

PAD 5935-0005
Public Marketing and Branding
Summer 2022; Session C

5/9/22-7/9/22

Online

Asynchronous

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REQUIRED TEXT:

- Kotler, P. T. & Lee, N.R. (2006). *Marketing in the public sector: A roadmap for improved performance*. Pearson Education.

CATALOG DESCRIPTION:

An overview of public marketing and branding practices that exist in the public sector setting.

COURSE DESCRIPTION:

The purpose of this course is to examine how public organizations participate in marketing, branding and social marketing. It covers important areas such as public-sector environment, public organization strategy, decision-making, motivation, leadership, communication, group dynamics, organizational politics, and organizational goals. Marketing, branding and social marketing are all elements that can serve as vehicles for public and non-profit organizations to strategize, articulate and achieve organizational goals within highly competitive environments.

This course aims to improve both the understanding and the practical competence of students in public marketing and branding theory and practice. Through a series of readings, online reflections, and online discussions, students will develop practical skills in understanding public marketing and branding while examining organizational goals tied with its development and usage. In this course, unique characteristics of "public" organization is emphasized because while management and behavioral techniques may be similar across sectors, their use in government and nonprofit organizations is influenced by the distinctive institutional, political, and ethical contexts and expectations. As you progress through this course, for each topic, you should always ask yourself three overarching questions:

1. Where do I see this concept executed in the public and nonprofit sector?
2. How is this concept executed differently in the public and nonprofit sector than in the private sector?
3. How do I see these concepts evolved over time in the public and non-profit sector?

COURSE LEARNING GOALS:

I aim to help students to accomplish the following goals within the confines of this course:

- Students will be able to articulate and exemplify the ethics, values, responsibilities, obligations and social roles of a member of the public service profession within the public marketing and branding context
- Students will be able to identify and apply relevant theories and frameworks to the practice of public service leadership, management and policy through a public marketing and branding lens
- Students will be able to respond to and engage collaboratively with diverse local and global cultures and communities and to address challenges in the public interest through key elements of public marketing and branding
- Students will be able to conceptualize, analyze, and develop creative and collaborative public marketing and branding-based solutions to challenges in public service leadership, management and policy through appropriate qualitative and quantitative techniques

- Students will be able to demonstrate verbal and written communication skills as a professional by assessing challenges and exploring solutions to advance cross-sectoral and inter-jurisdictional cooperation in public programs and services that marketing and branding can help improve. Students will be able to think critically and self-reflectively about emerging issues concerning public service leadership, management and policy. More than anything, I want you to get something out of this course that can help you in your future endeavors and to examine the public and non-profit sector through a new lens.

COURSE RESOURCES:

- Kotler & Lee text and readings from the FSU Canvas site
- Videos posted on the FSU Canvas site
- Fellow students
- Contact ME anytime you want
- YOU! Course content will be updated as needed. If YOU have any interesting readings that you see, don't hesitate to forward them and if they are relevant, I'll share them with the class. Changes will be announced immediately when they occur!

GRADING

To summarize, the grading for the course breaks down as follows:

- Introduction Video: 5%
- Participation and Discussion: 50% (5 x 10% each)
- Marketing & Branding Interview Write-Up: 5%
- Applied Assignments: 40% (4 x 10%)

COURSE REQUIREMENTS

Introduction Video (5%): Students will prepare and upload a brief 2-3 minute video introducing themselves to the class, including a discussion of their background and interest in pursuing this class. You will also need to type this information (first name you go by, background, town you live in now and why you chose the class) in the **discussion board in Week 1 to fulfill Financial Aid requirements**. The video is due by **Sunday, May 15th at 11:59 p.m. EST**.

Discussion Participation (50%): Participation in the online discussion is expected for all class sessions and have a significant impact on your final grade. Attendance will be taken via FSU Canvas discussion participation. **With 12 weeks overall, I will expect five posts** (approximately six percent for each post) of your final grade. A short rubric of how I grade your submission each week will be provided. **Posts are due on Sundays at 11:59 p.m. EST at the end of Weeks 1, 2, 5, 7, 10.** Given the short length of this academic term, no late posts will be accepted*.

Marketing & Branding Interview Write-Up (5%): Immediately after the start of the class, I want you to reach out and conduct a short interview with an official affiliated with a city, county or state's marketing and branding activities (typically found within a city manager's office or an office of communications). For non-profit students, you are welcome to reach out to an individual in the non-profit sector in charge of marketing and branding activities, in lieu of a someone in a public organization.

In your interview, I would like you to find your official describes their department's brand, what types of marketing activities they engage in and what the rationale is for engaging in these activities. I expect a double-spaced report of 2-2.5 pages in length of your conversation that identifies what your organization is doing (or not doing) with marketing and branding, how they are participating in the activities, why they are engaging (or not engaging) in the activities and what the organization is aiming to accomplish by choosing to engage (or refrain) in marketing and branding activities. I do **not** expect you to transcribe your interview; however, a direct quote, where applicable, may help to strengthen the points

you make in the write-up. I would also like you to provide commentary (approximately 1-2 paragraphs) near the conclusion of your write-up that articulates how you would utilize marketing and branding to accomplish the goals of that organization and the rationale for this utilization.

This assignment will count as 10% of your final grade and a grading rubric along with content suggestions (which will be the basis of our discussion in Week 1) and stylistic preferences will be provided. I recommend that you touch base with an individual as soon as possible given the time constraints of our semester. **It will be due on Sunday at 11:59 p.m. EST at the end of Week 3.** Given the shortness of this term, no late interviews will be accepted*.

Applied Assignments (4 x 10% each): This is a weekly assignment that incorporates elements each week that are essential to understanding the overarching concepts of this course. These assignments will also serve as mini-checkpoints, which will feature practitioner-oriented content (including the decision of whether to use social media, the development of communications materials and other documents) in the development of your overall final marketing plan.

The purpose of these assignments is to incorporate what we've covered so far into a more holistic assignment that develops skills that you can apply in the public sector. Proposed objectives and content suggestions will be provided. Plans should be double-spaced in 12-point Times New Roman font. **Each assignment will be due on Sunday at 11:59 p.m. on Weeks 5, 6, 8, 11.** They will count as 40% (10% each) of your final grade. Given the short length of this academic term, assignments will face a 25% penalty for each day they are late, and no weekly assignments will be accepted after Thursday of the following week.

Letter Breakdown

A	92.5-100%
A-	90-92.49%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	59.99% or below

Late Work and Make-Up Exams: No make-up participation points, assignments or exams will be allowed without a student having received prior permission from the instructor, and/or without a written university approved excuse. Missed quizzes or exams for which the student has an approved excuse must be made up within three days of the original quiz or exam date. No make-ups will be permitted once grades have been posted and/or assignments have been returned. Students are responsible for making any necessary arrangements with the instructor to complete outstanding course requirements within the prescribed time frames.

COURSE POLICIES:

Academic Support: You can access study materials from the publisher (e.g., flash cards, quizzes, chapter summaries, etc.) from the textbook's URL which is digital.wwnorton.com/amgov14core.

Student Opinion of Instruction (SOI): Students are expected to complete an online Student Opinion of Instruction (SOI) survey that will be available on BANNER. Students will receive email notices through your VSU email and this will let you know when the SOI is available (which is typically a week or so prior

to the semester's end). These responses are anonymous to instructors and instructors are only able to view a summary of these surveys after final grades have been submitted. Although faculty cannot view the responses prior to the end of the semester, they can see which students have (and have not) completed the SOI. Thus, students are expected to complete these SOIs to offer their feedback on the class experience. For more information on SOI procedures and timelines, visit: <http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>

Americans with Disabilities Act: Any student with a learning disability or physical handicap that might affect class performance should notify me as soon as possible. VSU can make a variety of arrangements that help insure equal opportunity.

POLICIES

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

ADA Policy

Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the professors indicating the need for accommodation and what type. This should be done during the first week of class. The SDRC can be reached at (850) 644-9566. More information can be found at <http://www.fsu.edu/~staffair/dean/StudentDisability/index.html>

Free Tutoring From FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice

Course Schedule*

Week/Date	Assignment Due	Readings & Activities
Week 1: 5/9	Course Overview: Improving Public Sector Performance INTRO VIDEO DUE 1st POST DUE Posts Due Weekly, Unless Noted on Announcements	<ul style="list-style-type: none"> • Instructor and student introductions • Introduction to course and course materials • Steve Jobs Stanford Graduation Speech • Kotler & Lee, Chapter 13 • Zavattaro (2016) 3 States • Zavattaro & Thomas (2021)
Week 2: 5/16	Understanding Markets 2nd POST DUE	<ul style="list-style-type: none"> • Kotler & Lee, Chapter 1 • Boyne (2002) • Fay & Zavattaro (2019) • Zavattaro (2010) Cities as Marketing Firms • Vuigner (2017)
Week 3: 5/23	Understanding Markets INTERVIEW DUE	<ul style="list-style-type: none"> • Kotler & Lee, Chapter 2 • Eshuis, et al (2013) • Thomas (2022)
Week 4: 5/30	Influencing Behavior / Forming Partnerships	<ul style="list-style-type: none"> • Kotler & Lee, Chapter 11,12 (Out of order on purpose) • Thomas, et al (2020)
Week 5: 6/6	Selecting Incentives MARKETING PLAN 1 DUE 3rd POST DUE	<ul style="list-style-type: none"> • Kotler & Lee, Chapter 3,4 • Thomas (Utah) et al (2011) • Cismaru & Nimegeers (2016)
Week 6: 6/13	Selecting Incentives MARKETING PLAN 2 DUE	<ul style="list-style-type: none"> • Kotler & Lee, Chapter 5
Week 7: 6/20	Optimizing Channels 4th POST DUE	<ul style="list-style-type: none"> • Kotler & Lee, Chapter 6,7 • Ballard (2012)
Week 8: 6/27	Optimizing Channels MARKETING PLAN 3 DUE	<ul style="list-style-type: none"> • Kotler & Lee, Chapter 8 • Ashworth & Kavartzis (2007) • Thomas (2018)
Week 9: 7/4	Communicating with the Public / Improving Service 5th POST DUE	<ul style="list-style-type: none"> • Kotler & Lee, Chapter 9,10 • Andreasen (2003) • Thomas & Larson (2021)
Week 10: 7/11	Communicating with the Public / Improving Service	<ul style="list-style-type: none"> • Nabatchi et al (2017)
Week 11: 7/18	Gathering Data / Monitoring Performance MARKETING PLAN 4 DUE	<ul style="list-style-type: none"> • Kotler & Lee, Chapter 13* • *It is not a mistake- I want you to re-read with context now
Week 12: 7/25	Gathering Data / Monitoring Performance	<ul style="list-style-type: none"> • Zavattaro (2018) • Rojas-Mendez et al (2019)

*READINGS SUBJECT TO CHANGE