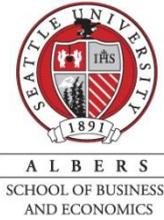


MKTG 3570-01: Personal Selling (2021 Spring Quarter)



Class Schedule: MW 3:40 to 5:45 p.m.
Class Location: Zoom (link on Canvas)
Instructor: Dr. Ajay T. Abraham
E-Mail: abrahama@seattleu.edu
Zoom Office Hours: MW 2:30 to 3:15 p.m. or by appointment

Course Description

Although we are in online mode for Spring Quarter due to COVID-19, this course still introduces the principles, concepts, and techniques of personal selling, with an emphasis on embracing the marketing concept. There is a common misperception that Personal Selling is about “selling” oneself. If we think back to your Introduction to Marketing course, Personal Selling is about selling in person rather than about “selling” oneself. However, because it focuses on in-person selling of marketing offerings, you can use the course principles to also “sell” yourself because people are also considered as marketing offerings, so 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 online live sessions, article/case discussions, roleplays, recorded lectures, and other videos 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 where you will soon be working. 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:

- Regular version (*ISBN-13 978-0-07-786100-1*): New/used copies are available for purchase/rent via the SU Bookstore and/or Amazon.com.
- eTextbook: If available for purchase/rent at Amazon.com and/or CourseSmart (now acquired by VitalSource).
- 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 on the **9th Edition (US)**.

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 websites. Canvas will also host other course-related information such as the syllabus,

announcements, assignments, etc. Please **check your Seattle University e-mail account and monitor Canvas on a regular basis to remain up to date with the course.**

IMPORTANT: Recordings, 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	
Practice Roleplay Reflection	5%
Sales Presentation Roleplay	10%
Sales Presentation Reflection	10%
Sales Interview Roleplay	10%
Sales Interview Reflection	10%
Individual Examinations	
Mid-Term	20%
End-Term	20%
Attendance, Class Participation, and Professionalism	15%
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 requires following instructions, 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

The four assignments are two roleplays and two 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. In the normal course, we would have done these roleplays face-to-face but, given the guidance on physical distancing, we will do them virtually, which is also quite a common occurrence in real-world sales settings.

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**

exercises/cases. Please also note that you are expected to work on the assignments **without referring to any solutions that might exist on the Internet or from other sources.**

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, submissions, etc.) is fair game for the examinations. Each examination may include objective-type, short-answer questions, and/or a short article that you must read and answer some questions based on. **Doing well requires regularly preparing the readings and cases for each week, paying attention to the lectures, participating in our class discussions and other activities, and working seriously on the assignments.** The examinations together are 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 examination time and to provide a valid written excuse for your absence (e.g., a doctor's note). **If you cannot do the examination suitably because of your environment, please let me know well in advance.**

Attendance, Class Participation, and Professionalism

Our class is designed to make you to think critically about course concepts. We can do this only if you prepare for and are an active participant in 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 paired/group work, so attendance, while not mandatory, is important. Therefore, please let me know before a class if you cannot attend. In 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. If you are generally **unable to attend class due to time-zone or other such issues**, please let me know, and I will work with you to find an appropriate solution..

Your goal is to make original comments or respond to classmates' comments in a manner that advances the class learning. 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 contributions will not. Participation in the more conceptually challenging discussions may be weighted heavier toward determining your overall score. In general, an **adequate level of participation** requires contributing significantly to the class conversations and/or discussions once per class session. Some activities may require you to meet **virtually** with a classmate or the instructor. You may use Zoom or other tools for these virtual meetings.

One of the best ways for you to feel comfortable participating in our class discussions is to read and think about the assigned material or engage in the assigned activities before class. **It is your responsibility to be fully prepared for each online discussion.** Therefore, please do the **assigned readings or activities before class** and be prepared to comment on them as you might be called upon. If there are discussion questions (e.g., for article/case preparation), you are encouraged to make notes that contain your responses to the questions or exercises, and you can bring these notes with you to our class sessions. 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, but my experience is that this deepens your learning experience.

Audio and/or video recording of any Zoom/online meetings or other course material/sessions is strictly prohibited. With the aim of minimizing distractions, Please log in ahead of time and wait till

the session 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 lower your grade for Participation and Professionalism. **Taking the class on Canvas and attending live online sessions requires following these policies**. Any exceptions require **prior permission**. Please note that the **Code of Student Conduct applies in online sessions and settings too**.

Student Orientation to Distance Learning

Seattle University's Center for Digital Learning and Innovation (CDLI) has developed an orientation to distance learning course for SU students. The course takes 30-45 minutes to complete and teaches students about how to be a successful online learner, academic integrity, Canvas and Zoom tutorials and help, and technical requirements and solutions. The orientation is available at <https://seattleu.instructure.com/courses/1563070>.

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 Integrity Policy. The policy can be found at <https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Academic-Integrity-2011-3.pdf>.

If you're unsure whether a particular action is acceptable according to the Academic Integrity 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 11:59 p.m. on the due date** unless otherwise specified. This timing is for standardization across many Seattle University courses, but please note that **I might not always be available to answer queries late in the evening**, so please plan your submissions accordingly. In case of any issues, do the best you can within the timelines and also keep me posted.

If you are using the **Canvas mobile app**, please **cross-check that your submission has been uploaded** because students have reported issues with the app in the past. 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 not 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 individual and team 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!

Guidelines for Campus Closure (Unless Otherwise Notified)

Our online classes will continue as scheduled, and you are still expected to do the normal readings and preparation. Reflections, assignments, and other submissions are also expected as normal. In case of major changes in the environmental situation (e.g., weather, natural disaster, health), we will follow guidance from the university administration.

Academic Policies on Registrar website

(<https://www.seattleu.edu/redhawk-axis/academic-policies>)

- Academic Integrity Policy.
- Academic Grading Grievance Policy.
- Professional Conduct Policy (only for those professional programs to which it applies).

Support for Students with Disabilities

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, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in **Loyola 100, (206) 296-5740**. Disability-based adjustments to course expectations can be arranged only through this process.

Notice on Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers

emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (e-mail: oiie@seattleu.edu; phone: 206.296.2824).

Academic Resources

- Library and Learning Commons (<https://www.seattleu.edu/learningcommons>) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab).
- Academic Integrity Tutorial (found on Canvas and SU Online).

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 recorded lecture or on how you think the course is going in general, please feel free to set up individual 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 via 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 3/29	Introduction; Selling and Salespeople	<ul style="list-style-type: none"> Syllabus Textbook: Chapter 1 	
W 3/31	Ethical and Legal Issues in Selling	<ul style="list-style-type: none"> Textbook: Chapter 2 Case: 2.1 	
M 4/5	Easter Break (No class)		
W 4/7	Submission		Student Information Form due by 4 p.m.
W 4/7	Buying Behavior and the Buying Process	<ul style="list-style-type: none"> Textbook: Chapter 3 Case: 3.2 	
M 4/12	Practice Roleplay; Using Communication Principles to Build Relationships	<ul style="list-style-type: none"> Textbook: Chapter 4 	
W 4/14	Types of Presentations; Planning the Sales Call	<ul style="list-style-type: none"> Textbook: Chapter 5 (pp. 124-128) Textbook: Chapter 7 	
M 4/19	Submission		Practice Roleplay Reflection
M 4/19	Making the Sales Call	<ul style="list-style-type: none"> Textbook: Chapter 8 Case: 8.1 	
W 4/21	Strengthening the Presentation	<ul style="list-style-type: none"> Textbook: Chapter 9 	
M 4/26	Sales Presentation Roleplays (No class); Prospecting (Videos)	<ul style="list-style-type: none"> Sales Presentation Roleplay during class time Roleplay preparation and reflection Textbook: Chapter 6 Prospecting Videos 	
W 4/28	Sales Presentation Roleplays (No class); Prospecting (Videos)	<ul style="list-style-type: none"> Sales Presentation Roleplay during class time Roleplay preparation and reflection Textbook: Chapter 6 Prospecting Videos 	
Th 4/29 and/or F 4/30	Sales Presentation Roleplays (No class)	<ul style="list-style-type: none"> Sales Presentation Roleplay 	
M 5/3	Submission		Sales Presentation Roleplay Reflection
M 5/3	Adaptive Selling for Relationship Building; Exam Review	<ul style="list-style-type: none"> Textbook: Chapter 5 (pp. 128-145) Scientific American article: "The Science of Persuasion" Revision of Course Material 	
W 5/5	Mid-Term Exam; Responding to Objections	<ul style="list-style-type: none"> During normal class time Chapters 1 to 9 On normal Zoom meeting 	Mid-Term Exam
M 5/10	Potential Guest Speaker; Responding to Objections	<ul style="list-style-type: none"> Textbook: Chapter 10 	
W 5/12	Potential Guest Speaker; Responding to Objections; Obtaining Commitment	<ul style="list-style-type: none"> Textbook: Chapter 11 	
M 5/17	Formal Negotiating	<ul style="list-style-type: none"> Textbook: Chapter 12 Case 12.1 	
W 5/19	Building Partnering Relationships	<ul style="list-style-type: none"> Textbook: Chapter 13 	
M 5/24	Sales Interview Roleplays (No class); Building Long-Term Partnerships (Videos)	<ul style="list-style-type: none"> Sales Interview Roleplay during class time Roleplay preparation and reflection Textbook: Chapter 14 Building Long-Term Partnerships Videos 	

Date	Topic	Readings/Notes	Submissions
W 5/26	Sales Interview Roleplays (No class); Building Long-Term Partnerships (Videos)	<ul style="list-style-type: none"> • Sales Interview Roleplay during class time • Roleplay preparation and reflection • Textbook: Chapter 14 • Building Long-Term Partnerships Videos 	
Th 5/27 and/or F 5/28	Sales Interview Roleplays (No class)	<ul style="list-style-type: none"> • Sales Interview Roleplay 	
M 5/31	Memorial Day (No class)		
W 6/2	Submission		Sales Interview Roleplay Reflection
W 6/2	Managing Your Time and Territory	<ul style="list-style-type: none"> • Textbook: Chapter 15 • Case 15.1 	
M 6/7	Course Summary; Exam Review	<ul style="list-style-type: none"> • Revision of course material 	
W 6/9	Final Exam	<ul style="list-style-type: none"> • 4 to 5:50 p.m. • Chapters 10 to 15 • On normal Zoom meeting 	Final Exam

Summary of Submissions

Week	Submissions
W 4/7	Student Information Form
M 4/19	Practice Roleplay Reflection
M 5/3	Sales Presentation Reflection
W 5/5	Mid-Term Exam
W 6/2	Sales Interview Reflection
W 6/9	Final Exam