

COURSE SYLLABUS

Direct Marketing

Course code: MKT 380

Semester and year: Fall 2025

Day and time: Wednesdays, 11:15 am to 2 pm

Lecturer: Dan Ravick Fiala

Lecturer's contact: dan.ravick@aauni.edu

Consultation hours: One hour before the lecture

Credits US/ECTS	3/6	Level	Bachelor
Length	15 weeks	Pre-requisites	ECO 105, MKT 248
Contact hours	42 hours	Grading	Letter grade

1. Course Description

Direct and interactive marketing is today in the center of all marketing activities. The Internet connects organizations with millions of individuals. New digital and other high-tech marketing methods enable companies to create customized customer experiences also in mass markets. Sales as an integral and most important part of a marketing strategy is the actual transfer of products and services to the customer. Today we look at transaction needs of customers, also in the attempt to customize the customer relationship as much as possible and to add value to the sales process itself. And direct marketing campaigns and sales strategies need to be in alignment of the overall budgeting of the organization.

2. Student Learning Outcomes

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

- Understand the key economic, analytical, and behavioral concepts associated with costs, customer behavior and competition.
- Understand and be able to apply advanced pricing techniques.
- Comprehend and have a clear understanding of the pricing strategies of different products, lifecycles, and companies.
- Understand and analyze the price strategies of competitors in different market situations through case study scenarios.
- Demonstrate an understanding of the overall marketing system from the marketing decision-maker's viewpoint.
- Analyze and demonstrate an understanding of the various approaches available to direct marketing (DM)
- Understand what direct marketing is and its role in today's business world
- Be aware of how customers' behavior and expectations are changing and how the direct marketer needs to adapt to these changes
- Understand the value of Controllability with regards to content, timing and costs
- Be aware of the five major objectives of direct marketing and how to overcome them

- Have a clear overview of marketing communications, differentiation and positioning and the changes in how firms communicate their USP's
- Know which questions must be answered before a marketer can successfully plan a DM campaign
- Understand the (five major) difference in approach to media employed by direct marketers as opposed to general advertisers
- Demonstrate the ability to manage a website as well as the ability to manage an online presence without a website
- Have an overview of commonsense online techniques that should be employed by direct marketers
- Have a working understanding of a marketing database system
- Demonstrate the ability to generate creative ideas
- Understand the significance of target groups and personas when creating creative DM copy
- Be aware of the techniques used successfully by past direct marketers to grab attention, build interest, create desire, and initiate action (AIDA)
- Understand the two laws of testing and how a firm learns thorough testing before, during, and after DM campaigns, including the importance of split testing
- Understand how to assess whether your firm needs a DM agency – and, if so, how to choose one – or should set up DM activities in-house
- Be able to articulate some of the major reasons clients and DM agencies fail to work together successfully
- Be able to prepare a DM campaign using both traditional and digital methods and platforms
- Demonstrate an understanding of the new trends in marketing communications involving the Internet, social media and other platforms and their convergence with traditional forms of marketing.
- Demonstrate the understanding that marketing is about team work, proper communication and cooperation by actively participating in class discussions, group projects, and by punctually attending classes. Preparation is critical

3. Reading Material

Principles of Direct, Database and Digital Marketing, Alan Tapp, Ian Whitten, Matthew Housden, Pearson 2014

Successful Direct Marketing, Bob Stone and Ron Jacobs, McGraw-Hill, 2008

- Additional material may be made available to students in the course portal.

4. Teaching Methodology

The course is divided into 14 lessons, during which a variety of student participation methods are used (as detailed below). Classes will be organized principally – but not exclusively – around presentations based on the course book (see above). Discussions are encouraged and case studies will be used to demonstrate students' analytical thinking, creative problem-solving skills, and information acquisition. Before each class, each student should, therefore, be prepared to discuss the session topics (see Course Schedule, below).

- — Slide presentations and discussions on the topics new to most students, encouraging interaction during the presentations with examples.

- Each chapter will be discussed in terms of practical application with the usage of case studies.
- Final review and class/peer evaluation of each team's final presentation to practice understanding in various business environments, or cases.

The basic premise is that we REALLY learn by doing. First, we need to know what we do not know (knowledge transfer). Then we need to see how what we do not know is being applied (association). THEN, we need to practice together how we apply creatively in our own project and how these concepts and capabilities can be applied (deep learning) to solve business problems or to capture an opportunity – collectively, these create competitive advantages. The final grade is based on the student's and their team's ability to apply what they have learned to create a competitive advantage.

To maximize the value for the students, it is STRONGLY encouraged for students to complete the reading BEFORE the lesson, allowing maximum discussion on current applications of the topics. The student's ability to interact in real time during the course discussion is a critical skill in business and is, therefore, a critical success factor in the learning process.

5. Course Schedule

Dates and Class Nos.	Class Agenda
Week 1 September 3 rd	Topic: Class Kick-off Description: <ul style="list-style-type: none"> ● Quick introduction to the course. ● Quick introduction to the instructor, his background and work experiences. ● Student's quick introductions. ● Expectations, course flow & grading. Reading: none Assignment/deadline: Students will briefly introduce themselves to the class.
Week 2 September 10 th	Topic 1: Nuts & Bolts of Good Marketing & The Marketing Concept Topic 2: The Scope of Direct Marketing Description: <ul style="list-style-type: none"> ● The context of direct marketing ● The economic impact of direct marketing ● The basics of direct marketing Reading: Students will be asked to read an article that will be used for class discussion. Assignment/deadline: none
Week 3	

<p>September 17th</p>	<p>Topic: Linking Business Strategy & Direct Marketing</p> <p>Description:</p> <ul style="list-style-type: none"> • Strategy in a nutshell • Key strategic questions • The strategic plan <p>Reading: Students will be asked to read an article that will be used for class discussion.</p> <p>Assignment/deadline:</p>
<p>Week 4</p> <p>September 24th</p>	<p>Topic: Building Customer Relationships</p> <p>Description:</p> <ul style="list-style-type: none"> • Moving to customer-centricity • Focusing on customer equity • Profitability, retention and measures of customer equity • The nature of loyalty and satisfaction <p>Reading: Students will be asked to read an article that will be used for class discussion.</p> <p>Assignment/deadline:</p>
<p>Week 5</p> <p>October 1st</p>	<p>Topic: Building Customer Relationships</p> <p>Description:</p> <ul style="list-style-type: none"> • Managing customer lifecycles • The role of customer relationship management • Customer experience management • Customer performance management • Managing the customer portfolio for maximum lifetime value <p>Reading: Students will be asked to read an article that will be used for class discussion.</p> <p>Assignment/deadline: none</p>
<p>Week 6</p> <p>October 8th</p>	<p>Topic 1: Business to Business Direct Marketing</p> <p>Topic 2:</p> <p>Description:</p> <ul style="list-style-type: none"> • Value-added direct marketing • Listening to the customer's voice

	<ul style="list-style-type: none"> • Building the customer center <p>Reading: Students will be asked to read an article that will be used for class discussion.</p> <p>Assignment/deadline:</p>
<p>Week 7</p> <p>October 15th</p>	<p>Topic: Media of Direct Marketing</p> <p>Description:</p> <ul style="list-style-type: none"> • Overview of major media used in direct marketing <ul style="list-style-type: none"> a. Magazines b. Newspapers c. TV/Radio d. Inserts and Co-op Media e. Telemarketing and Teleservices f. Internet & E-Commerce <p>Reading:</p> <p>Assignment/deadline: none</p>
<p>Week 8</p> <p>October 22nd</p>	<p>Mid-term exam.</p>
<p>October 29th</p>	<p>Mid-term Break</p> <p>ENJOY IT!</p>
<p>Week 9</p> <p>November 5th</p>	<p>Topic: Direct Marketing & Sales</p> <p>Description:</p> <ul style="list-style-type: none"> • The link between direct marketing and sales • The sales environment • Personal selling skills • Key account management • Relationship selling • Multi-channel selling <p>Reading: Students will be asked to read an article that will be used for class discussion.</p> <p>Assignment/deadline:</p>

<p>Week 10 November 12th</p>	<p>Topic 1: Essential Marketing Metrics Topic 2: Student Project Presentations</p> <p>Description:</p> <ul style="list-style-type: none"> • The good, the bad and ugly of marketing metrics • Introduction to key marketing metrics <p>Reading: Students will be asked to read an article that will be used for class discussion.</p> <p>Assignment/deadline:</p>
<p>Week 11 November 19th</p>	<p>Topic: Leveraging Multisided Platforms to Facilitate Customer Discovery and Engagement</p> <p>Description:</p> <ul style="list-style-type: none"> • Introduction to multisided platforms • Leveraging multisided platforms to facilitate customer discovery and engagement <p>Reading: none</p> <p>Assignment/deadline: none</p>
<p>Week 12 November 26th</p>	<p>Topic: Student Team Presentations</p> <p>Reading: none</p> <p>Assignment/deadline: PA: Please upload your project documents to the course portal by the start of class - (1 upload per team).</p>
<p>Week 13 December 3rd</p>	<p>Topic: Marketing Intelligence</p> <ul style="list-style-type: none"> • Introduction to customer prospect modeling • Useful modeling techniques <p>Reading: Students will be asked to read an article that will be used for class discussion.</p> <p>Assignment/deadline: none</p>
<p>Week 14 December 10th</p>	<p>Topic: Wrap and Review</p> <p>Reading: n/a</p>

	Assignment/deadline: none
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	<p>Make-up Class Days</p> <p>If I have to cancel a class during the semester then the possible make-up day would be the day that is closest to the class missed and that is the most feasible.</p>
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**Please note that the schedule and topics above may be modified; however, any changes will be communicated in class and in the NEO portal.*

- *Deadlines in business are critical.* Each student is responsible for checking the course Website and their specified mailbox regularly, attending every class on time, and completing all assignments on time.
- **NOTE:** Submission of all course work shall be via the AAU NEO eLearning system in the appropriate location within the online course page for this class. Assignments are due BEFORE the next class date, if not otherwise specified. No excuses. If you are late on the assignment, you will earn a '0' for the assignment. Incorrectly named files will be marked down.

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours) (average)	Weighting Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes
PPP: Participation Professionalism Preparedness (Individual)	42 hrs	10%	<i>Ability to read, think, and express ideas analytically, critically, and creatively.</i> <i>Ability to ask and answer questions relating to subject knowledge.</i> <i>Ability to communicate effectively in oral English.</i> <i>Ability to identify and summarize key points relating to a topic.</i> <i>Demonstrate nothing less than a level of</i>	1 & 2

			<i>professionalism, preparedness, and tact that you would expect of those whose services you would employ.</i>	
AE: *Application Exercises &/or Quizzes *The exact number of application exercises and quizzes will be determined dynamically based upon a range of factors. *Quizzes may be unannounced	30 hrs	30%	<i>Application exercises and quizzes are meant to reinforce theoretical knowledge presented during the class and from readings by testing your ability to: 1. Recall 2. Apply and 3. Integrate</i> <i>Quizzes may be unannounced and will cover any material from lecture or course readings.</i> <i>The goal here is not punitive but to incentivize you to be an active learner throughout the course -not just before the exam.</i>	1, 2, 3
ME: Mid-term Exam (<i>Individual</i>) (Individual Effort)	28	30%	Ability to analyze and answer both theoretical and practical questions. Exams are offline (pen-paper).	1,2,3
PSD	10	10%	Project Scope Document Students will create a document that will show/explain the following: <ul style="list-style-type: none"> • Main project deliverables • Time plan for work of each team member on all major deliverables • Data gathering methods to be used • How the analysis will be conducted *Specifics will be given orally in class.	1,2,3
PR 10-page analysis paper.	20	10%	Project Report Students will provide a complete written analysis of their project	1,2,3

<p>(Group Assignment –Groups will consist of 3 to 5 students.)</p> <p>*The number of students will be considered when grading group work</p>			<p>design, analysis and findings. This will Include the following:</p> <ul style="list-style-type: none"> • Professional formatting • Well structured • Data collection methodology used • Well-structured and in-depth data analysis • Key insights and recommendations based on analysis • Lessons learned and major areas of improvement in project design <p>*Specifics will be given orally in class.</p>	
<p>PP</p> <p>Project Final Presentation</p> <p>In-class presentation of about 30 minutes + Q/A</p> <p>(Group Assignment –Groups will consist of 3 to 5 students.)</p> <p>*The number of students will be considered when marking group work</p>	<p>20</p>	<p>10%</p>	<p>Final Project Presentation</p> <p>Students will present their findings in a clear and crisp presentation.</p> <p>Students will be graded based on the level of analysis as well as on the presentation format, style and delivery</p> <p>Students should approach their project presentation not solely as an analyst but as a business manager.</p> <p>Analysis and presentation of a specific firm’s direct marketing strategy along with a recommendation for improvement</p> <p>You should focus on recommendations – what are the risks and how they would implement their recommendations to be most effective.</p>	<p>1,2,3</p>

			*Specifics will be given orally in class.	
TOTAL:	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the course participation and assignment grading

PPP: Participation, Professionalism & Preparedness: • Demonstrate nothing less than a level of professionalism, preparedness, and tact that you would expect of those whose services you would employ.

Assessment breakdown (10% of overall grade)

Assessed area	Percentage
Punctuality	10%
Preparedness	45%
Professionalism	45%

AE: Application Exercises and/or Quizzes • Application exercises and quizzes are meant to reinforce theoretical knowledge presented during the class and from readings by testing your ability to: 1. Recall 2. Apply and 3. Integrate

Assessment breakdown (40% of overall grade)

Assessed area	Percentage
Testing recall	10%
Testing level of understanding	60%
Testing ability to apply knowledge	20%
Testing ability to integrate knowledge with other business areas	10%

ME: Mid-term Exam • Comprehensive assessment of knowledge acquired in the first half of the class.

Assessment breakdown (20% of overall grade)

Assessed area	Percentage
Understanding of fundamentals	50%
Critical Analysis	30%

Articulation and development of well-structured responses	20%
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PSD: Project Scope Document • Demonstrate the ability to design your project methodology (not just fill in a template) in a structured, logical and systematic way.

Assessment breakdown (10% of overall grade)

Assessed area	Percentage
Professional formatting and styles	10%
Logical structure and flow	50%
Key scope components included	40%

PR: Project Report • Demonstrate the ability to create a well-structured, well-written and systematically analyzed report. This report will be the synthesis of theoretical knowledge (FMTTs) and their application to your specific situation.

Assessment breakdown (10% of overall grade)

Assessed area	Percentage
Professional formatting and styles	10%
Depth and breadth of research	40%
Level of analysis using FMTTs	40%
Lessons Learned in research design and overall approach	10%

PP: Project Presentation • Demonstrate ability to clearly and logically articulate the
 1. Project objective
 2. Hypothesis
 3. How/why you approached the project the way you did
 4. Structured systematic analysis of used FMTTs
 4. Key Insights or Recommendations
 5. Responses to Q/A
 6. Group coordination and flow during delivery

Assessment breakdown (10% of overall grade)

Assessed area	Percentage
Professional formatting and styles of Presentation	10%
Delivery and team coordination during the delivery	40%
Depth of analysis	40%

Further Assessment breakdown summary for all assignments

Assessed area	Percentage
TITLE, INTRODUCTION, CONCLUSION AND TABLE OF CONTENTS	15
ORGANIZATION AND DEVELOPMENT	10

Structure of the paper, logical coherence (including AAU SBA title page, table of contents, executive summary, introduction, recommendations, conclusion, and works cited)	
CONTENT / QUALITY OF IDEAS Knowledge of methodology, and its application. Evidence of critical thinking. Includes: correct use of supportive material (e.g. charts, diagrams, illustrations, maps, and tables)	50
QUALITY OF RESEARCH Work with sources and literature – includes proper citation	15
CLARITY, FORMAT, READABILITY, AND QUALITY: Writing style, level of English: 5 Formal quality and format of the report: 5	10
PENALTY FOR ERRORS IN SPELLING, USAGE, MECHANICS	Up to -5

Important Formatting Information

Assignments in business report format must, as a minimum, the SBA cover page, a table of contents, an executive summary, an introduction, a conclusion / recommendation, and works cited, as separate pages. The main body of the paper should include a header (title of course, term and name of student) and footer (date and page number). The paper should have normal margins (1" on all sides), be single-sided, 1.5-spaced, **12-point font, Times New Roman.**

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work. Please see the AAU intranet for a [summary of key policies](#) regarding coursework.

Course specific requirements

There are no special requirements