Tasmanian School of Business & Economics (TSBE) (School)

College of Business and Economics (College)

BMA609
SALES MANAGEMENT AND PERSONAL SELLING

12.50 Credit points

Semester 2, 2019

Unit Outline

Dr. Marcus Bai
## CONTACT DETAILS

### Unit coordinator

<table>
<thead>
<tr>
<th>Unit coordinator:</th>
<th>Marcus Bai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus:</td>
<td>Sandy Bay</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Marcus.Bai@utas.edu.au">Marcus.Bai@utas.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>0413 747 594</td>
</tr>
<tr>
<td>Room location and number:</td>
<td>Room 150, Maths Building</td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>By appointment</td>
</tr>
</tbody>
</table>
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WHAT IS THE UNIT ABOUT?

Unit description

Sales management and personal selling are critical to organisational success, especially in highly competitive markets. Good personal selling skills guide sales professionals toward alignment with buyers, by helping them overcome their problems and challenges, and creating value for both the customer and seller. Sales management skills are critical in developing compensation packages, and in training and motivation programs to make the organisation’s selling efforts more efficient and effective. This unit focuses on developing students’ knowledge of personal selling and sales management as activities charged with securing, developing, and maintaining profitable long-term relationships with customers. The unit will develop students’ knowledge of selling activities that create, communicate, and deliver value to customers. The unit focuses on the principles of creating and managing customer relationships both by face-to-face seller-buyer interactions, and through technologically mediated environments. The unit will prepare students to become effective and ethical sales managers in today’s highly competitive global economy by integrating current technology, research, and strategic thinking.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Explain and apply theories and concepts underpinning sales management and personal selling.
2. Develop a sales management plan.
3. Identify and analyse the ethical and social issues associated with sales management and personal selling.
4. Develop implementation plans and assess sales strategy decisions for sales management and personal selling.
Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

More role play practices have been included in seminars and workshops in 2019.

Prior knowledge &/or skills

Nil
HOW WILL I BE ASSESSED?

Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>Friday, Week 5</td>
<td>30</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
<tr>
<td>Essay</td>
<td>Friday, Week 10</td>
<td>30</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
<tr>
<td>Presentation (Individual or Group)</td>
<td>Friday, Week 13</td>
<td>40</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
</tbody>
</table>

Assessment details

Assessment Task 1: Case Study

Task description: Case Study Analysis Report - The case study analysis report will assess students’ ability to analyse a case, marshal their thoughts and ideas and communicate them via a written report. The aim of case analysis report is to apply theory to solve the case and answer the case questions. Students are expected to write a report on the case. The report should focus on the key issues identified in the case, and must specifically answer the case study questions posed in the case study.

This is an individual task. Soft copies of the assignments should be submitted through the allocated Drop-Box / Assignment Box on MyLO.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identification of the main sales issues/problems raised within the case</td>
<td>LO1, LO2</td>
</tr>
<tr>
<td>2</td>
<td>Analysis of the sales issues</td>
<td>LO2, LO3</td>
</tr>
<tr>
<td>3</td>
<td>Comments on effective sales solutions/strategies and providing recommendations</td>
<td>LO3, LO4</td>
</tr>
</tbody>
</table>

Task Length: 1000 words ± 10% (excluding references).

Due by date: 5pm, Friday, Week 5
Assessment Task 2: Essay

The essay will assess students’ ability to apply their knowledge of theory and discuss a specific issue and/or address an essay question or a current business case in Australia (or within Hobart). The essay focuses on analysing and critically examining the literature and the situation related to the specified topic/case. This is an individual task.

Students are required to analyse, evaluate, and communicate the critical issues associated with the topic and draw an appropriate conclusion from the critical analysis of the literature/situation. Each student should select one of the essay topics to be provided on MyLO. The details of the essay will be released on MyLO in week 7. Soft copies of the assignments should be submitted through allocated Drop Box / Assignment Box on MyLO.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify the practical issues associated with managing a sales force in B2B markets</td>
<td>LO1, LO2</td>
</tr>
<tr>
<td>2</td>
<td>Analyse and evaluate issues (confronting sales in B2B markets) related to the question and provide a solution</td>
<td>LO2, LO3, LO4</td>
</tr>
<tr>
<td>3</td>
<td>Apply and explain sales management and personal selling theories to support argument</td>
<td>LO3, LO4</td>
</tr>
</tbody>
</table>

Task Length 1500 words ± 10% (excluding references).
Due by date 5pm, Friday, Week 9
### Assessment Task 3: Presentation (individual or group)

**Task description**: This assessment requires the submission of a role-play script/dialogue between seller and buyer. The role play must be acted out in groups of TWO (2). It should be RECORDED and the link to the role play session along with the written script should be submitted to the allocated Drop-Box / Assignment Box. All the procedures and guidelines for recording will be provided on MyLO on Week 2. Groups will be formed by the end of week 3.

Distance students are to work on the role-play while assuming the role of a ‘seller’ only and should highlight/summarise their proposed strategies for overcoming any ‘three’ possible objections/questions from a prospective (hypothetical) buyer after the closure of the sales spiel.

In this assessment a fellow student will take the role of the buyer and the other student will act as the seller.

The role-play script must include:
- What the student (the sales person) will say and do during the first 10 minutes of his/her sales pitch.
- How the student will establish credibility with his/her prospect and create value for the buyer.
- How will the student identify the needs of his/her prospects and how he/she can satisfy the buyer through solution selling.

<table>
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<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apply personal selling techniques to make adequate sales related dialogue with the B2B customer and respond to problem and concerns</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate B2B customer issues, concerns and problems, across different stages of the personal selling process</td>
<td>LO3, LO4</td>
</tr>
<tr>
<td>3</td>
<td>Present the role of the personal selling within ethical frameworks</td>
<td>LO2, LO3, LO4</td>
</tr>
<tr>
<td>4</td>
<td>Implement effective sales tactics to make business with the B2B customer</td>
<td>LO1, LO2, LO3, LO4</td>
</tr>
<tr>
<td><strong>Task Length</strong></td>
<td>15 minutes presentation for on-campus students and 10 minute for distance students</td>
<td></td>
</tr>
<tr>
<td><strong>Due by date</strong></td>
<td>5 pm, Friday, Week 13</td>
<td></td>
</tr>
</tbody>
</table>
How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.

Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
   (b) ‘late’ means after the due date and time; and
(c) 'assessment items' includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. If you have passed the unit you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.
Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own; for example, using an author’s words without putting them in quotation marks and citing the source, using an author’s ideas without proper acknowledgment and citation, copying another student’s work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
Student Behaviour

The University Behaviour Policy sets out behaviour expectations for all members of our University community including students and staff.

The aim in doing so is to ensure that our community members are safe, feel valued and can actively contribute to our University mission.

It is expected that community members behave in a manner that is consistent with our University values – respect, fairness and justice, integrity, trust, responsibility and honesty. There are also certain behaviours that are considered inappropriate, such as unlawful discrimination, bullying and sexual misconduct.

The accompanying University Behaviour Procedure sets out the process and avenues that University community members can access to resolve concerns and complaints regarding inappropriate behaviour by a University community member. Wherever possible, the focus will be on early intervention and a ‘restorative’ approach that creates awareness of inappropriate behaviour and its impact on others. However, in some cases, students who engage in inappropriate behaviour may be subject to disciplinary proceedings, which may impact upon continuation of their studies.

Students can seek support and assistance from the Safe and Fair Community Unit SaFCU@utas.edu.au or ph: 6226 2560.

Matters are dealt with in confidence and with sensitivity.
WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit. For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website. If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

You will need the following text [available from the Co-op Bookshop]:


Recommended readings

N/A

Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

Other Required Resources

N/A
**Activities**

**Learning expectations**

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

**Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.**

**Details of teaching arrangements**

The unit will interweave seminars (1 hour), and workshops built around theory, case discussions and applied problems. There will be a series of 13 weeks of teaching held throughout the semester. You are in control of your learning in this unit. Subject specific knowledge and cognitive skills that are introduced in seminars are consolidated through workshops, readings and the use of case study material etc. You are expected to participate actively and positively in the teaching/learning environment. In this unit, theory and practice go together; you must read the theory in advance to be able to use it.

**Seminars**

This seminar series does not cover all there is to learn about Sales Management and Personal Selling, but is presented as a body of information from which students can begin their own enquiries. You will need to read and study further those areas covered and presented in the seminars. Likewise, it is not possible to cover all of the material contained in the prescribed text.

Please check the student timetable for venue information.

**Workshops**

You will need to be well prepared for effective participation and collaboration in workshop activities. These workshops provide you with the chance to apply the theory you learn in seminars through analysing and discussing real world business cases, problems and exercises.

Please check the student timetable for venue information.
Distance Mode

Study materials and resources for this unit will be provided through MyLO. Students will have access to the following:

- Basic PowerPoint slides. (Available to all modes)
- Recorded audio and PowerPoint presentation from the on-campus lectures (refer to the last page of this Unit Outline for study schedule details). (Available to all modes)
- A Study Guide, with an introductory section and weekly chapters, which provide an overview of the material covered. (Available to all modes)
- Additional readings within each week’s ‘Resources’ folder. (Available to all modes)
- Discussion areas where students can interact with each other. (Details are provided in the Study Guide.) (Available to all modes)

Note that not all the study materials and resources will be available at the start of the semester, with materials usually made available on a week-by-week basis.

Specific attendance/performance requirements

The students are required to attend all arranged face-to-face workshops and engage in the in-class role play.

Teaching and learning strategies

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Work Health and Safety (WHS)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s Work Health and Safety website and policy.
Communication

TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

WHEN YOU HAVE A QUESTION

Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

A NOTE ABOUT EMAIL CORRESPONDENCE

You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails to an external email service (such as gmail or Hotmail). In the past, there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

We receive a lot of emails. Be realistic about how long it might take for us to respond.
Concerns and complaints

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
### Unit schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Beginning</th>
<th>Topic/Module/Focus Area</th>
<th>Activities</th>
<th>Resources/Readings/Further Information</th>
</tr>
</thead>
</table>
| 1    | 15 July        | Introduction to Sales Management | - Introduction seminar on sales management and personal selling.  
- Short overview on the unit  
- Q & A about unit | Chapter 1 + Supplementary materials on MyLO |
| 2    | 22 July        | Understanding Sellers and Buyers | Seminar on seller and buyer organisations | Chapter 2 + Supplementary materials on MyLO |
| 3    | 29 July        | Value Creation in Sales Process | Seminar on buyer-seller relationships | Chapter 3 + Supplementary materials on MyLO |
| 4    | 5 August       | Ethics in Sales | Seminar on contemporary sales and ethical issues | Chapter 4 + Supplementary materials on MyLO |
| 5    | 12 August      | The Strategic Role of Technology in Selling and Sales Management | Seminar on the role of CRM and technologies in sales process | Chapter 5 + Supplementary materials on MyLO |
| 6    | 19 August      | Sales Planning | Seminar on preparing a prospecting plan | Chapter 6 + Supplementary materials on MyLO |
| 7    | 26 August      | Communication in Sales | Seminar on sales presentation and demonstrations | Chapter 7 + Supplementary materials on MyLO |
|      |                | **Mid-semester break 2 – 8th September** |  |  |
| 8    | 9 September    | Sales Negotiations | Seminar on Win-Win solutions | Chapter 8 + Supplementary materials on MyLO |
| 9    | 16 September   | Closing the Sales | Seminar on key personal selling techniques | Chapter 9 + Supplementary materials on MyLO |
| 10   | 23 September   | Territory Management/ Sales Evaluation/Sales Recruitment | Seminar on motivation and role perception, selection criteria and training systems | Chapter 11 &12 + Supplementary materials on MyLO |
| 11   | 30 September   | Compensation in sales | Seminar on sales people evaluation system | Chapter 13 + Supplementary materials on MyLO |
| 12   | 8 October      | Sales Project | Sales Project Review | Group Discussion |
| 13   | 14 October     | Self-Directed Learning | Drop in Session | Group Discussion |

**Exam Period 26 October – 12 November (inclusive)**
The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.