

# COMMERCE DEPARTMENT

**CDIO : INTEGRATED LEARNING EXPERIENCE  
FOR DIPLOMA IN MARKETING**

CTMX	0.45	▲	+0.45
FTR	-0.23	▼	-2.34%
CSCO	-1.01	▼	-1.89%
CHK	0.02	▲	+0.21
AAPL	+2.59		
PRTO	-0.65		
AMZN			
TSLA			
AVGO			
SIRI	-0.65		

## SEMESTER 3

**DPM30033 PRODUCT  
DPM30043 PRICING  
DPM30053 SALES MANAGEMENT**

+6.5%

78%

Trends

Shares

# CDIO :

## INTEGRATED LEARNING EXPERIENCE

# DIPLOMA IN MARKETING

CTMX	0.45	▲	+0.45
FTR	-0.23	▼	-2.34%
CSCO	-1.01	▼	-1.89%
CHK	0.02	▲	+0.21
AAPL	+2.59	▲	+2.59
PRTG	-0.11	▼	-0.11
AMZN	-0.11	▼	-0.11
TSLA	-0.11	▼	-0.11
AVGO	0.67	▲	+0.67
SIRI	-0.65	▼	-0.65

  
**POLITEKNIK**  
MALAYSIA  
PORT DICKSON

# ACKNOWLEDGEMENT

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Perpustakaan Negara Malaysia

+6.5%

78%

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# FOREWORD

This book is developed as a manual and guideline for both lecturers and students who are involved in teaching and learning for integrated courses of DPM30033: PRODUCT, DPM30043: PRICING and DPM30053: SALES MANAGEMENT.

This guidelines would develop an understanding about projects that will be conducted for the whole semester. It also acts as guideline and manual in producing good and creative products, a guide to analyze the pricing for product developed and as a guide on how to incorporate the selling process to sell the end product. All these structured activities are vital elements to enhance the students' knowledge and skills in solving problems in order to produce a competent and productive marketer. This guidelines consists of the project brief, the submission requirements and relevant references.

This book also acts as a guideline for lecturers and students in understanding the suitable marking scheme that should be given during the practical and exercise session. Furthermore, rubric of assessment (marking scheme) is explained to guide the process of assessment and develop better understanding upon the syllabus requirements.

# INTEGRATED LEARNING EXPERIENCE

## Semester 3

### COMMERCE DEPARTMENT DIPLOMA IN MARKETING

#### Project Description

In Integrated Learning Experience, we integrate 3 courses in semester 3 (DPM30033: PRODUCT, DPM30043: PRICING and DPM30053: SALES MANAGEMENT) of the Diploma in Marketing programme mini projects and simulation . The project has integrated learning outcomes which infuses the CDIO skill sets of the 21st century skills.

#### 1. Skills Development

- Build product prototype based on product development that bring most value for business purpose. (Design Skill)
- Manipulate pricing analysis to determine the final price in product development (Analytical Skill)
- Perform the organizing skills and selling skills through simulation in conducting sales. (Practical Skills)

#### 2. Project

- Group task

#### 3. Assessment methodology

- Rubrics

COURSES	TOPICS	ASSESSMENTS
DPM30033 PRODUCT	2.0 NEW PRODUCT 5.0 PACKAGING AND LABELLING	MINI PROJECT : 35%
DPM30043 PRICING	2.0 PRICING ANALYSIS	MINI PROJECT : 20%
DPM30053 SALES MANAGEMENT	2.0 SELLING PROCESS	SIMULATION : 20%

## Design of Integrated Learning Experience

Project LOs	Course	Related CLOs	Assessments	Implementa- tion Week
<p>At the end of the project, students will be able to:</p> <p>1. Develop a product prototype based on the product development that has business value.</p>	DPM30033 PRODUCT	CLO2: Build product prototype based on product development that bring most value for business purpose.(P3, PLO3)	<b>MINI PROJECT :</b> 35%	Week 3
<p>2. Determine the final price for the product prototype developed.</p>	DPM30043 PRICING	CLO2: Manipulate pricing analysis to determine the final price in product development (P4, PLO3)	<b>MINI PROJECT :</b> 20%	Week 7
<p>3. Sell the product to a prospect .</p>	DPM30053 SALES MANAGEMENT	CLO2 : Perform the organizing skills and selling skills through simulation in conducting sales. (P4, PLO3)	<b>SIMULATION :</b> 30%	Week 3

# COURSE MAPPING

+6.5%

Trends



78%

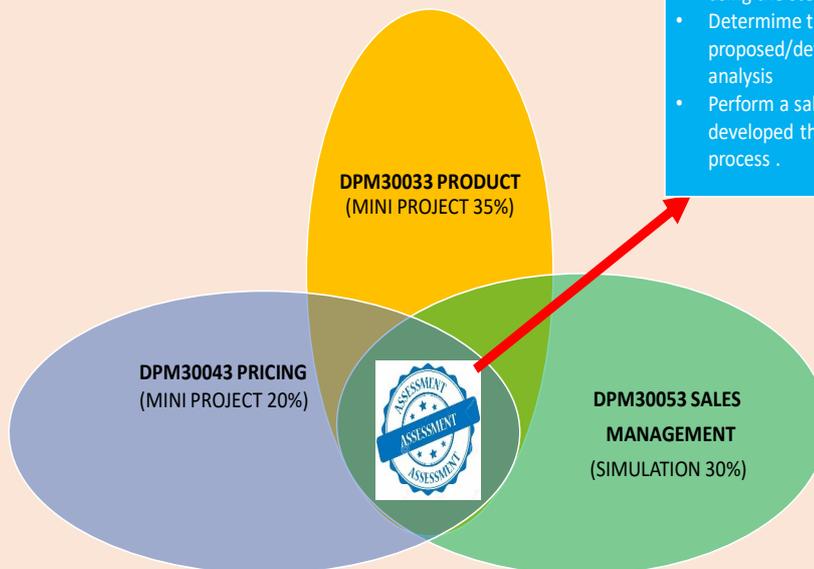
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SEMESTER

# 3

## ACTIVITIES/PROGRAM (Psychomotor)

- Propose/develop a new potential product using the steps in new product development.
- Determine the final price for the proposed/developed product using pricing analysis
- Perform a sales simulation the product developed through the steps of selling process .



AAPL +2.52  
PRTO -0.12  
AMZN -0.15  
TSLA -0.18  
AVGO -0.17  
SIRI -0.65

# OBJECTIVES :

To enhance the students' knowledge and skills in solving the problem through structured activities in order to produce a competent and productive marketer.

Upon completion of this activity, the student should be able to:

## Design Skills

- A) Understand the entire product development process (generating idea and develop a basic prototype).
- B) Apply the branding strategy and apply packaging and labelling for the product.

## Analytical Skills

- C) Understand the pricing analysis and determine the final price for the product that has been developed.

## Practical Skills

- D) Incorporate the steps in selling process to perform a sales simulation.

# COURSE OUTLINE



## SEMESTER 3

**DPM30033 — PRODUCT**

DPM30043 —PRICING

DPM30053—SALES MANAGEMENT



**TEACHING SCHEDULE:**

Topic No.	Topic/Content	Recommended Contact Hours	Assessment Method	Week
1.0	<b>INTRODUCTION TO PRODUCT</b> Examine three levels of product. Expose the types of consumer product. Exhibit product life cycle (PLC) Apply marketing strategies through a product life cycle.	6.5 Hours Lecture	Quiz	W2
2.0	<b>NEW PRODUCT</b> Assembles the categories of new products. Organize the new-product development organization structure Constructs the new product development process	18 hour Practical		
3.0	<b>PRODUCT DECISION</b> Organize product-mix decisions Utilize product-line decisions. Examine line featuring and line pruning	5 hours Lecture		
4.0	<b>BRAND AND BRAND MANAGEMENT</b> Evaluate brand. Validate the benefits of branding. Conclude the brand attributes	4 hours Lecture	Test	W9
5.0	<b>PACKAGING AND LABELLING</b> Display packaging. Display types of packaging. Display labelling.	10 hours Practical	Problem scenario	W10
6.0	<b>BRAND DECISION</b> Evaluate brand sponsor decision. Recommend brand names decision Propose brand strategy decision	9 hours Lecture	Mini Project (submit)	W12

8.	<p><b>REFERENCES</b></p>	<p>Main :</p> <ol style="list-style-type: none"> <li>1. Lehmann, D. R. &amp; Winer, R. S., (2015), Product Management. (4th ed.). McGraw-Hill</li> </ol> <p>Additional :</p> <ol style="list-style-type: none"> <li>1. Crawford, M., &amp; Benedetto, A. D. (2020), ISE New Products Management. (12th ed.). McGraw Hill</li> <li>2. Crawford, M. (2019), EBOOK New Products Management, 11e. (1th ed.). McGraw Hill Educations eBook</li> <li>3. Kotler, P., &amp; Armstrong, G. (2017). Principles of Marketing. (17thed.). Pearson</li> <li>4. Lehmann, D. R. &amp; Winer, R. S., (2010), Product Management and Strategy. McGraw-Hill</li> <li>5. Trott, P. (2017), Innovation Management and New Product Development. (6th ed.). Pearson.</li> <li>6. Wheeler, A. (2017). Designing Brand Identity: An essential guide for the whole branding team. (5th ed.). John Wiley &amp; Sons Inc.</li> </ol>
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Prepared by:

Verified by :

.....  
( Course Coordinator Name & Signature )

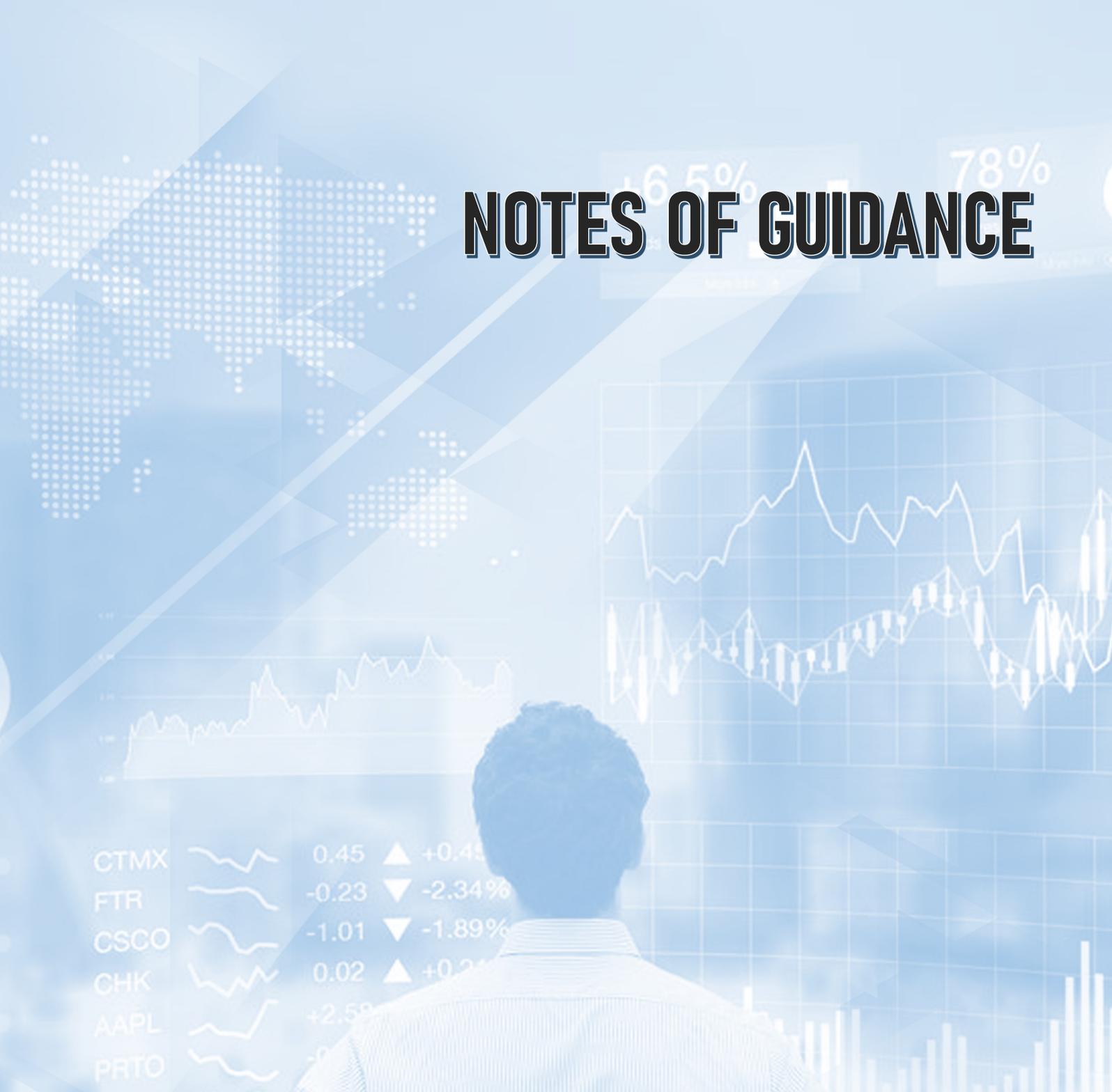
.....  
( KJ/KPro/KK Name & Signature )

Date :

Date :

CTMX 0.45 ▲ +0.45%  
 FTB -0.23 ▼ -2.34%  
 CSCO -1.01 ▼ -1.89%  
 CHK 0.02 ▲ +0.2%  
 AAPL +2.59%  
 PRTO -0.15%  
 AMZN -0.15%  
 TSLA -0.15%  
 AVGO -0.15%  
 SIRI -0.65%

# NOTES OF GUIDANCE



The background features a person in a white shirt looking at a digital dashboard. The dashboard displays various financial charts and data points, including a world map, a line graph, a candlestick chart, and a bar chart. The text 'NOTES OF GUIDANCE' is prominently displayed at the top.

CTMX	0.45	▲	+0.45
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CSCO	-1.01	▼	-1.89%
CHK	0.02	▲	+0.21
AAPL	+2.59		
PRTG	-0.01		

## SEMESTER 3

**DPM30033 — PRODUCT**

**DPM30043 — PRICING**

**DPM30053 — SALES MANAGEMENT**

## Mini Project (35%) : DPM30033 PRODUCT

### NOTES OF GUIDANCE

#### INSTRUCTION

Each group will have to brainstorm and generate a new product idea of a potential product that can be marketed in Malaysia. The theme chosen for the potential product for current semester is “**household products**”.

Based on the theme, each group will have to:

- a) Identify a problem with house chores at home and brain storm in groups to find ideas/solution ( idea generation )
- b) Develop product concepts (at least 2 concept) for the idea and conduct the concept testing. Choose the best concept based on the test conducted.
- c) Briefly explain the marketing strategy for the proposed product.
- d) Prepare a business analysis.
- e) Develop the product/prototype. (A good sketch/drawing/3D design are accepted)
- f) Apply the knowledge that have gained in Topic 4 & 6 (Branding) and create a brand for the product.
- g) Finally, design a new package for the product and describe the specific functions of the newly designed package (apply the knowledge that have gained from Topic 5 Packaging and Labeling Decisions).

A written report of the above sub-topics should be submitted and it must be able to explain in detail the process of:

- i) New product development and ;
- ii) Branding decision.

Evaluation of the report will be done using rubric shown in **Appendix 1**.

+6.5%

Trends

78%

**RUBRICS**



CTMX		0.45	▲	+0.45
FTR		-0.23	▼	-2.34%
CSCO		-1.01	▼	-1.89%
CHK		0.02	▲	+0.21
AAPL		+2.59		
PRTG		-0.12		

# SEMESTER 3

**DPM30033 — PRODUCT**

**DPM30043 — PRICING**

**DPM30053 — SALES MANAGEMENT**

DEPARTMENT OF COMMERCE  
DPM30033 –PRODUCT  
MINI PROJECT (35%) [P3, CLS3a]

Appendix 1

CLUSTER 3a RUBRIC: PRACTICAL SKILLS

ATTRIBUTE	SUB ATTRIBUTE	WEIGHTAGE	POOR (1-2)	FAIR (3-4)	SATISFACTORY (5-6)	GOOD (7-8)	EXCELLENT (9-10)	MARKS
<b>PRACTICAL SKILLS</b>	<b>PREPARATION</b>	<b>2*</b>	<ul style="list-style-type: none"> <li>Show <i>very limited ability</i> to master a task through further actions<sup>#</sup></li> <li><i>Hardly able to identify and discuss</i> the relevant theories<sup>##</sup> (ill-prepared) in initiating the task</li> <li><i>Very rarely apply</i> essential skills<sup>^</sup> in executing a task</li> <li><i>Hardly suitable</i> skill sets used, thus need a lot of improvement</li> <li>Achieve less than 60% of the <i>required skills</i> needed</li> </ul>	<ul style="list-style-type: none"> <li>Show <i>limited ability</i> to master a task through further actions<sup>#</sup></li> <li><i>Fairly able to identify and discuss</i> the relevant theories<sup>##</sup> in initiating the task</li> <li><i>Rarely apply</i> essential skills<sup>^</sup> in executing a task</li> <li><i>Occasionally suitable</i> skill sets used, thus need quite a lot of improvement</li> <li>Achieve between 60% and 69% of the <i>required skills</i> needed</li> </ul>	<ul style="list-style-type: none"> <li>Show <i>moderate ability</i> to master a task through further actions<sup>#</sup></li> <li><i>Average able to identify and discuss</i> the relevant theories<sup>##</sup> in initiating the task</li> <li><i>Sometimes apply</i> essential skills<sup>^</sup> in executing a task</li> <li><i>Sometimes suitable</i> skill sets used, thus need moderate improvement</li> <li>Achieve between 70% and 79% of the <i>required skills</i> needed</li> </ul>	<ul style="list-style-type: none"> <li>Show <i>above average ability</i> to master a task through further actions<sup>#</sup></li> <li><i>Good at identifying and discussing</i> the relevant theories<sup>##</sup> in initiating the task</li> <li><i>Usually apply</i> essential skills<sup>^</sup> in executing a task</li> <li><i>Frequently suitable</i> skill sets used, thus need little improvement</li> <li>Achieve between 80% and 89% of the <i>required skills</i> needed</li> </ul>	<ul style="list-style-type: none"> <li>Show <i>exemplary ability</i> to master a task through further actions<sup>#</sup></li> <li><i>Excellent at identifying and discussing</i> the relevant theories<sup>##</sup> (well-prepared) in initiating the task</li> <li><i>Always apply</i> essential skills<sup>^</sup> in executing a task</li> <li><i>Very frequently suitable</i> skill sets used, thus need very little/no improvement</li> <li>Achieve more than 89% of the <i>required skills</i> needed</li> </ul>	<b>/20*</b>
	<b>APPLICATION</b>	<b>2*</b>	<ul style="list-style-type: none"> <li><i>Poor</i> implementation of task with no flow of steps/workings shown properly</li> <li><i>Very seldomly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range of less than 60%</li> </ul>	<ul style="list-style-type: none"> <li><i>Fair</i> implementation of task with few flows of steps/workings shown properly</li> <li><i>Seldomly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range between 60% and 69%</li> </ul>	<ul style="list-style-type: none"> <li><i>Satisfactory</i> implementation of task with some flows of steps/workings shown properly</li> <li><i>Quite regularly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range between 70% and 79%</li> </ul>	<ul style="list-style-type: none"> <li><i>Good</i> implementation of task with more flows of steps/workings shown properly</li> <li><i>Regularly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range between 80% and 89%</li> </ul>	<ul style="list-style-type: none"> <li><i>Excellent</i> task implementation with most flows of steps/workings shown properly</li> <li><i>Very regularly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range of more than 89%</li> </ul>	<b>/20*</b>
	<b>METHOD</b>	<b>2*</b>	<ul style="list-style-type: none"> <li><i>Poor</i> implementation of task with no flow of steps/workings shown properly</li> <li><i>Very seldomly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range of less than 60%</li> </ul>	<ul style="list-style-type: none"> <li><i>Fair</i> implementation of task with few flows of steps/workings shown properly</li> <li><i>Seldomly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range between 60% and 69%</li> </ul>	<ul style="list-style-type: none"> <li><i>Satisfactory</i> implementation of task with some flows of steps/workings shown properly</li> <li><i>Quite regularly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range between 70% and 79%</li> </ul>	<ul style="list-style-type: none"> <li><i>Good</i> implementation of task with more flows of steps/workings shown properly</li> <li><i>Regularly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range between 80% and 89%</li> </ul>	<ul style="list-style-type: none"> <li><i>Excellent</i> task implementation with most flows of steps/workings shown properly</li> <li><i>Very regularly</i> apply suitable method<sup>^^</sup> thoroughly to perform the task</li> <li>Comply with the <i>required method(s)</i> as mentioned at the range of more than 89%</li> </ul>	<b>/20*</b>



+6.5%

Trends

78%

**SAMPLES**



CTMX		0.45	▲	+0.45
FTR		-0.23	▼	-2.34%
CSCO		-1.01	▼	-1.89%
CHK		0.02	▲	+0.21
AAPL		+2.59		
PRTG		-0.12		

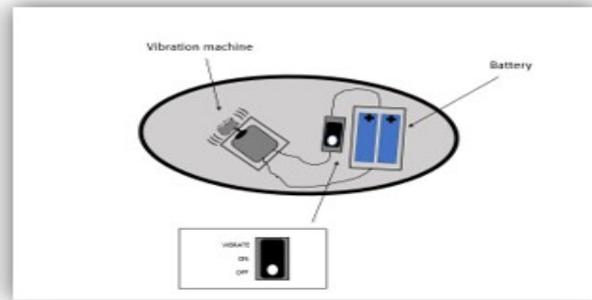
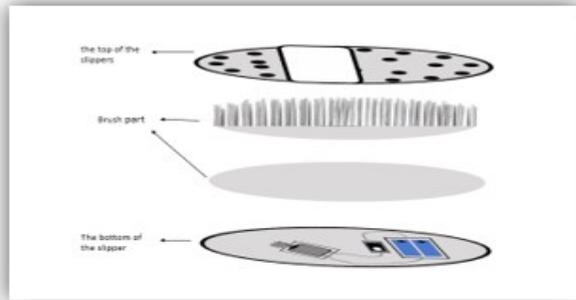
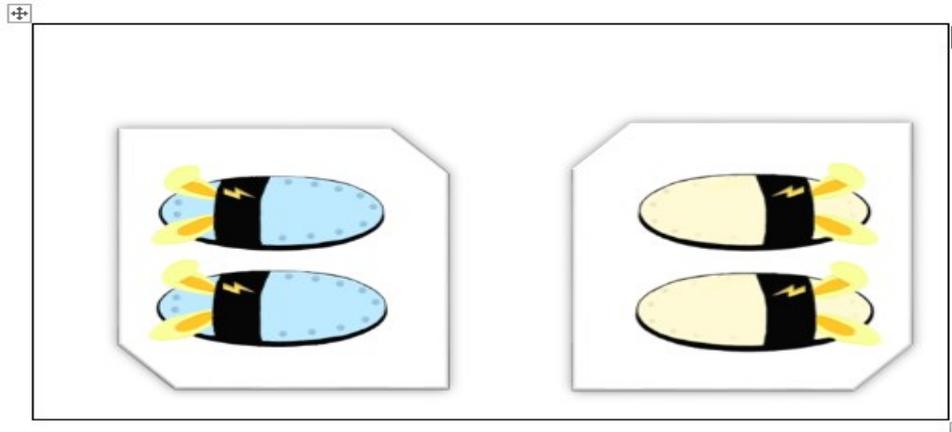
# SEMESTER 3

**DPM30033 — PRODUCT**

**DPM30043 —PRICING**

**DPM30053—SALES MANAGEMENT**

## PROTOTYPE : 2 in 1 Slipper



## PROTOTYPE : House/Office Solar Vacuum

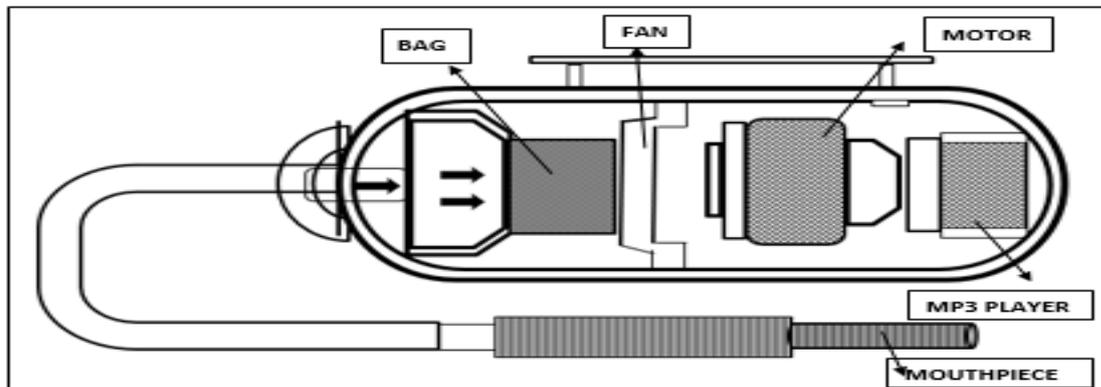


DIAGRAM 1.1 HOUSE SOLAR VACUUM

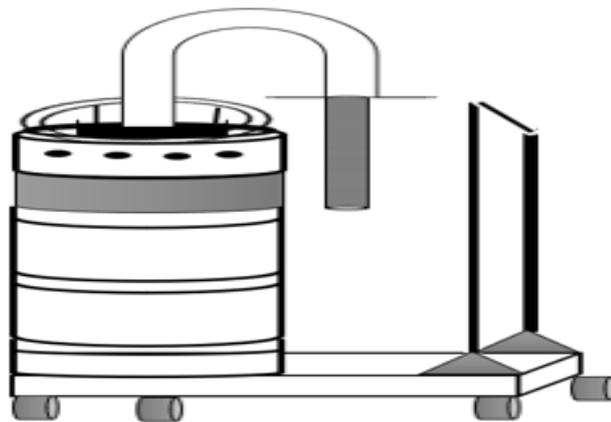
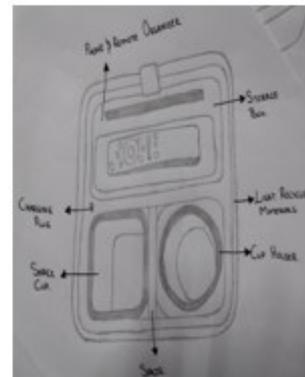
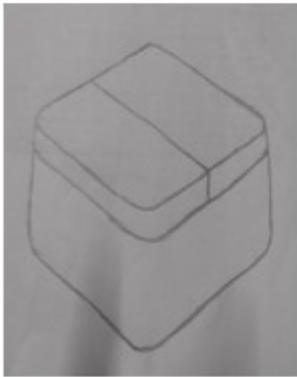


DIAGRAM 1.2 OFFICE SOLAR VACUUM

PROTOTYPE : CUP HOLDER



78%

Shares

1000000

CTMX  
FTR  
CSCO  
CHK  
AAPL  
PRTO  
AMZN  
TSLA  
AVGO  
SIRI

0.87  
-0.65

# COURSE OUTLINE



## SEMESTER 3

DPM30033 — PRODUCT

**DPM30043 — PRICING**

DPM30053 — SALES MANAGEMENT

**DEPARTMENT OF COMMERCE**

**COURSE OUTLINE**

**DECEMBER 2020 SESSION**

1.	NAME OF COURSE	PRICING		
	COURSE CODE	DPM30043		
2.	SYNOPSIS	PRICING provides an overview detail of the knowledge on pricing roles, important of pricing, pricing analysis and strategies. This course provides chances to students in gathering pertinent information by conducting situational analysis related to setting the prices. This course emphasizes students to able illustrate strategies under prices adaptation and demonstrate the condition of price changes. It also provides the knowledge of the main issue relating to price changes.		
3.	CREDIT VALUE	3		
4.	PREREQUISITE/ CO-REQUISITE (IF ANY)	None		
5.	COURSE LEARNING OUTCOMES (CLO): Upon completion of this course, students should be able to:			
	CLO1	Write the knowledge and skills needed in pricing to operate market-ing activities. (C3, PLO1)		
	CLO2	Manipulate pricing analysis to determine the final price in product development. (P4, PLO3)		
	CLO3	Describe the concept of pricing in executing marketing activities by confirming to the ethics and professionalism of marketing. (A3, PLO8).		
6.	PROGRAMME LEARNING OUTCOMES (PLO):			
	PLO 1 : Apply good understanding of concepts and theories in the field of marketing.			
	PLO 3 : Communicate effectively both in written and spoken form with colleague, other professionals and community			
6.	ASSESSMENT METHOD: The course assessment consist of: Continuous Assessment (CA) – 50% Final Examination (FE) – 50%			
		Assessment	Quantity	Percentage (%)
		Quiz	1	5%
		Theory Test	1	10%
		Mini project	1	20%
		Presentation	1	15%
		TOTAL	4	50%

## TEACHING SCHEDULE:

Topic No.	Topic/ Content	Recommended Contact Hours	Assessment Method	Week
1.0	UNDERSTANDING PRICING Apply pricing, Apply for pricing roles &Apply for pricing roles.	3 hours Lecture	Quiz 1 (T1/T2)	W1
2.0	PRICING ANALYSIS. Construct pricing objective, Construct demand determination, Construct cost estimation, Construct competitors, cost,prices and offers analysis, Manipulate pricing methods & Manipulate factor influencing the selection of final price.	9 hours Lecture 12 hours Practical	Theory Test 1 (T3/T4)	W2-W6
3.0	PRICE ADAPTION Explain price adaptation, Explain priceadaptation strategies, Differentiate price discount and allowances, Differentiate promotional pricing, & Differentiate segmented pricing,	5.5 hoursLecture	Mini Project T2)	W7-W8
4.0	PRICE CHANGE ADJUSTMENT Describe function to price change, Explaininitiating and responding to price changes,Describe the reaction of consumers and competitors price change, Describe responding to competitors' price changes, Describe the price adjustment strategies &Describe external factor influencing price change adjustment.	14 hoursLecture	Presentation (T4/T5)	W8- W11
5.0	PRICING ISSUES Discuss current pricing issues & Discussissue in price determination.	8 hours Lecture	Presentation (T4/T5)	W11- W14

8.	REFERENCES	<p>Main :</p> <ol style="list-style-type: none"> <li>1. Thomas T. Nagle, John E Hogan and Joseph Zale (2011). The Strategy and Tactics of Pricing: A guide to Growing Profitably, Pearson. (ISBN-13: 978-0132546133) (ISBN-10:0132546132)</li> </ol> <p>Additional :</p> <p>Philip Kotler &amp; Armstrong, Gary (2013). Principle of Marketing (16th ed). Pearson (ISBN-13: 9780133795028)</p> <p>Philip Kotler &amp; Kevin Lane Keller (2006). Marketing Management (12th ed). Pearson (ISBN-0-13-196853-X)</p>
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Prepared by:

Verified by :

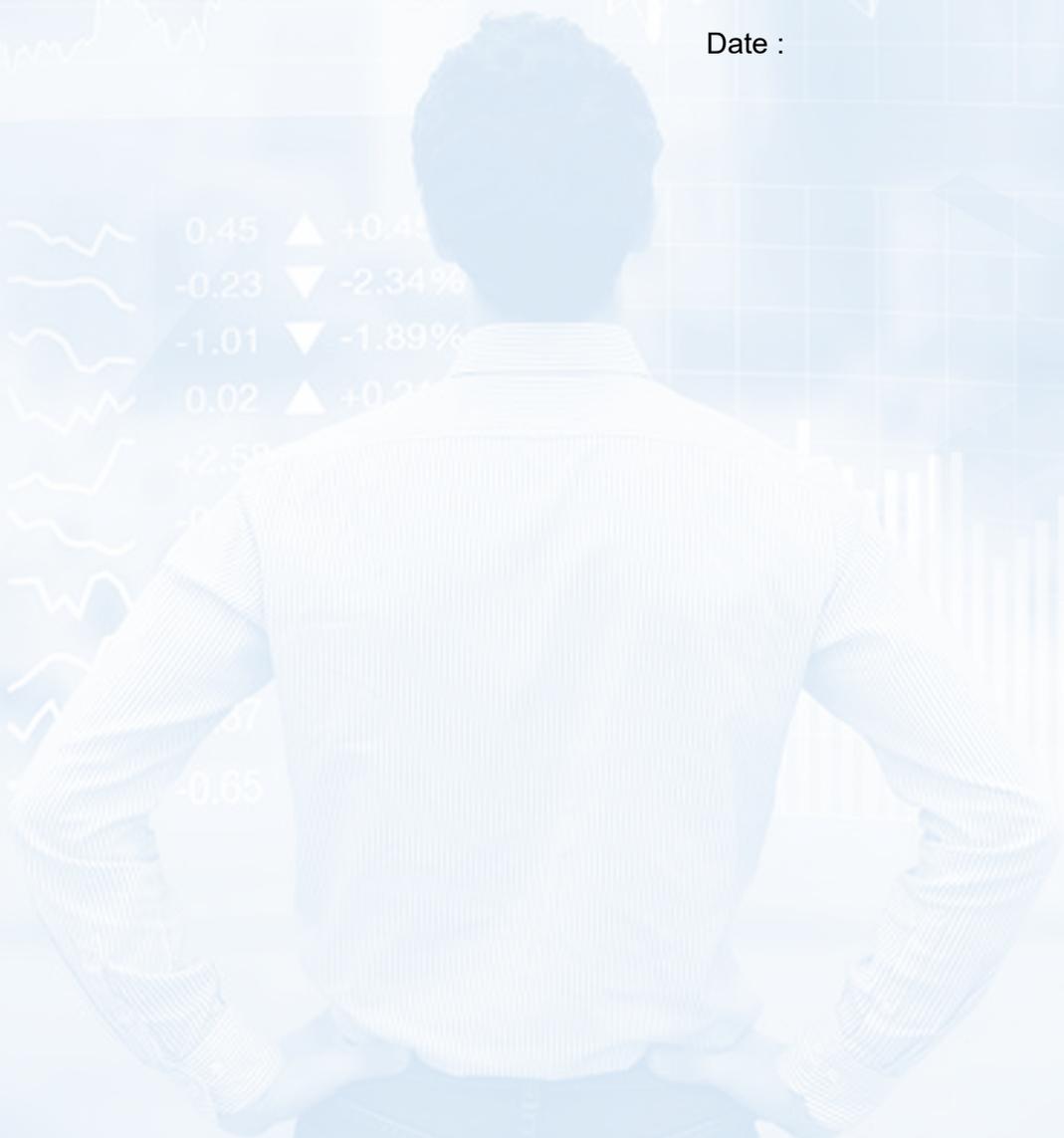
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( KJ/KPro/KK Name & Signature )

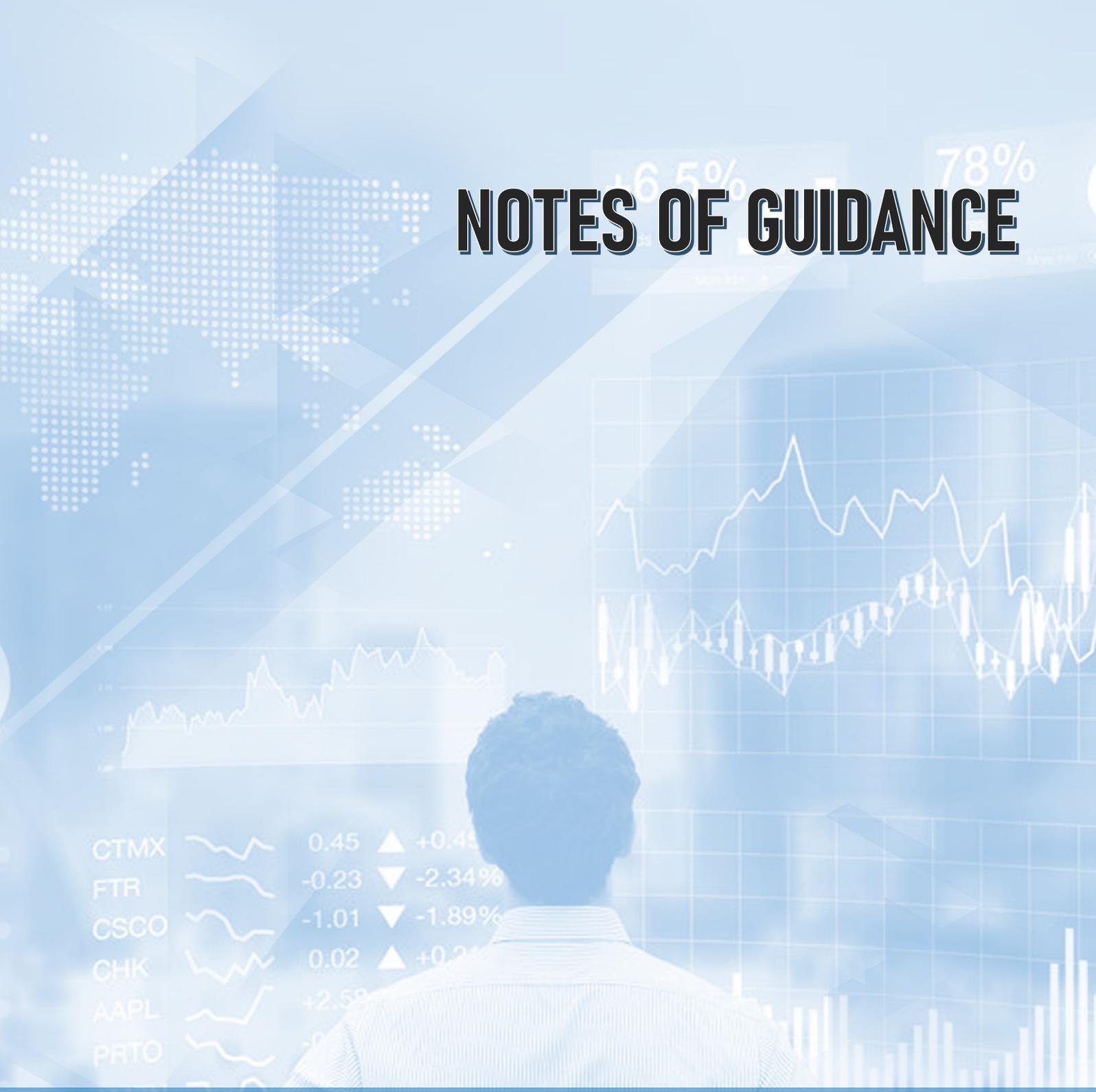
Date :

Date :

CTMX		0.45	▲	+0.45
FTR		-0.23	▼	-2.34%
CSCO		-1.01	▼	-1.89%
CHK		0.02	▲	+0.21
AAPL		+2.59	▲	+2.59
PRTO		-0.15	▼	-0.15
AMZN		0.15	▲	+0.15
TSLA		0.15	▲	+0.15
AVGO		0.15	▲	+0.15
SIRI		-0.65	▼	-0.65



# NOTES OF GUIDANCE



CTMX	0.45	▲	+0.45
FTR	-0.23	▼	-2.34%
CSCO	-1.01	▼	-1.89%
CHK	0.02	▲	+0.21
AAPL	+2.59		
PRTG	-0.01		

## SEMESTER 3

DPM30033 — PRODUCT

**DPM30043 — PRICING**

DPM30053 — SALES MANAGEMENT

## Mini Project (20%) : DPM30043 PRICING

### NOTES OF GUIDANCE

#### INSTRUCTION

Using the knowledge that you have gained in Chapter 1 and Chapter 2 of DPM30043 Pricing, each group have to analyze the pricing of the product that you have developed in DPM3003 New Product Development and Branding (based on the chosen product – **household product**).

Imagine that you are a Pricing Manager in one large company, you need to fix the price for your new product that will be launched soon .

Each group will have to follow the instruction below:

- i) Your company need to develop the pricing objectives that are specific, attainable and measureable. Therefore, apply the knowledge that you have gained in Chapter 1 & 2 and briefly explain the pricing objective of your companies' product;
- ii) As a pricing manager, to price the product intelligently, you need to know how cost vary with different level of production. Construct the cost estimation below;
  - a. Calculate your fixed cost;
  - b. Calculate your variable cost;
  - c. Show the breakeven analysis and explain your company's profit using the break-even unit volume.
- iii) Identify and explain **FIVE (5)** factors that influence the price sensitivity of your chosen product;
- iv) Apply at least **THREE (3)** methods of pricing that you used in your chosen product.
- v) Interpret the reasons why you choose the method and what are the importance of the right pricing for your company;
- vi) Finally, construct and elaborate **THREE (3)** factors that influencing the selection of final price based on;
  - a. Internal factors and;
  - b. External factors

Evaluation of the report will be done using rubric shown in **Appendix 2**.

+6.5%

Trends

78%

**RUBRICS**



CTMX	0.45	▲	+0.45
FTR	-0.23	▼	-2.34%
CSCO	-1.01	▼	-1.89%
CHK	0.02	▲	+0.21
AAPL	+2.59		
PRTG	-0.12		

# SEMESTER 3

DPM30033 — PRODUCT

**DPM30043 — PRICING**

DPM30053 — SALES MANAGEMENT

DEPARTMENT OF COMMERCE  
RUBRIC; (CLO3, PLO8, A3)  
CLS5 ETHICS AND PROFESSIONALIS

ATTRIBUTE	SUP ATTRIBUTE	POOR (1-2)	FAIR (3-4)	SA TISFACTORY (5-6)	GOOD (7-8)	EXCELLENT (9-10)	MARKS
	A. Compliance with standards/policies/practices/guidelines	Fails to consider ethical and professional standards/policies/practices/guidelines.	Identifies <b>limited</b> ethical and professional standards/policies/practices/guidelines that <b>can be applied</b> to the issue (s)	Identifies <b>some of</b> the ethical and professional standards/policies/practices/guidelines that <b>can be applied</b> to the issue(s).	Mostly <b>describes</b> the ethical and professional standards/policies/practices/guidelines that <b>can be applied</b> to the issue(s).	Thoroughly <b>describes all</b> the ethical and professional standards/policies/practices/guidelines that <b>can be applied</b> to the issue(s).	
	B. Integrity/Honesty	Demonstrate <b>limited</b> pattern of professional behaviour such as promptness, task completion and academic integrity	Demonstrate <b>few</b> pattern of professional behaviour such as promptness, task completion and academic integrity	Demonstrate <b>some</b> pattern of professional behaviour such as promptness, task completion and academic integrity	Demonstrate <b>mostly</b> pattern of professional behaviour such as promptness, task completion and academic integrity.	<b>Fully</b> demonstrate a pattern of professional behaviour such as promptness, task completion and academic integrity.	
	C. Social responsibility	<b>Lack</b> awareness of an individual's relation to society.	Show <b>less</b> awareness of the relation between individuals and society.	Show <b>some</b> awareness of the relation between individuals and society.	Show <b>more</b> awareness of the relation between individuals and society.	<b>Full</b> awareness of the relation between individuals and society; demonstrate concern and	

C3 : ETHICS AND PROFESSIONALISME

**DEPARTMENT OF COMMERCE  
RUBRIC; (CLO3, PLO8, A3)  
CLS5 ETHICS AND PROFESSIONALIS**

**Appendix 2**

	<b>D. Adaptability in work environment</b>	<b>Hard and rarely able to adapt to different situations or contexts</b>	<b>Easy to adapt to familiar situations but quite difficult when the situations are Completely new.</b>			active involvement in society.	<b>Easily to adapt in a positive way to new contexts Without problem.</b>
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Prepared by:

Course Lecturer

Date:

Checked & verified by:

Head of Department/ Head of Program/ Coordinator

Date:

# COURSE OUTLINE



## SEMESTER 3

DPM30033 — PRODUCT

DPM30043 —PRICING

**DPM30053—SALES MANAGEMENT**

**DEPARTMENT OF COMMERCE**

**COURSE OUTLINE**

**DECEMBER 2020 SESSION**

1.	NAME OF COURSE	SALES MANAGEMENT		
	COURSE CODE	DPM30053		
2.	SYNOPSIS	SALES MANAGEMENT course emphasizes the roles and responsibilities of sales personnel as well as sales manager in the ever-changing selling environment. Students will be exposed to the basics of selling skills needed to sell goods and services such as listening, communications, handling objections, and basic negotiation skills in closing. In this course, students will also be exposed to core sales management skills including managing sales force and focus on the ethics and social responsibilities in selling and sales management.		
3.	CREDIT VALUE	3		
4.	PREREQUISITE/ CO-REQUISITE (IF ANY)	None		
5.	COURSE LEARNING OUTCOMES (CLO): Upon completion of this course, students should be able to:			
	CLO 1	Apply the elements of sales and sales force management in the ever-changing marketing environment.(C3, PLO1)		
	CLO 2	Perform the organizing skills and selling skills through simulation in conducting sales. (P4, PLO3)		
	CLO 3	Demonstrate the ability to be responsible as a leader or contribute as a member of a team to facilitate success in the sales area.(A3, PLO6)		
6.	PROGRAMME LEARNING OUTCOMES (PLO):			
	PLO 1 : Apply good understanding of concepts and theories in the field of marketing.			
	PLO 3 : Perform marketing practical work skills in managing marketing activities.			
6.	ASSESSMENT METHOD:			
	The course assessment consist of:			
	Continuous Assessment (CA) – 70%			
	Final Examination (FE) – 30%			
		Assessment	Quantity	Percentage (%)
		Quiz	2	10%
	Test	1	10%	
	Simulation	1	30%	
	Presentation	1	20%	

**TEACHING SCHEDULE:**

Topic No.	Topic/Content	Recommended Contact Hours	Assessment Method	Week
1.0	<b>Sales Management</b> 1.1 Provide information about sales management. 1.2 Provide information based on tasks, problems and challenges in sales management. 1.3 Provide information based on the environmental factors influencing selling success.	Lecture : 5 hours	Quiz 1 Presentation	Week 1-2
2.0	<b>Selling Process</b> 2.1 Perform selling job. 2.2 Perform steps in the selling process.	Lecture : 2 hours  Practical : 27 hours	Quiz 2  Simulation	Week 2-9
3.0	<b>Sales Force Management</b> 3.1 Explain various types of sales job. 3.2 Explain sales force management process.	Lecture : 7 hours	Test 1 Presentation	Week 10-11
4.0	<b>Self Management</b> 4.1 Explain the importance of time management 4.2 Describe financial management issue 4.3 Explain sales report 4.4 Explain current issues and development in sales management	Lecture : 8.5 hours	Quiz 2  Presentation	Week 11-13
5.0	<b>Ethics And Social Responsibilities In Sales Management</b> 5.1 Describe the importance of ethical behaviour in sales management. 5.2 Explain the Direct Selling Association of Malaysia Code of Conduct	Lecture : 3 hours	Test 1 Presentation	Week 13-14

8.	REFERENCES	<p>Main :</p> <ol style="list-style-type: none"> <li>1. Jobber, D., Lancaster, G., &amp; Meunier-Fitzhugh, K. L. (2019). <i>Selling and Sales Management</i> (11th ed.). Pearson Education Limited</li> <li>2. Futrell, C. M. (2014). <i>Fundamentals of Selling: Customer for life through services</i> (13th ed.). McGraw-Hill Education</li> </ol> <p>Additional :</p> <ol style="list-style-type: none"> <li>1. Ingram, T. N., Laforge, R.W., Avila, R. A., Schwegker, C.H., &amp; Williams, M.R. Jr. (2016). <i>Sell.</i> (5th ed.). Cengage Learning</li> <li>2. Ingram, T. N., Laforge, R.W., Avila, R. A., Schwegker, C.H., &amp; Williams, M.R. Jr. (2015). <i>Sales Management: Analysis and Decision Making.</i> (8th ed.). Routledge</li> <li>3. Johnston, M. W., &amp; Marshall, G.W. (2016). <i>Sales Force Management: Leadership, Innovation, Technology</i> (12th ed.). Routledge</li> </ol>
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Prepared by:

Verified by :

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 ( Course Coordinator Name & Signature )

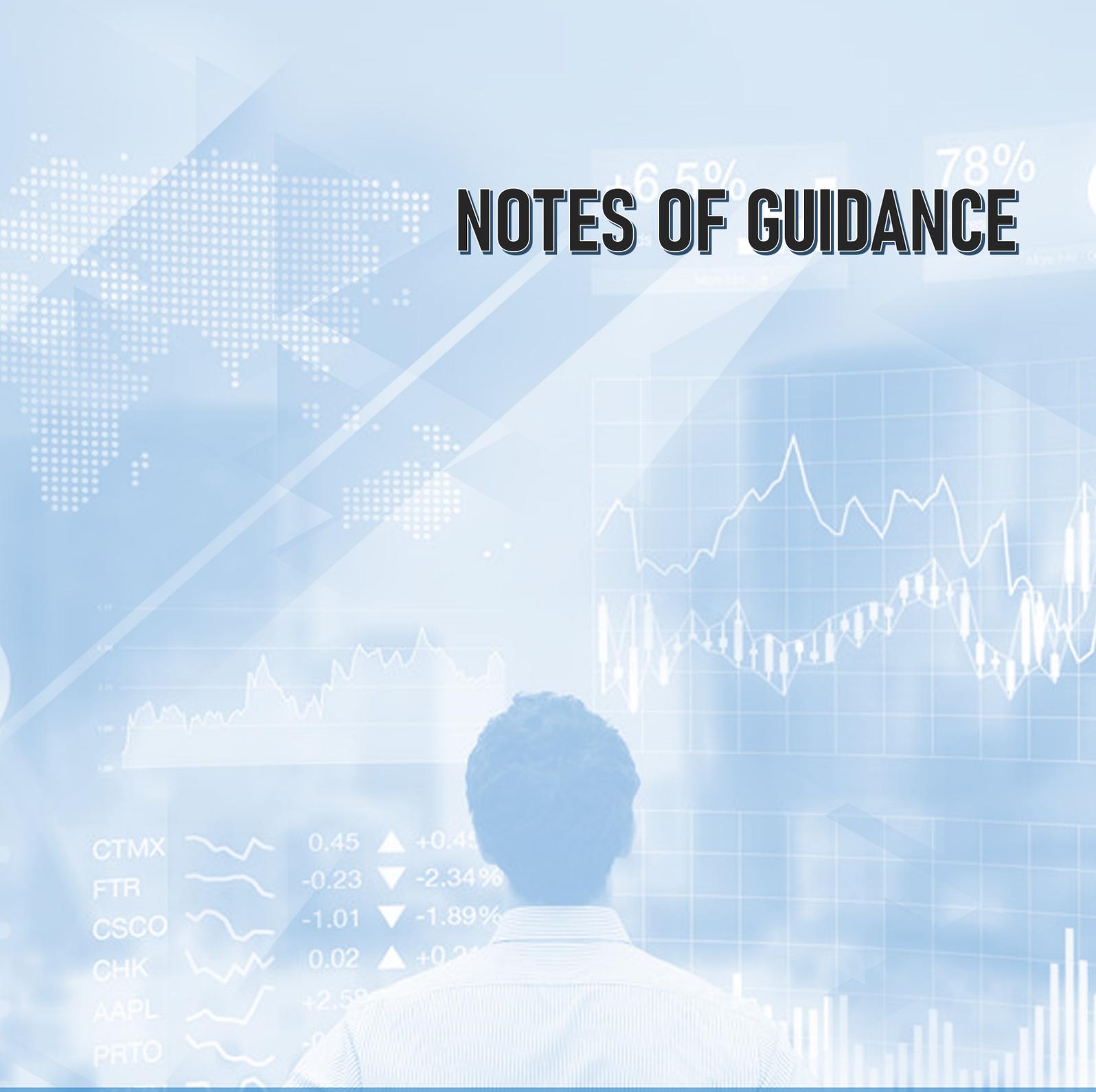
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 ( KJ/KPro/KK Name & Signature )

Date :

Date :

CTMX 0.45 ▲ +0.45  
 FTR -0.23 ▼ -2.34%  
 CSCO -1.89%  
 CHK 0.02 ▲ +0.2  
 AAPL +2.59  
 PRTO -0.01  
 AMZN  
 TSLA  
 AVGO 0.67  
 SIRI -0.65

# NOTES OF GUIDANCE



The background features a person in a white shirt looking at a digital dashboard. The dashboard displays various financial charts, including a world map, a line graph, a candlestick chart, and a bar chart. The text 'NOTES OF GUIDANCE' is prominently displayed at the top. Below the person, the text 'SEMESTER 3' is written in large white letters, followed by course codes and titles: 'DPM30033 — PRODUCT', 'DPM30043 — PRICING', and 'DPM30053 — SALES MANAGEMENT'. The background is a light blue color with various financial data points and charts.

CTMX	0.45	▲	+0.45
FTR	-0.23	▼	-2.34%
CSCO	-1.01	▼	-1.89%
CHK	0.02	▲	+0.21%
AAPL	+2.59		
PRTG	-0.12		
AMZN			
TSLA			
AVGO			
SRI			

## SEMESTER 3

DPM30033 — PRODUCT

DPM30043 — PRICING

**DPM30053 — SALES MANAGEMENT**

## Simulation (30%) : DPM30053 SALES MANAGEMENT

### NOTES OF GUIDANCE

#### INSTRUCTION

Upon completion of developing a product as mentioned above, students are required to perform a sales simulation.

In this sales simulation, students will be working in **GROUPS** and will be performing sales simulation **INDIVIDUALLY**.

#### **I. Group Task : 10%**

- a) Create a “calling card” or a business card.
- b) Prepare a customer benefit plan based on FABs for your product.
- c) Prepare the sales presentation slides using power point. (Slides should not be more than 10 slides)

Item (i), (ii) & (iii) must be in a report form and submitted prior to the sales simulation activity.

Evaluation of the report will be done using rubric shown in **Appendix 3**.

#### **II. Individual Tasks: (20%)**

Each student (SALESPERSON) may select his/her own PROSPECT (The prospect shall be one of the classmates and should be from other groups.)

Salesperson needs to simulate the approach, sales presentation, handling of objections and initiate closing. It is important that the salesperson's approach, presentation and closing are related to each other.

**Important:** You should plan for the *no buy* situation. Thus, you should prepared for both the buy and no buy customer.

## Simulation (30%) : DPM30053 SALES MANAGEMENT

The sales simulation will be performed via online using the available medium on a specific time agreed by the salesperson, prospect and the lecturer.

During your sales simulation, lecturer will look for your use of the techniques learnt (approaching techniques, sales presentation elements, techniques in handling objections and the closing technique initiated) when evaluating your presentation.

Evaluation will be done using Sales Simulation Rubric ( As shown in **Appendix 4**) and the simulation will be recorded for further evaluation (if needed).

Overall, the sales call should be within 5 minutes and not more than that. Marks will be deducted accordingly for extra time taken by the salesperson.

The TOTAL MARKS for this Sales Simulation will be 30% (Group task + Individual Task ).

+6.5%

Trends

78%

**RUBRICS**



CTMX		0.45	▲	+0.45
FTR		-0.23	▼	-2.34%
CSCO		-1.01	▼	-1.89%
CHK		0.02	▲	+0.21
AAPL		+2.59		
PRTG		-0.12		

# SEMESTER 3

DPM30033 — PRODUCT

DPM30043 — PRICING

**DPM30053 — SALES MANAGEMENT**

## SIMULATION REPORT EVALUATION RUBRIC (Group Task 10%)

Group Name :		Students' Name			
Matric Number					
Evaluation Area	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Points
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.	
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	10%
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive and detract from the content of the presentation.	5%
Organization	PowerPoint contains a minimum of 10 slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains max of 10 slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than 10 slides, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than 10 slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.	5%
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.	
<b>POINTS ( 20 )</b>					<b>/20</b>
<b>TOTAL POINTS ( 10% )</b>					

## SIMULATION EVALUATION RUBRIC ( Individual Task 10%)

Evaluation Area	Poor			Fair			Good			Excellent			Judged Points	
	0	1	2	3	4	5	6	7	8	9	10	9	10	
<b>Approach:</b> Did the salesperson approach the customer? Did the salesperson use an approach greeting? Was the salesperson's appearance appropriate?	0	1	2	3	4	5	6	7	8	9	10	9	10	
<b>Presentation:</b> Did the salesperson use feature/benefit selling? Was the customer encouraged to participate? Did the salesperson demonstrate product knowledge?	0	1	2	3	4	5	6	7	8	9	10	9	10	
<b>Handling Objections:</b> Was each objection answered? Was tact used in handling questions? Was the customer given chance to voice objections?	0	1	2	3	4	5	6	7	8	9	10	9	10	
<b>Close:</b> Was the close smooth and a natural part of the sale? Did the salesperson ask for the sale? Did the salesperson use opportunities to close? Were trial closes attempted throughout the presentation?	0	1	2	3	4	5	6	7	8	9	10	9	10	
<b>Reassurance &amp; Follow-up:</b> Did the salesperson show concern for the customer? Was the customer invited to return? Was the salesperson enthusiastic?	0	1	2	3	4	5	6	7	8	9	10	9	10	
<b>APPLICATION OF SELLING TECHNIQUES</b> Approaching techniques Objections & handling objections Closing techniques	0	1	2	3	4	5	6	7	8	9	10	9	10	
<b>TOTAL POINTS ( 60 )</b>													/60	
<b>TOTAL POINTS ( 20%)</b>														

Salesperson's name : .....

Group name : .....

Matric Number : .....

Date : .....

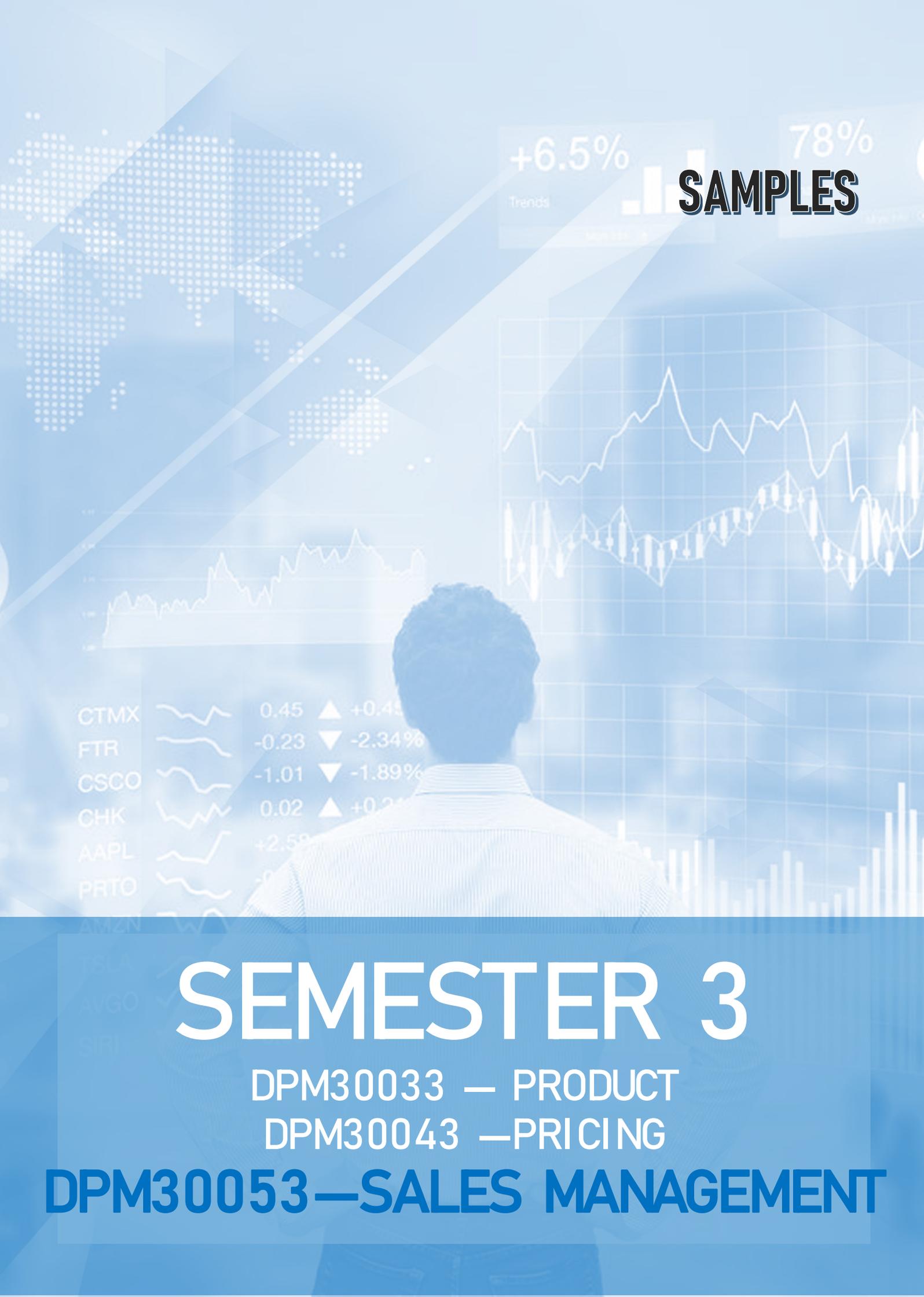
78%

+6.5%

Trends

78%

**SAMPLES**



A person in a white shirt is seen from behind, looking at a large digital display. The display features various financial charts, including a world map, a line graph, a candlestick chart, and a table of stock prices. The background is a light blue color with geometric shapes and a grid pattern.

CTMX	0.45	▲	+0.45
FTR	-0.23	▼	-2.34%
CSCO	-1.01	▼	-1.89%
CHK	0.02	▲	+0.21%
AAPL	+2.59		
PRTG	-0.12		

# SEMESTER 3

DPM30033 — PRODUCT

DPM30043 — PRICING

**DPM30053 — SALES MANAGEMENT**

DPM30053 - SALES MANAGEMENT SIMULATION

File | C:/Users/ari/Downloads/SIMULATION%20DPM30053%20(1).pdf

8 / 12 | 100%

## ADVANTAGES

**Space Saving Features**

Can easily convert it into a bed while it is as chic and svelte as a sofa.

**Can be Fully Dissambled and Washed**

Cloth covers can be removed and cleaned

**Great for Friends' Sleepovers**

Sofa beds can magically transform a guest room into a cool hangout space for your friends while providing them a comfortable sleepover experience.

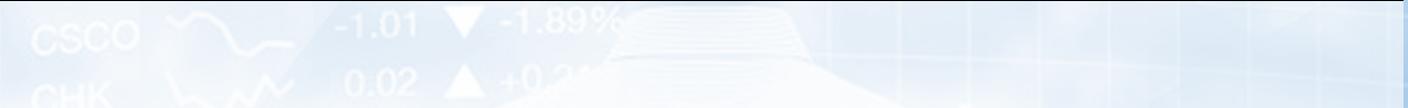
**Create Extra Comfort at Home For Yourself**

the sofa beds are now cleverly designed and comfortable. A sofa bed offers a comfortable and healthy bed in a matter of seconds.

## BENEFITS



# SIMULATION SESSION RECORDING



WPS Office | VPK SALES SIMULATION SLIDE (1)

Home | Insert | Design | Transitions | Animation | Slide Show | Review | View | Tools

Click to find commands

Outline | Slides

- 1
- 2
- 3
- 4

VPK  
CLOCK

UNIQUE  
CLOCK

Slide 2 / 9 | Default Design

66%

Video call interface showing three participants in a grid layout.

sales management group stimulation (1) - PowerPoint KHAIROL SYAQIR IMRAN BIN KHAIROL NUHARI

File Home Insert Design Transitions Animations Slide Show Review View Help Tell me what you want to do

Clipboard Paste Copy Format Painter New Slide Layout Reset Section Slides

Font Paragraph Drawing

Text Direction Align Text Convert to SmartArt

Arrange Quick Styles Shape Fill Shape Outline Shape Effects Find Replace Select

# BENEFITS

- ✓ Requires Less Fat. Promoting Better Health
- ✓ Affordable and Durable
- ✓ Much Easier to Use and Energy Saving

Slide 8 of 10 English (Malaysia)

WPS Office sales.ROBOT.docx TECH COMPANY (DMMR) .pptx company.rydbox

Menu Insert Design Transitions Animation Slide Show Review View Tools Click to find commands

Outline

1 OPERATIONS SALES MANAGEMENT

2

3

4

5 DESIGN

6 PRICING

Click to add notes

## PRODUCT R K 1.0

PROTOTYPE 2

RK 1.0

We got the idea to create this RK 1.0 from sources available in magazines, television, and the other is we got inspiration from Japanese companies that have created robots like this. The example is, Japan's National Institute of Advanced Industrial Science and Technology ones of the company has created a prototype of Robotic. For the concept and characteristics of the robot, we have created a framework in which the robot is made like a human who is able to do house cleaning tasks without any problems. So, we as TECH Company have provided facilities for all housewives or even for customers who are busy working And forget about house hygiene.

Confirm Here

Slide Transition

Apply to Selected Slides

None Morph Fade Horizontal Vertical

Shape Dissolve Move Wheel Random

Blinds Comp Uncover Split Random Bars

Shrink/Expand Push Cover

Modify transition

Effect Options None

Speed: 00:30

Sound: No Sound

Advance slide

Click to change slides

Auto, Interval: 00:00

Enhance This Slide

Apply to Master

Apply to All

Play Slide Show

AutoPreview

Slide 4 / 47 Confirm Slide Master Full-Motion

# REFLECTION

The CDIO framework provided Diploma in Marketing, Port Dickson Polytechnic with a structured approach to enhance the design of implementing projects to better prepare students for professional work. In the third semester of Diploma in Marketing program, students develop and design new products (Design Skills), analyze the suitable pricing for the products developed (Analytical Skills) and then organize and prepare to conduct sales of the product developed. This is the whole process of developing product to commercialize the product and by integrating these projects across the courses, students able to learn the process in depth.

The use of group projects across these multiple courses allow marketing students to experience and develop their leadership skills and team work skills. Future improvement would be to focus in integrating with community/industry projects for a better experiential learning both for lecturers and also students.

# REFERENCES

1. Lehmann, D. R. & Winer, R. S., (2015), Product Management. (4thed.). McGraw-Hill
2. Thomas T. Nagle, John E Hogan and Joseph Zale (2011). The Strategy and Tactics of Pricing: A guide to Growing Profitably, Pearson. (ISBN-13: 978-0132546133) (ISBN-10:0132546132)
3. Jobber, D., Lancaster, G., & Meunier-Fitzhugh, K. L. (2019). Selling and Sales Management (11th ed.). Pearson Education Limited
4. Futrell, C. M. (2014). Fundamentals of Selling: Customer for life through services (13th ed.). McGraw-Hill Education