Without prior agreement with Professor Stefl, any student who does not attend the entire first class will be dropped.
**Introduction**

Brand Management is the center of all brand and product activity. Brand managers need to have a deep understanding of their consumers, be able to uncover meaningful consumer insight, and then act upon these insights. In contemporary competitive environments, brand managers are crucial to the health and survival of the company because they are the generators of consumer demand while simultaneously dealing with social, environmental and ethical issues. Brand managers need to be prepared to help organizations decide which consumer groups to serve, which products and services to produce, and to make appropriate promotional, pricing, and distribution decisions to generate profitable long term growth. This course is designed to familiarize you with the brand management position and to help you begin to learn how to excel as managers, with the ultimate goal of becoming confident, critical thinking decision makers who can express yourselves clearly. The course utilizes books, lectures, guest speakers from industry, team presentations, exercises/cases, current events, articles, discussion, and two exams. Throughout the course you will assume the role of Assistant Brand Manager working closely with your Brand Manager.

**Course Description**

This is a business-to-consumer (B2C) course with an emphasis on fast moving consumer goods (FMCGs). It reviews what a brand is, why a brand is important, how to nurture and protect a brand, classic brand management, the brand planning framework, how things have changed, holistic emotional communications, the importance of the consumer, the innovative communications process and ownable brand idea, how all consumers are not the same, and how to be an excellent manager and leader. We will also briefly cover luxury and service marketing. The students will draw on their presentation skills, and will be highly involved in bringing the course material to life. Prerequisite: MKTG 605 Marketing Management or MKTG 615 Marketing or MKTG 658 Marketing Management.
Course Objectives/Student Learning Outcomes
Objectives include: (1) familiarizing you with fundamental brand management principles, (2) developing expertise in identifying and analyzing marketing problems and relating appropriate theory to practical situations, (3) promoting intellectual curiosity, and (4) aiding you in recognizing the qualities needed as leaders and managers in complex organizational situations. It’s about meaningful and useful learning and discovery.

Texts and Course Material
Available in Malibu Bookstore.

Book: Winning With the P&G 99
Author: Charles L. Decker
Publisher: PocketBooks
ISBN: 0671017403

Book: Hitting the Sweet Spot
Author: Lisa Fortini–Campbell, Ph.D
Publisher: The Copy Workshop
ISBN: 1887229094

Book: No Nonsense Management: A General Manager’s Primer
Author: Richard S. Sloma
Publisher: BeardBooks
ISBN: 1893122603

Book: Outliers: The Story of Success
Author: Malcolm Gladwell
Publisher: Little, Brown & Co.
ISBN: 9780316017923

Current event material, exercises/cases, and articles will be provided in class.
Grading
More details will be provided in class. The course and professor evaluation will be online. Adequate time to do the evaluation will be allotted during the last class; ensure you bring your computer. There will also be a peer evaluation which will be part of your participation score.

Elements

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage</th>
<th>Details</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>For on time attendance, class preparation, contribution, etc.</td>
</tr>
<tr>
<td>Team Book Analysis</td>
<td>20</td>
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<tr>
<td>Team Digital Marketing</td>
<td>20</td>
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<tr>
<td>Opportunities Discuss</td>
<td>20</td>
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<td>Team Case Report</td>
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<td>Mid-Course Exam</td>
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<td>Final Exam</td>
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<td>A   94-100                  D+  67-69</td>
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<td>A-  90-93                   D  64-66</td>
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<td>B+  86-89                   D-  60-63</td>
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<td>B   83-85                   F  59 and below</td>
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<td>B-  80-82</td>
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<td>C+  76-79</td>
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<td>C   73-75</td>
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<td>C-  70-72</td>
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93.499999 is a 93 (A-).
93.500000 is a 94 (A).

All assigned reading and everything discussed in class are potential exam topics.

Team Book Analysis
All students will read the four assigned books. There will be four presentation teams. Each team will present one of the books. For each book the team will cover the following required topics:

- Book introduction
- Review of highlights
- The one most important element of book and why it is the most important
- Was anything missing. What and why.
- How you will specifically use your learning from the book.

Ensure you clearly justify your positions. You may expand your presentation with additional topics if you wish but only if they allow you to better support the above required topics. Be specific. This is not simply a book review. It’s an analysis and exercise in application.

You may choose to bring the book to life by doing your own research or interviews or interactive class exercise, etc. You should also look for ways to involve and interact with your audience during your presentation. Use your creativity but be relevant and true to the subject of the book.
There is one component of the presentation.

An oral report. The presentation should be 20 minutes followed by 10 minutes of Q&A. In total the oral presentation and Q&A should not exceed 30 minutes. Design your visual aids and manage your time carefully. Suggest you have about 10 slides. Hand out copies of the slides to the class prior to the presentation and to the professor at the beginning of the class. Each team member must participate in the presentation, if not as a presenter, then as a responder during the Q&A.

Even though your team is not scheduled to present, you need to read and analyze the books alone and then discuss them with your team prior to class. Ensure you have a point-of-view (POV) before you come to class. Before each presenting team makes its presentation, I will ask one or two of the non-presenting teams a question about the book and will grade the answer based on the apparent level of preparation.

Each team will receive additional, private feedback about its presentation from the professor during one of the breaks of the subsequent class. Also each team will receive feedback from the students summarized by the professor during Class 6. All members of the team will receive the same score from the professor. Scores will be awarded during Class 6 after all the presentations have been made.

**Team Digital Marketing Opportunities Discussion**

During Class 5 there will be a discussion of four digital marketing opportunities. Each team will bring one opportunity to class, describe it for 15 minutes, and then lead a class discussion for 10 minutes. Each team will take no longer than 25 minutes in total. The presenting team will hand out copies of their presentation slides to the class prior to the presentation and to the professor at the beginning of the class. In addition to the team grade from the professor, each team will receive feedback from the students summarized by the professor during Class 6.

**Team Case**

All students will read and analyze the assigned cases. Each team will present one of the two cases. There is one component of the presentation.

An oral report. This presentation should be 20 minutes followed by 10 minutes of Q&A. In total the presentation and Q&A should not exceed 30 minutes. Design your visual aids and manage your time carefully. Suggest you have about 10 slides. Hand out copies of the slides to the class prior to the presentation and to the professor at the beginning of the class. Each team member must participate in the presentation, if not as a presenter, then as a responder during the Q&A. No scores will be awarded until all the presentations have been made.

Even though your team is not scheduled to present, you need to read and analyze the case alone and then discuss it with your team prior to class. Ensure you have a point-of-view (POV) before you come to class. Before each presenting team makes its presentation, I will ask one or two of the non-presenting teams a question about the case and will grade the answer based on the apparent level of preparation.
Attendance and Administrative Policies
We will generate our own dynamic as a class. My objective is for all of us to experience
discovery and learning. You need to prepare for each class so that in class we can extract value
out of the material.

On time attendance and class preparation and participation are mandatory and highly influential
of your grade. You lose one point if you are late, leave early, or do not have your name tent.
You lose two points if you are absent. If you arrive late, please see me at the first break to ask
me to change your attendance record from absent to tardy. If you don’t, you will be considered
absent. If you are absent due to illness and you inform me beforehand, you can make up the two
points lost by writing a two page paper which will then be discussed in a subsequent class
(contact me for details).

Office hours will be held before class by prior appointment.

No food in the classroom. Beverages are OK.

Cell phones, PDAs, cameras, and any other communication or recording devices cannot be used
during the class.

Laptops and other devices cannot be used in class unless specified by the professor, e.g., OK to
use when making presentations and completing the online course evaluation.

If you miss a class, it is your responsibility to get notes, handouts, other materials, and
assignments from a classmate before the next class.

You are responsible for any assignment not listed on the syllabus but announced during class.
Everything counts toward the final grade.

Slides should be carefully proof-read for spelling, grammar, logic flow, organization, etc. Title
sheet must include the name of the document, due date, course number and title, team number,
and team member first and last names.

All assignments are due to the professor at the beginning of the class. Late assignments will
either lose points or not be accepted. As insurance, you may also want to email the report to me
prior to class.

There will be two 15-20 minute breaks each class.
University Code of Ethics
See page 13 of the 2012-2013 Academic Catalog.

Originality of Work
This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

Policy on Disabilities
Assistance for Students with Disabilities
The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: http://www.pepperdine.edu/disabilityservices/.
<table>
<thead>
<tr>
<th>Time</th>
<th>Lectures, Activities, and Assignments Due</th>
<th>Books</th>
<th>Current Events/ Articles/Cases/Other</th>
<th>Guest Speakers</th>
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<tr>
<td>1-5 PM Tuesday</td>
<td>Introductions/Syllabus/Expectations Team Formation/Assignments What’s a Brand and Why It's Important Brand Equity Management Brand Positioning (To Be Continued)</td>
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<td>Class 1</td>
<td>Biographies Due - Everyone Book Analysis Slides Due – Team 1 Brand Positioning (Continued) and Two Exercises</td>
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<tr>
<td>3/12/13</td>
<td>Book Analysis Slides Due - Team 2 Product Line Positioning and Two Exercises</td>
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<td>Class 2</td>
<td>Product Line Positioning and Two Exercises</td>
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<td>3/26/13</td>
<td>Book Analysis Slides Due – Team 3 Mid-Course Exam All Consumers Are Not Created Equal</td>
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<td>Class 3</td>
<td>Book Analysis Slides Due – Team 4 Digital Marketing Opportunities Slides Due – All Teams Review Mid-Course Exam Revisit Syllabus and Expectations</td>
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<tr>
<td>4/2/13</td>
<td>Book Analysis Slides Due – Team 4 Digital Marketing Opportunities Slides Due – All Teams Review Mid-Course Exam Revisit Syllabus and Expectations</td>
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<tr>
<td>Class 5</td>
<td>PGA Case Slides Due – Teams 1 &amp; 2 Review Feedback/Team Rankings for Book Analyses and DMO Discussion Course Grade Update How Things Have Changed Innovative Communication Process and OBI Luxury Marketing</td>
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<td>4/9/13</td>
<td>PGA Case Slides Due – Teams 1 &amp; 2 Review Feedback/Team Rankings for Book Analyses and DMO Discussion Course Grade Update How Things Have Changed Innovative Communication Process and OBI Luxury Marketing</td>
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<td>Class 6</td>
<td>NFL Case Slides Due – Teams 3 &amp; 4 Service Marketing Course Recap Student Evaluations (Peer and Course/ Professor) Final Exam</td>
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<td>4/16/13</td>
<td>NFL Case Slides Due – Teams 3 &amp; 4 Service Marketing Course Recap Student Evaluations (Peer and Course/ Professor) Final Exam</td>
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