

BUS 315 – SALES AND SALES MANAGEMENT

SYLLABUS

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CREDIT HOURS:

Three Semester Hours

PREREQUISITE

BUS 304

COURSE MATERIALS:

To order textbooks or obtain information about book titles you may go to www.exstudies.adams.edu and click on the “ASC Bookstore” icon.

Use **Section Number: 932** to order books from Bookstore site.

Required Textbook:

Castleberry, Stephen; Tanner, John and Barton A. Weitz, *Selling Building Partnerships*, 6th Edition. Columbus, OH: McGraw-Hill, 2007. ISBN: 13-978-0-073-13690-5

CATALOG DESCRIPTION:

Course objectives are to integrate material from other "theory-driven" courses. While nothing may be more practical than a good theory, students sometimes say that this is the only class in which they learned something they could use.

Students in this course should learn principles of selling so well that they would have enough confidence in themselves to begin making calls if provided no additional training by their employer, even if those calls occurred in a non-selling field (for example, an accountant soliciting new business). At the same time, more students than ever before are being exposed to selling who have no plans to enter the sales profession. One of our objectives in this book is to provide sound partnering and communication skills that will be useful no matter what their occupation may become.

STUDENT LEARNING OUTCOMES:

The student will gain understanding of:

- **Relationship Themes:** In spite of the growth of the Internet, face-to-face meetings and personal relationships between sellers and buyers are more important than ever. The idea and importance of relationship marketing is highlighted throughout the text, emphasizing how crucial relationships are to a

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firm's profitability and success. The use of technology to support face-to-face relationships is used to underscore its importance in selling.

- **Selling Scenarios and Updated Building Partnership Scenarios:** Featured in each chapter, the Selling Scenarios were written specifically for the text and reinforce the concepts and present applications of selling principles. Also featured in each chapter is a Building Partnerships Scenario that emphasizes and examines how salespeople build relationships. Both features highlight these skills which are crucial tools for a salesperson. Some of these are written from the buyer's perspective.
- **Lead Qualification and Management Systems:** This coverage of lead qualification and management systems includes pre-qualifications systems and gives the students a glimpse into how salespeople qualify and manage leads in their territories. Companies now have more information available to them due to better systems and modeling. This information is being used and collected by sales organizations in the form of CRM, therefore contact management software has been more fully integrated throughout the chapters.
- **Thinking it Through Boxes:** These boxes are involving exercises that inspire classroom dialogue or serve as a short-essay exam question to help students experience concepts as they read and internalize key selling concepts to help with their comprehension and retention of the theories and skills presented in the text.
- **Cross-Cultural Coverage:** Current and continued emphasis on selling examples from Canada, Mexico, and all around the globe serve to reflect the reality of the global nature of selling and cultural differences within a culture.
- **Coverage of Training Formats:** Discussion about various training formats, including FAB (features, advantages, and benefits), SPIN Selling, Social Style Matrix training, and FEBA (features, evidence, benefits, agreement). A majority of sales representatives will go through training programs and the text offers them early exposure to prepare them for such programs.
- **Mini-Cases:** These class-tested cases, found at the end of each chapter, work well as daily assignments and as frameworks for lectures, discussion, or small-group practices. The cases encourage the student to apply theories and skills learned in the text to solve sales situations.
- **Sales Technology Box:** It applies the chapter concepts. It looks at the use of technology in relation to the chapter concept. The students are technology savvy. It makes what they are learning more real. Every chapter has at least one.
- **Problems:** Each chapter will contain a minimum of two interactive problems at the end of every chapter. It sets up questions and scenarios and forces student discussion of topics in the chapter.
- **Chapter opening Vignettes:** Each chapter opens with a description of a former student who is now succeeded in the world of sales. This feature gives current students a realistic sense of what it is like to be a sales person today. 100% all new. They are all first person now so the reps are telling their own story. They know what it is like to be in the classroom and they are using what they learned in the real world.

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COURSE REQUIREMENTS:

Assignments:

There are 32 assignments total for the course and they cover all 16 modules of the Selling Building Partnerships textbook. The assignments cover concept review, field assignments, and interviews of individuals in the sales business, and sales activities. Two assignments are due every Friday. The assignments can be found at the bottom of each module sheet. Assignments should be typed, professional, and be at least one page in length with proper grammar and spelling. In addition, there is also a final project that is due by the end of the semester, on May 9th. The explanation, format, and specifics of the final project are listed on the final project task form.

Plagiarism:

Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Adams State College Catalog, which may include a failing grade for the work in question or for the entire course.

Ethics:

Ethical behavior is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Technology:

Use of WEBCT for all chapter exams Final exam will be decided later in the term.

Diversity:

Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom and to develop sales management skills and judgment appropriate to such diversity in the workplace.

Civility:

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of behavior include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner. There are to be no offensive comments or offensive language.
- Side conversations or other distracting behaviors are not to be engaged in.

GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grade Distribution:

32 Assignments (2 per chapter)	10 points each
1 Final Project	<u>100 points</u>
Total Points	420 points

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Scale:

378-420 points	A
336-377 points	B
294-335 points	C
252-293 points	D
Less than 252	F

ADA STATEMENT:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.