

MKTG 3570-01: Personal Selling (2018 Winter Quarter)



Class Schedule:	MWF 2:05 to 3:30 p.m.
Class Location:	Pigott 305
Instructor:	Dr. Ajay T. Abraham
E-Mail:	abrahama@seattleu.edu (best contact method)
Office:	Pigott 521
Phone:	206-296-5709
Office Hours:	MW 3:45 to 4:30 p.m. or by appointment

Course Description

This course introduces the principles, concepts, and techniques of personal selling, with an emphasis on embracing the marketing concept. Because it focuses on selling oneself and one's ideas, the course is appropriate for all majors. Regardless of your major, the foundations from this course will serve you in good stead as you enter the workplace or as you take more advanced courses in marketing and other disciplines. The course will use a combination of lectures, article/case discussions, and roleplays to introduce you to the principles and to help you apply them in more realistic settings. This is a course that will challenge you, just like the organizations that you will soon be working at. You will get as much out of the course as you put into it, so please be prepared to work hard as there is no sustainable shortcut for success, either in life or in this course!

NOTE: MKTG 3500 is a prerequisite.

Course Materials

The following **required textbook** will be used: "*Selling: Building Partnerships*" by Stephen Castleberry and John Tanner (**9th edition**), published by McGraw-Hill Education. You may use any of the following versions (please note that prices are approximate):

- Regular version (ISBN-13 978-0-07-786100-1): New/used copies are available for purchase/rent at the SU Bookstore and/or Amazon.com. Prices start at \$81 for new purchases, with rentals starting at \$36. Used copies are available from \$59 onward.
- eTextbook: Available for purchase/rent at Amazon.com and/or CourseSmart (now acquired by VitalSource). The price is \$137 for purchases and \$36 for rentals.
- Other editions/versions such as the 8th Edition, the Loose Leaf Edition, or the International/Global Edition. However, if you use any of these editions/versions, it is your responsibility to be aware of the differences in content (especially cases, which vary by edition), page numbers, etc. as course information will be based only on the 9th Edition (US).

I have provided pricing information to help you select an option that works best for you. However, I encourage you to please do your own research too as prices change. If you are getting the textbook shipped, please ensure that it reaches you in time and, if you are renting, please ensure that the return date allows you to use the book to prepare for the final exam.

The course also has **required supplemental readings**, which will be posted on Canvas either as files or as links to Web-sites. Canvas will also host other course-related information such as the

syllabus, announcements, assignments, etc. Please **monitor Canvas on a regular basis to remain up-to-date with the course.**

IMPORTANT: Class lectures, slides, and other materials are **copyrighted**, and they may not be reproduced for anything other than personal use without my **prior written consent.**

Grading

Individual Assignments	
Sales Interview Roleplay and Reflection	20%
Sales Presentation Roleplay and Reflection	20%
Individual Examinations	
Mid-Term	20%
End-Term	20%
Attendance, Class Participation, and Professionalism	20%
TOTAL	<u>100%</u>

We will use the following grading scale for all components and for the final grade, but I reserve the right to “curve” as needed in order to benefit students: 94-100% = A (superior), 90-93% = A-, 87-89% = B+, 84-86% = B (good), 80-83% = B-, 77-79% = C+, 74-76% = C (adequate), 70-73% = C-, 67-69% = D+, 64-66% = D (poor), 60-63% = D-, <60% = F (failing).

Doing well on written submissions requires answering all questions, being specific in your responses, providing in-depth analyses and reasoning, evaluating alternatives (where applicable), avoiding logical/factual inconsistencies, being grammatically accurate, and adhering to the submission guidelines. At the same time, **full marks are reserved for truly exceptional work.**

In the interest of fairness to students who might be doing assignments/examinations at an alternative schedule, please **do not discuss assignments/examinations with anyone without my consent.**

Individual Assignments

Two assignments are roleplays and reflections that are designed to provide you an opportunity to experience in a simulated environment some of the circumstances that you might encounter in a sales career. The assignments will evaluate your ability to comprehensively analyze a given sales situation, to determine the key sales issue(s) at hand, to formulate/evaluate a plan of action, to implement the plan of action in a roleplay, and finally, to reflect on your analysis, plan, and roleplay performance, with an explanation of your decision-making process.

Please note that these are individual assignments; therefore, you are expected to **work on them entirely by yourself.** You are welcome to discuss with others class material and generic concepts that apply to the assignments, but please **do not discuss specific numbers or situations in the assignments.**

Individual Examinations

Two in-class, closed-book examinations will be given during the quarter. All material covered in the course (e.g., textbook reading, supplemental articles/cases, in-class content, etc.) is fair game for the examinations. Each examination may include objective-type and short-answer questions and/or a short article that you have to read and answer some questions based on. **Doing well requires regularly preparing the readings and cases for each class, paying attention in class, participating in our class discussions, and working seriously on the assignments.** The examinations together will be worth 40% of your course grade. They are to be done independently, and no make-up examinations will be given for unexcused absences. If you must miss a scheduled examination (for genuine reasons, e.g., academic scheduling conflict, serious illness, a death in the family, a court appearance), it is your responsibility to contact me prior to the time of the examination and to provide a valid written excuse for your absence (e.g., a doctor's note).

Attendance, Class Participation, and Professionalism

Our class meetings are designed to make you to think critically about course concepts. We can do this only if you prepare for and attend class regularly and if you are an active participant in our class activities, which facilitates deeper learning. Active participation requires paying attention to what your classmates and I say, and then regularly and respectfully engaging in our class activities and discussions **without causing disruptions**. Some class activities require group work, so attendance, while not mandatory, is important. Therefore, please **let me know before a class** if you cannot attend. In the case of **two or more absences due to illness**, I reserve the right to request documentation signed by a health care professional. At the same time, you are responsible for class content and announcements – e.g., changes to assignments or readings – even if you are absent.

Your goal is to make comments that advance the class discussion. Please get to know each other by name and respond thoughtfully to each other's comments. High-quality contributions will increase your participation score, but low-quality quantity will not. One way to participate is to offer your opinion; however, asking questions about the topic under discussion is also important (e.g., "Okay, I understand the distinction between these two concepts, but how would we actually implement this if we were marketing practitioners?"). Participation in the more conceptually challenging discussions may be weighted heavier toward determining your overall score.

One of the best ways for you to feel comfortable participating in our class discussions is to read and think about the assigned material before class. **It is your responsibility to be fully prepared for each class.** Therefore, please do the **assigned readings before class** and be prepared to talk about them as you might be called upon. Throughout the quarter, I may assign discussion questions (e.g., for article/case preparation) or other assignments (e.g., bring an advertisement to class). When I assign these questions or exercises, please bring notes with you to class that contain your responses to the questions or exercises. Your responses do not need to be typed or written out in full sentences (i.e., feel free to use bullet points). I do not plan to collect these notes for each class meeting but I reserve the right to do so.

Additionally, to avoid unintended distractions, to encourage class participation, and to enable all students to focus on the material being discussed, **please do not use laptops, tablets, or other electronic devices (e.g., cell-phones, iPods, etc.) in class** and please keep these devices **switched off or in silent mode**. Accordingly, audio and/or video recording of any classroom activities is strictly prohibited. Again with the aim of minimizing distractions, I expect students to **come to class on time** and to **wait till the class is finished before leaving**. Finally, I expect **timely response to communication** and **timely follow-up for action-items**. These are basic expectations of professionalism and respect for each other, so there is no extra credit for adhering to

these policies. However, violations of these policies might affect your grade, and I might also call out students who are in violation, so **attending class requires following these policies**. Any exceptions require my **prior permission**.

Academic Honesty and Integrity

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Punishment for dishonesty ranges from a zero for the specific assignment to expulsion from the university. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy. The policy can be found at <http://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679>.

If you're unsure whether a particular action is acceptable according to the Academic Honesty Policy, please **check with me before engaging in it**. Let us avoid any unnecessary unpleasantness.

Submission Guidelines

All submissions must be **submitted on Canvas by 1 p.m. on the due date**. Please pay attention to spacing, spelling, punctuation, grammar, etc. so that your submissions are professionally done. In order to keep things consistent across the entire class, please use **letter-sized documents (8.5" x 11") with one-inch margins and double-spaced Arial 11 pt font**. Page limits (to practice precision without sacrificing content) will be communicated separately for each assignment. To encourage professionalism, submissions that do not adhere to the specified guidelines might be penalized. Additionally, late submissions might be considered as non-submissions and might not be graded.

In order to maximize your learning and the professionalism of your submissions, please use the university's various academic resources; for more details, see www.seattleu.edu/learningcommons.

It is also important that we adhere to standards of academic integrity when we use content from other sources. Toward this end, for all submissions, please make sure that you properly **cite your original sources and provide complete references** along with your submission. You are free to use whichever citation format you choose to, but please ensure that you are consistent across all citations and references. It is especially important to note that, according to some academic standards, it is considered inappropriate to use more than three consecutive words from a source without citing the source. It is also considered inappropriate not to use quotation marks in addition to a citation when you are using the same phrasing as a source. Please pay special attention to these oft-overlooked aspects because it is our collective responsibility to make ourselves aware of how things that we take for granted might constitute violations of academic integrity and to take appropriate preventive action. **Additional resources about plagiarism are available at <http://www.plagiarism.org>**. When in doubt, please err on the side of caution!

Disability Services

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, I encourage you to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Confidentiality, Reporting Obligations, and Counseling

There might be situations in which you wish to share information confidentially with me. Although it is my sincere desire to maintain confidentiality, please be aware that faculty and staff are legally obliged to report certain kinds of information. Therefore, please check with me before any potential disclosure, or else you may directly contact Counselling and Psychological Services (CAPS), the Student Health Center, or Campus Ministry for confidential support and medical services. Additionally, if you feel overwhelmed with academic or life issues, please contact CAPS for trained professionals who can help you in a personalized manner.

Feedback

I welcome your comments and appreciate your suggestions. If you would like to provide feedback to me on a specific lecture or on how you think the course is going in general, please feel free to see me during office hours or to send me an e-mail message.

Syllabus and Course Schedule

I have prepared a syllabus that is as accurate and comprehensive as possible. However, there might be situations (e.g., emergencies) that warrant changes. In such cases, this syllabus is subject to reasonable changes, and the changes will be announced in class or on Canvas, with a new syllabus posted on Canvas.

Please note that the following schedule **may change marginally in order to optimize learning**, with the changes being announced in class or on Canvas. I may also occasionally supplement this schedule with additional readings and discussion questions, which will also be announced as relevant. It is your responsibility to keep up with announced changes.

Date	Topic	Readings/Notes	Submissions
M 1/8	Introduction; Selling and Salespeople	<ul style="list-style-type: none"> Syllabus Textbook: Chapter 1 Cases: 1.1 and 1.2 	
W 1/10	Ethical and Legal Issues in Selling	<ul style="list-style-type: none"> Textbook: Chapter 2 Cases: 2.1 and 2.2 	
F 1/12	Buying Behavior and the Buying Process	<ul style="list-style-type: none"> Textbook: Chapter 3 Cases: 3.1 and 3.2 	
M 1/15	MLK Jr. Day (No class)		
Tu 1/16	Submission		Student Information Form due by 1 p.m.
W 1/17	Using Communication Principles to Build Relationships	<ul style="list-style-type: none"> Textbook: Chapter 4 Cases: 4.1 and 4.2 	
F 1/19	Adaptive Selling for Relationship Building	<ul style="list-style-type: none"> Textbook: Chapter 5 Scientific American article: "The Science of Persuasion" Cases: 5.1 and 5.2 	
M 1/22	Prospecting	<ul style="list-style-type: none"> Textbook: Chapter 6 Cases: 6.1 and 6.2 	
W 1/24	Planning the Sales Call	<ul style="list-style-type: none"> Textbook: Chapter 7 Cases: 7.1 and 7.2 	
F 1/26	Making the Sales Call	<ul style="list-style-type: none"> Textbook: Chapter 8 Cases: 8.1 and 8.2 	

Date	Topic	Readings/Notes	Submissions
M 1/29	Sales Interview Roleplays (No class)		
W 1/31	Sales Interview Roleplays (No class)		
F 2/2	Submission		Sales Interview Reflection due by 1 p.m.
F 2/2	Sales Interview Roleplays (No class)		
M 2/5	Submission		Sales Interview Reflection due by 1 p.m.
M 2/5	Sales Interview Roleplays (No class)		
W 2/7	Submission		Sales Interview Reflection due by 1 p.m.
W 2/7	Strengthening the Presentation	<ul style="list-style-type: none"> • Textbook: Chapter 9 • Cases: 9.1 and 9.2 	
F 2/9	Submission		Sales Interview Reflection due by 1 p.m.
F 2/9	Exam Review	<ul style="list-style-type: none"> • Revision of course material 	
M 2/12	Mid-Term Exam	<ul style="list-style-type: none"> • During normal class time • In normal classroom 	
W 2/14	Responding to Objections	<ul style="list-style-type: none"> • Textbook: Chapter 10 • Cases: 10.1 and 10.2 	
F 2/16	Obtaining Commitment	<ul style="list-style-type: none"> • Textbook: Chapter 11 • Cases: 11.1 and 11.2 	
M 2/19	Presidents' Day (No classes)		
W 2/21	Formal Negotiating	<ul style="list-style-type: none"> • Textbook: Chapter 12 • Cases: 12.1 and 12.2 	
F 2/23	Building Partnering Relationships	<ul style="list-style-type: none"> • Textbook: Chapter 13 • Cases: 13.1 and 13.2 	
M 2/26	Building Long-Term Partnerships	<ul style="list-style-type: none"> • Textbook: Chapter 14 • Cases: 14.1 and 14.2 	
W 2/28	The Challenger Sales Model	<ul style="list-style-type: none"> • Journal of Business and Industrial Marketing article: "Implementing the Challenger Sales Model at Cars.com: A Case Study" 	
F 3/2	Managing Your Time and Territory	<ul style="list-style-type: none"> • Textbook: Chapter 15 • Cases: 15.1 and 15.2 	
M 3/5	Sales Presentation Roleplays (No class)		
W 3/7	Sales Presentation Roleplays (No class)		
F 3/9	Submission		Sales Presentation Reflection due by 1 p.m.
F 3/9	Sales Presentation Roleplays (No class)		
M 3/12	Submission		Sales Presentation Reflection due by 1 p.m.
M 3/12	Sales Presentation Roleplays (No class)		
W 3/14	Submission		Sales Presentation Reflection due by 1 p.m.

Date	Topic	Readings/Notes	Submissions
W 3/14	Managing Within Your Company	<ul style="list-style-type: none"> • Textbook: Chapter 16 • Cases: 16.1 and 16.2 	
F 3/16	Submission		Sales Presentation Reflection due by 1 p.m.
F 3/16	Managing Your Career	<ul style="list-style-type: none"> • Textbook: Chapter 17 • Cases: 17.1 and 17.2 	
M 3/19	Course Wrap-Up; Exam Review	<ul style="list-style-type: none"> • Course summary • Revision of course material 	
Tu 3/20	Final Exam	<ul style="list-style-type: none"> • 2 to 3:50 p.m. • In normal classroom 	

Summary of Submissions

Date	Submissions
Tu 1/16	Student Information Form due by 1 p.m.
F 2/2, M 2/5, W 2/7, F 2/9	Sales Interview Reflection due by 1 p.m.
F 3/9, M 3/12, W 3/14, F 3/16	Sales Presentation Reflection due by 1 p.m.