

**Portfolio in Support of the Nomination of the
Bachelor of Business Administration in Professional Sales
At Kennesaw State University**

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Submitted by

**R. Keith Tudor, Ph.D.
Terry W. Loe, Ph.D.
Scott Widmier, Ph.D.**

Philosophies and Goals of the Department of Marketing & Professional Sales in Regards to the Professional Sales Degree Program

The Department of Marketing at Kennesaw State University first offered a degree program in Professional Sales in 1989. A review of the program in 2002 showed that, at that time, the professional sales major had only 39 majors and had conferred only 10 degrees in that year, a lackluster performance at best. Questions as to the continued viability of the program arose. After further review and in consultation with the Board of Advisors for the Marketing Department and community business leaders, the decision was made by the marketing department to instead reinvest resources and labor into the program and take the program in an entirely new direction. A strategic plan to reinvigorate the major was embarked upon and the decision was made to utilize new approaches both in the program's structure and in its instructional methods by implementing methods more suitable to the often difficult task of teaching sales management and sales theory as well as effective sales techniques to students.

Under the five-year seven-goal plan, the following actions took place: 1) nationally recognized faculty were hired (an option made possible by both the redeployment of budgeted lines and the creation of new lines); 2) Kennesaw State became the new host of the National Collegiate Sales Competition; 3) a Center for Professional Sales was created to facilitate research, publications, community outreach, and to coordinate resources available to students and faculty; 4) an international study abroad component was added; 5) a unique networking and support system was designed to create and sustain a sense of community to foster success among students; 6) a mentoring system was created and implemented utilizing business resources in the community and perhaps the most innovative part of the plan, 7) a state of the art lab was built where students would be able to record sales role playing scenarios and then watch play back with instructors and classmates for an analysis of their performance.

As a result of having implemented this five year plan, there are now 85 declared majors, the annual number of conferred degrees is 23, the sales major has gained national attention for its creativity and growth, the National Collegiate Sales Competition has more than doubled in size, both in terms of offerings and participants, and an astounding 100% placement rate among graduates has been achieved -- quite a turn around for a program in danger of cancellation only five years ago. The major is growing quickly and is deemed a continued and growing success: next year the Sales Center will be expanded into an even larger facility; business sponsorship of scholarships has soared; there are plans to continue the international component within the context of the larger new international emphasis and study abroad options taking place in the Marketing Department and new additions to the lab will continue the program's dedication to preparing students to utilize technology to both prepare for success in the business world and to sustain it upon graduation.

The purpose of the program is to provide high-quality, applied professional sales education to its students in a collegial and ethical climate. The department strives to create and to disseminate applied marketing and professional sales knowledge through collaboration, continuous learning, innovation, and adoption of relevant technological sophistication.

Since the inception of the Degree in Professional Selling (PS), its curriculum has continually evolved in response to the needs of students and industry. Currently, the degree consists of six required major field courses and two major field electives. The required courses are: 1) Professional Selling, 2) Market Analysis, 3) Sales Management, 4) Advanced Selling, 5) Business to Business Marketing and 6) International Selling. Additionally, there are general education core requirements, upper and lower division business core courses, and an information technology requirement.

The success of our program can be gauged by the reaction of our internal and external environment. Students have responded very favorably to this program offering and are finding the information learned and degree confirmed of great success in their career. See section IX for specific

student quotes on the program. Universities are now modeling their programs after the KSU sales program. Georgia Southern, Clemson, and William Patterson created a sales laboratory and curriculum based, in part, on information and materials that the sales program at Kennesaw State University provided. Other universities that have visited and corresponded with KSU Sales Program faculty that aspire to create a sales program include the University of Alabama, the University of Central Missouri, Western Kentucky and several others. Business leaders actively seek out our faculty in order to recruit KSU sales students as can be seen by the quotations from recruiters in section IX. The program, the Center for Professional Selling (CPS), and the National Collegiate Sales Competition (NCSC) have also been featured in numerous articles in the popular press such as, *Selling Power*, *Sales and Marketing Management*, *The Atlanta Business Chronicle*, *The Atlanta Journal/Constitution* and numerous College/University newspapers.

The goals and objectives of the PS program are:

- Critical Thinking - PS majors will think critically, identify problems, research and analyze solutions and make decisions regarding business activities.
- Ethics – PS majors will recognize, analyze and choose resolutions to ethical problems explicit or implicit in decision-making.
- Interaction- PS majors will demonstrate professional behavior through the effective use of collaboration, leadership and communication skills.
- Perspectives – PS majors will identify, interpret and analyze the impact that legal, global, industry and customer environments have on business decisions.
- Resource Management – PS majors will manage resources to maximize the creation of value.
- Technology - PS majors will identify opportunities to leverage technology in decision-making and can use technology for personal productivity.
- Discipline Specific Outcome- PS majors will formulate appropriate plans to respond to market place threats and capitalize on market opportunities.

Fact Profile Sheet

(See pp. 6-17 for details on information in this table)

Board of Regent's Criteria	Sales Program Qualification Under Criteria
I. Individual and collective faculty efforts to improve teaching & student learning	<ol style="list-style-type: none"> 1. Attendance of national conferences to improve teaching 2. Use of experiential exercises for applied learning: role plays, shadowing, mentoring by sales professionals 3. Extensive video library for use in and out of class 4. Hosting of the National Collegiate Sales Competition 5. International study abroad program 6. \$11k in student scholarships and awards in 2006 7. Creation of "MYSPACE" account for S P Students with CPS Web Site
II. Comprehensive assessment of student learning & use of the results	<ol style="list-style-type: none"> 1. Assurance of Learning curriculum review program 2. Review of curricula by board members (business professionals) 3. Student feedback and evaluations 4. Monthly meetings with students 5. Placement of students in regional and national competitions 6. Certification by the Association to Advance Collegiate Schools of Business and Society for Sales & Marketing Training (SMT)
III. Efforts to enable faculty to use innovative and effective forms of pedagogy and technology.	<ol style="list-style-type: none"> 1. Attendance of national conferences to learn new and innovative pedagogy 2. Faculty participation in the NCSC 3. Publishing articles on Teaching Innovations in sales curricula 4. Attendance of training seminars by CPS faculty 5. Creation of two state-of-the-art Sales Laboratories 6. Participation in the University Sales Center Alliance
IV. Strong links between good teaching and various rewards.	<ol style="list-style-type: none"> 1. Faculty mentoring 2. Faculty with excellent performance in the classroom are rewarded with: conference attendance, research grants, increased compensation, equipment
V. Department/unit policies that encourage collaborative faculty efforts.	<ol style="list-style-type: none"> 1. Nature of sales program encourages multidisciplinary approach 2. Inclusion of classes from different academic units into the sales curriculum 3. Limited class size to encourage more interaction and learning 4. Guest lecturers from industry
VII. An on-going and data-driven process for reviewing and reshaping curricula.	<ol style="list-style-type: none"> 1. Assurance of Learning (AOL) 2. Curriculum review committees 3. Marketing Department Board of Advisors 4. Center for Professional Selling Board of Advisors
VII. Exemplary programs for advising, mentoring, recruiting, and retaining students.	<ol style="list-style-type: none"> 1. Monthly Sales Gathering 2. Internships 3. Student scholarships 4. Board member mentoring
VIII. Successes of dept.'s or program's students.	<ol style="list-style-type: none"> 1. 100% placement of students 2. Acceptance of student into doctoral program 3. Performance of students in national competitions
IX. Dept./unit outcomes	<ol style="list-style-type: none"> 1. Student quotations

Data Showing Student Success

Professional Sales Student success in national competitions

- KSU team awards at the National Collegiate Sales Competition: 1st Place 2005; 2nd Place 2004; 6th 2000, 8th 2001, 10th 2003.
- Individual Overall Champion NCSC 2005, 2006. Individual 6th Place Overall 2005; Individual 20th (out of 62) Place Overall 2004; Individual 10th (out of 55) Place Overall 2003; Individual 10th and 16th (out of 46) Place Overall 2002; 1st place product category NCSC 2005.
- Erin Williams (KSU sales student) wins Northwestern Mutual's National Sales Competition Award at The American Marketing Association 2007 Collegiate Conference.

The following are quotations by students, faculty and satisfied recruiters who have hired our students:

- *"The biggest benefit is that you get to gauge yourself. It allows you to improve your own process and your own abilities."*—Jon Belek, Contestant, U. of Connecticut
- *"I am unaware of any other national programs of this magnitude that allow students to shine in the presence of sales professionals and hiring managers. Some of our most successful college hires have come from the NCSC,"* said Laura Gross, Divisional Sales Recruiting Manager ADP, Small Business Services.
- *"By any measure, the event was a great success. Yamaha was proud and delighted to be a part of it. I am certain that all of the student participants, no matter how well they did or didn't do, will carry the learning experiences from this event with them throughout their careers. As an employer, I can say that I have seldom seen a better "connect" between academia and the business world."* Pete Scalia, Human Resources Manager, Yamaha Motor Corporation.
- *"I believe the students got much out of participating, and I truly believe that their careers will be more successful in the future because of this event."* Christopher Lemley, Instructor, Georgia State University.
- *"The NCSC is helpful because students see the possibilities of career choices. It helps them develop and refine their sales skills, and it also keeps professors on the cutting edge of the industry."*—Vicki West, Professor, Texas State University
- *"Liberty Mutual is in a growth mode. We are looking for good salespeople, and we find that this event provides that for us. It helps reduce our turnover, and it helps with overall improved sales in our regions."*—Barry Mazur, Liberty Mutual
- *"The talents exhibited at this competition normally require thousands of dollars in training costs after you find the right person. Hiring new salespeople of this caliber could significantly shorten our company's training time and shorten the time it takes for these reps to become productive."* Tom Willis, Vice President Business Services Division, Office Depot
- *"We can look at 100 perspective job candidates and may hire one or two. Of the students I have seen during this sales competition, I would hire 50% of them."* Bill Patterson, Vice President of Marketing Xerox Business Services

Career Placement

Since the inception of the program, we have had 100% career placement. In fact, we have several times more career opportunities than we have students which results in heavy competition for our graduates. This demand is one more indicator of the need in the business community for a program that teaches professional sales.

Acceptance to other schools

Recently, William Bolander, a KSU sales student, was accepted into the doctoral program at the University of Houston to eventually become another faculty member specializing in sales.

Evidence of Department's distinctive efforts to foster student learning

I. Individual and collective faculty efforts to improve teaching & student learning

A. Attendance at National Conference

The Department of Marketing and Professional Selling and the Center for Professional Selling within the Coles College of Business at Kennesaw State University are committed to improving the educational experience of students in sales-related classes who are committed to pursuing sales as a career goal. Departmental and CPS faculty regularly attend conferences such as the National Conference in Sales and Sales Management, Society of Marketing Advances, and American Marketing Association Educator Conferences in order to improve their sales research and pedagogy.

B. Use of Experiential Exercises and Video Library

The primary sales classes utilize experiential exercises extensively. These activities include extensive role-play exercises that employ advanced media technology with the capability of recording, providing off-site observation, and play-back review. Students also have access to over 500 video and DVD's of sales role-plays from sales students from the U.S., Mexico and Canada for review. The video is part of a storehouse of sales videos from an annual local sales competition held at Kennesaw State University and also from the National Collegiate Sales Competition that has been hosted annually by KSU since 2003. Another experiential exercise, done as a component of the basic and advanced sales classes, is the partnering of students with professionals from industry for mentoring and shadowing activities.

C. National Collegiate Sales Competition

Terry Loe started the National Collegiate Sales Competition (NCSC) in 1999 at Baylor University. The goal of the NCSC is to be a positive and educational experience for all participants. Corporate sponsors have the opportunity to observe, interact with and recruit the top undergraduate sales students in the country and the NCSC provides student participants a venue to compete with their peers from other schools as well as to demonstrate their sales skills to our corporate partners. In addition, the top sales professors from across the U.S., Canada and Mexico have an opportunity to exchange ideas with their peers and the business community. The NCSC found fertile soil when it moved with Dr. Loe to Kennesaw State University in 2003 and has grown from 24 universities at Baylor into a competition with 44 universities, 88 student competitors, 52 faculty, 44 sponsoring companies, and the involvement of 160 sales professionals in a three day highly professional event. Please refer to the chart in section III for more participation statistics.

D. International Study Abroad

Spring of 2007 saw the addition of an international element to the program with a one week trip to Trinidad and Tobago. During the experience, students worked with high level government officials and leaders of industry in the country on issues to develop solutions and programs in the area of international selling, sales management and business negotiations. Business professionals and governmental officials sat side-by-side with students during the course providing an outreach opportunity for the CPS. One immediate outcome of this program was the move by one of the participating companies into China to take advantage of an opportunity identified through the work of the students. This program will be offered again in 2008.

E. Student Scholarships

The CPS, through partnerships with industry, provided \$11,000 in student scholarships/awards in 2006. These awards are provided for exceptional students with an interest in pursuing a career in professional selling. These are annual awards funded by corporate partners of the sales program. The NCSC, through the CPS, is also providing \$4000 to the University Sales Center Alliance for use in research grants and travel funds for doctoral students from around the U.S. in order to encourage more doctoral students to engage in this highly demanded and needed marketing specialty.

II. Comprehensive assessment of student learning & use of the results to inform teaching practices and curricular development & revision

A. Assurance of Learning

The Sales Program at KSU participates in the Assurance of Learning (AOL) program that sets general and specific student learning outcomes for all students involved in the basic sales class (4410). Participation in this program requires an extensive and ongoing review of curriculum and setting of learning goals. Data is then collected to assess how well the sales program is meeting these goals. For more details on AOL, please see section VI.

B. Curricular Review by Board Members

Student success is the primary reason for the creation of the Professional Selling program by the Department of Marketing and Professional Selling. The program itself grew out of comments from business professionals and Marketing Department board members. At that time, recent college graduates lacked the skills necessary for a successful career in sales necessitating long and costly training programs and/or the frustration of the recent graduate with a career in sales. Because of this history, feedback from industry remains one of the primary assessment tools used by the CPS and the Department. Recent recruiters of KSU sales students are contacted in order to assess learning. To facilitate this exchange, in 2004 the CPS formed an advisory board made of business and sales professionals. This board meets twice a year with one of its primary missions being the evaluation of curricula and learning outcomes. In addition to the board, the CPS encourages recent graduate involvement and feedback. This feedback is used to adjust the curriculum to respond to the current needs of graduates in order to insure their career success.

C. Student Feedback and Evaluations and Monthly Meetings

Feedback from current students is another important assessment tool. An innovative on-line course evaluation allows for easy collecting and dissemination of students' impressions of the sales courses. This evaluation tool includes both numerical measures as well as comments from the students. In order to further encourage a feeling of ownership of the Sales Program by the students and obtain more in-depth student feedback, the CPS initiated monthly sales gatherings. These gatherings encourage faculty, students, and business professionals to learn, share ideas, and give feedback. These gatherings will be described in more detail later in this document.

D. Student Success in Regional and National Competitions

Student success is also measured by placement in regional and national competitions in the area of selling and sales management as can be seen from the attached data showing student success. KSU students have one of the best records of wins at the National Collegiate Sales Competition (NCSC) winning a combined total of 3 individual and 5 team awards. In addition, our students have had great success in the collegiate competitions held by the American Marketing Association.

E. Certification by AACSB and SMT

The Professional Selling program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the leading accrediting organization in the U.S. AACSB International is a not-for-profit corporation of educational institutions, corporations and other organizations devoted to the promotion and improvement of higher education in business administration and management. In addition to its accreditation function, AACSB International conducts an extensive array of development programs for faculty and administrators; engages in research and survey projects on topics specific to the field of management education; maintains relationships with disciplinary associations and other groups; interacts with the corporate community on a variety of projects and initiatives; and produces a wide variety of publications and special reports on trends and issues within management education. AACSB International also maintains close relationships with its counterpart associations worldwide.

The CPS is certified by the Professional Society for Sales & Marketing Training (SMT). SMT is a non-profit organization dedicated to accelerating business results for its members and their companies by improving sales performance. SMT's goals are to develop and enhance the competencies of its members; to be a resource for sales and marketing technologies; to facilitate the exchange of ideas and experiences; to reach out to those interested in the field of sales and marketing training; and to increase awareness and recognition of the value and quality of the society. Faculty in the Department determined that SMT certification of the Professional Sales Program would provide a unique competitive advantage. A formal visitation was conducted by SMT in the Spring 2004 and in the Fall 2004; the Coles College received its certification at the SMT annual meeting.

III. Efforts to enable faculty to use innovative and effective forms of pedagogy and technology, e.g. critical thinking, collaborative learning, cooperative learning, problem based learning, learning communities, etc.

A. Attendance of conferences for selling and sales management

The Center for Professional Selling at KSU supports continual learning on the part of its faculty in order to continue to supply innovative and effective pedagogy in the classroom. Faculty expenses are paid for attendance at various conferences where ideas for teaching innovation in sales education are generated and shared among faculty from around the world. An example of a conference focused on sales education is the National Conference in Selling and Sales Management which is held annually in conjunction with Pi Sigma Epsilon, a national student sales and marketing organization. Other conferences include the semi-annual American Marketing Association conferences which have a sales special interest group and special conferences such as the New Horizons in Sales Conference.

In addition to conferences, the CPS at KSU supports the NCSC which, by its nature, encourages the sharing of pedagogical techniques among sales faculty from the 40 plus schools that attend each year. All CPS faculty who teach in the area of sales as well as many marketing faculty attend the NCSC both to assist in judging and to gain and share knowledge from attending faculty. The total of participants in the NCSC is outlined in the table below.

Host University		Universities	Student Competitors	Faculty	Sponsors	Executives	Student Volunteers
Baylor	1999	13	24	15	10	30	40
Baylor	2000	21	40	23	13	35	55
Baylor	2001	19	37	22	16	35	60
Baylor	2002	24	46	26	16	45	70
KSU	2003	28	55	30	14	50	65
KSU	2004	32	62	35	22	70	110
KSU	2005	35	69	40	32	143	115
KSU	2006	37	70	43	39	155	125
KSU	2007	44	88	52	44	160	130
	Total	253	491	286	206	723	770

B. Journal Articles on Teaching Innovation

The Professional Selling program plays an integral part in assisting the university to meet its stated mission by creating a teaching/learning environment within the classes offered; by promoting high levels of student achievement in the field of professional sales; by producing scholarly works within the field of professional selling and by assisting the community in the field of marketing through various service projects.

One of the best ways to learn a topic is to write about it. The CPS highly encourages associated faculty to conduct research and write articles on innovations in teaching selling and sales management both as a way to contribute to sales education outside our university and to encourage our own faculty to learn through research and writing. The following are a selection of recent articles published by faculty in the CPS relating to teaching innovation in the field of selling and sales management.

- Widmier, Scott and Joseph Hair, "Enhancing Global Sales Skills in Executive Education Programs" at *Journal of Executive Education* (forthcoming).
- Widmier, Scott, Terry W. Loe, and Gary Selden, "Using Role-Play Competition to Teach Selling Skills and Teamwork," *Marketing Education Review*, (forthcoming. Accepted Nov. 2006).
- Shepherd, C. David, Sarah F. Gardial, Michael G. Johnson and Joseph O. Rentz, (2006) "Cognitive Insights Into the Highly Skilled or Expert Salesperson," *Psychology and Marketing*, 23(2).
- Castleberry, Stephen B., Rick E. Ridnour, and C. David Shepherd (2004), "Salesperson Listening: A Replication and Extension of the ILPS Scale," *Journal of Applied Business Research*, 20 (Winter), 23-32.
- Hawes, Jon, Scott Widmier, Anne Rich (2004) "The Professionalism of Sales," *Journal of Personal Selling and Sales Management*, 24(1), 27-38.
- Loe, Terry W. (2004), *The Instructor's Role-Play Guide*, Thomson, South-Western Publishing, Mason, Ohio (ISBN 0-324-20550-3); web site http://www.swlearning.com/marketing/jones/jonesselling_1e/jonesselling_1e.html
- Ridnour, Rick, C. David Shepherd, and Stephen B. Castleberry (2003), "The Training of Effective Listening Skills in Personal Selling," *Journal of Selling and Major Account Management*, 4 (4), 25-37.
- Lassk, Felicia, Terry W. Loe and Andy J. Rohm (2002), "Selling Skills for the 21st Century: Academic and Practitioner Perspectives," *Society for Marketing Advances Proceedings*, St. Pete Beach, FL, 181.
- Rentz, Joseph O., C. David Shepherd, Armen Tashchian, Pratibha A. Dabholkar, Robert T.Ladd (2002), "A Measure of Selling Skill: Scale Development and Validation," *Journal of Personal Selling & Sales Management*, 22 (Winter), 13-21.
- Loe, Terry W. and Linda Ferrell (2001), "Teaching Marketing Ethics in the 21st Century," *Marketing Education Review*, Vol. 11 (2), 1-16.
- Loe, Terry W. and William A. Weeks (2000), "An Experimental Investigation of Efforts to Improve Sales Students' Moral Reasoning," *Journal of Personal Selling and Sales Management*, Vol. 20 (4), 243-251.
- Loe, Terry W., and John F. Tanner, "The Federal Sentencing Guidelines: Implications for Sales Management Courses," in 1999 National Conference in Sales Management Proceedings, Ed. Michael A. Humphreys, 48 - 51.

C. Attendance of training seminars

CPS faculty are encouraged to attend workshops and training seminars on new topics and methods of teaching in the area of selling and sales management. A recent example of this occurred in Fall of 2006 when CPS faculty attended "The Relationship Edge," a workshop designed to "train the trainers" on this very innovative process to develop successful relationships. Another example is attending the "Faculty Development in International Business" program at the Darla Moore School of Business at the University of South Carolina.

CPS faculty also take extensive advantage of training courses offered through the Center for Excellence in Teaching and Learning (CETL). This center offers faculty at KSU learning opportunities from learning how to better utilize WebCT Vista to how to deal with student groups in academic learning. This is a wonderful local resource with national level content.

D. Sales laboratory

In order to provide faculty the ability to use role-play methodology to give students hands-on experience in selling, sales management, business negotiations, and purchasing, the CPS developed an innovative sales laboratory in 1999 for use in the undergraduate program, and another facility in 2006 for

use during the NCSC and for executive education. The use and effectiveness of role-play as a methodology for teaching selling skills is widely supported (Good and Swift 1996; Tanner Jr. and Chonko 1991). Presentations and the use of role-play are regarded as the most important topic covered in sales related academic curriculum by both professors and sales representatives (Parker et al. 1996). Previous studies investigating the use of role-play and simulation activities have reported higher levels of student motivation and involvement compared with traditional lecture methods (Bobbitt et al. 2000; Newman et al. 2000).

In its simplest form, a sales laboratory is a video capture and playback facility that captures the students doing a role-play then allows them to review their role-play and see what they did well and what needs improvement. The undergraduate sales laboratory is a four room facility consisting of two offices, a conference room, and a control room containing all of the audio and video capture devices. The NCSC and executive sales laboratory is a 9 room facility expandable to 17 rooms during the NCSC which includes 8 breakout conference rooms, a control room, and 8 business offices. This second facility was created from the growth of the NCSC along with a desire to create an outreach function to help businesses train their salespeople and sales managers. This facility allows the CPS the ability to do 143 20-minute role-plays during the two day national competition.

The CPS has just been granted 3200 sq. feet of space by KSU to expand the undergraduate lab to a 16 room facility consisting of 12 breakout rooms, 2 classrooms, a reception area, and a control room. The first three room types will be equipped with cameras, microphones, and monitors. This is an expansion made necessary by the rapid growth of the sales program at KSU.

E. Participation in the University Sales Center Alliance (USCA)

The CPS at KSU is one of the nine founding members of the University Sales Center Alliance. The mission of the USCA is to advance the sales profession through academic leadership: education, research, and outreach. In conversations at conferences, the faculty from the nine charter schools found themselves fighting the same battles in academia as the other schools. Discussions on issues such as: curriculum, structure, staffing, funding and facilities were commonplace and instructive to all involved. The decision was to formalize the mentoring of new schools attempting to develop similar sales programs by providing guidance and advice while at the same time promoting the professionalism of personal selling. Through this cooperative alliance, the group would be able to garner more attention to personal selling as an academic profession and discipline than could be gained from all of the individual schools. The mission of the USCA is accomplished through joint publications, curriculum development and outreach. For more information: <http://www.salescenteralliance.com/>. The Department of Marketing and the CPS will play host to the Fall 2007 meeting of the USCA.

IV. Strong links between good teaching and various rewards, e.g., compensation, promotion, tenure, grants, leaves, travel, departmental or program-based awards, etc.

A. Rewards for Teaching Excellence

There is a strong link in the Department of Marketing and CPS between good teaching and receiving compensation, travel, and equipment. Adjustments to annual salary are done based upon a merit system where excellence in teaching is a major determinant. Faculty with excellent teaching records are awarded funds to attend regional and national conferences and to participate in professional development opportunities. Finally, faculty with excellence in teaching are awarded equipment and materials to use in continuing to deliver excellence inside and outside the classroom. In addition to departmental and CPS

support, PS faculty have been awarded college and university-level awards to fund presentations at national and international conferences.

B. Faculty Mentoring

The Department of Marketing currently has seven full time faculty that teach in the PS program. Four of the faculty are tenured and three are not tenured. However, the Department carefully mentors faculty in the tenure process, and pre-tenure reviews of the faculty have consistently been very positive. Of the seven, two are full professors, four are associate professors and one is an assistant professor. Currently, all faculty in the Department of Marketing are above the university average for excellence in the classroom as measured by student evaluations.

V. Departmental/unit policies that encourage collaborative faculty efforts, including team teaching, teaching discussion groups, interdisciplinary courses, mentoring, etc

A. Multidisciplinary Approach

Students are required to complete the general education program, which includes courses in the humanities, natural and behavioral sciences, and mathematics before advanced courses in the Professional Selling program are undertaken. Before a business major can enroll in any upper-division marketing courses (3000-4000), she or he must earn an adjusted GPA of 2.875 or greater for the following eight courses: MATH 1106 Elementary Calculus with Applications; ACCT 2100 Introduction to Financial Accounting; ACCT 2200 Introduction to Managerial Accounting; ECON 2100 Principles of Microeconomics; ECON 2200 Principles of Macroeconomics; BISM 2100 Business Information Systems and Communications; BLAW 2200 Legal and Ethical Environment of Business; ECON 2300 Business Statistics.

Professional Selling majors must also earn a grade of "C" or better in the major field courses that constitute the Upper Division Major Requirements (including upper division business core courses, the information technology requirement, the major field requirement, and major field electives). Professional Selling majors must successfully complete the BBA degree requirements within no more than six calendar years after first completing the Sophomore GPA Requirement.

B. Limit Course Size

The Department has a policy to limit the class size to thirty-five students for several important reasons. First, smaller classes encourage better student participation during in-class discussions increasing learning and retention. Second, fewer students allow our CPS faculty more time to mentor each individual student making the sales faculty some of the most approachable faculty in the Coles College of Business. Third, and perhaps most important, smaller class sizes allow for a more extensive use of experiential learning exercises including the indispensable tool in teaching selling and sales management role-plays. For more information on the value of role-plays, please refer to section III of this document.

C. Guest Lectures

Faculty are encouraged to utilize guest lecturers and speakers from local and national companies to address their classes on the latest trends and issues in the world of professional selling. Speakers from major international corporations, such as UPS, ARAMARK, GlaxoSmithKline, Coca-Cola, ADP, First Data, Assurant Solutions, Liberty Mutual, Primary Capital Mortgage, Elk Corporation and others have been

utilized as guest lecturers in the sales classes. In addition, experience and research has shown that varying the speaker and the form of the message leads to greater student retention of key knowledge.

D. CPS Executive Board

In addition to speaking in classes, business professionals provide very useful mentoring for students prior to and during their professional careers. In order to facilitate location of and participation by business professionals, in both classes and as mentors, the CPS formed its board of business professionals which has been mentioned previously in this document. One requirement for membership as a board member of the CPS is participation in the mentoring and guest lecturer program. Since, Spring 2004, more than 50 students and corporate partners have participated in the shadowing and mentoring program. Shadowing is an exercise where students follow an experienced sales professional during their normal routine at work. The student then writes a paper on his/her experiences during the shadowing exercise.

VI. An on-going and data-driven process for reviewing and reshaping curricula so that achieving academic excellence and serving the needs of all students remain as top priorities

A. Assurance of Learning:

General Student Learning Outcomes and Specific Student Learning Outcomes have been designed for each course within the PS degree program. Table 1 outlines the various goals and objectives of each major course in the PS curriculum. These goals and objectives are currently being measured and the results will be used to address necessary changes to the course design and teaching methods where necessary.

Specific - Linkage of BBA PS Program Requirements to Learning Outcomes		
Coles College B.B.A. PS Program Specific Course Mapping		
General Student Learning Outcomes	Specific Student Learning Outcomes	Mapping of Key Course and Program Requirements to Objectives
1.0 Critical Thinking PS majors will think critically, identify problems, research and analyze solutions and make decisions regarding business activities. (knowledge & skill)	1.1. Identify problems and opportunities. (knowledge)	MKTG 3100 - Students are required to create a marketing plan. MKTG 4410 Students are required to participate in role-play sales calls in which they are expected to identify the prospect's problems and when appropriate match their product/service offering with those problems.
	1.2 Locate and apply appropriate research tools and databases to generate alternative solutions.(knowledge & skill)	MKTG 4430 Students are required to integrate material from several databases in a market opportunity analysis. MKTG 4820 Students are required to identify, utilize and draw inferences from secondary data sources pertaining to international markets.
	1.3 Evaluate data in order to compare and contrast alternatives to reach a defensible solution. (skill)	MKTG 4850 Students are required to develop and present a case analysis in which they compare alternatives, develop a recommended solution and defend their decision.

<p>2.0 Ethics PS majors will recognize, analyze and choose resolutions to ethical problems explicit or implicit in decision-making. (attitude, knowledge & skill)</p>	<p>2.1 Analyze and compare resolutions to ethical issues encountered in a business environment. (attitude & skill)</p>	<p>MKTG 4410 Students are required to recognize ethical situations and engage in ethically appropriate responses during role-play exercises.</p>
<p>3.0 Interaction PS majors will demonstrate professional behavior through the effective use of collaboration, leadership and communication skills. (attitude, knowledge & skill)</p>	<p>3.1 Discuss the importance of working cooperatively with others. (attitude)</p>	<p>MKTG 4410 Students are required to demonstrate an understanding of team selling and relationship marketing principles.</p>
	<p>3.2 Explain the skills necessary to influence, inspire and motivate individuals and groups to achieve results. (knowledge)</p>	<p>MKTG 3100 Students complete a team research project where they must come to a consensus regarding the specific topic and the method to complete the work.</p>
	<p>3.3 Effectively communicate information to individuals with diverse backgrounds.(attitude & skill)</p>	<p>MKTG 4450 Students learn to manage and communicate to diverse sales teams.</p>
	<p>3.4 Provides examples of professional organizations, certifications, and other opportunities for professional development. (knowledge)</p>	<p>MKTG 4750 Students are exposed to the American Marketing Association and Sales and Marketing Executives.</p>
<p>4.0 Perspectives PS majors will identify, interpret and analyze the impact that legal, global, industry and customer environments have on business decisions. (attitude, knowledge & skill)</p>	<p>4.1 Describe the external forces (e.g. legal/regulatory, economic, global, industry, and customer) applicable to business operations. (knowledge & attitude)</p>	<p>MKTG 4820 Students are expected to understand the external forces affecting decision making in international markets and international sales.</p>
<p>5.0 Resource Management PS majors will manage resources to implement decisions and maximize the creation of value. (knowledge & skill)</p>	<p>5.1 Identify relevant resources to produce a product or service. (knowledge)</p>	<p>MKTG 4850 Students will be able to discuss the development of industrial products.</p>
	<p>5.2 Measure the effectiveness of resource allocation. (skill)</p>	<p>MKTG 4450 That these objectives and goals are accomplished within budget is one of the bases of evaluation utilized.</p>
<p>6.0 Technology PS majors will identify opportunities to leverage technology in decision-making and can use technology for personal productivity. (knowledge & skill)</p>	<p>6.1 Identify and operate appropriate computer software for analysis and data presentation. (knowledge & skill)</p>	<p>MKTG 4750 Students are expected to utilize and demonstrate an understanding of Time and Client Management software such as ACT or Goldmine.</p>

7.0 Discipline Specific Outcome PS majors will formulate appropriate plans to respond to market place threats and capitalize on market opportunities. (knowledge & skill)	7.1 Identify market opportunities through market analysis and customer research. (knowledge)	MKTG 4430 Students required, as a term project, to develop and present a market opportunity analysis. MKTG 4820 Students required to identify, utilize and draw inferences from secondary data sources pertaining to international markets. Also, students required to evaluate strengths and weaknesses of different international market entry strategies.
	7.2 Evaluate profitability of market segments by assessing market opportunities, competitive profiles and organization capabilities. (skill)	MKTG 4450 Students evaluate customers by territory, size and type for potential and profitability.
	7.3 Propose bundles of products/services and the appropriate marketing mixes for targeted buyer segments. (skill)	MKTG 3100 Students required to create a marketing plan. MKTG 4850 Students will be able to develop business product offerings including all levels of a total product position.

B. Board of Advisors and Curriculum Committee

The Board of Advisors for the Department bi-annually reviews the PS curriculum and offers additions/revisions in order to ensure the curriculum is up-to-date and relevant from a real world perspective. Their comments are then utilized by the departmental course review committees to revise course content. Further curriculum review is performed by faculty. In order to maintain consistency across faculty concerning course content, each major course in the PS program is reviewed by a committee comprised of faculty who regularly teach the course every third year.

VII. Exemplary programs for advising, mentoring, recruiting, and retaining students; co-curricular work with students; out-of-class learning.

A. Monthly Sales Gathering

Once every month (possibly more in some months) the CPS hosts an event for students with an interest in pursuing a sales career with a majority being those with a declared sales major or those accepted into the Professional Sales Certificate Program. The goals of these gatherings include: providing the students with educational opportunities that can't be provided in an in-class format such as building a sense of pride and purpose in their chosen major and in their association with the KSU CPS, providing opportunities to network and fellowship with like-minded individuals and providing opportunities for business professionals to meet and get to know these future sales professionals. Examples of activities at these gatherings include:

1. Movie night: Students are invited to a dinner and a movie. The movie is one selected to provide insight into the sales profession and discussion is facilitated after the movie both for fun and for additional education.
2. Role-Play free for all: Students are invited to participate in a free for all role-play competition in the sales laboratory. The product and buyer's profile are given to the students at the previous month's

gathering and they prepare a professional presentation for that prospect. Board members can help by supplying the products (including some education on those products), playing the part of prospects, helping students with the judging, and providing prizes.

3. Picnics: Sometimes it helps to breath fresh air, eat good food, and knock some balls out of the park (or kick some goals, catch a pass, etc...). Besides, it is a wonderful way to get to know people. Board members can play some sports, cook some food, or just come and talk in the open air.
4. Golf Outings: Many important relationships in sales are developed and consummated on the golf course. The CPS offers students the opportunity to improve their golf game and accompanying communication skills. Board members use their insight and experience to help improve student skills as well as get to know these future sales professionals.
5. Field Trips: The CPS' goal is to take our students to places of business be they boardrooms, factory floors, conference centers, or even sporting venues. Field trips are determined by the opportunities that present themselves. Board members are invited to attend for their own education as well as supply the locations for the field trips which provide an excellent opportunity for students and industry professionals cross industry educational opportunities at the organizations with whom the board members are associated.
6. Speakers: Accomplished sales professionals, motivational speakers, and business executives are invited to share their experiences with the students. Speaking engagements are scheduled for morning noon or evening. Board members are invited to attend and learn, share their experiences, or supply speakers.

B. Internships

The Department of Marketing and Professional Selling in conjunction with the CPS and Coles College of Business provides more than 50 internship opportunities for students in the sales program. Internships are an ideal learning tool providing students a real-world experience where they are able to apply the skills and knowledge gained in class while building their resumes and gaining knowledge of different career opportunities. Demand for students to do internships exceeds the supply of available and qualified students as recruiters see internships as an ideal way to acquire trained part-time employees and/or evaluate a student before offering them full-time employment.

C. Student scholarships/sales excellence awards

The CPS provides annual \$1000 scholarships/awards to top students to encourage their consideration of selling as a career while helping them with their college expenses. These funds are provided by annual membership fees of the CPS Board of Advisors. \$11,000 was awarded to 11 different students in 2006.

D. Board member mentoring

Students form a mentoring relationship with business professionals from the companies comprising the CPS Board of Advisors. Students ride with mentors while the business partner conducts their normal business activities. In addition, students are encouraged to seek advice regarding challenges they face as students and will face as future business professionals.

VIII. Successes of Department's or program's students, e.g., graduation, job placement, acceptance in graduate schools, etc.

A. Student Placement

Since the inception of the program, we have had 100% career placement. In fact, we have several times more career opportunities than we have students which results in heavy competition for our graduates. This demand is one more indicator of the need in the business community for a program that teaches professional sales. This year, William Bolander, a KSU sales student, was accepted into the doctoral program at the University of Houston to eventually become another faculty member specializing in sales.

B. National Competitions

Our students have performed extremely well in national competitions including the NCSC. KSU student teams have earned the following awards: 1st Place 2005; 2nd Place 2004; 6th 2000, 8th 2001, 10th 2003. Individual KSU students have earned Overall Champion (1st place) in the NCSC for 2005 and 2006. In addition, individual KSU students have earned the following awards: 6th Place Overall 2005; 20th (out of 62) place overall 2004; 10th (out of 55) place overall 2003; 10th and 16th (out of 46) place overall 2002; 1st place product category NCSC 2005.

Our students have also performed well in other competitions. For example, Erin Williams (KSU sales student) won Northwestern Mutual's National Sales Competition Award at The American Marketing Association at the 2007 Collegiate Conference.

IX. Department/unit outcomes with particular emphasis on student learning outcomes

We feel these quotations from students are the best expression of the outcome of our efforts:

- *I am so excited to be involved in the sales program at Kennesaw. I have had more hands on experience and learned more about the real world than I have from any other course that I have taken. By being a sales student, I feel prepared to enter the work force and to share my knowledge gained from the sales program. Amanda Rich, PS Student, 2007*
- *I can't think of a better way to have a competitive edge when interviewing for a sales job than to be able to say your education included role plays every week and actual field sales experience gained from calling on businesses. Melinda Jones, PS Student, 2007*
- *The experience of the sales program prepares students for the real life experiences of a business career. The teachers made it a point to make sure the students are not only learning from them, but from each other. While taking the course, I had my own business. This program changed the entire structure of the company for the better. Now I am doing things I didn't think were possible. I am so appreciative to Kennesaw State and the teachers for the experience of the sales program. I value the information learned and will let every student know that this program should not be passed up. Summer Frazier, student 2005.*
- *...I also wanted to thank you again for sharing your knowledge with me and my fellow students in the classes I took with you. I can honestly say that I took away more knowledge from your sales classes than any other classes. I got a job as an advertising account executive with Clear Channel Radio. let your students know how lucky they are to be in your classes and to be learning*

what you are teaching them. Taking your classes and getting the certificate in sales has, and will continue to open doors for me. Taylor Wolfes, PS Graduate, 2005

- *The Center for Professional Selling also gave me the opportunity to experience selling for myself. Being able to record my role-plays in the center gave me the confidence that I needed. While viewing my tapes, I realized that I had been able to implement a process that truly worked. Thanks to the skills I have acquired through the sales program, I have obtained a sales position with Liberty Mutual Insurance Group that has met and exceeded my criteria of a superior job! I have learned from the best and am very grateful for the education that I received from the sales program and the Center of Professional Selling. I owe all of my success to the sales program and the center and am forever grateful! Megan Walter, CPS Student 2005.*
- *Through my sales classes, which have been one of the single biggest assets to my sales career, I was introduced to the sales program and the Center for Professional Selling. The CPS was my aid to finding not only a good job, but also finding out more about myself and my capabilities. Through the CPS, I have gained an unbelievable amount of information that has enhanced my knowledge of the professional sales field, and it has taught me the skills necessary to be a successful salesperson ... I now have a great job that I thoroughly enjoy, and I have had a great four years of learning about this field of study Toni Stephens, CPS Student, 2005*