

JANUARY 1995

SYLLABUS

REPUBLIC OF SOUTH AFRICA

POST-SCHOOL VOCATIONAL EDUCATION:

TECHNICAL COLLEGES

SALES MANAGEMENT N6

CODE NUMBER: 04090346

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JUNE 1996

## INSTRUCTIONAL OFFERING: SALES MANAGEMENT N6

### 1. AIMS

#### 1.1 General aims

1.1.1 To introduce students to and acquaint them with the nature and extent of sales management.

1.1.2 To impart theoretical and practical knowledge of sales management and to develop conceptual skills in order to enable students to sell.

#### 1.2 Specific aims

1.2.1 To orientate students in the organisation of sales management.

1.2.2 To introduce students to the recruiting and selection of sales staff and to develop in them an insight into the factors which influence recruiting and selection.

1.2.3 To equip students with the necessary knowledge in the training of the sales staff.

1.2.4 To equip students with the necessary knowledge of sales compensation and evaluating sales achievement.

### 2. DURATION OF INSTRUCTIONAL OFFERING

Full-time: A minimum of five hours per week for one semester

Part-time: A minimum of two hours per week for one semester

### 3. EVALUATION

Evaluation takes place on a continual basis by means of class tests, formal tests, an internal semester test, practice-oriented assignments, practical work, case studies, tasks and an external examination.

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### 3.1 Internal evaluation

#### 3.1.1 Theoretical components

In addition to the normal class tests as a regular form of evaluation, formal tests, on completion of each module, as well as an internal semester test are conducted. These test marks are processed to a mark out of 60 which will be the contribution of the theoretical component towards the semester mark.

#### 3.1.2 Practical components

On completion of each module, a practical mark is awarded for the application thereof. For this purpose, the student's proven achievement during practical experience, practical work, case studies and assignments is taken into account. Inclusive to this are achievements in developed abilities in aspects such as industry, punctuality in tasks and assignments, interest, devotion and adaptability that should be gradually fostered and developed with a view to entering a job. The average of these practical marks is processed to a mark out of 40 which will be the contribution of the practical component towards the semester mark.

#### 3.1.3 Semester marks

3.1.3.1 A semester mark consists of marks for the theoretical and practical components of the semester. The semester mark is calculated as follows:

Theoretical components		Practical component	Semester mark
Class tests	Formal and semester tests		
10	50		
60			

3.1.3.2 A semester mark of at least 40% as well as a minimum examination mark of 40% is required to pass the instructional offering. The semester mark and the external examination mark will be calculated together in a ratio of 40:60 to derive the final mark (promotion mark).

3.1.3.3 The semester mark that is obtained remains valid for two years following directly upon the year in which it was first used. After this period, the mark is no longer valid, and the student has to re-register for the same subject and obtain a new semester mark.

## 3.2 Examination

### 3.2.1 Examinations

An external theoretical examination is conducted at the end of the semester. The paper is set, marked and moderated externally.

### 3.2.2 Requirements for passing

In order to pass the instructional offering, the candidate must obtain a final mark of 40% when the semester mark and the examination mark are added together, with a sub-minimum of 40% for both the semester mark and the examination mark.

### 3.2.3 Question paper

Section A is compulsory and covers all the modules of the instructional offering. A combination of practical questions is put with a view to testing ready knowledge, insight and the application abilities of students. The questions can consist of comparison, analysis, synthesis and evaluation of applicable situations and cases.

Section B consists of four questions of which three are compulsory. The questions count 50 marks each. Every question can consist of subdivisions. These questions are combinations of short and long questions consist, *inter alia*, of application questions and case studies which test the candidates' insight, comprehension and application of theory. The focus will be placed on the knowledge obtained and the candidates' ability to apply and use the knowledge with insight. In more theoretical questions, candidates should also elucidate their answers with examples from practice.

The details of the question paper are as follows:

Nature of paper	External
Number of papers	1
Duration of paper	3 hours
Total allocation of marks	200
Compulsory: Section A	50
Elective questions: Section B	150

The performance objectives of the learning content are important in ascertaining a student's knowledge and understanding of the learning content of the instructional offering. The following weights are consequently awarded to each category:

Recall	Comprehension	Application	Analysis	Synthesis	Evaluation
5 - 10	30 - 40	30 - 40	15 - 35	15 - 25	10 - 20

#### 4. GENERAL INFORMATION

An interactive, didactic approach should be followed in order to equip students with the general and particular skills for Sales Management in practice. Practical applications must take place continuously.

#### 5. WEIGHTED VALUES OF MODULES

The modules for Sales Management N6 are the following:

Module	Weight
Organisation of sales staff	12
Recruiting and screening of sales staff	20
Training of sales staff	25
Sales compensation	20
Evaluation of sales achievement	23

The weighted value per module out of 100 is an indication of the period of time in which the module should be concluded, as well as the estimated weight that is awarded to a module during the examination.

6. DETAILED SYLLABUS

The detailed syllabus for Sales Management N6 is as follows:

## MODULE 1: ORGANISATION OF SALES STAFF

CONTENT	LEARNING OBJECTIVES
	The student should be able to
1.1 Nature and extent of sales management	1.1 explain the nature and scope of the field of study, its role and importance in the economic system and the advantages and disadvantages of sales management
1.2 Principles of organisation - Hierarchy of authority - Unity of authority - Span of control - Centralisation and decentralisation	1.2 explain the various principles which are applicable to the organisation of the sales force
1.3 Types of specialisation 1.3.1 Geographical/Area 1.3.2 Product 1.3.3 Type of client 1.3.4 Functional 1.3.5 Matrix	1.3 develop a comprehensive knowledge of the characteristics, advantages and disadvantages of the various types of specialisation/organisation
1.4 Application	1.4 after studying the applicable learning content, apply the obtained knowledge in various ways, with regard to the organisation of the sales force, and carry out simple investigations on the basis of given guide-lines, such as  1.4.1 explain the principles of organisation with practical examples from the business world  1.4.2 identifying the various types of specialisation/organisation in the sales environment and to make recommendations about the kind of specialisation /organisation which will be most effective in a specific situation.

**DIDACTIC GUIDE-LINES:**

1. It is essential that the student should, after studying this module, be able to explain and identify the most important principles of organisation and the types of organisation/specialisation in the business world.
2. Case studies and practical application should be used continuously so that the student can obtain better insight and learn to solve practical and application problems.

Various methods may be used, such as projects, group discussions, class discussions of personal experience (the last-mentioned especially for students who are already working as sales staff).

3. Students could also visit various kinds of undertakings/sales managers in their environment to observe the different types of specialisation/organisation.

2. It is essential that students, in studying this module, understand the significance of product and organisational knowledge in order that they can apply the knowledge in module 5 (the sales - process).
3. Case studies and practical applications must be used on a continuous basis in order that students can gain better insight and can learn to answer practical and application questions and to solve problems.

Various methods can be used, such as assignments, group discussions and class discussions of personal experiences (especially with part-time students who are already employed as salespersons).

4. Students can also visit a variety of undertakings/salespersons in the local environment in order to experience the importance of product and organisational knowledge and to experience the personal characteristics of a salesperson.

CONTENT	LEARNING OBJECTIVES
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- 2.5.3 discuss the applicable documents and all steps employed in the screening process of a specific undertaking.

**DIDACTIC GUIDE-LINES:**

1. It is important that the student should, in studying this module, realise the importance of full description, analysis and qualification of the task, as well as the importance of these documents in effective recruiting, screening and, later, even evaluation.
2. Case studies and practical applications should be used continuously in this module so that students may acquire better insight and learn to solve practical and application problems.

Various methods may be used, such as projects, group discussions and class discussions.

3. Students could also visit various undertakings/sales persons in their environment to obtain insight into the importance of applicable recruiting sources and the proper screening process.

## MODULE 3: TRAINING OF SALES STAFF

CONTENT	LEARNING OBJECTIVES
	The student should be able to
3.1 Determination of training requirements	3.1 develop understanding of the importance of the stipulation of training needs in an undertaking
3.2 Objectives of training - Increased productivity - Improvement of morale - Better client relationship - Better management of time and area	3.2 develop a basic knowledge of the objectives of training
3.3 Centralised and decentralised training	3.3 explain the difference between these two types of training and fully describe the advantages and disadvantages of each
3.4 Content of training programme	3.4 discuss comprehensively the content of the training programme, with the emphasis on knowledge of the product of both the salespersons' range of products and those of their rivals
3.4.1 Product knowledge	
3.4.2 Business knowledge	
3.4.3 Sales process	
3.5 Motivation of sales staff	3.5 develop a motivation programme for sales staff and explain the various motivation techniques
3.6 Supervision of sales staff	3.6 explain and plan the methods of effective supervision of sales staff
3.7 Application	3.7 after studying the applicable learning content, apply the acquired knowledge in different ways in the training of staff and carry out investigations, such as determining
	3.7.1 training needs

3.7.2 the objectives of training in different circumstances

3.7.3 whether centralised or decentralised training is the most effective in a specific situation

3.7.4 the content of training programmes for various undertakings.

**DIDACTIC GUIDE-LINES:**

1. The awareness of the importance of training sales staff should be developed in the student in order to ensure successful sales.
2. The student should learn the learning content and be able to decide which type of training would be the most effective, with reference to objective 3.3.

## MODULE 4: SALES COMPENSATION

CONTENT	LEARNING OBJECTIVES
	The student should be able to
4.1 Objectives of a compensation plan	4.1 describe briefly the compensation plan from the point of view of both the undertaking and the sales staff
4.1.1 From the view of the enterprise	
4.1.2 From the view of the salesperson	
4.2 Methods of compensation <ul style="list-style-type: none"> <li>- A salary only</li> <li>- Commission only</li> <li>- Salary plus commission</li> <li>- Salary plus bonus</li> <li>- Combination plans</li> <li>- Encouragement plans</li> </ul>	4.2 identify and discuss in detail the various methods of compensation, including the advantages and disadvantages of each of the plans to be used
4.3 Compensation packages	4.3 apply the acquired knowledge with the aid of practical examples in selecting a compensation package to be used in specific circumstances.

## DIDACTIC GUIDE-LINES:

1. The important role of motivation, control and evaluation in sale should be brought to the student's attention.
2. Students should visit various salespersons to determine which type of compensation package is used with which type of sale.

## MODULE 5: EVALUATION OF SALES ACHIEVEMENT

CONTENT	LEARNING OBJECTIVES
	The student should be able to
5.1 Analysis of sales volume - Basis for the analysis of sales volume	5.1 develop full knowledge of the basis on which sales volume data can be analysed and analyse and interpret this data
5.1.1 Total sales figures 5.1.2 Market share 5.1.3 Sales according to area 5.1.4 Sales according to product 5.1.5 Sales according to type client	
5.2 Analysis of marketing cost - Basis for the analysis of marketing cost	5.2 develop full knowledge of the procedure and basis according to which marketing costs can be analysed
5.2.1 According to ledger account 5.2.2 According to activity classification	analyse, evaluate and interpret this information
5.2.3 According to areas, products	
5.3 Analysis of individual sales achievement	
5.3.1 Importance of achievement evaluation	5.3.1 develop full knowledge of the importance of achievement evaluation
5.3.2 Types of achievement evaluation - Continuous - Routine - Formal	5.3.2 briefly describe the various kinds of evaluation
5.3.3 Steps in the evaluation of sales achievement	5.3.3 discuss comprehensively the various steps involved in the evaluation of sales achievement

CONTENT	LEARNING OBJECTIVES
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The student should be able to

5.4 Budget	5.4 plan and draft sales budgets  compare sales with sales budgets and evaluate the results
5.5 Application	5.5 apply the acquired knowledge with the aid of practical examples to evaluate sales achievement.

**DIDACTIC GUIDE-LINES:**

1. Case studies should be used continuously in this module so that students may obtain insight into practice and learn how to answer practical and application questions and solve real problems.
2. Students should understand and apply the procedure of evaluation.

12. PRACTICAL APPLICATION AND CASE STUDIES

- 12.1 This is the introduction to Sales Management which is presented in the Marketing Management field of study, and entails the learning of concepts, techniques and terms to orientate the student in Sales Management.
- 12.2 It is essential that the students should, after studying the applicable learning content, apply the acquired knowledge in various ways in the business environment, in their role as sales managers. This continual link with the practice is essential to keep the students abreast of new tendencies in the sales management environment. Continuous visits to various kinds of undertakings will help the students to understand how theory may be applied in practice.
- 12.3 Continuous fixing and application of the work with the aid of simple and applicable case studies is necessary for the students to obtain better insight into the learning content and also to learn to answer practical questions and solve problems. Various methods may be used to supplement case studies, such as projects, group discussions and class discussions on the basis of own experience.

The students should also be able to answer questions on simple, applicable case studies in the examinations.

7. RECOMMENDED BOOKS

1. Abratt, R; Van der Westhuizen, I.C.; Blem, N.H.  
Sales Management  
Butterworths
2. Anderson, R; Hair, J.F., Bush, A.J. 1988  
Professional Sales Management  
McGraw Hill
3. Stanton, W.J., Buskirk, R.H., Spiro R. 1991  
Management of a Sales force  
Irwin
4. Still, R.R.; Cundiff, E.W.; Govoni, N.A.P. 1988  
Sales Management  
Prentice Hall International Editions