

Course Prefix/Number/Title:

BADM 240 – Sales

Credits: 3 Credits

Course Description:

This course provides the student with an introduction to the basic principles, concepts and theories of selling and their application to the actual sales presentation. Special attention is given to the sales process and both verbal and non-verbal communication techniques.

Pre-/Co-requisites: None

Course Objectives:

After taking this course students should be able to:

- Develop a problem-solving approach to the needs of potential buyers as well as incur a better understanding of their personal, status, and emotional needs.
- Analyze and explain why a given selling technique or sales presentation should or should not work in a particular buyer-seller interaction.
- Apply the selling theories, concepts, and principles in selling situations.
- Communicate more effectively in interpersonal interactions with employees, peers, prospects, and buyers.
- Develop professional sales presentations for buyers ranging from individual consumers to organizational buying committees.
- Work as successful sales representatives with a professional code of behavior.

Instructor:

Keri J. Keith

Office:

Thatcher Hall 205

Office Hours:

11-12:00 Monday - Friday

Phone:

701-228-5624

Email:

keri.keith@dakotacollege.edu

Lecture/Lab Schedule:

MWF: 10:00 – 10:50

Textbook(s):

Fundamentals of Selling, 13th Edition – Futrell. ISBN: 978-0-07-786101-8

Course Requirements:

Course requirements consist of class participation, assignments, quizzes, and exams. All PowerPoint notes and assignments are in Blackboard.

Grade Weighting

Case 1.1	10 points
Case 2.1	10 points
Pg. 102 assgt.	10 points
FAB	30 points
Page 248	15 points
Video Asgt	15 points
Persuasive Sales assgt.	40 points
Sales Objections	10 points
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Exam 4	100 points
Final Assignment	100 points
Participation	60 points
Total:	700 points

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Tentative Course Outline

Date	Activity
August 26	Introduction, syllabus, student introductions (Name, something interesting, sales experience)
August 28	Lecture chap 1
August 31	In Class Assignment: Complete Case 1-1 on page 33
September 2	Lecture chap 2
September 4	In Class Assignment : Complete Case 2.1 on page 63
September 7	No class- Labor Day
September 9	Lecture chap 3
September 11	Lecture chap 3, part 2
September 14	In Class Assignment: Answer questions 1-5 on page 92-93.
September 16	Lecture Chapter 4
September 18	In-Class Group Assignment: Write out the Features, Advantages and Benefits of 4 items you use on a regular basis.
September 21	Review for Exam 1
September 23	Exam 1
September 25	Chapter 5
September 28	Lecture Chapter 5.
September 30	Lecture chap 6
October 2	Lecture chap 7
October 5	Lecture chap 8
October 7	In class complete Sales Application Questions on page 247, Questions 1-6 and Review for Exam 2
October 9	Sales Exam 2
October 12	No Class – Assessment Day
October 14	In Class video and assignment
October 16	Lecture Chapter 10
October 19	Chap 11
October 21	Chap 12
October 23	In class assignment: Dealing with Objections
October 26	Lecture Chap 13
October 28	Persuasive Sales Assignment Details will be shared in class Phone –a-thon or Sales Experience
October 30	Work on presentations
November 2	Presentations Due
November 4	Presentations Due

November 6	Review for Sales exam 3
November 9	Sales Exam 3
November 11	No Class – Veterans Day
November 13	Lecture chap 14
November 16	Lecture chap 15
November 18	Lecture Chapter 16
November 20	Lecture chap 17 - Review for Exam 4
November 23	Exam 4
November 25	No class - Break
November 27	No Class- Thanksgiving Break
November 30	Overview of Sales Final Assignment Sales Final Assignment
December 2	Work on final assignment
December 4	Work on final assignment.
December 7	Present Final Project
December 9	Present Final Project
December 11	Final Grades and Wrap up

CTE Competency/Department Learning Outcome(s): The student learning competencies of career and technical education degree programs are as follows:

- Employ industry-specific skills in preparation for workplace readiness
- Combine general education and vocational skills curriculum

Relationship to Campus Theme: Focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

Classroom Policies:

Absences and Assignment Due Dates: Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

Attendance and participation is expected. Ten percent of your grade is based solely on attendance and participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.

If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam. Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours a grade of 0 will be entered for the exam that was missed. **Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points.

Do NOT wear headphones during tests. They are not allowed.

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals. As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB

employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.