University of Delaware  
Alfred Lerner College of Business and Economics  
Department of Business Administration  

Syllabus  
BUAD 884  
Special Topics in Marketing  
Business Development Strategy and Sales Management

Class Meets:  
August 29 to December 9  
Wednesday Evening 6-9pm

Instructor:  
Mark S. Baylor, Ph.D., MBA

Office Hours:  
By appointment only

Phone:  
Cell: 610-329-1615

e-mail:  
msbaylor@udel.edu or mark@msbaylor.net

Required Text:  
Marketing 12th ed.  
Kerin, Hartley and Rudelius  
McGraw-Hill/Irwin  
Bound edition is also acceptable

Sales Management  
The McGraw-Hill Executive MBA Series  
Robert J. Calvin  

Recommended Readings:  
Contemporary books and articles, to be provided by the instructor.

Course Summary:  
In this course, students are exposed to the role of the business development and sales function of a business organization. Students are therefore required to integrate and apply multidisciplinary knowledge and skills in actively formulating improved business development strategies and plans, and develop viable implementation of the plan to achieve the required sales revenue. Through the use of case studies, contemporary
readings and field studies, we will take on the role and develop an understanding of the complexity of top management decision makers in a range of companies and industries.

Overall Purpose: This course develops your strategic management skills, and focuses on the marketing management skills required to generate sales revenue within a business organization. As the business development and marketing execution of organizations vary significantly by industry and company, we will explore strategy and how implementation of the marketing plan is conducted in several industry sectors, including not for profit organizations and organizations of varying size and scope.

This course also teaches you how to apply a range of marketing and sales tools and techniques. The course will cover the development of strategy through to the execution of the sale and post purchase service.

Finally, the course advances your ability to communicate the marketing and sales objectives through a variety of channels and in a variety of contexts. Through the use of written reports, class participation, presentations, and group dynamics; you will enhance your talent for expressing and defending your ideas and analysis.

Learning Objectives: At the completion of the course students will be able to:

1. Understand how organizations form around central purposes, and the aspect of generating sales is foremost within a firm’s strategic plan
2. Articulate, recognize, and apply the principal tenets of core marketing and sales theories
3. Learn how to apply market segmentation strategies using multiple perspectives, including the economic, political, financial, historical, and organizational perspectives among others.
4. Develop critical thinking skills – asking the key questions necessary to understanding the organization's strategic marketing mission.
5. Communicate your analysis clearly and defend your perspective
6. Prepare for business discussions and negotiations.
7. Enhance your leadership skills and abilities to work in a team setting.

Participation: Learning in this course requires you prepare thoroughly and engage in critical debate. Little time will be spent restating fundamental ideas from the text (e.g. definitions or basic concepts) or facts from cases. If you have not adequately prepared, your contribution to the class discussion will be unsatisfactory. If this is the case, points may be deducted from your overall grade.
Grades: Grades will be determined as follows:

- Exams (2) 40%
- Research Topic Presentations 20%
- Field Case Study Presentations 20%
- Participation 20%

Class participation does not mean attendance. Participation is based upon students’ engagement in the lecture and discussion. Active listening is an acquired skill, and it is fundamental to one’s success in work and in life. Active listening is required in this course.

Research Requirement

- Graduate course work requires some research components and the application of critical and creative thinking and writing. Students are therefore expected to present their findings to the class on a research topic to be decided. Students are expected to do some research applicable to the case and present your arguments based upon the research you have done.

- The research presentation will involve your team researching and discussing a decided and assigned topic, using recent (2005-2014) and relevant articles. The presentation will typically be 30-40 minutes long and may include PowerPoint slides, handouts, class discussion, Q&A, and any other activities the team finds pertinent to thoroughly communicating the key points of the assigned subject and linking them to other class material.

Field Case Requirement

Business development and selling is challenging. It is done in the real work by professionals who can impart their experience from within their industry sector. Students will conduct interviews of marketing and sales professionals from various industries and report their findings to the class in a team format. The invitation of interviewees as guest speakers to the class is welcome. The objective of this course requirement is to round out the knowledge that students will gain from the course, by understanding how business development and sales management strategies differ among industry sectors and company types.

Make-up Policy: Students are responsible for material covered in class, required reading case analysis, and required tests. Any deviation from this, which would require make-up work of any kind, must be discussed specifically with the instructor.
Drop Policy: The University “Drop Policy” will be followed. It is the responsibility of the student to know the drop/add dates that are posted by the university. If a student fails to drop a course within the drop deadline, a course grade will be issued to the student at the end of the semester.

Field Case Analysis: The specific requirements for the case analysis will be discussed during the first class. Students who either miss this class or are not clear on the case presentation requirements must contact the instructor.

Disabilities: Students with physical or learning disabilities who have special needs with regard to course participation must identify themselves to the instructor during the first week of the semester.

Attendance: Students are expected to attend all classes in the course. If a student cannot attend class, please notify the instructor by e-mail or by phone prior to class.

Academic Integrity: The university policy on academic integrity will be adhered to during this course. Students who are unclear as to the policy of the university regarding academic integrity must contact the instructor.

Course Outline:

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<td>Course Overview and Organization</td>
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<td>Aug 29</td>
<td>Customer Relationships</td>
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<td>Marketing Strategies</td>
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<td>Week 2</td>
<td>Environmental Scanning</td>
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<td>Sept 5</td>
<td>Ethical &amp; Social Responsibility</td>
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<td>Sept 12</td>
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<td>Sept 19</td>
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<td>Week 5</td>
<td>Segmentation, Targeting, Positioning</td>
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<td>Sept 26</td>
<td>New Product Development</td>
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<td><strong>Test Chapters 1-10</strong></td>
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<td>Week 6</td>
<td>Business Strategy</td>
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<td>Oct 3</td>
<td>Marketing Strategy – Kerin text</td>
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This course will include three areas of learning in order for students to develop a comprehensive understanding of the subject. They are as follows:

● Conceptual Learning – The understanding of concepts and theories, which are presented in the textbook, reading materials, and lecture.
● Applied Learning – The use of practical examples and field experiences, which apply the concepts learned to practical examples. Case presentations are examples of applied learning.
● Creative Learning – The advancement of both conceptual and applied learning to consider what is possible or “what could be”, as compared to “what is”.

Teaching Methodology
Student Responsibilities

This course is designed to increase your understanding of the subject matter, and as such, class time will be devoted to discussing relevant topic areas from an educated and informed position, not strictly reviewing the reading material. Your goal is to challenge your personal thinking about topics related to the subject by exchanging ideas with class members in a collegial and professional manner. In addition, education is a collaborative partnership. As such, we each have responsibilities if the partnership is to be successful.

The instructor’s responsibilities include course preparation, professionalism, and the creation of a non-threatening environment that is conducive to learning. As a student, you are expected to:

- **Be prepared for each class:** do course readings before class and be prepared to actively engage in the class discussion. Class time will be used to highlight information and give you opportunities for more in-depth understanding of the material.
- **Attend class:** It is imperative that you attend class. Key learning and understanding often occurs in class. Students are required to contact the instructor in advance if more than 10 percent of class time is missed. If a class is missed, it is the student’s responsibility to determine what needs to be made up and the preparations needed for the next class. Handouts will not be held for students who miss class.
- **Be on time:** lateness to class affects not only the late student, but also everyone else in the class. Excessive and ongoing lateness will be considered as absences from class.
- **Actively participate in the class discussion and activities:** students’ class participation component of the final grade will be based on the following:
  - Students’ intelligent and collegial contributions to class discussions, case analyses, and active participation in group activities;
  - Students’ ability to contribute comments that are insightful, relevant and advance the discussion rather than restating previous comments;
  - Quality comments rather than quantity of comments are required; and
  - Attendance alone is not synonymous with participation.
- **Submit your required work on the designated date:** late papers will not be accepted.

Case Presentations

Case presentations are in integral component of applied learning. This aspect of the course is designed to reinforce the concepts taught in class and in the text, and develop and explain the actual application in the working world.

This is a shared learning experience. Therefore, students assume the temporary role of an instructor during the case presentation. The student is expected to teach the other students by sharing his/her experience and knowledge gained during the field experience work. This is the primary purpose of the field experience and case presentation.

The case presentation should therefore be both informative and interesting to the class, and the student is expected to achieve a shared learning experience in class. There are no specific visual...
requirements for the case presentation. Students have the option to use any of the following media for presentation purposes.

- PowerPoint
- Video
- Overhead projection
- Brochures, company samples, promotional materials, or products

Hard copy of some form must be turned in to the instructor. PowerPoint slides, overhead slides, etc. are acceptable. If no visuals are used in the presentation, the student is expected to turn in an outline of the case presentation. Guest speakers are permitted and encouraged, subject to prior consent of the instructor.

General

Learning is challenging, and should be interesting and rewarding. Let’s enjoy the learning experience with enthusiasm and make it a great semester!

Notes: