SYLLABUS

Program Identifier: Undergraduate Programs

FA 208: SUCCESSFUL SALES AND MARKETING MANAGEMENT

Course Location and Delivery Format: Online

COURSE DESCRIPTION

This interesting and useful course is designed for students to learn key concepts in both marketing and sales disciplines. Emphasis is placed on the ways in which marketing and sales complement each other with the ultimate end goal of generating sales revenue. Students will learn to understand the customer’s view of a sales or marketing encounter. They will learn how to determine key aspects of prospective customers, methods of finding those people most likely to buy from them and how to manage the selling process that turns prospects into customers. The learning is done online with heavy emphasis on the discussions and interaction between students in the form of replies within the discussions. We all have a tremendous amount of sales and marketing experience as customers and the learning framework is intended to tap into that experience to develop an environment of shared learning.

This course is valuable to anyone who works in industry or will ever need to convince someone to do something for them. After all, we are all salespeople on some level. This undergraduate course will help students develop a framework for understanding what does and does not work from a sales and marketing perspective.

List pre-requisites: None

LEARNING OUTCOMES AND COMPETENCIES DEVELOPED

Students will gain a general understanding of core marketing and sales principles related to generating revenue for businesses. Topics covered include:

- Ideal customer identification
- The use of demographics
- Key marketing principles such as the 4P’s
- Buyer value evaluation processes
- Dealing with competition
- Buyer decision making
• Using questions to guide a sale process
• Inbound and outbound sales and marketing approaches
• Strategic and tactical marketing/sales planning
• Understanding sales from the customer’s perspective

COMPETENCIES
Overall competencies that students can expect to gain from this class are the following:

• Can understand that sales and marketing are distinct and yet complementary functions.
• Can evaluate sales and marketing situations from the industry and customer’s viewpoint.
• Can design programs designed to manage prospect perception with the goal of generating more sales revenue.
• Can determine the most viable prospects early in sales and marketing process.
• Can determine specific goals and actions based on the understanding that sales and marketing work within different timeframes but share the same ultimate goals.
• Can apply a framework for placing the right personnel into specific functional roles.

This course is offered for the following competencies: FX, H2X, H3X and S3F. Students enrolled for these competencies will learn according to the following statements:

FX: Can analyze a sales and/or marketing situation and develop a course of action intended to create sales revenue for an organization.

H2X: Can address a sales/marketing situation starting from the perspective that all sales are transactions between persons who serve their respective organizations.

H3X: Can develop a marketing/sales process based on the prospective customer’s need for awareness and understanding of how they benefit from making a purchase.

S3F: Can analyze a sales/marketing situation to determine the viability of social media as a tool for creating sales revenue.

RESOURCES
This book is easily available through any number of online sources including Amazon, which shows many copies available quickly and for under $10 including shipping. Here is the link to the Amazon page should you choose that approach. This is for the Kindle version (for you Kindle folks) but notice the links to “Used” and “New” on the same page where you will find all kinds of other options, prices, etc. I often buy used books in “good” or better condition from Amazon from a 4+ star dealer and the quality of the books has been really good. You don’t need the book until the third week of our course so you have plenty of time to get it delivered.

LEARNING STRATEGIES

Learning is accomplished through a series of discussions and several homework assignments. The intent is for students to complete the required media reviews and then apply the reviewed concepts in a discussion. Much of the learning in this class happens in the weekly discussions so students are strongly encouraged to allocate the time needed to review the assigned materials and then prepare their initial discussion posts. A large part of the grade credit is earned in the discussions. As the discussions progress, students will develop a cache of knowledge that they will then apply to the homework assignments. The assignments are designed so that students will apply the concepts to a product, service or a specific situation: To apply the general concepts covered in the readings and media to specific situations.

In the Final Homework Assignment students will apply the cumulative knowledge gained in the class to topic of their choosing. They are requested to state a topic (approved by the instructor) and then explain how that topic does and/or does not relate to the topics covered in class and then apply the concept to a scenario of their choosing. The intent of this assignment is for students to demonstrate not only an understanding of their final topic but also of the concepts covered in the class. After all, the ultimate intent of everything we will cover in this class is to generate more sales revenue. That is the goal of sales and marketing management.

For support in using technology-based activities and sources, including D2L, contact FITS

https://offices.depaul.edu/fits/Pages/default.aspx

COURSE CALENDAR

Assignment Due Dates: Unless noted otherwise, all assignments are due before the beginning of the next week of the course. The starting day of the course week will be determined by the instructor and provided to students by email at the beginning of class.

IMPORTANT: Read the “Grading: Online Discussions” section for the details related to due dates for
posting and replying.

<table>
<thead>
<tr>
<th>Week, Module # and Title</th>
<th>Readings</th>
<th>Assignments</th>
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| **Module 1: Week 1: Course Overview & Comparing Sales and Marketing** | Week 1:  
  - Read the Course Syllabus  
  - Read Module 1  
  - Watch Instructor Background Videos  
  - Read What’s the Difference between sales and marketing?  | Week 1:  
  - Participate in Discussion: Introductions Discussion  
  - Complete Syllabus Quiz (5%) |
|                          | Week 2:  
  - Read Module 2  
  - Watch Instructor Video The 4Ps of Marketing  
  - Read Understanding the marketing mix concept – 4Ps  
  - Read Marketing four P’s: Fist steps for new entrepreneurs  
  - Read 131 Different kinds of marketing | Week 2:  
  - Participate in Discussion – Applying the 4Ps |
| **Module 2: Week 2: Key Sales and Marketing Principles Overview** | Week 2:  
  - Read Module 2  
  - Watch Instructor Video The 4Ps of Marketing  
  - Read Understanding the marketing mix concept – 4Ps  
  - Read Marketing four P’s: Fist steps for new entrepreneurs  
  - Read 131 Different kinds of marketing | Week 2:  
  - Participate in Discussion – Applying the 4Ps |
| **Module 3: Week 3: Ideal Customer, Demographics and Target Marketing** | Week 3:  
  - Read Module 3  
  - Watch Instructor Video Ideal customer and demographics conceptual overview  
  - Watch Instructor Video Target Marketing Concepts  
  - Read Chapter 8 in the Required Text. | Week 3:  
  - Participate in Discussion – Creating an ideal customer profile (ICP) |
- Read What is an ideal customer profile (ICP)?
- Read Market Segmentation, targeting and positioning.

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<tr>
<th>Module 4: Week 4: Buyer Motivations and Requirements</th>
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<tr>
<td>• Read Module 4</td>
<td>• Read Module 4</td>
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<td>• Watch Instructor Video Needs, Features, Benefits</td>
<td>• Watch Instructor Video Needs, Features, Benefits</td>
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<td>• Watch Instructor Video Five Necessary Buyer Criteria</td>
<td>• Watch Instructor Video Five Necessary Buyer Criteria</td>
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<td>• Read specified pages in the Required Text</td>
<td>• Read specified pages in the Required Text</td>
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<td>• Read A Simple Test for Distinguishing Features from Benefits</td>
<td>• Read A Simple Test for Distinguishing Features from Benefits</td>
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<td>• Read Marketing Features vs Benefits</td>
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<th>Module 5: Week 5: Sales Happen in Stages</th>
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<tr>
<td>• Read Module 5</td>
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<td>• Watch Instructors Video Steps of the Sale</td>
<td>• Watch Instructors Video Steps of the Sale</td>
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<td>• Watch Instructor Video Closing</td>
<td>• Watch Instructor Video Closing</td>
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<td>• Read Chapter 10 in Required Text.</td>
<td>• Read Chapter 10 in Required Text.</td>
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<td>• Read How to Close a Sale</td>
<td>• Read How to Close a Sale</td>
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<td>• Read 18 Open-ended question that’ll get prospect talking to you</td>
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<th>Week 5:</th>
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<tr>
<td>• Participate in Discussion – Sales Happen in Stages</td>
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<td>Module 6: Week 6: The Important Role of Competition</td>
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| • Read Example of open-ended and closed-ended questions. | • Read Module 6  
• Watch Instructor Video Competition  
• Read Chapter 9 in the Required Text.  
• Read Evaluating Your Competition.  
• Read How to Effectively Evaluate and Learn from Competition  
• Read How to Conduct and Prepare Competitive Analysis | • Participate in Discussion – Understanding Your Competition |

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<tr>
<th>Module 7: Week 7: Inbound and Outbound Marketing</th>
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| • Read Module 7  
• Watch Instructor Video Inbound/Outbound Sales and Marketing  
• Read Chapter 11 in the Required Text  
• Read Inbound vs Outbound Marketing  
• Read What’s the Difference between Inbound and Outbound Marketing?  
• Read Inbound vs Outbound Marketing: What’s the Difference and Which is Better for You? | • Participate in Discussion – Inbound/Outbound Marketing/Sales Approach |
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<th>Module 8: Week 8: Sales and Marketing for Different Business Models</th>
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<tr>
<td>- Read Module 8</td>
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<td>- Read Marketing Budgets Vary by Industry</td>
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<td>- Read Most Common Mistakes Companies Make with Global Marketing</td>
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<td>- Read Matching Sales Training to the Buyer’s Journey</td>
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<td>Week 8:</td>
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<td>- Participate in Discussion – Industry Marketing and Sales Norms – A Student’s Perspective</td>
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<tr>
<td>- Begin Final Homework Assignment (Due in Week 11)</td>
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<td>- Email Instructor for Final Homework Assignment Topic Approval (By week 9)</td>
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<tr>
<th>Module 9: Week 9: Matching Personnel to Sales and Marketing Positions</th>
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<td>- Read Module 9</td>
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<td>- Read 5 Signs Marketing is the Path for You</td>
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<td>- Read Seven Personality Traits of Top Salespeople</td>
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<td>- Take The TypeFiner Personality Test</td>
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<td>- Read 5 MBTI (Myers Briggs Type Indicator) Personality Types that will Thrive as Marketers</td>
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<td>Week 9:</td>
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<td>- Participate in Discussion – A Reflection on the Course So Far</td>
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<td>Module 10: Week 10: Tying it All Together with Strategic Planning</td>
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<tr>
<td>- Read Module 10</td>
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<td>- Watch Instructor Video Relating Strategic and Tactical Planning</td>
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<td>- Watch Instructor Video Wrapping Up Our Class</td>
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<td>Week 10:</td>
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<td>- Participate in Discussion- Your Final Project Topics and Status</td>
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- Read Strategic Marketing Planning: Theory and Practice
- Read Sales Strategy: Examples, Templates and Plans Used by Top Sales Teams
- Read 8 Sales Strategy Examples Every Business Should Be Using in 2019
- Sales Planning – The Sales Strategy Template

**Week 11**

- No class this week.

- Final Homework Assignment Due
- All outstanding work due

**Assessment Basis**

Student work will be evaluated based on the demonstrated level of critical thinking, argument support and effective communication in writing demonstrated. Particular attention will be given to the way that students integrate the concepts covered in class and in the readings to specific situations encountered in their own personal and/or work lives or in relation to the examples provided in class.

The homework and final assignment should be scholarly in nature, formatted in accordance with APA guidelines, supported using credible sources and free from grammar and spelling errors. Nobody is expected to be the next Nobel Prize in Literature winner, but basic readability is expected or points will be deducted. If the number and nature of writing errors are egregious, the instructor reserves the right to return the work to the student without grade for rewrite and resubmission. 10% late penalty will be applied as appropriate.

Those of you who struggle with writing are STRONGLY ENCOURAGED to start working with the Writing Center from the start of the course. Writing is an important part of
sales and marketing communication and it will be considered as part of the assigned grades in the discussions as well as the homework.

Discussions will be graded based on engagement with other students, familiarity with course material and level of critical thinking applied to the discussion questions. A major goal of the discussions is for students to develop familiarity with the course content that will last beyond the duration of the course. Engaging with the discussions and classroom assignments is intended to support this goal. Refer to the discussion rubric associated with each discussion for specific evaluation criteria.

Collaborative learning is important and the level at which students not only demonstrate their own learning but also enhance the learning environment for others will be considered when grading.

**Grading**

Students will demonstrate understanding by completing various activities throughout the course to include which are weighted for grading purposes as noted:

- A simple syllabus quiz word 5% of the grade
- Homework One worth 15% of the grade
- Final Homework Assignment worth 30% of the grade
- Weekly discussions worth a total of 50% of the grade.

My intent is to have assignments graded and my comments posted within 10 days of the assignment due date and efforts will be made to complete them sooner. I send an email after completing each set of assignments to notify students of the completion. The online syllabus quiz is an easy 5% of your grade earned for doing something you should be doing anyway, so you should really take the time to do the quiz.

**Homework One Description** – Creating an Ideal Customer Profile with Demographics: Students will create an ideal customer profile and a set of matching demographics for two products. The intent of this exercise is for students to apply the class concepts in a real-world simulation should they be chartered with the sale and/or marketing of a product or service.

**Final Homework Description** – Investigating Your Own Sales and Marketing Management Topic: The final project is designed for students to combine content learned in this course with
knowledge gained from other courses, or personal and/or professional situations. It is expected that students will add to the knowledge gained from the course by selecting an area of sales and/or marketing management about which they would like to gain additional knowledge that is NOT covered in depth in the class and then delve more deeply into the topic. Students should pick a sales and/or marketing management topic of interest, investigate body of knowledge sources related to the topic and then write up their findings looking for ways to relate the new topic to those covered as part of the course. Ideally, students can create a scenario where the topic area can be practically applied. IMPORTANT: Topic areas must be approved by the instructor and a special email assignment is included to prompt you to email me for approval. This is important and designed to protect you from picking a topic that is not substantial enough for this assignment.

Regarding Tardy Assignments: ALL late assignments will IMMEDIATELY lose 10% of the possible points for that assignment, and all assignments not received by the end of the day of the following week’s “class session” will AUTOMATICALLY forfeit all points. Basically – participate with the discussions in a timely way and get your written assignments in on time and all will be fine. Turn them in late and your grade suffers. ALL work must be submitted by the end of the quarter.

**Online Discussions** - The discussions are a particularly important and integral part of this course. Students are expected to actively participate in a timely manner with the online discussions not only offering their own comments as an initial post by day 4 of the course week, but also by reviewing AT LEAST 5 of their fellow student posts and replying to AT LEAST two (2) of those posts by day 7 of the course week. (In case you are wondering, I can see how much time you spent reviewing other student posts.) For example, if our quarter starts on Monday then you can think about our class as “meeting” on Monday of each week. This means that your initial posts should be made prior to the end of Thursday of each week to allow other students to reply. Your replies to other student posts should be posted by the end of the day Sunday of each respective week. Please understand that reply means something substantial and not just “I Agree”, or “Definitely” or “Ditto.” Look at the rubric to see how points are deducted for not meeting the initial and reply posting deadlines or assigned for acceptable completion. Also, you are expected to cite from the readings or other course assignments in your discussion posts and points will be deducted for not citing to support your assertions. In other words, specifically explain how you are drawing from and applying the course materials in addressing the weekly discussion. You will lose points for not following the discussion guidelines or for not creating your initial post and reply posts on time.

The bottom line on the discussions is this: I think of them as a way for you to engage each other in a meaningful way related to the class topics under investigation. They are an important
learning tool. Much learning happens between each other in an on-ground classroom and the discussions are our virtual “classroom.” The more you engage, the more you will learn and the more your fellow students will learn from you. Have fun with the discussions, do the readings and come prepared to engage.

Here is a breakdown of how your grades will be calculated:

a. Syllabus Quiz: 5% - Due by the end of Week 1
b. Homework 1: 15% - Due by the end of Week 4
c. Final Project: 30% - Due by the end of Week 11
d. Discussions: 50% - Due during the designated online weeks. Both initial posts and at least two replies are required for each discussion.

90 – 100 points = A; 80-89 points = B, 70-79 points = C, 60-69 points = D, <60 points = failing grade. Plus/minus letter grades will be given as follows: 0, 1, 2 (minus), 3, 4, 5, 6 (full letter grade), 7, 8, 9 (plus). Late submissions will automatically be docked 10% of the grade and assignments received more than one week late will receive zero points.

**COURSE POLICIES**

**CLASS PARTICIPATION**

Your learning will be enhanced with more class participation not to mention that your fellow students will benefit from your interaction with them. Timeliness of posting and replies to fellow students in the discussions will be considered when grading. Please note: this is NOT a self-paced course even though it is an online course. Students are expected to keep up with the weekly readings and media reviews, engage with the discussions and complete the homework within the designated timeframes.

**INCOMPLETE POLICY**

Incompletes are strongly discouraged by the professor and rarely given, and when given, only in highly extreme circumstances. Special prior written arrangement with the professor is required. Students should understand that a large number of incompletes do not ever get completed and turn into a failing grade, so students should commit themselves to completing the course during the designated timeframe.

I rarely give incomplete (IN) grades and students should not expect to get an incomplete grade
except in highly unusual circumstances such as medical or other types of emergencies. Incompletes must be requested by the student and approved by me by email before students should assume an incomplete is applicable. Should you receive an incomplete grade, you will be expected to meet with me to determine what must be done to correct the incomplete and that work must be fully completed by the end of the quarter following the incomplete to receive a passing grade, as explained in the Incomplete Contract that will be completed between the instructor and the student. It is my experience that incomplete grades are often not completed so students, in their own self-interest, should resolve themselves to fully completing the course in the allotted time. Not completing an incomplete as agreed will result in an “F” grade. This is non-negotiable.

**VINCENTIAN VALUES**

All feedback and assessments will occur in the context of the four values of this Vincentian institution: clarity, flexibility, empathy and integrity.

**PASS/FAIL OPTION**

Students have the option of taking all SCPS undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that grades assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted credit hours demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but will also be included in computing a student’s grade point average.

If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

**ACADEMIC INTEGRITY**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s
academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://studentaffairs.depaul.edu/homehandbook.html for further details.

Students should understand that the instructor will submit student writing projects to TurnItIn, a plagiarism checker, and if substantial material plagiarism is found the student’s work may be turned over to DePaul for follow up under this Academic Integrity provision. This is very serious so please just do your own work.

Ask the instructor if you have any questions about how to ensure compliance with this important policy. This is really important so please ask your instructor or the writing center about how to avoid plagiarism issues.

PROTECTION OF HUMAN RESEARCH PARTICIPANTS

Although unlikely, this course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons’ identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (http://research.depaul.edu) for additional information and guidance.

FOR STUDENTS WHO NEED ACCOMMODATIONS BASED ON THE IMPACT OF A DISABILITY OR CHRONIC ILLNESS

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted the Center for Students with Disabilities https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx.
GENERAL COMMENTS

This course includes and adheres to the college and university policies described in the links below:

- Academic Integrity Policy (UGRAD)
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants

RESOURCES FOR STUDENTS

- University Center for Writing-based Learning
- Dean of Students Office

INSTRUCTOR BIOGRAPHY

Edward Paulson, PhD, MBA has been in one form or other of sales and marketing management for over 30 years. He worked as a marketing and/or sales manager in Silicon Valley for companies like Plantronics and Seagate. Ed started, grew and sold his own software training company in Austin, TX and is currently the President of ProChango LLC, an Illinois-based company, that offers sales, marketing and management consulting services to small to medium sized businesses both domestically as well as overseas. His employers and clients have included large and small companies in a wide variety of industries. Dr. Paulson has been a member of the DePaul faculty since 2001 teaching entrepreneurship, management and communication courses.

This course was designed and produced by Edward Paulson, PhD and the staff at SCPS, School of Continuing and Professional Studies DePaul University.

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