

BSA 449: Sales and Marketing Management

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Course Dates: March 14, 2021 – May 4, 2020

Course Times: Online

Location: Moodle

Course Description

Everyone says they want to change the world. In this course, you're going to learn how normal people change the world through social innovation. You will learn about citizen leadership and social-change leadership. You also will learn models and processes for change and social innovation and take part in a project where you take these ideas and put them into action. In other words, you are going to become a social innovator and social entrepreneur.

Course Objectives

Upon completion of this course, you will be able to:

1. Articulate theories of change, citizen leadership, organizational leadership, and civic leadership;
2. Analyze best practices for social entrepreneurship;
3. Analyze approaches for creating and maintaining socially-conscious businesses;
4. Understand key issues related to change and entrepreneurship; and
5. Design and develop a business case for civic/social innovation.

Topics to be covered:

- Change Models and Processes
- Social Innovation
- Social Entrepreneurship
- Change Leadership

Textbook Information

Bornstein, D. (2007). ***How to Change the World***. New York: Oxford University Press.

Hickman, G. R. (2010). ***Leading Change in Multiple Contexts: Concepts and Practices in Organizational, Community, Political, Social, and Global Change Settings***. Los Angeles: Sage.

Maul, J. P. (2011). *Developing a Business Case: Expert Solutions to Everyday Challenges*. Boston, MA: Harvard Business Press.

Email/Communication Policy

You may contact me via email at rcvet@peace.edu at any time. Please include “BSA 449” in the subject to ensure a prompt response. If you have not received a response in 24 hours, please reach back out. You can also use the following link to put time directly on my calendar: <https://calendly.com/ryancvet/wpu>. I am also available via text at 919.386.9838.

Online Course

All online courses in the School of Professional Studies are fully online and require the use of Moodle. Weekly readings, activities, and assignments will be listed in Moodle. You should expect to spend on average 10-15 hours per week on an individual 3-credit course. This includes all the readings, posts and assignments as well as being actively engaged in the discussions on the message boards. You should expect to log into the course daily, or at least 4-5 times per week.

Synchronous Meeting Time

A Doodle poll will be made available during the first week of class to survey potential times for 2, 30-minute Q&A and discussion sessions via Zoom. These are fully optional. Attendance and active participation in the live Q&A session will count for half of your participation during that particular week. No extra credit will be given for attending a session.

Missed Work / Late Work Policy

When preparing for sales meetings or the launch of marketing campaigns, deadlines are crucial. Being able to under promise and over deliver is critical for success. Additionally, collaborating with team members is an essential component for innovation and being a team player. As such, participatory weekly assignments must be completed by the respective deadline each week to receive credit. Should an unforeseen circumstance arise, preventing you from being able to complete the assignment in a reasonable time, please reach out immediately to come up with an alternative plan.

Proctoring Policy

All online courses at William Peace University require one (1) proctored exam during the final week of the course. The exam will be no greater than sixty (60) minutes. For more information on proctoring options, please see: http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students_2016.pdf.

Academic Integrity

William Peace University seeks to develop both the intellect and character of its students. All members of the University are expected to promote a culture of academic integrity, and all students are expected to inform themselves of the University's policies and procedures related to the Honor Code.

All forms of academic misconduct are violations of the University's Honor Code. These include, but are not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.)
- Plagiarism: Representing the words or ideas of another as one's own in any academic work, whether intentional or not
- Falsification: Falsifying or inventing any information or citation in academic work
- Facilitating academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty
- Lying: Misrepresenting information that is relevant to the classroom or academic performance

If a faculty member suspects academic misconduct has taken place, s/he will complete an Honor Code Violation Report and meet with the student to discuss. A student may accept or decline to accept responsibility. If a student accepts responsibility, s/he will be subject to the penalty determined by the faculty member. If a student declines to admit responsibility, the case will be turned over the Honor Board for adjudication. A complete summary of the Honor Code and Honor Board policy can be found in the *2020-2021 Academic Catalog*.

Tutorial Services

Peer Tutoring is available for all WPU students free of charge. Support is offered in many subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops on study skills and documentation styles like MLA and APA are also offered each semester. Tutorial Services also has many resources on studying, citation, grammar, and other academic topics. Students can sign up for individual appointments using WPUConnect or in person at the Center for Student Success, located in the 2nd floor of Finch Library. For more information, contact Dr. Deanna Rogers, Director of Academic Support, at drogers@peace.edu or 919-508-2080.

Disability or Learning Services

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services

Office, which is located on the 1st Floor of Joyner House. You may also reach Disability Services by sending an email to Disability@peace.edu.

Attendance Policy

William Peace University students are expected to attend all classes and laboratories for which they are registered, believing that regular class attendance and participation are an essential part of a student's educational program. However, the University's policy is that students may not miss more one (1) class in a 7-week session or two (2) classes in a 15-week session or the student is subject to course failure. It is the responsibility of the student to meet the attendance policy.

All members should arrive on time for classes and activities and leave when dismissed. Students who must arrive or depart a class early should notify the instructor prior to class and do so with minimal disruption to the class.

Class Participation

This class is designed to foster discussion and interaction. Students are expected to come to class prepared to apply readings in class discussion and activities. It is your responsibility to actively participate in class. Simply being present in class is not sufficient.

Assignments and Grading

Weekly Discussions and Engagement

Each week, you will have opportunities to engage with your classmates on the course materials. Throughout each unit, you will be presented with discussion questions and opportunities to engage with and respond to your peers' reflections on the topics at hand. For an exemplary mark, you must engage with at least **two** classmates on their responses and bring in at least **one** relevant topic, theme or keyword into the discussion specifically from the text or learnings that week. Additionally, sources must be cited.

Discussion Board Rubric

	3 Points	2 Points	1 Point
Application of Materials (this category counts twice, potential of 6 points)	<ul style="list-style-type: none"> - Makes clear connection between prompt and lesson/readings and applies the principles - Includes proper terminology, phrases from lessons/reading - Properly cites textbook and any other sources 	<ul style="list-style-type: none"> - Mentions a phrase from the lesson text but does not show clear application or understanding - Properly cites textbook and any other sources 	<ul style="list-style-type: none"> - No clear understanding of textbook, readings, or lessons - Does not properly cite any sources
Quality of Response	<ul style="list-style-type: none"> - No grammatical errors - Length is sufficient to answer the prompt entirely 	<ul style="list-style-type: none"> - Some grammatical errors - Most of the prompt is answered 	<ul style="list-style-type: none"> - Many grammatical errors, OR - Failure to answer prompt
Responses to Peers	<ul style="list-style-type: none"> - Thoughtful response to at least 2 peers 	<ul style="list-style-type: none"> - Responds to at least 2 peers - Make some effort to connect personal 	<ul style="list-style-type: none"> - Responds to at least 1 peer - Makes little to no effort to connect

	- Connects peer's responses to personal learnings, experiences	learnings, experiences to response	learning to response -
Total Possible	12	8	4

Weekly Assignments, Quizzes and/or Case Studies

Each week, you will be presented with either an assignment or a case study. Each assignment for up to 5% of your total grade and the mid-term quiz for 10% of your final grade. Assignments and case studies will each be graded based on the completion of answering the individual prompts as outlined. The quizzes marked as “for credit” will be graded based on the overall performance of an individual quiz in a given week. The quizzes will be timed and are **not** open book. In both instances, partial credit will be awarded.

Assignment, Case Study, and Essay Rubric

	5 Points	3 Points	1 Point
Overall Content and Response	<ul style="list-style-type: none"> - Makes clear connection between prompt and lesson/readings and applies the principles in an organized and thorough manner - Properly cites textbook and at least one other scholarly source 	<ul style="list-style-type: none"> - The writing is somewhat organized and mostly answers the prompt - Properly cites textbook and any other sources 	<ul style="list-style-type: none"> - Fails to reasonably answer the prompt - Does not properly cite any sources
Understanding of Materials	<ul style="list-style-type: none"> - Includes and expands on proper terminology, phrases from lessons/reading 	<ul style="list-style-type: none"> - Mentions a phrase from the lesson text but does not show clear application or understanding 	<ul style="list-style-type: none"> - No clear understanding of textbook, readings, or lessons
Application of Learning Concepts	<ul style="list-style-type: none"> - Makes a meaningful connection to personal experiences, other external coursework, current events or other relevant example 	<ul style="list-style-type: none"> - Attempts to connect learning concepts to response 	<ul style="list-style-type: none"> - Fails to properly apply learning to a relevant example
Quality of Writing	<ul style="list-style-type: none"> - No grammatical errors - Length meets the requirement stated in the prompt 	<ul style="list-style-type: none"> - Some grammatical errors - The length of response is close to the prompt's requirement 	<ul style="list-style-type: none"> - Many grammatical errors, OR - Failure to write within the requested word count
Total Possible	20	12	4

Final Exam

The credit awarded for the final exam will be given based on the percentage of questions answered correctly. The exam will contain 30 multiple choice questions each worth 2 points and 4 short answer questions each worth 10 points. The questions will be based solely on content given throughout the course including lectures, assignments and required readings. Partial credit will be given for the short answer questions. To receive full credit for the short answer

questions, please ensure you have read the prompt thoroughly and connect the question to topics learned during our class.

Final Project

The final project is designed to provide you with an opportunity to connect your cumulative knowledge gained from the course into one project. The project will be graded on the criteria listed on Moodle. Please see the project guidelines provided on Moodle.

Final Project Rubric

	5 Points	3 Points	1 Point
Thoroughness	<ul style="list-style-type: none"> - Makes clear connection between prompt and lesson/readings and applies the principles in an organized and thorough manner 	<ul style="list-style-type: none"> - The writing is somewhat organized and mostly answers the prompt missing some key details 	<ul style="list-style-type: none"> - Fails to reasonably answer the prompt - Does not address the key details
Understanding of Materials	<ul style="list-style-type: none"> - Includes and expands on proper terminology, phrases from lessons/reading through all units - Must include at least 7 keywords and phrases while adequately describing and explaining them 	<ul style="list-style-type: none"> - Includes at least 5 concepts from the lessons and describes them in relation to the project in a satisfactory manner 	<ul style="list-style-type: none"> - Uses 3 or less concepts - Fails to appropriately integrate concepts
Application of Learning Concepts	<ul style="list-style-type: none"> - Makes a meaningful connection of learnings both in the classroom and outside to solve the prompt - Integrates both sales and marketing into the answer 	<ul style="list-style-type: none"> - Attempts to connect real life experiences and classroom learnings to response - Shows only an understanding of sales or marketing 	<ul style="list-style-type: none"> - Fails to properly apply learning to solve the problem raised in the prompt
Creativity	<ul style="list-style-type: none"> - Creatively solves the problem in an original way - Presents the paper or presentation in an aesthetically pleasing manner 	<ul style="list-style-type: none"> - The deliverable is generally aesthetically pleasing 	<ul style="list-style-type: none"> - The deliverable shows little signs of effort
Research	<ul style="list-style-type: none"> - Shows proper external and scholarly research from credible sources 	<ul style="list-style-type: none"> - Shows evidence of some research - Does not use credible sources 	<ul style="list-style-type: none"> - Shows no evidence of external research
Technical Ability	<ul style="list-style-type: none"> - Properly cites textbook and at least two other scholarly source - Properly cites all sources uses APA 7 or MLA formatting 	<ul style="list-style-type: none"> - Cites sources, but not in proper format 	<ul style="list-style-type: none"> - Fails to cite sources
Quality of Writing	<ul style="list-style-type: none"> - No grammatical errors 	<ul style="list-style-type: none"> - Some grammatical errors 	<ul style="list-style-type: none"> - Many grammatical errors
Total Possible	35	21	7

Grade scale for all graded materials:

A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59-0

Participation	Percentage
Weekly Discussion and Engagement	25%
Assignments	Percentage
Weekly Assignments and/or Case Studies	25%
Quizzes	10%
Final Deliverables	Percentage
Final Exam	15%
Final Project and Case Study	25%

Weekly Activities/Assignments

Weekly engagements with classmates must be thoughtful in answers and foster open dialogue. They should bring in or build on relevant themes learned within that week. These assignments are due each Sunday at 11:59 pm.

Please be sure to cite all sources appropriately using APA format. Please review all writings carefully for spelling and grammatical errors.

Weekly Activities

Week 1 – 3/14-3/20 - Concepts and Practices for Leading Change	
Weekly Learning Objective	
<ul style="list-style-type: none"> Learning and identifying Social Problems as well as the building blocks of change management 	
Learning Outside the Classroom	Date Due
<ul style="list-style-type: none"> What is a social problem? Social Problems. Retrieved from https://open.lib.umn.edu/socialproblems/chapter/1-1-what-is-a-social-problem/ 17 Goals to Transform Our World. United Nations. Retrieved from https://www.un.org/sustainabledevelopment/ 	March 20, 2022 by 11:59 PM EST
Reading	
<i>Leading Change</i> , Chapter 1 and 2	
Assignments	
<ul style="list-style-type: none"> Reflections in Discussion Board 	

Week 2 – 3/21-3/27 - Community and Organizational Change	
Learning Outside the Classroom	Date Due
<ul style="list-style-type: none"> External <ul style="list-style-type: none"> Exploratory Research. MKT 450 Web Notes. Retrieved from https://academic.udayton.edu/JohnSparks/tools/notes/exploratory.pdf 	March 27, 2022 by 11:59 PM EST
Reading	
<i>Leading Change</i> , Chapters 4 and 5	
Assignments	
<ul style="list-style-type: none"> Discussion Boards/Reflections Business Case, Assignment 1 	

Week 3 – 3/28-4/3 - Social Ventures and Organizational Impact	
Learning Outside the Classroom	Date Due
<ul style="list-style-type: none"> ○ Thompson, J. and MacMillan, I. Making Social Ventures Work. Harvard Business Review. ○ Mair, J. & Noboa, E. (2006). Social Entrepreneurship: How intentions to create a social venture are formed. In Social Entrepreneurship (pp. 121-135). UK: Macmillan. 	April 3, 2022 by 11:59 PM EST
Reading	
Leading Change , Chapters 6 and 8	
Assignments	
<ol style="list-style-type: none"> 1. Discussion 2. Quiz 	

Week 4 – 4/4-4/10 - Social Ventures Changing the World	
Learning Outside the Classroom	Date Due
Developing a Business Case: Expert Solutions to Everyday Challenges. The Guide to the 7 Key Questions All Social Entrepreneurs Should Ask Themselves. Ashoka. Retrieved from https://www.ashoka.org/en/files/7qc-ashokaswitzerland-eng-webpdf	April 10, 2022 by 11:59 PM EST
Reading	
How to Change the World , Chapters 1, 2, 4, 5, and 7	
Assignments	
<ol style="list-style-type: none"> 1. DISCUSSION 2. <u>Assignment #2</u> 	

Week 5 – 4/11-/4/17 - Social Ventures Changing the World (Cont'd)	
Learning Outside the Classroom	Date Due
Developing a Theory of Change for Your Project. Oracle. Retrieved from https://project-oracle.com/uploads/files/Theory_of_Change_-_guidance_and_checklist_1.pdf How to Build a Theory of Change. NCVO. Retrieved from https://knowhow.ncvo.org.uk/how-to/how-to-build-a-theory-of-change	April 17, 2022 by 11:59 PM EST
Reading	
How to Change the World , Chapters 8, 9, 10, and 11 <ul style="list-style-type: none"> ○ 	

Assignments	
<ol style="list-style-type: none"> 1. DISCUSSION/Reflections 2. Assignment #3 	

Week 6 – 4/18-4/24 - Leadership, Change, and Working Globally	
Learning Outside the Classroom	Date Due
<ul style="list-style-type: none"> ○ Miller, T.L., Grimes, M.G., McMullen, J.S. (2012). Venturing for others with heart and head: How compassion encourages social Entrepreneurship. Academy of Management Review. Retrieved from https://cdn.vanderbilt.edu/vu-web/owen/files/publications/Compassion.AMR.2012.pdf 	April 24, 2022 by 11:59 PM EST
Reading	
<p><i>How to Change the World</i>, Chapters 16 and 18</p> <p><i>Leading Change</i>, Chapter 10</p> <ul style="list-style-type: none"> ○ 	
Assignments	
<ul style="list-style-type: none"> - Discussions/Reflections 	

Week 7 – 4/25-4/30 - Making a Case for Change	
Assignments	Date Due
<ol style="list-style-type: none"> 1. FINAL PROJECT: See above instructions 2. FINAL EXAM: 60-minute exam with 30 multiple choice and 4 short answer questions. <u>This is a proctored exam.</u> <ul style="list-style-type: none"> ○ 	April 29, 2022 by 11:59 PM EST