

Product Promotion and Brand Management

An Exploration of the Creative Process for Effective “Personalities” for Products and Services and the Role of Brand Management in Personal Career Development

MGT 105
Spring ONLINE Quarter 2021

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(Please do not use CANVAS to communicate to Prof. Campbell; reach him via email (preferred) or text message.)

Classes: Mondays and Wednesdays, beginning Monday, March 29 through Wednesday, June 2, 2021.

<u>Class</u>	<u>Time</u>	<u>Classroom</u>	<u>Final Exam Date & Time</u>
MGT105	2 p.m. – 3:20 p.m.	Online: ZOOM & CANVAS	Friday, June 11 3-6 p.m.

Teaching Assistant/Tutor:

<u>Assistant</u>	<u>Email</u>
Ms. Hannah Mahan	hmahan@ucsd.edu
Ms. Emma Wenger	ehwenger@ucsd.edu

DESCRIPTION

One of the most successful “brands” in the history of advertising and marketing products is “Kleenex”. This is because the manufacturing company, Kimberly-Clark, has been able to replace, in most consumers’ minds, the generic product, “facial tissue”, with its **brand name** for its own product, Kleenex. (No one asks, “May I have a facial tissue?” They request a “Kleenex”.)

How did this happen? If the ultimate goal of product differentiation is to replace a product’s or service’s generic name with the brand name of that product, how does a company achieve that goal? Few products—and even fewer services—have attained this goal. It takes the confluence of many marketing and social factors to achieve “branding perfection.”

This course explores the process of branding products and services. The course will touch upon the history of selected products’ and services’ branding journeys and will examine the status of several popular brands today.

But also—and very important to most college students—the course recognizes that people can have “brands”, too. Students will explore how they develop and portray their “brand” as they prepare, post-graduation, to enter the world economy full-time. After all, in the job market, each of us is our one and only “product”. And how we “brand” ourselves, via resumes and networking, heavily influences our job search success.

INSTRUCTIONAL METHODS

Instruction will focus upon understanding the concepts in the assigned text in conjunction with in-class lecture, participative student discussion, and video case presentations. This course will attempt to create extensive student interactions—with both the instructor and other students—because class discussion is utilized as a primary instructional method. Students will be challenged each week to stay abreast of business news involving “brands”. Students will be given ample opportunity to develop their own “brand” for personal career management.

OBJECTIVES

This course explores the role and power of “brands” in a capitalist society. Almost anything can be “branded”—products, services, and people, too. Each class will focus on real-world case studies, examining how companies and people attempt to influence or reinforce their brands, but also how events can sometimes inadvertently help or harm a brand. The goal of this course is to equip the student to recognize the purpose of a brand and be able to discuss the topic in a business setting.

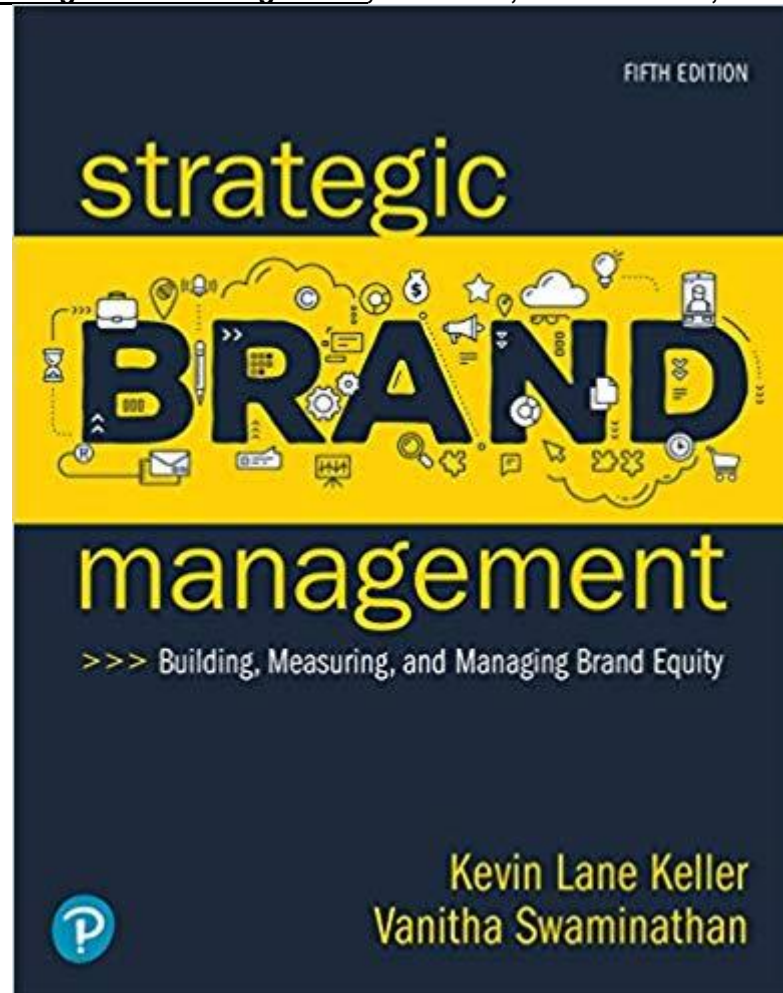
At the close of this course, you will be able to:

- Define branding and its role in business and in career development
- Objectively assess a brand’s strengths and weaknesses
- Recognize factors that influence perceptions of brands
- Appreciate the complexity of maintaining a consistent brand image in the competitive world of business.

TEXT (Required)

(You are not required to *buy* it; you are required to *read* it.)

“Strategic Brand Management”, 5th Edition, Kevin L. Keller, Pearson.



An eBook will likely be available as a purchasing option for this course. You can access this eBook by clicking the RedShelf tool within Canvas, when such tool is activated. If you opt-in to this eBook by clicking the Opt-in Now button your student account will be charged directly. You will also receive an email with the exact amount of this charge. Within the add/drop period you may also opt-out of this option if you decide you'd rather use an alternate format. **Prior editions of this book will not suffice, due to new content in the 5th edition.**

Textbook Reading Assignments, Two Papers, and Test Dates Table

(Reading completion dates below, i.e., you are to be prepared to ask questions on, and discuss, the assigned chapters in class on these dates.)

Assignment	Class	Day	Date	Year
Enjoy Initial Lecture: "How to Ace MGT105"	1	Monday	March 29	2021
Preface & Chapter 1	5	Monday	April 12	2021
Chapters 2 & 3	6	Wednesday	April 14	2021
Chapters 4 & 5	7	Monday	April 19	2021
Chapter 6	8	Wednesday	April 21	2021
Chapter 7	9	Monday	April 26	2021
Chapter 8	10	Wednesday	April 28	2021
Mid-Term Exam	11	Monday	May 3	2021
Chapter 9 + Brand Assessment Paper due	12	Wednesday	May 5	2021
Chapter 10	13	Monday	May 10	2021
Chapter 11	14	Wednesday	May 12	2021
Chapter 12 + Personal Brand Development Plan due	15	Monday	May 17	2021
Chapter 13	16	Wednesday	May 19	2021
Chapter 14	17	Monday	May 24	2021
Chapter 15 & 16	18	Wednesday	May 26	2021
<i>Professor's Notes-Another Chapter</i>	19	Wednesday	June 2	2021
Final Exam (NO alternative scheduling)		Friday	June 11	2021

Brand Assessment Research Paper

BEFORE the beginning of the assignment due class session, submit, **via CANVAS**, an assessment of a **national, USA-headquartered company brand**. Discuss the brand's strengths and weaknesses using the branding factors you have learned in this course-to-date (class lectures and reading through Chapter 8). Recommend how you would improve the business's product promotion and branding. This paper should be **7-10 pages** (double-spaced). Please include a cover/title page and—as the last page--a research sources citations' page. (Both of these pages do **not** count in the required page total.) **Papers must be in Microsoft Word format (best to save/submit as "PDF" format). Ensure your "ENROLLED AS" name (student ID card name) and your PID are on your documents.**

Personal Brand :Development Plan” Paper

BEFORE the beginning of the assignment due class session, submit this assignment **via CANVAS**. Demonstrating a command of all of the branding concepts taught via this class, develop and describe your Personal Brand Development Plan. Specifically, your Personal Brand Development Plan paper should, at least, address these topics:

- 1) What brand elements are descriptive of you now?
- 2) What other brand elements do you desire to develop and how will you do such?
- 3) Describe your strongest brand factors and your weakest brand factors.
- 4) How will you communicate your “brand”?
- 5) Who will likely be your primary target market?
- 6) How will you develop and manage your evolving personal brand?
- 7) What research will you conduct?
- 8) Display your brand via your developed **resume**

This highly creative paper should be **7-10 pages** (double-spaced, stapled). Please include a cover/title page and, if relevant, a research sources citations’ page—both of which do **not** count in the required page total.) The paper’s “Appendix One” should be **your developed resume** (one of your own personal brand elements). **Papers must be in Microsoft Word (best to save/submit as “PDF” format). Ensure your “ENROLLED AS” name (student ID card name) and your PID are on your documents.**

EXAMS

The Mid-Term Exam, administered via CANVAS, will cover the textbook assignments-to-date and all materials presented and discussed in classes-to-date. *(Students may refer to their printed or computer-stored class notes and the textbook during this exam. Absolutely NO cell phones or tablets may be utilized. Cell phones are to be off and stored away. **Students MAY NOT visit any website, except CANVAS, during exams.**)*

The Final Exam, administered via CANVAS, is cumulative and will cover the assigned reading in the textbook and all materials and subjects presented and discussed in classes. *(Students may refer to their printed or computer-stored class notes and the textbook during this exam. Absolutely NO cell phones or tablets may be utilized. Cell phones are to be off and stored away. **Students MAY NOT visit any website, except CANVAS, during exams.**)*

GRADING

Assignments	Points [or percentage]
Brand Assessment & Shopping Research Paper	25
Personal Brand Development Plan	20
Mid-Term Exam	20
Final Exam	30
Rady Lab Experiments (2)	5
Total	100

Total Points	Grade	Total Points	Grade	Total Points	Grade	Total Points	Grade
98-100	A+	87-89	B+	77-79	C+	60-69	D
93-97	A	83-86	B	73-76	C	<60	F
90-92	A-	80-82	B-	70-72	C-		

REQUIRED RADY LABS

Participation in Experiments: 5% of your grade is based on participation in two experiments offered by the Rady School Research Participant Pool. Each experiment will take up to one hour. If new to lab participation, to register for an account and to receive additional information about upcoming lab studies, visit: <https://radyclasscredit.sona-systems.com/> and click "Request Account". When you register, you will be assigned a unique ID – you will need to provide this ID each time you participate in a study. Make sure to keep track of it!

If you have served as a participant before, you will need to update which classes you are registered for in order to receive credit. Log in to your account here: <http://radyclasscredit.sona-systems.com/Default.aspx?ReturnUrl=%2f> and go to the "My Profile" page. There is an option near the bottom of the page to "Change Courses." Questions about lab studies can be directed to RadyClassCredit@ucsd.edu. Studies will begin during week 2 of the quarter.

More instructions to follow on how to fulfill this assignment online.

COURSE POLICIES

Student Responsibility for Grades. It is the student's responsibility to meet with the Teaching Assistant and/or the Professor to discuss grade achievement progress. Any significant concern with the grade on an individual assignment should be documented via email to the Teaching Assistant within 24 hours of the grade posting on Canvas. Students may appeal grades to the Professor, but only after attempting to resolve any grade dispute with the Teaching Assistant.

Attendance in every class, as in the real world of business, is ***required and expected***, but optional. Every class contains significant course content. The value of each class's content is entirely up to the student.

Tardy or missed assignments. Late work is unacceptable, as in the real world of business. There is no make-up work, i.e., assignments are to be completed and submitted by the assigned deadline. **There are no additional extra credit assignments, but there is one, small extra credit opportunity, explained towards the end of the course.**

ACADEMIC INTEGRITY

Integrity of scholarship is essential for an academic community. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. The complete UCSD Policy on Integrity of Scholarship can be viewed at: <http://academicintegrity.ucsd.edu>

STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the instructor and OSD liaison.

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/students/registering.html>) Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **in advance** of any exams or assignments. **No accommodations can be implemented retroactively.**

Please visit the [OSD website](#) for further information or contact the Office for Students with Disabilities at (858) 534-4382 or osd@ucsd.edu.

[OSD website](#)

<https://osd.ucsd.edu/portal/tutorial.html>

END OF SYLLABUS