

# THE UNIVERSITY OF TEXAS AT DALLAS

## MKT3320.001: Product and Brand Management

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### Contact Information

Spring 2013	Dr. Norris Bruce, PhD	TA: Yashar Dehdashti
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### Course Description

This course is designed to give you insights into how profitable brands are created and managed over time. It also examines how marketers may measure the equity or the value of a brand, and the importance of consumer perceptions in development of brands. More specifically, the course considers the following questions: (1) How do firms build brand equity? (2) How can brand equity be measured? and (3) How does a firm capitalize on its brand's equity to expand its business?

Finally, MKT3320 has been designated a communication enhanced course (CEC). These are courses designed to strengthen your writing and speaking skills, while you deepen your understanding of key material in your major. Employers tell us that your ability to write clearly and speak well about topics in your field will strongly increase your chances of professional success. CECs will help you to develop as a professional communicator and demonstrate your abilities both to your instructor and to potential employees.

### Student Learning and Outcomes

Students will learn the main issues in planning and implementing brand strategies; and the appropriate concepts for building, and leveraging brands equity, while improving their communications skills.

### Text and Course Materials

- Textbook: Strategic Brand Management: Building, Measuring, and Managing Brand Equity, 4e., by Kevin Keller, Prentice Hall. ISBN-13: 9780132664257
- Best Practice Cases in Branding, Case Book Supplement, Kevin Keller, Prentice Hall Publishing. ISBN-13: 9780131888654

### Class Format:

Class sessions will consist of lecture/discussions, video presentations, case analyses, and student presentations. The lectures/discussions are designed only to reinforce and expand on, but not to substitute for, the information in the assigned readings. Our weekly session will examine specific marketing topics from the perspective of building, measuring, and managing brand equity.

This should be a highly interactive course, in which involvement and participation are valued. You are thus expected to come to class ready and able to discuss the assigned readings and conceptual material; so be prepared to contribute.

## Course Requirements:

2 Exams: These exams will consist of multiple-choice, short-answer, or short-essay questions (or some combination from these three), all based on the text and in-class discussions. *30% of overall grade.*

Group Case Presentation: Teams of 5-6 students will each prepare a 25 minutes presentation and a written report (6-page single-spaced) on an assigned textbook case. The report should offer a brief summary (1/2-page) of the main issues in the case, and then give direct, pointed answers to the questions at the end of the case). In your answers, you are expected to use course concepts when they apply. Each student must prepare and present a section of the class presentation. Team members will also be asked to conduct peer evaluations of fellow team members. The purpose of this evaluation of course is to measure the contribution of each member to the group effort. Peer evaluations must be provided on the day of the presentation. For confidentiality reasons, each evaluation should be returned in a sealed envelope. I will provide the evaluation forms. *15% of overall grade.*

Homework Assignments: There will be 3 homework assignments. These will serve to reinforce concepts covered in class and in the assigned readings. *10% of overall grade.*

Final Group Project: For this project you will be organized into teams of 5-6 students. The assignment is to pick a brand from the list of Business Week's Top 100 brands (found on web) and conduct a brand audit. Each team must study a different brand, and brands are assigned on a "first come, first serve" basis. Once you have formed your groups, send me an e-mail with your brand and team members, and I will confirm that the brand is appropriate and whether or not the brand is available. You are expected to form your own groups.

The project consists of two deliverables: a 10-page (single-spaced) report and a 20 minutes presentation. Team member are expected to participate equally in these presentations. Peer evaluations also apply.

I will hand out specific project requirements (including report content) in week 4. *35% of overall grade.*

Class Attendance/Participation: Constructive contribution to the class discussion and genuine listening to others are crucial elements of this course. The discussion forum provides an opportunity to present your position and to learn from others by listening to their comments and criticisms. Keep in mind that *quality*, not quantity, is the goal when it comes to class participation. *10% of overall grade.*

## Grading and Course Requirements

The following table summarizes how your grades will be determined.

<i>Grading Element</i>	<i>Weight</i>	<i>Format</i>
3 Homework Assignments	10%	Based on Text, In-class Material
Group Case	15%	Report + 20 minutes Presentation
Exam 1	15%	Multiple Choice/Short Essay/True False
Exam 2	15%	Multiple Choice/Short Essay/True False
Class Participation	10%	See Above
Brand Audit Group Project	35%	10 (1-spaced) Page report + Presentation

Letter grades will be assigned as follows: (A+ = 95-100%; A = 90-94%; A- = 85-89%; B+ = 80-84%; B = 75-79%; B- = 70-74%; C+ = 65-69%; C = 60-64%; C- = 55-59%; D+ = 50-54%)

## Course Policies

### *Peer Evaluations*

After all group work, students will be asked to conduct peer evaluations of their team members. Peer evaluations should be provided on the day the project/assignment is due. I will use these evaluations to adjust individual grades if necessary, at my discretion. To preserve confidentiality, each evaluation should be returned in a sealed envelope. I will provide an evaluation form.

### *Make-up exams*

None

### *Extra Credit*

None

### *Late Work*

Will be graded but penalties apply. Normally, every day's delay will lower the maximum points by 5%.

### *Special Assignments*

None

### *Class Participation*

Students are required to participate in all class activities.

## Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations of the Board of Regents of the University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, *Rules on Student Services and Activities of the Course Syllabus Page 8*, *University's Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972/883- 6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## Academic Integrity

The faculty and administration of the School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. Some of the ways students may engage in academic dishonesty are:

- Coughing and/or using visual or auditory signals in a test;
- Concealing notes on hands, caps, shoes, in pockets or the back of beverage bottle labels;
- Writing in blue books prior to an examination;
- Writing information on blackboards, desks, or keeping notes on the floor;
- Obtaining copies of an exam in advance;

- Passing information from an earlier class to a later class;
- Leaving information in the bathroom;
- Exchanging exams so that neighbors have identical test forms;
- Having a substitute take a test and providing falsified identification for the substitute;
- Fabricating data for lab assignments;
- Changing a graded paper and requesting that it be regraded;
- Failing to turn in a test or assignment and later suggesting the faculty member lost the item;
- Stealing another student's graded test and affixing one's own name on it;
- Recording two answers, one on the test form, one on the answer sheet;
- Marking an answer sheet to enable another to see the answer;
- Encircling two adjacent answers and claiming to have had the correct answer;
- Stealing an exam for someone in another section or for placement in a test file;
- Using an electronic device to store test information, or to send or receive answers for a test;
- Destroying or removing library materials to gain an academic advantage;
- Consulting assignment solutions posted on websites of previous course offerings;
- Transferring a computer file from one person's account to another;
- Transmitting posted answers for an exam to a student in a testing area via electronic device;
- Downloading text from the Internet or other sources without proper attribution;
- Citing to false references or findings in research or other academic exercises;
- Unauthorized collaborating with another person in preparing academic exercises.
- Submitting a substantial portion of the same academic work more than once without written authorization from the instructor.

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>

Updated: August, 2011

Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable.

During tests and quizzes, students in this section are not allowed to have with them any food or drinks, scratch paper, course materials, textbooks, notes, invisible ink pens, or electronic devices, including iPads, iPhones, iPods, MP3 Players, earphones, radios, smart phones, cameras, calculators, multi-function timepieces, or computers. When possible, students should sit in alternating seats, face forward at all times, and remove any clothing which might conceal eye movements, reflect images of another's work, or hide course material for copying. Exam proctors will monitor any communication or signaling between students by talking, whispering, or making sounds, or by using your hands, feet, other body movements, the test paper itself or your writing implement.

Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:

1. Homework – Zero for the Assignment
2. Case Write-ups – Zero for the Assignment
3. Exams/Quizzes – Zero for the Quiz
4. Presentations – Zero for the Assignment
5. Group Work – Zero for the Assignment for all group members
6. Tests – F for the course

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office .

In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA.

The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

## **Judicial Affairs Procedures**

Under authority delegated by the Dean of Students, a faculty member who has reason to suspect that a student has engaged in academic dishonesty may conduct a conference with the student in compliance with the following procedures:

- (i) the student will be informed that he/she is believed to have committed an act or acts of academic dishonesty in violation of University rules;
- (ii) the student will be presented with any information in the knowledge or possession of the instructor which tends to support the allegation(s) of academic dishonesty;
- (iii) the student will be given an opportunity to present information on his/her behalf;
- (iv) after meeting with the student, the faculty member may choose not to refer the allegation if he/she determines that the allegations are not supported by the evidence; or
- (v) after meeting with the student, the faculty member may refer the allegations to the dean of students along with a referral form and all supporting documentation of the alleged violation. Under separate cover, the faculty member should forward the appropriate grade to be assessed if a student is found to be responsible for academic dishonesty;
- (vi) the faculty member may consult with the dean of students in determining the recommended grade;
- (vii) the faculty member must not impose any independent sanctions upon the student in lieu of a referral to Judicial Affairs;
- (viii) the faculty member may not impose a sanction of suspension or expulsion, but may make this *recommendation* in the referral documentation

If the faculty member chooses not to meet with the student and instead forwards the appropriate documentation directly to the dean of students, they should attempt to inform the student of the allegation and notify the student that the information has been forwarded to the Office of Dean of Students for investigation.

The student, pending a hearing, remains responsible for all academic exercises and syllabus requirements. The student may remain in class if the student's presence in the class does not interfere with the professor's ability to teach the class or the ability of other class members to learn. (See Section 49.07, page V-49-4 for information regarding the removal of a student from class).

Upon receipt of the referral form, class syllabus, and the supporting material/documentation from the faculty member, the dean shall proceed under the guidelines in the Handbook of Operating Procedures, Chapter 49, Subchapter C. If the respondent disputes the facts upon which the allegations are based, a fair and impartial disciplinary committee comprised of UTD faculty and students, shall hold a hearing and determine the responsibility of the student. If they find the student in violation of the code of conduct, the dean will then affirm the minimum sanction as provided in the syllabus, and share this information with the student. The dean will review the student's prior disciplinary record and assess additional sanctions where appropriate to the circumstances. The dean will inform the student and the faculty member of their decision.

## Weekly Schedule

	<b>Date</b>	<b>Activity</b>	<b>Preparation:</b>
1	M 1/14	Introductions to Course	
2	W 1/16	Brands, Brand Equity, and Brand Management Video Case: Brand Identity – AFLAC	Ch. 1
		<a href="#">Martin Luther King Day – Jan. 21, 2011</a>	
3	W 1/23	Customer Based Brand Equity and Brand Positioning <a href="#">Homework #1</a>	Ch. 2
4	M 1/28	Customer Based Brand Equity and Brand Positioning Team #1: Case Presentation (Dockers)	Ch. 2, Dockers
5	W 1/30	Brand Resonance	Ch. 3
6	M 2/4	Brand Resonance Team #2: Case Presentation (MTV)	Ch. 3, MTV
7	W 2/6	Choosing Brand Elements to Build Brand Equity <a href="#">Homework#2</a>	Ch. 4
8	M 2/11	Choosing Brand Elements to Build Brand Equity Team #3: Case Presentation (Red Bull)	Ch. 4, Red Bull
9	W 2/13	Designing Marketing Programs to Build Brand Equity	Ch. 5
10	M 2/18	Designing Marketing Programs to Build Brand Equity Team #4: Case Presentation (Starbucks)	Ch. 5, Starbucks
11	W 2/20	Integrating Marketing Communications to Build Brand Equity <a href="#">Homework 3</a>	Ch. 6
12	M 2/25	Integrating Marketing Communications to Build Brand Equity Team #5: Case Presentation (Got Milk?)	Ch. 6, Got Milk?
13	W 2/27	<a href="#">Exam I (Ch. 1-6)</a>	
14	M 3/4	Leveraging Secondary Brand Associations to Build Brand Equity	Ch. 7
15	W 3/6	Leveraging Secondary Brand Associations to Build Brand Equity Team #6: Case Presentation (Intel)	Ch. 7, Intel
		<a href="#">Spring Break March 10-16th</a>	
16	M 3/18	Measuring Sources of Brand Equity: Capturing Customer Mind-Set	Ch. 9
17	W 3/20	Designing and Implementing Branding Strategies	Ch. 11
18	M 3/25	Designing and Implementing Branding Strategies Team #7: Case Presentation (DuPont)	Ch. 11, DuPont
19	W 3/27	Introducing and Naming New Products and Brand Extensions	Ch. 12
20	M 4/1	Introducing and Naming New Products and Brand Extensions Team #8: Case Presentation (Nivea)	Ch. 12, Nivea
21	W 4/3	Managing Brands over Time	Ch. 13
22	M 4/8	Managing Brands over Time Team #9: Case Presentation (Snapple) Team #10 Case Presentation (Amex)	Ch. 13, Snapple, Amex
23	W 4/10	Managing Brands over Geographic Boundaries and Market Segments	Ch. 14
24	M 4/15	Managing Brands over Geographic Boundaries and Market Segments Team #11: Case Presentation (Nike) Team #12: Case Presentation (Accenture)	Ch. 14, Nike, Accenture
25	W 4/17	<a href="#">Exam II (Ch. 7, 9,11-14)</a>	
26	M 4/22	Project Presentations	
27	W 4/24	Project Presentations	

28	M 4/29	Project Presentations	
29	W 5/1	Project Presentations	
	M, 5/8	Project Report Due (3.220); Grades Online May 11-19 <sup>th</sup> .	

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