



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus
2026 - 2027

TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Strategic Brand Management
Subject code	E000013652
Main program	Bachelor's Degree in Business Administration and Management
Involved programs	Grado en Administración y Dirección de Empresas (E-2) [Fourth year] Grado en Administración y Dirección de Empresas y Grado en Derecho (E-3 16) [Fifth year] Grado en Administración y Dirección de Empresas y Grado en Derecho [Fifth year] Grado en Administración y Dirección de Empresas con Mención en Internacional (E-4) [Fourth year] Grado en Administración y Dirección de Empresas y Grado en Relaciones Internacionales [Fifth year] Grado en Administración y Dirección de Empresas (E-2) - en inglés [Fourth year] Grado en Admin. y Dirección de Emp. y Grado en Análisis de Negocios/Bachelor in Business Analytics [Fourth year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Optativa (Grado)
Department	Departamento de Marketing
Coordinator	M ^a del Pilar Melara San Román
Schedule	Please refer to the website for the class schedule
Office hours	They will be listed on the course webpage
Course overview	The Brand: Components. Brand Equity: Components. Brand Creation. Brand Development Strategies. New Trends in Brand Management

Teacher Information	
Teacher	
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SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject

Contribution to the professional profile of the degree

A professional aiming to develop a career in marketing must gain a more detailed and specific understanding of what a brand is, how it is managed, and, in particular, what **Brand Equity** means. This concept is a key strategic element, and knowing how to increase it is essential for effective brand management.

This area is especially relevant in **consumer goods companies**, where brands often hold greater importance than the product itself and are considered **Strategic Business Units (SBUs)**. In these cases, the brand becomes a central asset that drives business strategy and consumer engagement.

Today, new fields are emerging where brand management is proving highly valuable. **Places, events, individuals, ideas, and universities** are choosing not merely to have a name, but to **create brands** that reflect the values their audiences seek to identify with.

Prerequisites

Marketing Fundamentals

Competencies - Objectives

Competences

GENERALES

CG1	Adquirir una base de conocimientos sólida y relevante sobre la disciplina científica y empresarial	
	RA1	Identifica, define y explora las problemáticas concretas del área de estudio de manera lógica y coherente dentro de un marco analítico adecuado.
CG2	Capacidad de gestionar información y datos provenientes de fuentes diversas para hacer un análisis crítico y un correcto diagnóstico de la realidad empresarial.	
	RA1	A partir de la información y datos obtenidos de fuentes diversas, identifica problemas empresariales determinando, el origen/las causas de los mismos
	RA2	Es capaz de realizar dicho proceso de diagnóstico dando y recibiendo feed-back de forma asertiva, que ayude a incrementar la integración y la confianza en los equipos de trabajo.



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CG3	Capacidad para la resolución de problemas y toma de decisiones empresariales seleccionando y aplicando adecuadamente las técnicas pertinentes de análisis de datos	
	RA1	Identifica, captura y analiza de forma eficiente datos de fuentes primarias y secundarias que sean necesarios para el análisis del entorno competitivo de la empresa
	RA2	Aplica los conceptos matemáticos y técnicas cuantitativas y cualitativas de análisis de datos necesarios para la resolución de problemas empresariales y apoyar el diagnóstico y toma de decisiones en la empresa.
CG4	Capacidad para liderar de manera positiva personas y equipos de trabajo que, impulsen proyectos empresariales innovadores dando respuesta así, a las nuevas oportunidades de negocio, mediante soluciones creativas	
	RA1	Lidera positivamente personas y equipos de trabajo generando soluciones innovadoras para los problemas y oportunidades empresariales detectadas. RA2 Pone en práctica estrategias y tácticas creativas requeridas en los procesos de innovación, en las que participan todos los miembros del equipo, tratando siempre de alcanzar acuerdos y objetivos comunes.
CG5	Desarrollar habilidades interpersonales que refuercen el aprendizaje de un trabajo autónomo, bien organizado y planificado y que esté orientado a la acción y a la calidad.	
	RA1	Desarrolla habilidades académicas, interpersonales e instrumentales necesarias para la investigación independiente, relacionando los conocimientos adquiridos con las distintas aplicaciones profesionales o prácticas reales.
ESPECÍFICAS DE OPTATIVIDAD		
CEOPT1(GM)	Conocimiento y comprensión de los conceptos básicos y herramientas relacionadas con la marca	
	RA1	Identifica la diferencia existente entre Gestión de Marca y Política de Marca
	RA2	Conoce el concepto de Brand Equity y los elementos que la componen
	RA3	Conoce y aplica las diferentes decisiones que afectan a la marca

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

Chapter 1: Introduction

- 1.1. Origin and evolution of the brand concept
- 1.2. The concept of brand
- 1.3. The brand system
- 1.4. Strategic Brand Management

Chapter 2: Brand Equity



- 2.1. The concept of Brand Equity
- 2.2. Brand Equity models
- 2.3. Brand value
- 2.4. Models for calculating brand value

Chapter 3: Brand Identity and Positioning

- 3.1. Introduction
- 3.2. Brand identity
- 3.3. Concept of brand positioning
- 3.4. Determining the frame of reference
- 3.5. Bases for positioning

Chapter 4: Brand Elements

- 4.1. What are the brand elements?
- 4.2. Criteria for selecting brand elements
- 4.3. Management of brand elements

Chapter 5: Building a Brand

- 5.1. Brand building
- 5.2. Process of building strong brands
- 5.3. The brand value chain

Chapter 6: Brand Portfolio

- 6.1. Concept of brand portfolio
- 6.2. Brand portfolio strategy
- 6.3. Brand architecture

Chapter 7: Brand Decisions

- 7.1. Brand extension
- 7.2. Co-branding
- 7.3. Brand licensing

Chapter 8: Managing the Brand Over Time

- 8.1. Introduction
- 8.2. Brand reinforcement
- 8.3. Brand revitalization

Chapter 9: Global Brand Management

- 9.1. Why make a brand global?
- 9.2. Advantages and disadvantages of a global strategy
- 9.3. Foundations for implementing a global brand strategy

Chapter 10: New Trends in Brand Management



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- 10.1. Applying the brand concept to new realities
- 10.2. New tools in brand management. The use of AI in Branding.
- 10.3. New digital brands

TEACHING METHODOLOGY

General methodological aspects of the subject

To help students prepare for the different parts of the course, a **schedule** is available on the resource portal. It outlines the activities planned for each class session and the work that should be completed beforehand. Various methodological tools will be used:

1. Lectures

During lectures, the key points of the syllabus will be developed. Given the small group size, interaction between students and the instructor is encouraged, allowing for questions and examples that enhance understanding of the concepts presented.

The student's role in the traditional lecture format is to listen actively, understand the arguments and theories, relate the content to prior knowledge, and take structured notes on the most important topics. To follow the lecture in an organized manner, students have access to a slide-based outline on Moodle. It is recommended that students complement the information presented in class with readings from the recommended bibliography, which provides a more in-depth explanation of the topics covered.

Students are expected to complete a **preliminary reading** of the material to be covered in each session. This information is included in the course schedule.

2. Team work

Students will be divided into groups and will work throughout the course, in parallel with the lectures, on various assignments. The goal is to apply the concepts learned to situations that resemble real-world scenarios and to make decisions accordingly. At the end of each session, at least two groups will present the results of their work.

The schedule will include a detailed plan for the group assignments.

3. Gamification

Students, working in pairs, will present key concepts of the course to their classmates using **real-life examples**.

4. Individual Work

Students are expected to carry out two types of individual work. First, they must search for relevant and necessary information to complete individual assignments and group projects. Second, they should prepare study materials based on lectures, group work sessions, and individual practice. It is estimated that students will dedicate approximately **20 hours** to this personal work.



5. Tutorials

Students have access to **tutorial hours** with instructors to resolve doubts and discuss their progress and performance in the course.

Tutorials will preferably be held **in person**, although **Microsoft Teams** may be used when more appropriate

In-class Methodology: Activities

Lectures	CG1, CG5, CEOPT1(GM)
Team work	CG2, CG3, CG4
Gamifications: presentations	CG1, CG2, CEOPT1(GM)

Non-Presential Methodology: Activities

Study Material Preparation	CG1, CG2, CG5
Team Work preparation	CG2, CG3, CEOPT1(GM)
Gamification Preparation	CG1, CG2, CG5, CEOPT1(GM)
Personal study	CG1, CG5, CEOPT1(GM)

SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS				
Lecciones de carácter expositivo	Exposición pública de temas o trabajos	Ejercicios y resolución de casos y de problemas	Trabajos monográficos y de investigación, individuales o colectivos	Simulaciones, juegos de rol, dinámicas de grupo
25.00	5.00	10.00	12.00	8.00
NON-PRESENTIAL HOURS				
Ejercicios y resolución de casos y de problemas	Estudio individual y/o en grupo y lectura organizada	Trabajos monográficos y de investigación, individuales o colectivos		
20.00	50.00	20.00		
ECTS CREDITS: 6,0 (150,00 hours)				

EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.



Evaluation activities	Evaluation criteria	Weight
Short questions on the key concepts of the course	Understanding of the concepts	50
Each group assignment aims to apply the knowledge developed during the lectures to a real-life situation	• Translation of the concept to a real-life case • Creativity and practical development	35
Search for professional news articles that reflect the theoretical concepts covered in class. The activity is prepared in groups and presented during class.	• Originality of the news articles • Explanation of the relationship between the news and the concepts	15
includes active participation in sessions and the quality of the personal reflection included in each evaluation activity on the learning process and its implications.	Personal reflection about different items	5 %

Ratings

Assessment Criteria and Special Cases

To pass the course, students must obtain **at least a 5.0** in each part of the course (theoretical and practical).

In the **extraordinary exam session**, students must complete the part of the course they did not pass. In the case of the practical part, the student will develop a **project** that includes the content of the various directed assignments and will **defend it publicly** before a panel composed of at least two of the course instructors.

For students in their **third or subsequent exam attempts**, passing the course will require completing an **exam covering the syllabus content** during the corresponding session, as well as completing **individual practical exercises**. The student must request the assigned exercises and the special work plan from the instructor during the first days of the course.

For **exchange students** whose course is not officially recognized, **100% of the final grade** will be based on the **exam score**.

Use of Artificial Intelligence (AI)

In this course, the use of both **non-generative AI tools** (such as translators, social listening tools, or platforms for identifying competitors and reference variables) and **generative AI tools** (such as Elicit, GPT, Scholar AI, or LMNotebook) is permitted. These tools may be used to support the analysis of the general and specific environment, market and competition understanding, segmentation, targeting and positioning development, future product/brand decisions, and the proposal of new communication actions. A **responsible and critical use** of these tools is encouraged.

The course is classified as **Level 3** in terms of AI usage, with **special conditions**, according to the institutional **AI Assessment Scale** (Perkins et al., 2024). This means that students may use AI to collaborate on specific tasks such as writing, reviewing, and evaluating their work, provided that:



- They **critically assess and modify** any content generated by AI, and
- They **document in detail** how AI was used.

Uncontrolled use is not permitted. Students must demonstrate critical thinking to ensure academic integrity and meaningful learning.

For **non-generative AI tools**, students must indicate:

- Which tools were used,
- In which parts of the assignment,
- And the keywords employed (if applicable).

For **generative AI tools**, students must specify:

- The tools used,
- The prompts or instructions given,
- And the specific sections of the assignment where these tools were applied.

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

Keller, K, Swaminathan, V., Strategic Brand Management. Global Edition (5th Edition), Pearson Education, 2020

Kapferer, J. N., The new strategic Brand Management, 5th Edition, Kogan-Page, London 2012

Complementary Bibliography

Aaker, D., Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity, Free Press, New York, 2004.

Aaker, D. , Brand Relevance: Making Competitors Irrelevant, Jossey-Bass, San Francisco, 2011

Laforet, S. , Managing Brandings. A contemporary perspective, McGraw-Hill Higher Education, Berkshire, 2010