

## Wayland Mission Statement

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Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

## Contact Information

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**Course:** MKTG 5326 VC01 – Sales Analytics

**Campus:** WBUonline

**Term/Session:** Fall 2 2025

**Instructor:** Dr. Jason Geesey

**Office Phone Number/Cell #:** 806-291-1022

**WBU Email Address:** Geeseyj@wbu.edu

**Office Hours, Building, and Location:** 11:00 a.m – 1:30 p.m. M 12:20 pm – 1:35 pm W; 11:00 a.m. – 1:35 p.m. TTh; NBB, Room 116

**Class Meeting Time and Location:** WBU Online

### Catalog Description:

Manage positive organizational outcomes and sales team performance through sales analytics. The course also examines how to manage sales efforts through sales metrics that derive from sales analytics. It also helps sales management to predict future performance and anticipate market trends to keep the firm competitive. Additionally, it provides legal and ethical implications from the use of sales analytics.

### Prerequisite:

None

## Textbook Information

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### Required Textbook(s) and/or Required Materials:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#
<u>Sales Analytics</u>	Geesey		2024	Alpha & Omega	9798-99122-0750

*This course is part of the **Pioneer Academic Access Program**. You will have access to an eBook, access code, and interactive learning material on the first day of class through your Blackboard course site. You will be notified via email with access instructions and additional information. If the course requires a physical book you can order at [bookstore.wbu.edu](http://bookstore.wbu.edu). You can choose to opt-out, however if you do you will lose access to **EVERY class/material** and have to source through third party vendors.*

**Optional Materials:** <<List optional materials recommended to enhance student learning>>

**Course Outcome Competencies:**

- Construct uses for sales analytics and metrics
- Evaluate tools and technologies for sales analytics
- Improve revenues through sales forecasting techniques
- Compare ethical and legal implications of sales analytics for organizational compliance

## Attendance Requirements

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**WBUonline**

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

## University Policies

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**Academic Integrity:**

[Link to Statement on Academic Integrity](#)

**Artificial Intelligence: Generative AI tools permitted in specific context and with proper citations.**

- Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
- While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.
- Specific parameters for generative AI usage are provided by the instructor.
- Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests. Office: (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

## Course Requirements and Grading Criteria

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**Late Policy:** Homework will not be accepted late for any reason, except extreme health issues. There is no reason, under normal circumstances, for turning in a late assignment, especially since this course is designed around being a digital marketing manager for a company. The simulation and the course website are available from anyplace with an Internet connection and you can enter decision round data early in the week if you need to complete the work before some event. If you have family, sports activities, or work plans; either turn the assignment in early in the week due or complete the assignment while you are involved in that event.

First Required Assignment – Students must take this 10-point assignment acknowledging they are taking this course worth 2% of the grade.

Orientation Quiz – Students will have an orientation quiz related to items in the syllabus worth 10 points or 2% of the grade.

Annotated Bibliography & Appropriate Video Presentations – There are 5 Annotated Bibliography & Appropriate Video Presentations worth 10 points each for a total of 250 points or 59.5% of the grade.

Integration of Faith Paper – There is one written assignment in Week 8 on the concept of integrating faith into marketing analytics worth 50 points or 11.9% of the grade.

Sales Analytics Paper – This a 7 1/2-page paper providing strategic recommendation based on sales analytics concepts learned, how concepts can be integrated more effectively, and where are some personal reflections that can help improve a company through sales analytics. Students will use research from the 5 annotated bibliographies as research foundation for the paper, 100 points or 23.3% of the grade.

### Grading Scale:

- A 90% - above 378 – 420
- B 80% - above 336 – 377
- C 70% - above 294 – 335
- D 60% - above 252 – 294
- F 50% - above 0 – 251

**Student Grade Appeals:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic

academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

## Tentative Schedule

Week	Deliverable	Points	Percentage	Due Date
Week One	Intro to Sales Analytics & Sales Metrics			10/13/2025
	Required First Assignment	10	2.0%	10/19/2025
	Orientation Quiz	10	2.0%	10/19/2025
	Read Chapters 1 & 2			10/19/2025
Week Two	Key Performance Indicators			10/20/2025
	Annotated Bibliography 1	50	11.9%	10/26/2025
	Read Chapter 3			10/26/2025
Week Three	Sales Forecasting Techniques			10/27/2025
	Annotated Bibliography 2	50	11.9%	11/2/2025
	Read Chapter 4			11/2/2025
Week Four	Optimizing Sales Performance through Metrics			11/3/2025
	Annotated Bibliography 3	50	11.9%	11/9/2025
	Read Chapter 5			11/9/2025
Week Five	Strategic Planning with Analytics			11/10/2025
	Annotated Bibliography 4	50	11.9%	11/16/2025
	Read Chapter 6			11/16/2025
Week Six	Implementing Sales Analytics			11/17/2025
	Annotated Bibliography 5	50	11.9%	11/23/2025
	Read Chapter 7			11/23/2025
Week Seven	Thanksgiving			11/24/2025
	Implementing Sales Analytics			12/1/2025
	Sales Analytics Paper	100	23.8%	12/7/2025
Week Eight	Faith & Sales Analytics			12/8/2025
	Integration of Faith in Sales Analytics	50	11.9%	12/12/2025
Totals		420	100.0%	

## Additional Information

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. I also aim to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each student is able to hear and respect each other. Although, it is critical that each show respect for all worldviews expressed in class, this course is taught primarily from a Biblical worldview that is reinforced by the Word of God. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, you are encouraged to discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.

Professor reserves the right to alter this schedule as needed.

Please be sure to ask if you have questions or concerns during this course. Remember that, while you are a student, you are also teaching and learning from your classmates through your education and experiences. This class will adhere to zero tolerance for using someone else's work as your own."