RUTGERS–CAMDEN School of Business

Sales Methods and Tools

53.620.556.90.05781: INDEX #
Term: Fall 2024 (2nd 7 Weeks, 10/21/2024 – 12/8/2024)
Mode of delivery: *online - blended-synchronous*

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Office Hours: Tuesdays and Thursdays 1:30-2:30 pm or by appointment

Key Fall 2024 Dates :

Fall 2024 classes begin	Tuesday, September 3rd
Last day to withdraw with a "W"	Monday, November 11th
Last day of classes	Wednesday, December 11th
Final Exam period	Monday, December 16th - Saturday, December 21st

Course Description

Sales Methods & Tools (1 credit)

This is a highly practical course, titled 'Sales Methods and Tools', which aims to develop skills and competencies in sales that employers are looking for. The course covers different sales models and methods, prospecting and targeting, and developing leads. Students will also develop a working knowledge of prospecting tools such as LinkedIn Sales Navigator and customer relationship management tools such as HubSpot and Salesforce. The course is delivered through instructor-led discussions, instructional videos, hands-on product interaction, and homework assignments. Join the international learning community and develop your sales skills with this comprehensive course.

Course Learning Objectives

The main goal of this program is to enable you to develop skills and competencies that employers are looking for in the following areas:

- *Knowing how to apply different sales models and methods, depending on the customer and the situation*
- *Prospecting and Targeting*
- *Developing Leads*
- *Developing a working knowledge of prospecting tools (e.g., LinkedIn Sales Navigator™)*

- ***Developing a working knowledge of customer relationship management tools (HubSpot and/or Salesforce™)***
- ***Joining the HubSpot™ international learning community***

School of Business-Camden Program Learning Goals:
- Communication effectiveness and impact
- Technology fluency,
- Global awareness,
- Ethical consideration

Course Materials:
TEXTBOOK:
No textbook is required for this course. All materials are either in Percipio or online and require the student to sign up, typically at no expense, for a demo or individual license. Introduction to LinkedIn Sales Navigator, ZoomInfo, Apollo, and HubSpot will take place during the module with instructor-led discussion, instructional videos, and hands-on product interaction.

PERCIPIO (An Online Library of Learning Resources):
Narrated lectures, readings, and other posted material are available on the Canvas site and Percipio. Instructions on how to log into Percipio are in the Canvas shell.

How to succeed in this course
- Read all text material assigned for each class
- Follow instructions in all assignments
- Start assignments early and get feedback from the instructor
- Consult/meet with the professor immediately when you need help.
- If an online tool is used (Canvas, specific software, etc.) ensure that you can access and use it appropriately.

Optional Instructor Meetings (To be Recorded and can be reviewed at a later date):
- Week 1: October 22, 2024, 7-8:30 pm online: A detailed course introduction and overview and showcase of the tools we will study
- Week 4: November 12, 2024, 7-8:30 pm online: Panel Discussion with guest speakers from Industry, Chief Sales Officer, and Chief Revenue Officer: A Day in the Life.
- Week 7: December 3, 2024, 7-8:30 pm online Course Recap

Week 1: The Sales Process
Learning Objectives
- Introduce and understand the sales process
- Stages of selling
- The importance of prospecting and the prospecting process
- Pipeline Management

Percipio Tasks
- Review Instructor Notes
- E-Learning Assignment

Homework Assignment
Upon completion of the assignments in the e-Learning module in Percipio, prepare and submit the following work in a 2–3-page paper to your Instructor (PLC) for feedback:
Assume you are selling yourself to a series of companies for a sales job. Describe how you would approach the task now that you have read about the prospecting process. Please be specific in the steps that you would follow. (100 points)

Week 2: Sales Models

Learning Objectives
- Gain an understanding of these selling models:
  - Miller Heiman
  - SPIN Selling
  - The Challenger Model
  - Samurai Business Group Buyer Process Management

PercipioTasks
- Review Instructor Notes
- E-Learning Assignment

Homework Assignment

Upon completion of the assignments in the e-Learning module in Percipio, prepare and submit the following work in a 2-3 page paper to your Instructor for feedback:

Provide an overview and assessment of the models studied. Assuming you are selling for a large Business to Business (B2B) software company, explain how you would apply your knowledge of these sales processes along with the Organizational Buying Process method while selling to a business organization. (100 points)

Week 3: LinkedIn Sales Navigator

Learning Objectives
- Familiarize yourself and develop a strong working knowledge of LinkedIn Sales Navigator

PercipioTasks
- Review Instructor Notes
- E-Learning Assignment

Homework Assignment

Follow LinkedIn Sales Navigator training in the actual tool to completion of the onboarding training such that you cover materials to become an "expert." Prepare a list of questions that you have. Upload the certificate or a picture of completion to the Percipio portal. (150 points)

Week 4: Apollo and/or ZoomInfo

Learning Objectives
- Familiarize yourself and develop a strong working knowledge of Apollo (www.apollo.io) and/or ZoomInfo

Percipio Tasks
- Review Instructor Notes
- E-Learning Assignment

Homework Assignment

Create a list of 10 potential companies and export it from Apollo or ZoomInfo. Choose one company to research in-depth, then identify 10 contacts there who would be ideal for prospecting as if you were selling a sales software tool. Feel free to adjust the prospect list based on your expertise. Also, compile a list of any questions you have. Upload these to the portal either directly or as an attachment. (150 points)

Week 5: Sales CRM (Customer Relationship Management) Tools

Learning Objectives
- Familiarize yourself and develop a working knowledge of HubSpot (Salesforce is another tool we will discuss but you do not need to access). For this Module, you will need to sign up for an instance of HubSpot (take the free version). Follow HubSpot Academy for Sales and complete the training using HubSpot.

PercipioTasks
- Review Instructor Notes
- E-Learning Assignment
- HubSpot Academy (Sales Software) certification, put into Percepio

Homework Assignment

Complete the HubSpot training and certificate as specified above. Your task is to take the list of companies and contacts that you compiled in the previous Module and upload them into Hub-Spot. By doing this exercise along with obtaining the certificate, you will be able to demonstrate your proficiency in HubSpot. The next step is to set up an email outreach sequence for these companies. Please prepare a 3-step or stage sequence and copy and paste it either into Word or directly into Canvas where the HW assignments are submitted. Note that HubSpot may change features in their free version, so the sequence might not be available, but let's hope for the best. (150 points)

Week 6: (More) Selling Essentials and Engaging Customers
Learning Objectives
- Review expert perspectives and additional insights around the art and science of selling
- Research different sales tools that align with stages of the selling cycle
- Become conversant in newly identified sales tools to support the development of your sales skills portfolio

PercipioTasks
- Review Instructor Notes
- E-Learning Assignment

Homework Assignment
- Leveraging the knowledge acquired from the completed Modules, conduct research to identify a new selling tool that could enhance your effectiveness and efficiency at one or more stages of the sales process. For instance, Vidyard—a video prospecting tool—enables one to bypass the crowded email inboxes of prospects, facilitating a personalized pitch to potential clients. After thoroughly investigating the tool you select and evaluating its significance, create a PowerPoint presentation with the following sections:
  o Overview of the tool
  o Website and several screenshots showing the tool in use; if possible, trial the tool and include your screenshots
  o Benefits (not features) … explain why this tool is helpful, being clear and specific about how this tool will assist
  o Quotes from customers (if available)
  o Pricing and plans for implementing this tool
  o Conclude with a summary of the importance of this tool for an organization's sales strategy
- (200 points)

Week 7: Sales Roles, Revenue Operations, and Technology
Learning Objectives
- Learn about representative sales roles available in organizations
- Understand the revenue operations side of the sales team
- How it works
- Role in a company's success

Integrate technology into a sales role
Update resume with new professional sales skills
PercipioTasks
- Review Instructor Notes
- E-Learning Assignment

Homework Assignment
Update your resume with the new selling skills learned in this course and upload it to the Per-cipio portal. (50 points)
For extra credit, browse job boards like Indeed or ZipRecruiter. Find five appealing job listings, note the required skills, and compare them to your own. Identify skill gaps, update your resume accordingly, and devise a plan to close these gaps for your desired job titles. Upload this analysis for extra credit.

Diversity Statement

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

COMMUNICATION and USE OF CANVAS

EMAIL- USE YOUR RUTGERS EMAIL ADDRESS

All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary.
Not checking your Rutgers email is not an excuse for missing any communications.

CANVAS

Canvas is the learning management system used for this course. Posted will be the syllabus, resources, Power Point slides, announcements, guides, etc. To access this system, go to http://canvas.rutgers.edu log in, and click on the course in the dashboard. For technical support 833-648-4357 or help@camden.rutgers.edu.

COMMUNICATION

Class Materials:

All class materials can be obtained via Canvas with links being provided to get to the proper assignments in Percepio. Note that the PowerPoint class materials for a particular week are available at any time using Canvas, but if they are updated will be posted by noon on Monday, usually one week ahead of schedule (except for the first week or two.) You are strongly encouraged to access this course via Canvas several times a week. You can imagine that the class seamlessly "runs" through from day 1 (Monday) to day 7 (Sunday).

Professor Communication:

Note that during the week, from Monday until Friday, I will try reply to all e-mails within 24 hours. Please do not expect immediate response. If you do not hear from me within 48 hours, please re-send your email as I may have overlooked or accidentally deleted your e-mail.

If you do not receive a response from me within the above listed time frame, please send the email again. I will do my best to adhere to these guidelines; I ask that you do the same if I contact you directly. While I will make every effort to be responsive to your needs, please be respectful of my availability.

CLASSROOM POLICIES

Exam, Quizzes, Assignment Make-up Policy

Make-up Work Policy: If, for a university-approved reason, you cannot complete a quiz, assignment, or exam during the scheduled time, you must give me written notice via email (jn773@camden.rutgers.edu) at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (e.g., emergency hospitalization), contact me as soon as possible after the missed work and provide written documentation. The ability to make up work for non-university approved reasons is not guaranteed. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

Late Work Policy: All work must be completed and uploaded to Canvas by the specified due date (with the exception of a university-approved, documented, and professor or Dean of Students verified reason; see Make-up Work Policy above). Any work submitted after the due date and time will receive a reduction of one full letter grade for each day that it is late.

Incompletes: "Incompletes" will only be given through prior consultation, under extreme circumstances, and when completion of the course requirements in question would substantially improve your grade. In the rare event when an "incomplete" is given, you must submit all of the agreed-upon work to me by the Rutgers registrar deadline to avoid the "incomplete" converting to an "F": https://registrar.camden.rutgers.edu/gradeinstruction#incomplete.

Assessments

GRADES: (out of 1,000 points)

CLASS PARTICIPATION: It is expected that you will (1) attend class regularly when the 3 special lectures are planned, and arrive on time, (2) listen attentively in class, and (3) contribute often to class discussions. Your in-class comments should be thoughtful and should reflect your careful reading of the assigned course material. This is essential because, during two of the three synchronous (and recorded) Video meetings, there will be special guests from the industry. (100 points in total)

POWERPOINT PRESENTATION: Each student will prepare a short presentation on one of the many sales tools available that we have not covered. See Week 6 for details. Each presentation you create is designed to illustrate the student's understanding of the subject matter. (200 points)

ASSIGNMENTS - there will be an assignment each week of the course which is available in Canvas and must be submitted in Canvas. Grading rubrics are available in Canvas (in the Module: Rubrics) The total of these assignments is 900 points, this is inclusive of the 200-point PowerPoint presentation mentioned above.

Course Grading

The assignment of final grades, the course requirements will be weighted approximately as follows: See Canvas as each module or week has its assignment and grade associated with that specific assignment. Assignments are due weekly at the end of that week, late assignments will be assessed a 5% grade penalty per day beyond.

Final Grade Ranges
A Highest grade (90% and above)
B+ Work of distinction (84.5% to 89.4%)
B Work of distinction (79.5% to 84.4%)

C+ Average work (74.5% to 79.4%)
C Average work (69.5% to 74.4%)
D Passing, but unsatisfactory (60% to 69.4%)
F Failure without credit (Below 60%)

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide

accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact https://success.camden.rutgers.edu/disability-services.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity
The Academic Integrity policy can be found at https://studentconduct.rutgers.edu/processes/university-code-student-conduct http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:
- •properly acknowledge and cite all use of the ideas, results, or words of others,
- •properly acknowledge all contributors to a given piece of work,
- •make sure that all work submitted as your own in a course activity is your own and not from someone else
- •obtain all data or results by ethical means and report them accurately
- • treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:
- •everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- •all student work is fairly evaluated, and no student has an inappropriate advantage over others
- •the academic and ethical development of all students is fostered
- •the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students.

Artificial Intelligence Use
Neither the university nor the school has a standard policy on the use or non-use of artificial intelligence (Chat GPT, etc). Below are some language samples depending on your self-determined policy of AI use in the classroom.

Per Temple University:
The following guidance is provided to assist you in developing coherent policies on the use of generative AI tools in your course. Please adjust the guidance to fit your particular context. Remember also to note in specific assignment descriptions where AI use is allowed or disallowed.

Use Prohibited
[This syllabus statement is useful when you are forbidding all use of generative AI tools for any purpose in your class.]
The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class may be considered a violation of Rutgers University's Academic Honesty policy and Student Conduct Code, since the work is not your own. When in doubt about permitted usage, please ask for clarification.

Acceptable and Unacceptable Use of AI
[This syllabus statement is useful when you are allowing the use of AI tools for certain purposes, but not for others. Adjust this statement to reflect your particular parameters of acceptable use. The following is an example.]
The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:
- Within each of the tools we will be learning, there are AI functions that should be sampled to assess how you work with them or can use them to be more efficient and effective;
- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.
- The use of generative AI tools is not permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways based on guidelines in this syllabus, will be subject to report of a violation of Academic Integrity and thus the appropriate adjudication. When in doubt about permitted usage, please ask for clarification.

Use Encouraged and Permitted
[This syllabus statement is useful when you are allowing, and perhaps encouraging, broad use of generative AI tools.]
You are welcome/expected to use generative AI tools (e.g. ChatGPT, Dall-e, etc.) in this class as doing so aligns with the course learning goal(s) [insert the course learning goal use of AI aligns with]. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, [Insert citation style for your discipline. See these resources for APA guidance, and for other citation formats.]

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct.
To review the code, go to the Office of Community Standards:
 https://deanofstudents.camden.rutgers.edu/student-conduct

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

Expectations of Classroom Civility (online or in-person)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (***In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor****.*)

This could also include a statement regarding what your students can expect from you (*example: I will be prepared and on time for class; I will respect you and your opinions).*

- Classroom attendance is a necessary part of this course; therefore, (include specific requirements and any impact on grades).
- You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated and will result in (include consequences).
- Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All course members will be expected to show respect for individual differences and viewpoints at all times.
- The use of electronic devices can be disruptive to those around you. As a result, the use of such devices should be limited to class-related tasks.