

SNL BA Syllabus

FA 208 - Successful Sales and Marketing Management for Business Today

School for New Learning

DePaul University

**Course Syllabus: Successful Sales and Marketing Management for Business Today
Winter Term 2009 - 2010**

Note: SNL may place a registration number to the title to identify this course after its submission.

1. General Information

Faculty: Clifford L. Ratza
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Cell Phone: 1 773 318-3304
Office Hours: Before class at O'Hare Campus

Location: O'Hare Campus Winter Term 2009 - 2010

Dates/Time: Thursdays 6:30 PM to 9:30 PM

Credit Hours: 4

2. Course Description and Faculty Biographical Sketch

Sales and Marketing Management are two of the most important functions in business today. They are focal points for managing customer relations and product offerings, and are critical for sustaining profitability and growth. They draw on a broad spectrum of skills and offer many desirable career paths for both entry level as well as experienced persons. Anyone working in business will benefit from understanding the Sales and Marketing Management functions because they impact so many aspects of a company

Sales and Marketing Management techniques are applicable in every business setting, and the basic framework and details apply in all of them. The purpose of this course is to present a practical, contemporary framework for Sales and Marketing Management. It starts with a description of where Sales and Marketing Management fit in a company, and presents basic sales and market analysis techniques for determining company position in the market. From there it explores modern sales techniques for facilitating the customer's buying decision. It then covers the major Sales Management job functions, such as Territory Management and Sales Training. The course then covers the Marketing Management functions of Product/Brand, Market Research, Advertising/Promotion, Pricing and Place. The course concludes with a discussion of current interest topics in Marketing.

Students will learn Sales and Marketing Management via course lectures, textbook reading, Internet searches and independent research at the company they work for. The

class will be divided into teams whose Course Assignment is to apply the course material to a Sales and Marketing Management Case Problem of their own choosing. Overall course grade will be determined by class participation, how well they do weekly homework assignments and how well their teams apply the course material to their Case Problem.

Text Books and Learning Resources:

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|---|----------|
| “Sales Management De-Mystified” by Robert Calvin
McGraw Hill ISBN 0-07-148654-2 | REQUIRED |
| “Kellogg on Marketing”, by Dawn Iacobucci
John Wiley and Sons ISBN 0-471-35399-X | REQUIRED |

Biographical Sketch:

Clifford Ratza has over 20 years Sales, Marketing, Project Management and Systems Development experience at major corporations such as Johnson and Johnson and Discover Card, where he is currently Consulting Analyst. He holds a PhD in Applied Mathematics with supporting degrees in Physics and Computer Science, as well as an MBA from the University of Chicago. He has combined his professional business career with Adjunct Professor teaching assignments in Business and Project Management, Computer Programming and Mathematics.

3. Competencies

H-2-X: Understands the economic supply chain from raw material to end-user consumption and can determine where and how different types of business entities fit.

1. Understands the supply chain components of raw materials supplier, manufacturer, distributor, retailer and end-user, and knows how value-added creation determines which components are utilized.
2. Understands how companies determine their role in the supply chain and organize to maximize their efficiency when implementing it.
3. Comprehends how Sales Management coordinates supply chain functions for the company.

Students learn and demonstrate this competence through assigned text readings, Internet searches for articles expanding on what was covered in lecture, as well as independent research at the company they work for. In addition, students will apply these concepts to a Case Study Project.

H-3-X: Can understand and apply sales and marketing management techniques to succeed in managing customer relations and contributing to a firm’s sustained profitability and growth.

1. Understands how Features/Advantages/Benefits drive the customer purchasing decision.
2. Knows modern sales techniques that facilitate the customer buying decision.
3. Realizes that customer service after the sale is critical for maintaining long-term relations with both suppliers and buyers.
4. Is aware of personal and psychological aspects for getting along with business partners.

Students learn this from the class focus on modern selling techniques, customer service and personal sales skills. Assigned text readings, classroom lecture and discussion, Internet searches and independent research at their company will help them learn this in the context of overall Sales Management.

S-3-F: Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives.

1. Understands how technological change is a driving force behind the new products and services offered by businesses today. Realizes that businesses must proactively utilize new technologies in order to remain competitive and profitable.
2. Analyzes the significance of the integration of new technology into the economic supply change from the buyer and seller perspectives, and how both benefit from the change.

Students learn this competence by analyzing the impact of technology on the new products and services offered in businesses today. They study it through Sales and Marketing Management, and how it appears to and impacts buyers and sellers. Assigned text readings, classroom lecture and discussion, Internet searches and independent research at their company will allow them to learn this in detail.

F-X: Understands and is able to apply a portfolio of techniques and tools for managing the sales and marketing functions of an organization.

1. Knows how to analyze a company's sales results in an overall market context.
2. Understands sales and marketing techniques for facilitating the customer's buying decision.
3. Knows the components of a contemporary Sales and Marketing Management Model.
4. Is aware of the personal and psychological skills that make for Sales and Marketing Management excellence.
5. Understands which topics are of special interest today in Sales and Marketing.

Students learn and demonstrate this competence through assigned text readings, Internet searches for articles expanding on what was covered in lecture, as well as independent research at the company they work for. Primary emphasis will be placed on how to facilitate the customer's buying decision, and how the Sales Management Organization is structured to maintain long-term customer relations. In addition, students will apply these concepts to a Case Study Project.

4. Outcomes -

Upon completion of this course, it is expected that students will have a basic understanding and ability to apply the following skills:

- Understands the supply chain from raw materials to consumer, and can determine where a company fits in it.
- Knows how and where Sales and Marketing Management fits into an organization.
- Understands the diverse tasks controlled by Sales and Marketing Management.
- Is able to apply corporate strategies and technological change to develop a sales and marketing plan.

- Knows how to convert sales data into information for evaluating and redirecting sales and marketing activities.
- Knows modern techniques for closing sales and managing sales territories.
- Is able to evaluate and incorporate technological change into Sales and Marketing Management.
- Knows personal, psychological and leadership skills for Sales and Marketing Management.
- Understands which topics are of special interest in Sales and Marketing today.

5. Learning Experience –

General: The course utilizes these learning modalities: classroom lecture and discussion; assigned readings; collaborative learning within a team setting; Internet searches on specific topics; field research at the students' companies. They reinforce one another and facilitate understanding all aspects of Negotiation. Please note that class attendance and participation are expected. Students who miss a lecture must contact their team members to find out what they missed. No more than two absences are allowed.

Competence-Specific: Different learning modalities may be more important in the different competencies. For example, collaborative learning is emphasized in H-3-X Competence, while assigned reading is emphasized in H-2-X Competence. Students will be given an opportunity to emphasize a particular learning modality if this helps them meet their Competence requirements.

6. Evidence the Students will Submit –

Students will submit the following work to demonstrate they have adequately learned the course's subject matter:

- Weekly Homework Assignment. Weekly homework consists of a written paper summarizing the topics covered and the results of discussing the material with a "company sponsor". The paper also compares and contrasts the topics with what is presented in another book or article found on the Internet.
- Team Assignment. The class is divided into Teams. Each Team will identify a Sales Management problem of their own choosing and apply the course concepts to analyze, develop and present a solution.
- Team Presentation. Each Team will prepare and present to the class the results of their problem solution.
- Classroom Discussion. There will be open discussion of material covered. All students are expected to participate and will be evaluated on how well they do so.

It is likely that the H-2-X and H-3-X competencies will rely more on Team Project and classroom presentation/discussion to demonstrate mastery. S-3-F, and F-X will rely more on the written materials. Homework and Team assignments must be submitted at class in hardcopy format and on time. Late work is not accepted without a valid reason.

7. Criteria for Assessment –

Written assignments will be graded on how well students follow the documentation guidelines, as well as their accuracy, thoroughness and clarity. No late work will be accepted. Classroom presentation/discussion will be graded on how often and well students apply proper business communication skills plus their accuracy.

Written Work Will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

8. Class Schedule –

(Each week's class will devote some time to a discussion of previous week's material.)

Week 1: Introductions and Course Guidelines. Overview of Sales and Marketing Management. Development of Sales and Marketing plans.

Assignment: Read Introductory Sections, Chapters 1 and 11 of text "Sales Management De-Mystified". Search the Internet for Sales Plan and Marketing Plan templates/outlines. Class divides into Project Teams and each team begins looking for a Sales and Marketing Management Case to analyze. Each student identifies a "company sponsor" with whom they will discuss Sales and Marketing Management. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week's Learning; Company Discussion; Comparison and Contrast with another Book/Article. Each team tabulates the sources of information for their Sales Plan and Marketing Plan templates/outlines and shares them with the other teams.

Week 2: Sales and Market Analysis. Differences between Sales Analysis and Market Analysis. Sources of data. The analytic report format.

Assignment: Read Chapters 2 and 3 of text "Sales Management De-Mystified. Project Teams begin finalizing their Case selection and deciding how to handle the analysis. Each student prepares a paper summarizing the concepts learned that week and the results

of discussing it with their sponsor. The paper should include these sections: This Week's Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 3: Focus on Sales Management. Sales Force Training; Sales Techniques; Sales Meetings and Programs.

Assignment: Read Chapters 4, 5, and 6 of text "Sales Management. Teams keep working on their Case. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week's Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 4: Focus on Sales Management. Territory Management and Reporting; Sales Force Automation.

Assignment: Read Chapters 9 and 10 of text "Sales Management". Teams keep working on their Case. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week's Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 5: Focus on Sales Management. Sales force compensation, motivation and evaluation.

Assignment: Read Chapters 7, 8, 12, 13, 14 of the text "Sales Management". Teams keep working on their Case. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week's Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 6: Focus on Marketing Management. Product, Branding and Positioning.

Assignment: Read Chapters 1 thru 6 of text "Kellogg on Marketing". Project Teams keep working on their Case. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week's Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 7: Focus on Marketing Management. Market Research. Purpose and types of market research. Overview of market research techniques.

Assignment: Read Chapters 7, 8, and 9 of text "Kellogg on Marketing". Project Teams keep working on their Case. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper should include these sections: This Week's Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 8: Focus on Marketing Management. Advertising/Promotion, Pricing, and Place.

Assignment: Read Chapters 10, 11, 12, 13 of text "Kellogg on Marketing". Project Teams keep working on their Case. Each student prepares a paper summarizing the concepts learned that week and the results of discussing it with their sponsor. The paper

should include these sections: This Week’s Learning; Company Discussion; Comparison and Contrast with another Book/Article.

Week 9: Focus on Marketing Management: Special Topics – Services Marketing, Business Marketing, The Future of Marketing.
 Assignment: Read Chapters 14, 15, 16, and 17 of text “Kellogg on Marketing”. Teams finalize their Case write-ups and presentation.

Week 10: Project Team Class Presentations. Each team presents a summary of their Case. Case write-ups are turned in.
 Course Wrap-up. Class discussion regarding how well course met students’ objectives.

Class Grading

Each Student can accumulate 100 points for individual work as follows:

- Eight homework assignments each worth 10 points 80
- Ten Weeks Class Participation each worth 2 points 20

Each Student can accumulate 100 points for Team Work as follows:

- Team Project write-up 80
- Team Project Presentation 10
- Team Leader 10

- Grading Guidelines:
- A 85% or higher
 - B 75% to 85%
 - C 60% to 75%
 - D 40% to 60%

The following table shows which competencies are emphasized in the different assignments:

ASSIGNMENT	COMPETENCIES USED
8 Homework Assignments	S-3-F H-2-X H-3-X F-X
10 Weeks Class Participation	H-2-X H-3-X F-X
Team Assignment	S-3-F H-2-X F-X
Team Assignment Presentation	H-3-X
Team Leader	H-3-X F-X

Addenda

DePaul University Academic Integrity Policy

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.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Protection of Human Research Participants

[For courses with a student research component only.] 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

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:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]

