. vs. P.O.D.  
  - Difference between attributes and dimensions (SLC) | 3 Readings | 03/05 |
| | **MID-TERM EXAM & REPORT** | | 03/12 |
| Strategies | 8) **BRAND BUILDING**  
  - CBBE Model  
  - Brand Community (Harley Davidson video case study)  
  - Brand Elements (Aflac video case study)  
  - Internal Branding | 2 & 4 Readings | 03/26 |
| | 9) **BRAND PORTFOLIO STRATEGY**  
  - Hasbro video case study | 11-12 Readings | |
| Brand Activation | 10) **BRAND LEVERAGING**  
  - Sources of leverage (TOMS video case study) | 7 Readings | 04/02 |
| | 11) **BRAND ACTIVATION**  
  - New trends (Bernd Schmitt FT clips)  
  - Product / Price / Channels / Communication | 5-6 Readings | 04/09 |
| Measurement | 12) **BRAND METRICS**  
  - Interbrand | 10 Readings | 04/16 |
| | 13) **REVIEW CLASS + PROJECT PREP** | | |
Course Format Cont...
Following the introductory theory session on each new topic, the project groups will be required to:

(i) apply the concepts to their own project,
(ii) and start preparing a group report with a full analysis.

The mid-term report from all the various topics throughout the first half of the term will provide the basis for the preparation of the final report (with modifications and changes incorporated).

What is the 'Strategic Branding Redesign' group project?
The group project is probably the most important aspect of the course. General guidelines are:
- The project will be done in groups of 6 students.
- The project will be developed throughout the course, applying the concepts learned to a particular brand, and will involve preparing a written report to be handed in at the end of the course. I will act as a tutor and will provide advice on the project. Under no circumstances will late submissions be allowed.

Course evaluation:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Exams 1&amp;2 (2@50)*</td>
<td>100</td>
</tr>
<tr>
<td>Written Mid-Term report (100)</td>
<td>100</td>
</tr>
<tr>
<td>Mid-Term Exam (100)*</td>
<td>100</td>
</tr>
<tr>
<td>Final report**</td>
<td>150</td>
</tr>
<tr>
<td>Final presentation</td>
<td>50</td>
</tr>
<tr>
<td>Participation***</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
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</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
</tr>
<tr>
<td>B</td>
<td>80%-89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70%-79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% and below</td>
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* In order to pass the course you must obtain more than a 50% in at least one exam. If you obtain less than 50% in all exams you will automatically fail the course.

**Peer Evaluations:**
In order to avoid the “free-rider”, a peer evaluation will be handed out during the last week of class. Each of you will have to complete it and hand it in. You will only evaluate your peers’ work, contribution, and effort... not your own. The total evaluation by each student's teammates will be considered in order to weight the group project grade assigned to each team member. The index created by the peer evaluation depends on how each team member distributes the total work effort (100%) among their teammates without evaluating themselves.

***Class participation and continuous evaluation:** You are expected to adopt a positive and respectful attitude while in class and while working with other group members. You are expected to read the papers/articles/chapters as outlined each week, to arrive on time and fully prepared for all classes and to meet all deadlines as outlined during the course. I will bear in mind your attendance, the frequency and quality of your participation, the amount of interest shown in the course (inside and outside the classroom), and how much you enrich the class through your work.

- **0-40 points:** People who don’t attend class regularly and when they do don’t participate.
- **50 points:** People who attend class but just sit and listen.
- **60 points:** People who attend class and participate from time to time.
- **70 points:** People who attend class and participate often.
- **80 points:** People who attend class and participate often and also show interest outside of the classroom.
- **90 points:** People who attend class and have excellent participation and constant interest outside of the classroom.
- **100 points:** People who meet all the previous standards and enrich the class with voluntary extra work.
**Peer Evaluation**

Each team member is required to submit a peer rating form. This form is to contain an evaluation of each team member, with the exception of you. The form will be kept in strict confidence. In the space provided below, please fill in the names of your team members and record your peer rating for each. The form should be signed and returned to the faculty member.

The peer rating is based on a total awardable point base of 100 points for all team members other than yourself. If you do not allocate any rating to a member of your team we will understand that means 0. You should award the 100 points among your team members based on a consideration of the following:

- Willingness of the individuals to carry out jobs assigned
- Ability of the individual to meet deadlines
- Cooperation with the other team members
- Quality of the individual's work
- Individual's overall contribution to jobs required

<table>
<thead>
<tr>
<th>Team Member Names</th>
<th>Points Awarded</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td></td>
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<td>3</td>
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<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Signature: ___________________________   Team Name / Team Number:_______

Additional Comments:
Department and University General Policies:

Academic Misconduct
All work performed in this class must be your own. Violation of this policy will result in a grade of "F" for the course and notification of appropriate university officials for disciplinary action. Academic misconduct consists of, but is not limited to, the use of notes or other memory aids during exams, obtaining/passing answers or other information from/to others during exams, plagiarism, passing copies of exams to others, and obtaining copies of exams from others. You should familiarize yourself with the University’s disciplinary rules and regulations available in - http://vpaa.unt.edu/academic-integrity.htm. I intend to follow the policies outlined on this web site.

Americans with Disabilities Act
The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with disabilities. If you have an established disability as defined in the Act and would like to request accommodation, please see me as soon as possible. My office hours and office number are shown on the first page of this syllabus. Please note: University policy requires that students notify their instructor within the first week of class that an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have a question or if I can be of assistance.

Grade Appeals
Any student who believes a grade has been inequitably awarded should first contact the instructor who awarded the grade to discuss the issue and attempt to resolve the differences. Any instructor no longer associated with UNT at the time of the appeal will be represented in these proceedings by the chair of the department in question. A student not in residence the semester following the awarding of the grade or a resident student who is unable to resolve the differences with the instructor has 30 days following the first day of the succeeding semester to file a written appeal with the chair of the instructor's department, or the equivalent administrative unit. Refer to the 2006-2007 Undergraduate Catalogue for further details.

Grade Changes
No grade except 'I' may be removed from a student's record once properly recorded. Changes are not permitted after grades have been filed except to correct documented clerical errors. Requests for error corrections must be initiated immediately after the close of the semester for which the grade was recorded. A faculty member who believes an error has been made in calculating or recording a grade may submit in person a request with a detailed justification for a grade change to the department chair and the appropriate dean. The Registrar accepts requests for grade changes only from the academic deans.

Awarding and Removal of Incomplete (I)
The grade of I is a non-punitive grade given only during the last one-fourth of a semester. This grade can be awarded only if a student: (1) is passing the course; (2) has reasons beyond the control of the student why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. A student may remove a grade of I within one year by completing the stipulated work, paying a fee at the Bursar's Office and returning the permit form to the instructor. Obtain the Student Request to Remove Grade of I from the departmental secretary. The instructor then files the permit form in the Registrar's Office along with the grade, and the grade point average is adjusted accordingly. If a student does not complete the stipulated work within the time specified (not to exceed one year after taking the course), the instructor may change the grade of I to a grade that carries credit or assign a grade of F if appropriate. The GPA is adjusted accordingly. A student who could not complete final examinations because of illness may remove a grade of I without payment of the fee. The academic dean is authorized to waive the fee upon certification of illness signed by the attending physician.

Final Grades
Departmental staff is not allowed to give out grades. Do not call or stop by the department office to ask for your grade. Only I can release your grade.

Changes to Syllabus
I reserve the right to make changes to this syllabus at any time.
**Show up**  Go to class every day, take notes and participate in discussions. It’s a pretty big campus, but we'll help you find your way.

**Find support**  Everyone needs help sometimes. Whether you need tutoring for a tough class or a check-up from the health center, we've got you covered.

**Take control**  Know where you're going and what you're doing. Use tools to help you choose a major and tips to make the most of every minute.

**Be prepared**  Do your homework and study. Conquer a college-sized workload with speed reading classes, writing skills labs and much more.

**Get involved**  New people, places and perspectives are coming your way. Join a student organization and explore the campus and the community.

**Be persistent**  College is hard, but you're not alone. Meet your challenges head on and ask for help when you need it.