

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: BUAD 108**

**Year: 2024-2025**

**Course Title: Sales and Sales Management**

**Credit Hours: 3**

**I. Course Description:**

This course presents an overview of the key elements involved in selling and sales management in order to develop students' understanding of how to sell professionally in today's society. They will also learn the critical role sales professionals and sales managers play in the success of any enterprise. The course will include all of the major functions involved in sales and sales management, including the various legal and ethical considerations involved when selling, and managing sales professionals. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 and RDNG 116 if required by placement assessment. 3 Cr. (3 Lec.) Spring semester.

**II. Additional Course Information:**

1. For this course, it is recommended that assignments be posted in Blackboard
2. Students need basic computer skills, such as word processing and web browsing for research.
3. Required readings may be in print or from on-line resources.
4. This course can be used to fulfill a BUAD elective requirement for those students who are not Entrepreneurship A.A.S. majors. It may also be used as an unrestricted elective in any program.
5. Some sections of this class may be provided in an OER format both in class and on-line.
6. Some sections of this class may be offered as a Hy-flex course: students may attend on-line, in class, or a combination of both.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Describe the basic elements of sales, and activities required to sell professionally.
2. Communicate effectively to customers, suppliers, managers and employees.
3. Identify specific employment opportunities that are available in the sales and sales management professions.
4. Evaluate whether being a sales professional might be an option for the student in the future.

**IV. Tompkins Cortland General Education & SUNY Competency Goals**

**Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

In this course, students will write in various formats (essays, note taking, and correspondence) and for various purposes (informing, explaining, persuading, defending, and teaching). Assignments, videos, and activities will require an application of academic concepts and principles.

**Social/Global Awareness**

Sales and sales management is a critical segment of the global economy. Without the effort of sales professionals, little beyond satisfaction of basic needs will be produced, and few jobs will be created. Students learn how selling plays a vital role in making our global economy grow.

**Information Management**

In this course, students will learn the importance in using customer relationship management tools to enhance their relationships with their customers and to improve their sales results.

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

**V. Essential Topics/Themes**

1. Prospecting and Qualifying
2. Relationship Building
3. Presenting
4. Objection Handling
5. Closing the Sale
6. Obtaining Referrals
7. Customer Service after the Sale
8. Hiring and Managing Sales Professionals
9. Ethics while Selling

**VI. Methods of Assessment/Evaluation**

Method	% Course Grade
1. Quizzes, Exams	0% - 60%
2. Assignments and Written Reports	25% - 90%
3. Class Participation	5% - 15%

*(Only two methods are required.)*

**VII. Texts – REQUIRED**

1. <i>The Power of Selling</i> . K. Richmond, Flatworld Publishers, 1 <sup>st</sup> ed. ISBN: 9-781453-385135. This is an OER course; the textbook will be made available in Blackboard.
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**VIII. Bibliography of Supplemental Materials**

1. YouTube videos available in Blackboard
2. Suggested readings available in Blackboard

**IX. Other Learning Resources**

<b>Audiovisual:</b> None specified
<b>Electronic:</b> None specified
<b>Other:</b> None specified

**Attendance Policy:** *To maintain good grades, regular attendance at the place of work is necessary. Absence from scheduled work is considered a serious matter. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of the internship. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from the internship for religious reasons should discuss the absence in advance with their instructors, or the business owner/manager. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*