

**Illinois Institute of Technology
Stuart School of Business
Course Syllabus
Spring 2012**

Instructor Information

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Course Information

Course #: Bus 475
Course name: Sales Management
Course description:

Addressing modern technology and methods of selling and presenting highly technical subjects is the basis of this course. Engineers, Information Technologists, Architects, and those dealing with state of the art products will benefit from this course that will address the rapidly changing profession of highly skilled representatives, sales persons, and entrepreneurs. The class content will include guest speakers from technical corporations, leading promotion and e-commerce firms to discuss basic requirements for sustaining current customer base and increase gross sales. Application, simulation, and case studies for different companies will be reviewed.

Course day and time: Monday and Wednesday, 5:00pm-6:15pm; room: 4B2-1

Course Objectives:

The course is focused on an overview of the sales process including emphasis of the development and presentation of sales proposals and the skills required to successfully sell and idea, product, and/or service globally. Specific objectives include: the understanding and practice of selling and buying behaviors, verbal and non-verbal personal communications (oral, written, and presentation) skills, sales presentation, oral and written presentation skills, presentation techniques, and effective writing skills for internal and customer communication. The student will learn how to manage a sales force, the sales process, and how to be a team member or leader of a sales project. Emphasis is placed on the oral, written, and behaviors necessary to sell and produce winning results for individual or group sales, and the management of individuals, teams, or customers.

Pre-requisites: None

Required Course Materials

Text:

1. Fundamentals of Selling by Charles M. Futrell, Eleventh Edition, Publisher: McGraw-Hill Irwin, Pub. Date: 2009, ISBN-13: 978-0-07-338112-1, 688 pages
2. Writing Killer Sales Proposals by Bud Porter-Roth, , Publisher: Entrepreneur Press, Pub. Date: 2004, ISBN-10: 1-932156-71-2, 327 pages
3. The Presentation Secrets of Steve Jobs, by Carmine Gallo, Publisher: McGraw-Hill Irwin, Pub. Date: 2009, ISBN-13: 978-0071636087, 256 pages

Course & Instructor Policies

Teaching Methodology:

The class is structured to provide active collaborative and interactive environment for critical thinking and learning. The course includes: group project, case studies, presentations, and essay tests. Each student will have multiple opportunities to improve creative and analytical thinking; oral and written communication skills; presentation skills; how to influence others in selling of an idea, product, or service; understanding the impact of culture, ethics, and customs on the selling process.

Late work:

Late assignments result in a reduction of one-half of the assignment value.

Assignments:

Assignments are expected to be submitted on time at the beginning of class in accordance to the time specified in the Syllabus.

Class attendance and conduct:

Student attendance is expected at each class in order to maximize the learning of sales management. If you must miss a class, please let me know in advance via email. Each student is responsible for all materials covered in class. Each student is expected to be fully prepared for each class. Active participation in class is required to fully benefit for the class. Use of cell phones, pagers or any recording device is prohibited in class.

Grading System/Policy

Weighting: Cases-20%, Sales Proposal paper-25%, Group Sales presentation-25%, Tests-30% (two tests at 15% each)

Grade Scale: 100-90%=A, 89-85%=B, 84-75%=C, 74-68%=D, 67% or below=E

Case, Paper and Presentation will be given a letter grade according to the grading scale.

Assignments

1. Cases (Fundamentals of Selling book)

- 1-2 page analysis for each case.



- Effectively summarize and provide solutions in a comprehensive and concise manner.
 - Selected students will be asked to present case/analysis in class-60 second time limit.
 - Read each case carefully:
 - ^ Most important facts of the case
 - ^ Main issues facing sales professional/company
 - ^ What sales professional should do, and WHY
 - ^ Relationship between case issues and what you are reading/learning in the course
 - Answer specific questions, based on the case:
 - ^ Prepare an informative answer for each question
 - ^ Bring your answers (1-2 page documents) to class when specified in the Syllabus
 - Case analysis will be graded on:
 - ^ Answers to case questions in terms of main points and support provided
 - ^ Reasoning, facts, logic of analysis
 - ^ Links between the case and course lectures and readings
2. **Sales Presentation Paper-team approach**
- Go into field and select a company/organization and create a sales proposal
 - Obtain the details of the business or potential business by creating a sales proposal
 - Paper has two components:
 - ^ Situation description:
 - Overview of company (founding data, major products/services, talent, branding, and reputation)
 - In-depth description of the services your team would offer to this company and reasons why the company would want/need your services
 - Key issues/problems currently facing the company
 - ^ Problem diagnosis/solution:
 - Analysis of underlying causes of current issues/problems in the company
 - Describe potential objections to hiring the team that could be made by the company
 - Analysis from characteristics described in class: psychology of buying, communication patterns, prospecting, etc)
 - Which sales presentation type would be best and WHY
 - Key solution points and WHY
 - ^ Paper: 6-8 pages
 - ^ Grading criteria:
 - Breath, depth, and clarity of content/situation description
 - Problem/issue diagnosis: relevance, depth, clarity, soundness of analysis
 - Format/professionalism: concise, clear organization, correct grammar and syntax
 - Creativity: style, format, graphics, and originality of solutions
3. **Sales Presentation- team approach (20 minute presentation)**
- Team chooses idea, product, or service: existing or new company



- Professional presentation: power point, leave behind, materials, image
- Grading Criteria:
 - ^ Set: effectiveness at establishing interest, rapport, credibility and overview of your presentation
 - ^ Support: substance of presentation comes across as concrete, complete, relevant, and sound
 - ^ Sequence: order of materials in presentation follows a clear and logical sequence/progression
 - ^ Access: Effectiveness of making your information visually and psychologically compelling and clear
 - ^ Polish: attention to details, feel, clarity and conciseness
 - ^ Understanding: your understanding on how to prepare and give a winning presentation from the materials discussed/read in class
 - ^ Get the Order: your ability to get the order based on the presentation-would you make the sale?

Schedule

The class schedule may change due to progress made in class, speaker availability, or interest of the students.

<u>Date</u>	<u>Selling</u>	<u>Proposals</u>	<u>Jobs</u>	<u>Assignments</u>
1/09	Course overview, team selections, syllabus			
1/11	1 & 1 Appendix			
1/18		Intro, 1, 2	Prologue	
1/23	2			Case 2.1
1/25	3			
1/30	4			4.1, 4.2
2/1		3	1, 2	
2/6	5			5.1, 5.2
2/8		4	3, 4	
2/13	6 & Appendix			6A.1, 6A.3
2/15		5	5, 6	
2/20	7, 8			7.1, 8.1
2/22		6	7	
2/27	9			9.1, 9.2
2/29			8,9,10	
3/5	10			10.1, 10.2
3/7		7	11	Midterm (Selling: 1-10)
3/12	11			11.1, 11.2
3/14		8	12, 13	
3/26	12			12.1, 12.2
3/28		9	14	
4/2	13, 14			13.1, 13.2, 14.1, 14.2
4/4		10	15	Paper Due
4/09	15			15.1, 15.2
4/11		11	16, 17	



4/16	16		16.1
4/18		App: A-E	18, Encore
4/23	17	App: F-J	17.1, 17.2
4/25	Sales presentations (4 teams, 20 minutes each)		
4/30	Final test (Selling: 11-17)		

Disabilities

Reasonable accommodations will be made for students with documented disabilities. In order to receive accommodations, students must obtain a letter of accommodation from the Center for Disability Resources and make an appointment to speak with me as soon as possible. My office hours are listed on the first page of the syllabus. The Center for Disability Resources is located in the Life Sciences Building, room 218, 312-567-5744 or disabilities@iit.edu

Copyright/Plagiarism/Academic Integrity

Rules on Plagiarism and Academic Integrity

Plagiarism and other violations of academic integrity are strictly prohibited and subject to penalty as defined by the University. The academic integrity material in the handbook is found at page 30 in the IIT student handbook. Students will be expected to conform to the rules and procedures set forth in the handbook.

The code of conduct governing writing by students at IIT requires original writing, prohibits plagiarism and provides severe sanctions for plagiarism. Original writing consists of thinking through ideas and expressing them in your own way. If the ideas are from other sources, use footnotes or other citation methods to indicate the source of the ideas. Plagiarism is the act of passing off someone else's work or ideas as your own. The sanctions include, but are not limited to, expulsion and the imposition of a punitive grade of 'E'.

What is Plagiarism?

Often there is some confusion as to what constitutes plagiarism. Plagiarism is the act of passing off someone else's work as your own. To assist in providing an understanding of the types of writing that constitute plagiarism, three types of are each discussed below. Also discussed below is the problem of "string citations." String citations are not plagiarism, but many professors will reject string citations because they are not the student's original work.

Word for Word copying: The use of any phrase or excerpt from another source requires the use of quotation marks around the copied material, or if the material is more than a few lines, the copied material should be placed in its own indented paragraph. A citation in proper form is always required to identify the source.

Plagiarizing by Paraphrase: When a writer uses a source, substitutes words and sentences, or even changes the order but keeps the meaning of the original, a citation is required. In the example given below, the original is on the left. The paraphrase in the right box constitutes plagiarism.

<p><u>Original:</u> It is not generally recognized that at the same time when women are making their way into every corner of our work-world, only one percent of the professional engineers in the nation are female. A generation ago, this statistic would have raised no eyebrows, but today, it is hard to believe.</p>	<p><u>Paraphrase:</u> Few people realize now that women are finding jobs in all fields, that a tiny percentage of the country's engineers are female. Years ago this would have surprised no one, but now it seems incredible.</p>
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The writer could avoid plagiarism here by acknowledging the source and providing a proper citation.

Mosaic Plagiarism: Here the writer lifts phrases and terms from the source and embeds them in his own prose. An example follows in which the lifted phrases are underlined:

The pressure is on to get more women into engineering. The engineering schools and major corporations have opened wide their gates and are recruiting women zealously. Practically all women engineering graduates can find attractive jobs. Nevertheless, at the moment, only one percent of the professional engineers in the country are female.

Mosaic plagiarism is sometimes caused by careless note taking. However, it looks dishonest and is judged as such. The use of quotation marks around the original wording and citation avoid the problem of plagiarism. Often a better approach is to use paraphrase or to quote directly (with appropriate citations).

Plagiarism can be avoided by providing citations for the sources of any material, including *ideas, phrases, or sentences* that you have used in your paper. A number of different systems are available for providing citations. The key to all of them is that the writer must clearly identify for the reader the sources of all material (including ideas) that have come from somewhere else.

String Quotation Problem: Sometimes a student will write a paper consisting of a string of quotations. It is usually much better for a student to provide his or her own analysis and write the paper in his or her own words. Many professors will reject a paper consisting primarily of material quoted from other sources because they do not view such a paper as the student's own work. You should understand your professor's view with respect to string quotations prior to writing your paper.