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### BMKT 491.01: Special Topics - Marketing and Sales Management

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# BMKT 491

## Special Topics: Marketing and Sales Management

Fall 2015

### School of Business Administration University of Montana

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Monday/Wednesday at 9:40 – 11:00am in GBB L13 (75164)

**Instructor:** Dr. Joan Giese

GBB 342

[joan.giese@business.umt.edu](mailto:joan.giese@business.umt.edu)

406.243.6868 (office)

541.954.0842 (mobile)

**Office Hours:**

Monday 4:00-5:00pm

Tuesday 1:00-3:00pm

or by appointment

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### SoBA Mission

The **University of Montana's School of Business Administration** enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

A professional business education combined with solid grounding in the liberal arts and sciences prepares men and women to meet difficult challenges and to participate in the molding of the future.

As part of our assessment and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

*Learning Goal 1:* SoBA graduates will possess fundamental business knowledge.

*Learning Goal 2:* SoBA graduates will be able to integrate business knowledge.

*Learning Goal 3:* SoBA graduates will be effective communicators.

*Learning Goal 4:* SoBA graduates will possess problem solving skills.

*Learning Goal 5:* SoBA graduates will have an ethical awareness.

*Learning Goal 6:* SoBA graduates will be proficient users of technology.

*Learning Goal 7:* SOBA graduates will understand the global business environment in which they operate.

### Course Description

**Special Topics in Marketing and Sales Management** (3 credits) is a module-based course that focuses on adding relevant, substantive topics to your business knowledge/experience and providing professional development opportunities. This course will introduce and develop key marketing and management concepts. With industry coaches and current business perspectives, learning activities and projects will shape your business aptitude and capabilities that ultimately enhance your professional careers.

## **Course Objectives & Learning Goals**

This Special Topics course provides students with a laser exposure to select business concepts, from both a theoretical and managerial perspective. This course is designed to be application oriented and experiential; students will be required, as individuals and as team members, to develop skills that impact their career future.

Upon completion of this course, students should be able to:

- Assess opportunities using an informed, systematic process.
- Develop a customer decision journey map.
- “Think, feel, be” like the customer.
- Demonstrate the relationship between branding and organizational success.
- Coordinate with an external client to accomplish stated objectives.
- Design a research plan.
- Develop relationships and strategies for professional selling.
- Demonstrate a basic knowledge of retail concepts.
- Approach business decisions with more creativity.
- Accomplish business-related projects and tasks in less structured, more ambiguous situations.
- Gain knowledge in a self-selected, business-related area.

## **Course Organization**

The format of each class meeting will consist of discussions, readings, videos, applications, and guest coaches and speakers. In addition, several team content-focused projects and assignments will apply important concepts to “real world” issues. The course is designed to be interactive and students are encouraged to ask questions, offer comments/perspectives, and, in general, actively participate.

## **Course Materials & Resources**

**Required Text** – *You can kill an IDEA...but you can't kill an OPPORTUNITY!*

by Pam Henderson, Ph.D., John Wiley & Sons, Inc., 2014. ISBN: 978-1-118-80838-2.

**Required Readings** – See Course Schedule (last two pages of this syllabus) and Moodle for **readings** that pertain to specific class sessions.

**Expectation** – Students are also expected to explore and read about relevant topics, thus adding to the richness of the course content and learning.

## Assignments and Grading:

	<b>PERCENT</b>	<b>POINTS</b>	
<b>INDIVIDUAL WORK:</b>			
Profile		Expected	
Professional Growth Plan Deliverable Panel Participant	14.5%	10 points 50 points 20 points	
Mid-term Quiz	14.5%	80 points	
Take-Home Final Quiz	9.1%	50 points	
Article Briefs (4)	3.6%	20 points	
Speaker Briefs (2)	3.6%	20 points	
Class Participation/Discussion & In-Class Activities	5.5%	30 points	
Individual Total	50.9%		280 points
<b>TEAM WORK:</b>			
Journey Map	3.6%	20 points	
Research Design Project: Shareable Deck Presentation	27.3%	100 points 50 points	
Sales Assignments/Activities	9.1%	50 points	
Retail Project	9.1%	50 points	
Team Feedback (Individual)	(-5.5%)	(-30) points	
Team Total	49.1%		270 points
<b>TOTAL</b>	<b>100%</b>		<b>550 points</b>

**Exams:** **UNLESS PRIOR ARRANGEMENTS ARE MADE, A MISSED QUIZ WILL BE GIVEN A ZERO SCORE.** If it is absolutely necessary to miss the quiz, a make-up quiz will be scheduled which will consist of all short-answer questions. Contact the professor **prior** to the scheduled quiz time to arrange for a make-up. Students will not be allowed to take the in-class quiz if they arrive late and other students have already completed their quizzes.

There will be two quizzes: one in-class midterm quiz and a take-home final quiz. Quizzes will consist of multiple-choice and short answer (not fill-in-the-blank) questions. The quizzes will cover textbook, lecture, and discussion material, including video, coach/guest speaker, and activities material. Quizzes will also include opportunities to include your perspectives. Specific details on these quizzes will be provided during class prior to each quiz.

**Assignments, Class Participation/Discussion and In-Class Assignments:**

**Attendance is required for this class!** During the term, there will be many opportunities to engage in the class discussion. There are several assignments, class preparation activities, research opportunities, and readings for discussions that will be assigned during this term (see course schedule). In addition, I use this grading category to reflect your level of participation. Active class participation is expected! All reading assignments must be read before class. Please stay current with the readings and textbook materials.

- Out-of-class assignment information, including due dates, will be posted on Moodle. Late papers will be deducted 10% if submitted within 24 hours of due date/time; after 24 hours, late papers will be graded for ½ credit.
- In-class participation will include attendance/learning reflections related to guest speakers and other class activities, as well as verbal and/or written participation in class discussions, projects, and activities. At times, out-of-class preparation (besides just doing the readings) will be required to participate in class. These short out-of-class activities will be assigned in class and posted on Moodle. If these assignments are submitted in class for credit, no late papers will be accepted.

**Profile Forms:** This form allows me to get to know you a little better. These forms will be handed out in class on the first day. Profile Forms are due on September 2.

**Projects:** All projects with due dates and grading criteria will be described in separate documents and posted on Moodle.

**Final Comments on Grading:** This is an upper division and highly interactive course; and I have high expectations for you. Challenge yourself and your teammates to do the best possible.

The following scale is used to determine a letter grade for the individual and team work associated with this course. Typically, I do not give extra credit assignments.

<b>GRADE</b>	<b>PERCENT</b>
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Grades during the term as well as final grades will be posted on Moodle.

## **Course Policies and Procedures**

**Class Preparation and Participation:** You are expected to attend, be prepared, and participate in all class meetings! For each class I will expect you to have **read the assigned readings and completed assigned activities**. To meaningfully participate, you must be in attendance; if, under unavoidable circumstances you cannot attend class, I would appreciate it if you let me know. I will randomly take attendance during the term.

**Due Dates:** Assignments are due at the beginning of class on the date designated. There will be no extensions to due dates.

**Communication:** Moodle will be used for class information, materials, assignment details, other communication, and grades.

**Notification of Course Cancellation:** If I must cancel class for any reason, I will email the class, post an announcement on Moodle, and put a notice on the classroom door.

**Email Expectations:** According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their UM accounts. Email from non-UM accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email. All email communications should be professional in tone and content.

**Class Conduct:** Coming to class late, leaving early, or going in/out of classroom are not professional behaviors – treat class sessions like business meetings! However, if, for unavoidable reasons, you are late or must leave early, please let me know and sit where you make the least disruption. The classroom is a place for respectful collaboration. If at any time you are not displaying respectful behavior (e.g., unauthorized talking with a neighbor), you may be asked to leave. Do not use your cell phones for any purpose during class. Laptops and tablets may be used for class purposes ONLY!

**Academic Integrity:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). It is the student's responsibility to be familiar with the Student Conduct Code.

The School of Business Administration endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is in the SoBA Professional Code of Conduct at <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>. If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

Examples of behavior that constitute academic misconduct include but are not limited to: copying from another student, consulting unauthorized materials (any material not authorized by the instructor), possessing old exams, submitting online homework on behalf of another student, submitting electronic files copied from another student (even if modified), revealing exam content to a student who has not yet taken an exam, plagiarism, facilitating someone else's academic misconduct, and submitting false information (including lying to the instructor). If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

*Disability Services for Students:* Students with disabilities will receive reasonable modifications in this course. The student's responsibilities are to request them from me with sufficient advance notice and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>. I am happy to make accommodations to facilitate your learning.

*Grievance Procedures:* The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime *after* course grading is concluded. Students with concerns or complaints during the semester should first communicate these to the instructor. This step almost always resolves the issue. If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration.

## TENTATIVE CLASS SCHEDULE

WEEK	DATE	TOPIC	READINGS, ASSIGNMENTS, & ETC.
1	8/31	Course Overview: Professional Growth	
	9/ 2	Introduction to the Customer Decision Journey (CDJ)	<b>Readings:</b> Court et al. (2009), "The Consumer Decision Journey," <i>McKinsey Quarterly</i> , 3, 96-107. van Bommel, et al. (2014), "Digitizing the Consumer Decision Journey, <i>McKinsey &amp; Company</i> , June. <b>In-Class Activity:</b> Map a Journey <b>DUE: Individual Profile</b>
2	9/ 7	<b>NO CLASS: Labor Day</b>	
	9/ 9	Branding and Positioning: An Integrated Perspective <b>GUEST COACHES:</b> Kevin Keohane; Sean Benton, Partners Creative	<b>Reading:</b> <i>Tools for OT</i> , pp.18-39 <b>In Class: Briefing on Project</b> <b>Assign Teams for Research Design Project</b> <b>Submit Individual Topic of Choice &amp; Growth Plan</b>
3	9/14	Research Designs Background Research: Secondary  <i>SALES COMPETITION GUEST:</i> NW Mutual	<b>Reading:</b> <i>Tools for OT</i> , pp.54-68 <b>In-Class Team Time:</b> Secondary Research Design for Project (in slide format) <b>Assignment:</b> Shareable Research Design Deck
	9/16	Background Research: Qualitative and Quantitative Review	<b>In-Class Team Time:</b> Qual & Quant Research Design for Project
4	9/21	Professional Selling Module (PSM) - 1	
	9/23	PSM – 2 <b>GUEST COACH:</b>	<b>DUE: Team Research Designs (to me)</b>
5	9/28	<b>GUEST SPEAKER:</b> Jeff Hansen, Microsoft	
	9/30	Applying the Customer Decision Journey / Focusing on the Customer Experience	<b>Reading:</b> <i>Tools for OT</i> , pp. 91-126 <b>DUE: Questions for Pam Henderson</b> (webinar 10/5)
6	10/ 5	Opportunity Thinking Webinar <b>GUEST COACH:</b> Pam Henderson, New-Edge	<b>This Week: Growth Topic Check-In</b>
	10/ 7		<b>Research Design Check-in</b> with Client
7	10/12	PSM - 3	<b>Readings:</b> TBD
	10/14	PSM - 4	
8	10/19	PSM - 5 <b>GUEST COACH:</b> Tom Stockburger, Sales Consultant	
	10/21	<b>GUEST SPEAKER:</b> Kevin Keller, Brand Consultant	
9	10/26		<b>Research Design Presentations</b> to CLIENT (Team)
	10/28	<b>MID-TERM QUIZ</b>	
10	11/ 2	The Creative Process <b>GUEST COACH:</b> Spider McKnight, Six Pony Hitch	
	11/ 4	Design Briefs Unlocking Creativity Workshop	<b>Reading:</b> <i>Tools for OT</i> , pp. 150-159
11	11/ 9	Retailing and Retail Management Overview	<b>Readings:</b> TBD <b>This Week: Growth Topic Check-In</b> (Individual)
	11/11	<b>NO CLASS: Veterans Day</b>	
12	11/16	<b>GUEST COACH:</b> Blake Nicolazzo, Bonfire Branding, Patagonia	
	11/18		<b>Final Quiz to Class</b> (Take Home)



13	11/23		<b>DUE: Retail Project</b>
	11/25	<b>NO CLASS: Student Travel Day</b>	
14	11/30	Influencers CDJ and OT Wrap-Up	<b>Reading: TBD</b> <b>Assign Discussants and Panelists</b> <b>DUE: Growth Project (Individual)</b>
	12/ 2	Panel Preparation	<b>DUE: Final Quiz</b>
15	12/7	<b>Panel Discussion:</b> Topics of Choice	<b>Snacks Served</b>
	12/9	<b>Panel Discussion:</b> Topics of Choice	<b>Snacks Served</b>
<b>FINALS WEEK</b>		<b>ONE-ON-ONES</b>	