

Program Proposal for an ISU Undergraduate Certificate

1. **Name of the proposed certificate.** Professional Sales Certificate (hereafter, the certificate)
2. **Name of the department(s) involved.** Marketing
3. **Name of contact person(s).** Raj Agnihotri and Sekar Raju

Sales certificate task force members*: Raj Agnihotri, Raghu Bommaraju, Ashley Goreczny, and Russ Laczniak

4. **General description of the undergraduate certificate.** The certificate in professional sales is a course of study in the Ivy College of Business. It is designed for undergraduates who wish to enhance their degree and employment possibilities by adding expertise in professional selling. The certificate program will equip students with knowledge and skills related to developing and managing mutually beneficial relationships with customers. The certificate program is built on a strong theoretical background but emphasizes applications and practice. The certificate provides students with an opportunity to learn about the ethical, technological, analytical, and global aspects of professional sales.
5. **Need for the proposed certificate.** Research studies suggest that approximately 80% of marketing majors accept a sales position on graduation¹ and notably, 60% of all business students will take a job with at least some sales-related duties after graduation². A research study at Florida State University underscores the importance of college level sales education by reporting that sales program graduates are likely to generate higher revenues and, lower retention costs for the companies that hire them³. A recent article in the *Journal of Marketing Education* specifically states that a sales education allows companies to reduce the amount of time spent on training their salesforce, and increases the salesperson's time-to-productivity for the firm⁴, generating an overall positive impact on firm profitability. Under such circumstances, it seems obligatory for business schools to prepare students for and expose them to these opportunities. A Sales Certificate would cater to the educational needs of students irrespective of their majors across ISU.

¹ Georgetown University Center on Education and the Workforce, 2011.

² Agnihotri, R., Bonney, L., Dixon, A. L., Erffmeyer, R., Pullins, E. B., Sojka, J. Z., & West, V. (2014). Developing a stakeholder approach for recruiting top-level sales students. *Journal of Marketing Education*, 36(1), 75-86.

³ Bolander, W., Bonney, L., & Satornino, C. (2014). Sales education efficacy: Examining the relationship between sales education and sales success. *Journal of Marketing Education*, 36(2), 169-181.

⁴ Delpechitre, D., & Baker, D. S. (2017). Cross-cultural selling: Examining the importance of cultural intelligence in sales education. *Journal of Marketing Education*, 39(2), 94-108.

* Dr. Russ Laczniak joined the task force on 02/14/19. Initially, there were only 3 members. Dr. Bommaraju left ISU in the summer of 2019.

6. Objectives of the proposed certificate including the student learning outcomes and how the learning outcomes will be assessed.

The following learning outcomes will be used for proposed professional sales certificate:

DEMONSTRATE SUCCESS IN TERMS OF CONTENT ACQUISITION

- o Awareness of the important role and value that sales plays in the present competitive business world;
- o Identify and describe the steps in a relational selling process to create value and achieve customer satisfaction;
- o Understanding of both the importance of and the how of building a mutually beneficial relationship with a customer.

DEMONSTRATE SUCCESS IN TERMS OF SKILLS APPLICATION

- o Apply the sales technology, skills and knowledge learned by successfully participating in role play exercises, sales presentations, industry cases studies, team projects, etc.

DEMONSTRATE SUCCESS IN TERMS OF PERSONAL AND PROFESSIONAL DEVELOPMENT

- o Awareness of the attributes of successful salespeople;
- o Awareness and appreciation of the fact that “everyone sells” and how personal selling of one’s self and ideas is important to career success;
- o Enhance oral communication skills;
- o Enhance basic business writing skills;
- o Enhance career management options by gaining a better understanding of sales as a career option;
- o Networking and building professional relationships through corporate participation in the sales program.
- o Awareness of the ethical/legal/social responsibilities of salespeople in general and sales as a profession.

These learning outcomes will be assessed using in-class assessment techniques, including quiz and exam questions, sales simulations, homework assignments, group projects, and individual and team based presentations. Student learning outcome data will be collected in compliance with current methods used for AACSB accreditation processes.

7. Relationship of the certificate to the strategic plans of the university, of the college, and of department or program.

The certificate aligns with the strategic plans of ISU as well as of the Ivy College of Business and the marketing department. First, the strong experiential and applied components of the

certificate support ISU's emphasis⁵ on "learning by doing". Students in this program will apply the sales technology, skills and knowledge learned in the classroom by participating in role play exercises, sales presentations, industry-based cases studies and team projects, etc. Second, the addition of this undergraduate level professional sales certificate would make a significant contribution to the College's strategic goals. In fact, Goal 1 of the Ivy College of Business' 2015-2020 strategic plan calls for "the establishment of new undergraduate majors, certificates, and certificates based on industry needs." Both empirical research on post-graduation professional employment as well as feedback gathered from industry⁶ highlights the value and marketability of sales education for business and non-business students. Third, the Marketing Department has a number of nationally and internationally recognized research scholars with strong research reputation in the field of sales. Thus, the department is academically well-positioned and eager to offer a certificate program in this area.

8. Comparison of the proposed certificate with similar programs at other universities, including the Regent's universities.

Neither the University of Iowa nor the Drake University currently offer a certificate in professional sales. University of Northern Iowa offers a Certificate in Financial and Real Estate Sales. However, this certificate has a narrow scope as it is focused on Financial and Real Estate and it is open for Business Majors only.

9. Program requirements and procedures

The Professional Sales Certificate would be available to all undergraduate students of Ivy College of Business⁷. The Ivy College of Business enforces all prerequisites. They will see an academic advisor to have the certificate noted on their record. Program inquiries and elective course approvals will be administered by either the director of Ivy Sales Consortium or chair of the Marketing Department. Students' inquiries will be directed toward the director of the Ivy Sales Consortium or the chair of Marketing Department. There should be minimal implications of the certificate on the rest of the University.

The certificate does not require any foreign language. All of the courses for the certificate are currently offered, and capacity does exist in these courses for additional students. These courses are listed below:

12 credit hours of core courses⁸

MKT 340: Principles of Marketing⁹
 MKT 342: Foundations of Personal Selling
 MKT 442: Sales Management
 MKT 450: Advanced Professional Selling

⁵ As per Mission Statement, Iowa State University Strategic Plan 2017-2022. <https://strategicplan.iastate.edu/>

⁶ Based on interactions with members of College Dean's advisory council, the marketing and management department advisory council, as well as recruiters collaborating with Business Career Services office.

⁷ Per ISU undergraduate certificate requirements, admission in certificate program is open for students earning an Iowa State University baccalaureate degree across disciplines. But, preference would be given to business students.

⁸ Nine credits used for the certificate may not be used to meet any other department, college, or university requirement for the baccalaureate degree except to satisfy the total credit requirement for graduation and to meet credit requirements.

⁹ This is a required course for all business majors.

9 credit hours of electives¹⁰:

A M D 275: Retail Merchandising

(3-0) Cr. 3. F.S.; Prereq: 3 credits in Math

Principles of merchandising as applied to retail-, service-, events-, and hospitality-related businesses. Study of the planning, development, and presentation of apparel- and hospitality-related products, services, and experiences. Industry and market research, planning of new offerings, and development of promotional and competitive strategies for various retail formats.

AGEDS 311: Presentation and Sales Strategies for Agricultural Audiences

(3-0) Cr. 3. F.S.

Utilizing instructional methods, techniques, and problem solving, presentation and sales strategies with agricultural audiences.

ADVRT 336: Advertising Account Management

(3-0) Cr. 3.

Prereq: JL MC 110; Minimum of C+ in JL MC 201; ADVRT/P R 301

Fundamentals of account management with emphasis on leadership, sales techniques, relationship building, presentation skills, and strategic thinking. Includes aspects of agency communications, team building, client management, evaluating creative concepts and media plans, and developing strategic proposals and campaign recommendations.

COMST 102: Introduction to Interpersonal Communication

(3-0) Cr. 3.

Application of communication principles, theory, and research to the process of interpersonal communication; includes verbal and nonverbal communication, listening, and conflict management. Particular emphasis given to using communication to manage interpersonal relationships.

C E 206: Engineering Economic Analysis and Professional Issues in Civil Engineering

(3-0) Cr. 3.

Prereq: MATH 166, ENGL 250; C E 105; ECON 101 recommended

Engineering/managerial analysis of the economic aspects of project proposals. Alternative sources of funds; time value of money; expenditure of capital funds and methods of evaluating alternative projects. Professionalism, licensure, liability, ethics, leadership, social responsibility, creative and critical thinking, and applications/impacts of regulations in civil engineering. Note: *This is an elective for Engineering Sales Minor coursework.*

ECON 235: Introduction to Agricultural Markets

(3-0) Cr. 3. F.S.; Prereq: ECON 101

Basic concepts and economics principles related to markets for agricultural inputs and products. Overview of current marketing problems faced by farms and agribusinesses, farm and retail price behavior, structure of markets, food marketing channels, food quality and food safety, and the role of agriculture in the general economy. The implications of consumer preferences at the farm level. Introduction to hedging, futures, and other risk management tools.

ECON 236: Agricultural Selling

(3-0) Cr. 3. Prereq: ECON 101

Principles of selling with application to agricultural and food related businesses. Attitudes, value systems, and behavioral patterns that relate to agricultural sales. Electronic marketing, selling strategies, preparing for sales calls, making sales presentations, handling objections, and closing sales. Analysis of the buying or purchasing process. Evaluation of agri-selling as a possible career choice.

¹⁰ In addition to the courses listed, independent study/special topics or other core courses may count as electives for the certificate after approval from director of Ivy Sales Consortium or chair of Marketing Department. Business courses listed as electives are available only to business majors due to credit hours limit set for non-business majors.

* One of the business core requirements, thus, not appropriate as elective for business majors.

ENGL 302: Business Communication*

(3-0) Cr. 3. F.S.S.S.; Prereq: ENGL 250, junior classification

Rhetorical concepts and processes to successfully communicate individually and collaboratively via written, oral, visual, and electronic modes across a range of business disciplines. Covers strategies for analyzing audiences internal and external to an organization in order to communicate positive, neutral, and negative messages clearly, completely, correctly, and ethically; save an audience's time; and create goodwill.

ENGL 309: Proposal and Report Writing

(3-0) Cr. 3. F.S.S.; Prereq: ENGL 250, junior classification

Rhetorical concepts and processes to individually and collaboratively develop proposals for business, governmental, nonprofit, or other organizations and to report on the work completed both orally and in writing. Emphasizes the structure and classification of proposal and report types, qualitative and quantitative research methods, audience analysis, document design, and data visualization.

ENGL 314: Technical Communication

(3-0) Cr. 3. F.S.S.S.; Prereq: ENGL 250, junior classification

Rhetorical concepts and processes to successfully communicate technical information individually and collaboratively via written, oral, visual, and electronic modes. Emphasizes the major strategies for analyzing expert and lay audiences and adapting information to those audiences. Covers developing and designing usable technical documentation, visualizing data, and presenting technical information orally.

ENGL 332: Visual Communication of Quantitative Information

(Cross-listed with STAT). (3-0) Cr. 3; Prereq: STAT 101, STAT 104, STAT 201 or STAT 226; ENGL 250

Communicating quantitative information using visual displays; visualizing data; interactive and dynamic data displays; evaluating current examples in the media; color, perception, and representation in graphs; interpreting data displays.

HSP M 540: Strategic Marketing

(3-0) Cr. 3. Alt. F., offered odd-numbered years; Prereq: AESHM 340

Application of marketing principles in developing effective marketing strategies for hospitality, apparel, and retail organizations. Evaluation of multi-dimensional marketing functions in hospitality organizations.

IE 450: Technical Sales for Engineers I

(3-0) Cr. 3. F.; Prereq: Credit or enrollment in IE 305.

Sales process methodology, techniques for building professional relationships, sales automation software, prospecting and account development, market analysis and segmentation, responding to RFQ's and RFP's in written and verbal form. Developing technical value propositions and competitive positioning, evaluating organizational decision processes and people, technical marketing strategies, sales closing strategies.

Note: This is a required course for Engineering Sales Minor coursework.

IE 451: Technical Sales for Engineers II

(3-0) Cr. 3. S.; Prereq: IE 450

Case studies and experiential lessons on the development and application of technical sales strategies. Specific topics include developing pricing and distribution strategies, managing a sales staff and channel, developing sales teams and global sales plans, bid and negotiation strategies, time management skills, and implementing sales automation technologies.

Note: This is a required course for Engineering Sales Minor coursework.

IE 305: Engineering Economic Analysis

Economic analysis of engineering decisions under uncertainty. Financial engineering basics including time value of money, cash flow estimation, and asset evaluation. Make versus buy decisions. Comparison of project alternatives accounting for taxation, depreciation, inflation, and risk. Nonmajor graduate credit.

Note: This course is an elective for Engineering Sales Minor coursework.

IE 430X. Entrepreneurial Product Engineering.

(Cross-listed with ENGR 430X). (3-0) Cr. 3. F.S. Prereq: Junior Classification.

Process of innovative product development in both entrepreneurial and intra-preneurial settings. Define, prototype and validate a product concept based on competitive bench-marking, market positioning and customer requirement evaluation in

a target market into a product design that is consistent with defined business goals and strategies. Combination of lecture, discussion, problem solving and case study review.

IE 434X: Entrepreneurial Product Engineering Design Project.

(Cross-listed with ENGR 434X). (1-4) Cr. 3. S. Prereqs: IE 430 or ENGR 430.

Open-ended design project related to creating, validating and launching a new engineered product into the marketplace. Fundamentals related to launching new engineered products in an Entrepreneurial way. Students submit new product ideas or select from a list of company supplied ideas. Application of engineering design principles including product definition, competitive evaluation, requirements evaluation, product design, manufacturing design, manufacturing costing, prototype creation, field validation, user evaluation.

PSYCH 280: Social Psychology

(3-0) Cr. 3.

Individual human behavior in social contexts. Emphasis on social judgments and decisions, attitudes, perceptions of others, social influence, aggression, stereotypes, and helping.

Psych 380: Social Cognition

(3-0) Cr. 3. Prereq: PSYCH 101 or PSYCH 280.

How people understand themselves and others, including attitude formation and change, attribution, impression formation, social categories and schemas, the self, stereotypes, and prejudice.

PSYCH 450: Industrial Psychology

(3-0) Cr. 3. F.S.; Prereq: 2 courses in psychology including PSYCH 101, STAT 101

Theory, content and methods of industrial psychology related to the effective operation of organizations. Application of psychology principles to topics including different approaches used to select employees, how to conduct performance appraisals, and how to train and keep employees safe. Work attitudes and behaviors of employees as well as relevant legal issues. Statistics including regression and correlation are used.

PSYCH 314: Motivation

(3-0) Cr. 3. F.S.; Prereq: PSYCH 101

Theory and research on motivation at biological, environmental, and psychological levels. Topics include emotion, eating, sex, music, addictions, incentives, goal performance, personality, coping, self-determination and purpose.

SP CM 110: Listening

(3-0) Cr. 3. F.S.

Theory, principles, and competency development in comprehensive, therapeutic, critical, consumer, and appreciative listening. The impact of listening in relationships and partnerships.

SP CM 212: Fundamentals of Public Speaking*¹¹

(3-0) Cr. 3. F.S.SS.

Theory and practice of basic speech communication principles applied to public speaking. Practice in the preparation and delivery of extemporaneous speeches.

SP CM 312: Business and Professional Speaking

(3-0) Cr. 3. F.S.; Prereq: SP CM 212

Theory, principles, and competency development in the creation of coherent, articulate business and professional oral presentations.

SP CM 327: Persuasion and Social Influence

(3-0) Cr. 3. F.S.SS; Prereq: SP CM 212

Examination of persuasive theories, strategies and research in persuasion. Emphasis on application and analysis; logical, emotional, and ethical proofs.

¹¹ One of the business core requirements, thus, not appropriate elective for business majors.

MKT 445: Customer Relationship Management*(3-0) Cr. 3. F.S.; Prereq: MKT 340*

Examines how customer data can be used to enhance decisions relating to acquisition, development and retention. Topics include customer lifetime value, customer as assets, customer loyalty programs and customization.

MKT 410: Promotional Strategy*(3-0) Cr. 3. F.S.; Prereq: Credit or enrollment in MKT 447*

Principles, concepts, and problems involved in the development and implementation of promotional strategies. Coordination of a variety of promotional elements: advertising, sales promotion, direct marketing, public relations and publicity of web communications, and personal selling.

MGMT 310: Entrepreneurship and Innovation*(3-0) Cr. 3. F.S.; Prereq: Sophomore classification*

Review of the entrepreneurial process with emphasis on starting a new business. How to analyze opportunities, develop an innovative product, organize, finance, market, launch, and manage a new venture. Deals with the role of the entrepreneur and the importance of a business plan. Speakers and field project.

MGMT 422X: Negotiation and Conflict Resolution*(3-0) Cr. 3. F.S.; Prereq: MGMT 371*

Understand the theory and practice of negotiation in a variety of settings. Negotiation is the art and science of securing an agreement between two or more interdependent parties. Understand the behavior of individuals, groups and organizations in the context of competitive situations. Team work and team building is integrated to better understand interdependent relationships and processes. Negotiation problems faced by managers and professionals in organizations. Complements the technical and diagnostic skills learned in other courses at ISU. Analytical skills needed to discover optimal solutions to problems and a broad array of negotiation skills are needed in order for these solutions to be accepted and implemented.

MGMT 471: Personnel and Human Resource Management*(3-0) Cr. 3. F.S.; Prereq: Junior standing*

Recruitment and selection, utilization, and development of people in organizations. Examination of each personnel function; interrelationships among the functions.

ENTSP 480: Applied Entrepreneurship: Executing New Ventures and Projects*(3-0) Cr. 3; Prereq: MGMT 310; MGMT 313 or MGMT 320*

Experiential learning through student-identified project. Students identify, propose and execute an experiential learning project that will be completed during the semester. The course provides application oriented learning of entrepreneurship. The course project must include a significant experiential learning activity, such as launching a venture or business, writing a business plan, or completing an internship in an entrepreneurial setting. Requires a field project.

SCM 486: Principles of Purchasing and Supply Management*(3-0) Cr. 3; Prereq: SCM 301*

Sourcing strategies, concepts, tools and dynamics in the context of the integrated supply chain. Make or buy decision, supplier evaluation and selection, global sourcing, the total cost of ownership, contracts and legal terms, negotiation, purchasing ethics, and information systems requirements.

- 10. Attach to the program proposal, letters of support, recommendations, and statements when appropriate, from programs and departments at ISU, which are associated with the proposed program or have an interest in the proposed program.**

Will be presented later.

- 11. If the new program is interdisciplinary, a governance document should be created and submitted to the Associate Provost for Academic Programs. Indicate here that it has been completed.**

This certificate will be housed in and administered by the Department of Marketing.

Appendix A: Academic Program Approval Voting Record

This document is to be appended as the last page of the proposal for any new or revised academic program to record the successive votes of approval as the proposal moves through its required review and approval steps. Consult Faculty Handbook Section 10.8 or the Faculty Senate Curriculum Committee website for information regarding Committee review and voting requirements for each action.

Curricular Action: (check appropriate boxes below)

1. New Program Name Change Discontinuation Concurrent Degree for:
2. Undergraduate Major Graduate Major Undergraduate Minor Graduate Certificate
 Undergraduate Certificate Graduate Certificate Other: _____
3. Name of Proposed Change: Professional Sales Certificate
4. Name of Contact Person (s): Dr. Raj Agnihotri e-mail address: raj2@iastate.edu
5. Primary College: Ivy College of Business Secondary College: _____
6. Involved Department(s): Department of Marketing, Ivy College of Business.

Voting record for this curricular action:

Voting Body	Votes			Date of Vote
	For	Against	Abstain	
Undergraduate Professional Sales Certificate Task Force ¹²	3	0	0	1/22/2019
Marketing Faculty	22	0	0	2/12/2019
Ivy College of Business Curriculum Committee	4	0	1	4/10/2019
Ivy College of Business Faculty Approval Vote	54	4		5/08/2019
Faculty Senate Curriculum Committee	6	0	0	09/12/2019
Faculty Senate Academic Affairs Council	8	0	0	09/25/2019
Faculty Senate				

[FSCC – November 2013]

¹² Dr. Russ Lacznik joined the task force on 02/14/19. Initially, there were only 3 members.