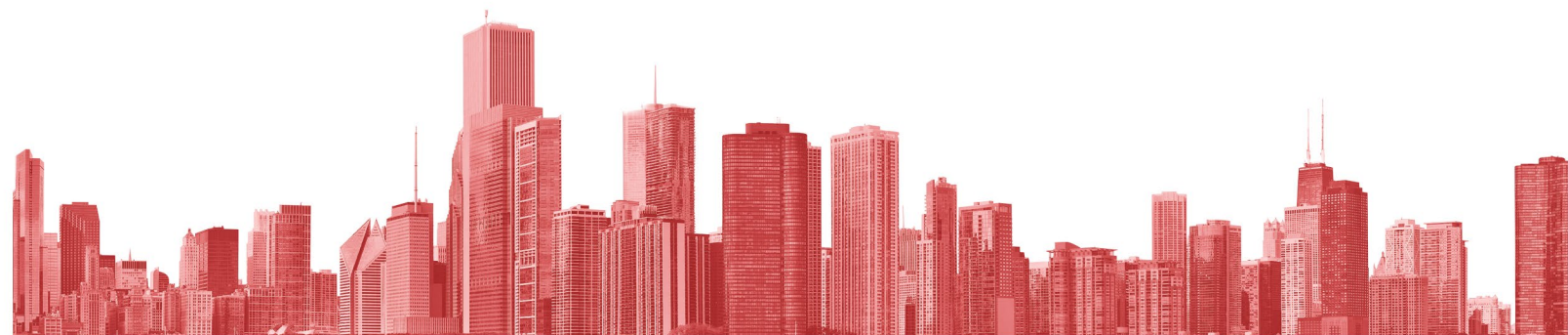




**Prior Learning Assessment (PLA)**

**Topic Guide**

**BADM 208 – Sales and Marketing Management**



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## **HOW TO USE THIS GUIDE**

This guide is meant to help you understand the knowledge and skills typically expected of someone who can demonstrate college-level learning for experiences in Sales and Marketing.

This guide is also meant to help you go through the processes of thinking about your experience, refining your academic knowledge, and demonstrating a connection between your experience and knowledge. Answering the questions below (Writing your PLA Project), reviewing the Learning Outcomes from BADM 208 – Sales and Marketing, and understanding how your project will be assessed (Composing your PLA Project) will help you develop the essay, which will be your PLA Project.

## GENERAL INFORMATION AND REQUIREMENTS

### [BADM 208 – Sales and Marketing Syllabus](#)

#### **Number of Credits**

The BADM 208 – Sales and Marketing Learning project is the equivalent to a 4-credit course.

#### **Level of Learning**

The BADM 208 – Sales and Marketing Learning project should be treated as a beginning/freshman college-level course.

#### **Page Count and Sources Guidelines**

- at least 10-12 pages (2000-2400 words)
- at least 8 scholarly, professional or college-level secondary sources
- APA style

#### **Additional Resources**

- PLA Advisor ([SCPSPLA@depaul.edu](mailto:SCPSPLA@depaul.edu))
- University Writing Center (<https://condor.depaul.edu/writing/programs-writing-center-scheduling-appointments.html>)
- Purdue Online Writing Lab APA Style Guide ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.htm](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.htm))

## **LEARNING OUTCOMES**

To demonstrate this Experiential Learning Opportunity, students must:

1. Identify ideal customers
2. Use demographics
3. Understand and deploy key marketing principles such as the 4P's
4. Navigate buyer value evaluation processes
5. Deal with competition
6. Understand buyer decision making
7. Use questions to guide a sale process
8. Apply inbound and outbound sales and marketing approaches
9. Employ strategic and tactical marketing/sales planning
10. Understand sales from the customer's perspective

## WHAT ARE SALES & MARKETING?

Sales and marketing are two key functions of a business that work together to drive growth and revenue. Sales focuses on generating revenue by selling products or services to customers, while marketing takes a broader approach by creating awareness, generating leads, and building customer relationships.

While many people use the terms of sales and marketing interchangeably, they are both very different functions within a business that have their own processes, strategies, and goals. Knowing the differences between sales and marketing can help you determine what career path that you wish to pursue.

The table below identifies some aspects of learning in this field. Your learning may fall within some areas and not others, based on your personal experience, and that's okay.

<b>Sales</b>	<b>Marketing</b>
Selling goods or services	Identify needs / wants
Revenue generation	Communicate value
Demonstrate products benefits	Measure performance
Sales promotions / discounts	The 4 Ps (product, price, place, promotion)
Developing and cultivating relationships	Advertising
Sales contract	Market research
Sale strategies	Branding / identity
Direct and indirect sales	Customer service
Sales plan	Lead generation
Short-term quotas or sales volume goals	Social media / influencer marketing
Sales teams	Digital marketing
Sales conversion	Omnichannel marketing

## COMPOSING YOUR PLA PROJECT

Follow the outline below by considering the questions and prompts to develop your PLA Project. Simply answering questions and prompts are not sufficient – you will need to expand your writing to demonstrate the depth and comprehensive of your understanding. As you respond and revise them into cohesive portfolio, remember that a content expert will assess your PLA project based on your 1) Experience, 2) Knowledge and/or Practice, and 3) Reflection & Self-Assessment.

### **Experience**

This criterion requires you to communicate relevant descriptions and explanations of personal and/or professional experience related to learning outcome(s). Describe the experience(s) and how you achieved college-level learning. Provide the context and background of your experience, and provide relevant details regarding what you did. For example, you might include a new skill you acquired, what you observed, how you approached the situation, how you solved a problem, and the outcome.

As you reflect upon your sales or marketing experiences, consider ones that show how you met the Learning Outcomes for the course. You are welcome to choose:

- one experience where you met all the Learning outcomes
- or you can choose multiple examples that align with specific groupings of Learning Outcomes.

### **Please consider the following:**

- What were/are the positions that you have held which relate to this PLA? These positions could either be professional, volunteer, or personal?
  - What sales or marketing training, if any, did you receive?
- Describe scenarios in which you showcased your sales or marketing experience. It may be helpful to consider specific marketing campaigns or sales processes that you successfully implemented to achieve your own quotas or company goals.
  - Briefly describe your role in that scenario.
  - How did you demonstrate your sales or marketing knowledge?
  - What was the result?
  - What did you learn from that scenario?
  - How did/could you apply that learning to another scenario (for example, at your workplace or a different setting)?
- Reflect on your sales or marketing positions and scenarios.
  - What insights did you gain?
  - What values did you demonstrate?
  - What skills did you gain?
  - What were your sales or marketing needs in these positions?

### **Knowledge and/or Practice**

This criterion requires you to demonstrate understanding of relevant theories, models, or best practices related to learning outcome(s). You must demonstrate understanding of relationship

among relevant theories, models, or best practices. Describe and cite the relevant theories, models, practices, and perspectives related to your experience.

Remember you will need to use at least 8 sources appropriate for scholarly or professional discourse and use APA style for citations.

**Please consider the following:**

- Demonstrate your understanding of the deployment of key marketing principles such as the 4P's<sup>1</sup>
  - The following articles can help you improve your basic understanding the various marketing principles
    - [What Are The Principles Of Marketing? Overview Of 7 Ps, Value Principles, & Activity Principles](#)
    - [7 Types of Marketing Principles \(With Examples\)](#)
    - [The principles of marketing, and why they're important](#)
- What profession, discipline and/or academic area does your experience belong?
- What marketing principle(s) describes your experience?
- How does the basis of your experience relate or compare/contrast to the 4P's?
- What are the strengths and weaknesses associated with the body of knowledge where your experience fits?

**Reflection and Self-Assessment**

This criterion requires you to demonstrate reflect upon experience and critically assess your abilities and experiences in relationship to the sources you have included. You must provide self-assessment of your experience showing how it relates to the academic sources you are citing.

Below are a series of questions that should be addressed through your PLA Project:

- Describe the skills and characteristics of an effective sales or marketing professional.
  - How do these skills and characteristics compare and contrast to your own skills?
- Consider the following marketing tactics with identifying your ideal customer:
  - How do you identify your ideal customers? What methods or strategies do you employ?<sup>2</sup>
  - What sources and strategies do you use to find demographic data?<sup>3</sup>
  - How do you use other customer data such as psychographics, lifestyle traits, and behavior to craft your ideal customer type?
- After identifying your buyer (i.e. ideal customer) consider the following:
  - How do you navigate the buyer evaluation process? How do you get involved to influence decisions from your buyers?<sup>4</sup>

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<sup>1</sup> Learning outcome 3

<sup>2</sup> Learning Outcome 1

<sup>3</sup> Learning Outcome 2

<sup>4</sup> Learning Outcome 4



- What tactics do you employ to understand how buyers make decisions, specifically with what you are selling? After understanding how buyers make decisions, how does that change, if at all, any of your sales or marketing strategies?<sup>5</sup>
- Considering the following when it comes to understanding your competition:<sup>6</sup>
  - How do you evaluate your competition? What research do you use to better understand your direct and indirect competition?
  - After understanding your competition, consider the following:
    - How does that influence your sales and marketing strategies?
    - How does that influence your 4Ps?
- With regards to sales, consider the following:
  - What questions do you use to guide your sales process with potential customers? How do you leverage the questions to put together a sales strategy?<sup>7</sup>
  - What methods do you use to better understand sales from the customer's perspective? How does this guide your sales strategy?<sup>8</sup>
- With regards to implementing sales and marketing strategies, consider the following:
  - How do you employ strategic and tactical marketing/sales planning? What are some of your strategies?<sup>9</sup>
  - How do you apply inbound and outbound sales and marketing approaches?<sup>10</sup> What strategies to use? What have you discovered works well and not well? How do you make adjustments?
- Describe your relationship between sales and marketing. How do you view each separately? How do you view them working together?
- Where does your experience “fit” in the general body of academic knowledge?
- Based on your understanding of the academic knowledge, how would you assess the success or efficacy of your experience?
- Based on your research, how would you change your experience to be more successful or to get more out of it?
- Based on everything you have learned about sales and marketing, what are some typical challenges sales and marketing professionals face and how do they overcome them?
- Offer any additional information or thoughts on this topic that you would like to discuss as part of your PLA evaluation.
- Consider adding any evidence (certificates, letters of testimony, leadership materials you developed, etc.)
  - Remember to explain how your evidence relates to one or more of the learning outcomes.

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<sup>5</sup> Learning Outcome 6

<sup>6</sup> Learning Outcome 5

<sup>7</sup> Learning Outcome 7

<sup>8</sup> Learning Outcome 10

<sup>9</sup> Learning Outcome 9

<sup>10</sup> Learning Outcome 8

## PLA ASSESSMENT RUBRIC

The content expert who will assess your project will whether you have demonstrated mastery of the learning outcomes for the class with the following rubric.

Score	Result	Meaning
9-7 Points	Accept	Student is awarded credit for PLA project.
6-5 Points	Revise and Resubmit	Student has 2 weeks to revise PLA project based on content expert feedback.
4 – 0 Points	Not Accepted	Student is not awarded credit for PLA project.

	<b>Accomplished College-Level Learning</b>	<b>Developing College-level Learning</b>	<b>Beginning College-level Learning</b>	<b>Not College-level Learning</b>
	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<b>EXPERIENCE:</b>  Effectively communicates relevant explanation of personal and/or professional experience(s) related to learning outcome(s).	Explanation of experience(s) is comprehensive and detailed. The context and background of experience(s) are described with specific details. There is a clear relationship between the description of the experience(s) and learning outcome(s). Provides specific evidence that learning occurred.	Explanation of experience(s) and the context and background of experience(s) are generally present though with some gaps. There is a general relationship between the description of experience(s) and the learning outcomes(s). Provides general evidence that learning occurred.	Explanation of experience is simplistic and/or incomplete. Minimal context or background of experience(s) was provided. Explanation of relationship between experience(s) and learning outcome(s) is linked but superficial, and is assumed but not explicit. Provides minimal evidence that learning occurred.	Explanation and description of the experience(s) is unclear and/or non-specific. No context or background of the experience was provided. The relationship between experience(s) and the learning outcome(s) is non-existent or scholarly investigation irrelevant. Provides no evidence that learning occurred. Experience is conflated with learning (i.e., length of time

				is equivalent to mastery).
<p><b>KNOWLEDGE AND/OR PRACTICE:</b></p> <p>Effectively communicates relevant theories and/or best practices related to learning outcome(s).</p>	<p>Explanation describes relevant concepts and/or practices and provides analysis (compares/contrasts) with other relevant ideas. Explanation demonstrates critique of strengths/weaknesses of ideas. Secondary sources are appropriate for scholarly or professional discourse.</p>	<p>Explanation generally describes relevant concepts and/or practice, and references other relevant ideas. Explanation may demonstrate adequate description of key idea(s) but there may be gaps in relating it to others. Secondary sources are generally appropriate for scholarly or professional discourse but may exclude key disciplinary</p>	<p>Explanation superficially describes concepts and/or practice. Conceptual focus may be misdirected or ancillary. Explanation is mainly factual with limited analytical engagement. Secondary sources are included but markedly exclude key disciplinary concepts, are misused, and/or are inappropriate for scholarly or professional discourse.</p>	<p>Lack of evidence or understanding of relevant concepts and/or best practices. Lack of appropriate secondary sources and understanding of knowledge related to learning outcome(s).</p>

		concepts and/or be out-of-date.		
<p><b>REFLECTION AND SELF-ASSESSMENT</b></p> <p>Effectively reflects upon experience and critically self-assesses abilities in relationship to relevant body of knowledge.</p>	<p>Reflection on experience(s) specifically connects to broader body of knowledge. Recognizes relationship and provides clear critique and/or explanation of the significance of the connection. Provides critical self-assessment including descriptions of personal strengths and weaknesses as it relates to the experience(s).</p>	<p>Reflection on experience(s) generally connects to broader body of knowledge. Recognizes overall relationship and provides some critique and explanation of the significance of the connection. Provides some level of self-assessment including general descriptions of personal abilities as it relates to the experience(s).</p>	<p>Reflection on experiences(s) minimally connects to broader body of knowledge. Recognizes that there is a relationship but is unable to critique or adequately explain the significance of the connection. Provides superficial level of self-assessment that focuses on what one accomplished rather than how well they accomplished.</p>	<p>Lack of reflection on how experience connects to broader body of knowledge. Lack of evidence connecting experience within body of knowledge. Lack of self-assessment on one's abilities or performance.</p>

**EXAMPLES OF GENERAL PLA TOPICS AND LEVELS OF LEARNING**

	<b>Building</b>	<b>Project Management</b>	<b>Spanish Culture</b>	<b>Professional Communication</b>
<b>NOT college-level</b>	Know how to put up wallboard	Work to complete items on a checklist given to you	Traveled in Spain twice, for two weeks each time	Sends emails and text messages at work
<b>Beginning college-level</b>	Describe why walls are constructed a certain way	Create a timeline and supervise the completion of tasks	Describe trends and practices related to daily life, holidays, food, religion, etc.; familiar with some Spanish history related to contemporary attitudes and practices  List trends and practices related to daily life, holidays, food, religion, etc.  Describe some aspects of Spanish history	Communicates in the workplace by writing emails, instant messages and reports for a general audience
<b>Developing college-level</b>	Describe why walls are constructed a certain way  Understand how to design a building so the walls stay up  Explain why walls are constructed a certain way  List the advantages and disadvantages of different methods for building a wall	Create a timeline and supervise the completion of tasks  Work to create cooperation of all parties concerned with the project	Discuss trends and practices related to daily life, holidays, food, religion, etc.  Identify sub-groups within the overall culture  Describe some aspects of Spanish history related to contemporary attitudes and practices	Communicates in the workplace by writing emails, instant messages and reports for a variety of stakeholders  Identifies characteristics of different professional communication genres

<b>Accomplished college-level</b>	<p>Make decisions to design a building so the walls stay up</p> <p>Explain why walls are constructed a certain way</p> <p>Analyze the advantages and disadvantages of different methods for building a wall</p>	<p>Create a timeline and supervise the completion of tasks</p> <p>Work to create cooperation of all parties concerned with the project</p> <p>analyze problems or issues and amend the plan; evaluate the outcome of the project</p>	<p>Analyze nuances related to attitudes and practices</p> <p>Identify sub-groups within the overall culture and analyze the sub-groups relationships with each other</p> <p>Compare Spanish history with contemporary attitudes and practices</p>	<p>Analyzes professional communication genres to develop complex, diverse, and effective written and oral communication</p> <p>Adjusts communications to mindfully consider audience, situation, context, and style</p>
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This chart was modified from [SUNY – Empire State College](#).

## **ADDITIONAL RESOURCES**

### **[Office of Prior Learning Assessment \(OPLA\)](#)**

The Office of Prior Learning Assessment website provides guidance for students seeking to be awarded college credit for prior experience.

#### **PLA Advisor ([SCPSPLA@depaul.edu](mailto:SCPSPLA@depaul.edu))**

A Prior Learning Assessment advisor is available to help you throughout the process. They can help you understand the requirements of a PLA project and are happy to provide feedback on in-progress work.

#### **[Course Match PLA Examples](#)**

Scroll down to find a few examples of completed Course Match PLA projects.

#### **[5 Tips About PLA from a Student](#)**

Just what it sounds like—a student who has successfully completed PLA projects shares their tips for success.

#### **[The Writing Center](#)**

Peer writing tutors are available to help at all stages of the writing process. They can review completed work, in-progress drafts, and even assist with planning and outlining. You can meet with a tutor in-person or online!