Personal Selling

MKTG 344.001 | Spring, 2017

Instructor: Dr. Chad Milewicz
Email: cmmilewicz@usi.edu
Phone: 812.464.1937

Office Hours: Tuesdays & Thursdays: 12pm – 1pm CT; Thursdays: 4:30 – 5:30pm CT; and by appointment
Office Number: BEC 2043

Course Description

Study of the sales function in a marketing organization, development of techniques for making an effective sales presentation, and developing and maintaining account relationships. The course also will review major sales management functions including organization, allocation, recruitment, selection, training, motivation, compensation, and sales force evaluation and control.

Credit Hours: 3  Prerequisite(s): MKTG 201 or MKTG 305

Meeting Time/Location: 10:30 – 11:45 AM, BEC 3044 (and sales lab role play rooms, TBA)
Access the course Blackboard site by logging into myUSI at https://cas.usi.edu/cas/login

Course Learning Objectives
1. Evaluate ethical circumstances commonly seen in personal selling.
2. Identify concepts and terms relevant to personal selling.
3. Explain professional communication techniques used in a sales career.

USI Marketing Program Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>Key Learning Goals of the Marketing Program</th>
<th>Key Learning Outcomes of the Marketing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building competency in fundamental Marketing Content</td>
<td>• Developing a Marketing Plan: This will include competency with: a) Market segmentation, b) Positioning, c) Marketing Mix</td>
</tr>
<tr>
<td>2. Developing competency in the Marketing planning process.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Skills Goals of the Marketing Program</th>
<th>Related Skill Outcomes of the Marketing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical thinking</td>
<td>i. use relevant information/evidence ii. consider relevant viewpoints iii. identify relevant assumptions iv. consider implications of alternative courses of action v. develop clear logical conclusions from prior analysis</td>
</tr>
<tr>
<td>• Ethical decision making</td>
<td>i. identify ethical issue(s)/problem(s) ii. incorporate evaluation of relevant stakeholders iii. evaluate implications of alternative courses of action iv. develop logical conclusions from prior analysis</td>
</tr>
</tbody>
</table>

MKTG 344’s connection to the Marketing Program’s Learning Goals
MKTG 344 helps with accomplishing Learning Goal 1; Building competency in fundamental Marketing Content and in supporting its Ethical Decision Making General Skills Goal.

MKTG 344’s connection to the Romain College of Business BA/BS Program
MKTG 344 helps in building Ethical Decision Making skills.
Communication Guidelines

Expectations for communicating with the course professor

Email is the best way to communicate with the professor (cmmilewicz@usi.edu). Emails received between Sunday evening and Friday at Noon (CST) will generally be answered within 24 hours. Emails received between Friday at Noon and Sunday evening will generally be answered on Monday. Please use email to schedule meetings via phone, Skype, or in the professor’s office. Please include your name and identify this course (MKTG 344) in each email.

Course Materials

REQUIRED MATERIALS:

  OR
- *SELLING-CUSTOM (MKTG344F14)*, Author - CASTLEBERRY, ISBN 9781308167527 (about $50)
  AND
- *How to Become a Rainmaker* by Jeffrey Fox, Hyperion, 2000

Grading and Assignment Policies

- Your grade for this course will be determined by the total points you earn.
- The maximum possible points awarded for specific course activities are as follows:

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Maximum Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>100</td>
</tr>
<tr>
<td>In-class Ethics Assignments</td>
<td>20</td>
</tr>
<tr>
<td>In-class Communication Exercises</td>
<td>40</td>
</tr>
<tr>
<td>Training Role Play</td>
<td></td>
</tr>
<tr>
<td>TR Preparation Assignment</td>
<td>20</td>
</tr>
<tr>
<td>TR Self Evaluation Assignment</td>
<td>10</td>
</tr>
<tr>
<td>1st Graded Role Play</td>
<td></td>
</tr>
<tr>
<td>Seller Role</td>
<td>75</td>
</tr>
<tr>
<td>Buyer Role</td>
<td>5</td>
</tr>
<tr>
<td>Evaluator Role</td>
<td>5</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>30</td>
</tr>
<tr>
<td>Final Role Play</td>
<td></td>
</tr>
<tr>
<td>Seller Role</td>
<td>100</td>
</tr>
<tr>
<td>Buyer Role</td>
<td>5</td>
</tr>
<tr>
<td>Having an updated LinkedIn Account (by Feb. 7)</td>
<td>10</td>
</tr>
<tr>
<td>Course Reflective Discussion (April 25)</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam (Oral, based on assigned reading)</td>
<td>10</td>
</tr>
</tbody>
</table>

**TOTAL POINTS FOR COURSE** 435

Final Grade:

Final grades will be assigned by the total points earned, according to the following scale:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Letter Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>400 + points</td>
<td>A</td>
</tr>
<tr>
<td>355 – 399 points</td>
<td>B</td>
</tr>
<tr>
<td>305 – 354 points</td>
<td>C</td>
</tr>
<tr>
<td>265 – 304 points</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 265 points</td>
<td>F</td>
</tr>
</tbody>
</table>

Note about role play grading: Role play grading is strict due to the heavy amount of in-class training.
Assignment Overviews

5 Tests:

**Purpose:** The purpose of these assignments is to evaluate the extent to which students can identify concepts and terms relevant to personal selling.

**Design:** Tests are 20 multiple-choice questions.

**Submitting your work:** Tests 1, 2, & 3 are completed in class. Tests 4 & 5 are completed online during class time via a link that will be available on the class Blackboard site via the “Test Study Guides & Link to Tests 4 & 5” tab in the Test & Assignment information section.

**Grading:** Each test is worth 20 points, with each question being worth 1 point.

In-Class Ethics Assignment:

**Purpose:** The purpose of these 2 assignments is to help students evaluate decisions common in personal selling using a generalizable ethical decision making process.

**Design:** These are in-class writing assignments. The 1st assignment requires students to read a short (1-page) case ahead of class time. The case is available on the class Blackboard site via the “Assignments” tab in the Test & Assignment information section. The 2nd assignment does not require any reading ahead of class time.

**Submitting your work:** Students are provided with worksheets used for completing the assignment in class.

**Grading:** Each assignment is worth 10 points.

In-Class Communication Exercises:

**Purpose:** The purpose of these assignments is to provide students with training on professional communication techniques used in a sales career.

**Design:** These assignments are completed in class and generally require students to portray specified communication techniques in front of classmates. These assignments are designed to mirror training exercises used in personal selling careers.

**Submitting your work:** These are performance-based assignments. There is no written portion that has to be submitted.

**Grading:** Specific rubrics and grading guidelines for each assignment are provided on the class’s Blackboard site via the “Assignments” tab in the Test & Assignment information section.

Role Plays:

**Purpose:** The purpose of these assignments is to provide students with experiences to improve professional communication techniques used in a sales career. The training role play performances are not graded, but the 1st and Final role play performances are graded and used to assess the extent to which techniques are mastered.

**Design:** For the training role play, students complete two writing assignments related to their preparation for the training role play. In all role plays (3 in all – 1 training and 2 graded), students work together, taking turns as “buyers” and “sellers” (and one time as an “evaluator”) to complete video-recorded sales calls.

**Submitting your work:** The training role play preparation assignment is to be turned in during class on Feb. 9. All self-evaluation assignments are to be turned in during class on the class meeting immediately following the student’s “seller” role. For the 1st and final graded role plays, the videos are automatically saved in a location where the professor can view and grade them.
Role Plays (continued):

**Grading**: Specific rubrics and grading guidelines for the 1st and Final role play assignments are provided on the class’s Blackboard site via the “Assignments” tab in the Test & Assignment information section. Expectations and grading guidelines for the training role play preparation and self-evaluation assignments (both written assignments) are in the same location.

LinkedIn Account:

**Purpose**: The purpose of this assignment is to insure that each student has an updated LinkedIn account. This is the most commonly used social media site to communicate professionally in a sales career.

**Design**: Students complete their own updated LinkedIn profile and show it to the professor.

**Submitting your work**: Show the professor your profile during a scheduled class meeting or send the professor a “connect” request so he can verify your work is complete. Students are not required to connect with the professor on LinkedIn as part of this assignment.

**Grading**: This is an “all-or-nothing” grade. Each student should have an appropriate updated photograph, their work history, and their education information posted on their own LinkedIn page to earn these 10 points.

Course Reflective Discussion:

**Purpose**: The purpose of this assignment is to insure that each student can articulate the extent to which they believe they have mastered the course’s learning objectives. This assignment also gives students the opportunity to provide feedback to the instructor on ways to improve the learning experience in future iterations of the course.

**Design**: Students attend class on the scheduled day and participate in an open discussion.

**Submitting your work**: Attend class and participate in the discussion.

**Grading**: This is an “all-or-nothing” grade. Students earn the points for attending class and receive zero points if they do not attend the class meeting.

Final Exam:

**Purpose**: The purpose of this assignments is to assess the extent to which students can properly identify concepts and terms relevant to personal selling.

**Design**: This is an oral exam which each student completes individually during the assigned day and time for this class’s final exam. Prior to the exam students read “The end of solution sales”. A link to this article is provided on the class’s Blackboard site in the “Final Exam Information” tab. During the exam students will randomly draw one of ten questions related to that reading and the material taught in class during the semester.

**Submitting your work**: Students provide an answer to the question they randomly draw in the classroom. Students can use notes to help them provide the answer, but there is not written portion to turn in for this assignment.

**Grading**: Specific grading guidelines for this assignment are posted on the class’s Blackboard site in the “Final Exam Information” tab.
Technical Requirements

- **A Reliable Computer**: a dedicated computer with an updated operating system, such as Windows 7 or later, or Mac OSX.
- **High-Speed Internet Connection**: (e.g. DSL or Cable). All USI online students are required to have a stable high-speed Internet connection. A wired Internet connection is recommended for online meeting, exams, and assignment submission.
- **Office 365** (USI login needed) & **Adobe Acrobat Reader** installed.
- **Supported Web Browser**: Firefox, Google Chrome, or Safari.
- Additional on the system requirements for taking online courses can be found at https://www.usi.edu/outreach/distance/students/system-requirements/

Expected Prerequisite Knowledge and Skills

- All participants in this course are expected to have a solid foundation in general business-related vocabulary and concepts. If at any time you feel that a concept presented in this course needs further clarification or explanation, please feel encouraged to reach out to the professor and/or to reach out to class mates on the provided discussion boards or via email.
- Submitted assignments should reflect critical thinking and communication skills appropriate for a 300-level College course.

Course Calendar

A class calendar with estimated dates of assignments is posted on the class’s Blackboard site via the Syllabus & Schedule tab in the Basic Course Information portion of the course’s Blackboard site menu. A condensed version of the course calendar is also available at the end of this syllabus. Please note the course calendar is tentative and subject to change as needed.

Course & University Policies

- **Late Assignment Policy**
  
  Can students make up an assignment if they already have plans to miss class and I let the professor know of the conflict ahead of time?
  
  - **For tests** – Maybe. If the scheduling conflict is discussed with the professor 7 days prior to the Quiz (or 4 days prior in the case of Quiz 1), a make-up will be possible. Quiz make-ups must be made at the professor’s convenience.
  - **For in-class assignments** – Only in very specific circumstances. In general, the only way a make-up will be offered is if you have given 7-days advanced notice to the professor and you miss it because of 1) a USI-sponsored extra-curricular event (not for another class); 2) a religious obligation observed by USI; 3) a career-related appointment such as a job interview. Make-ups should not be expected for any other reason.
  - **For role plays** – Only in very specific circumstances (see notes, above). If you are going to miss a role play, you are strongly encouraged to drop the course for this semester.
Late Assignment Policy (continued)

Can I make up any assignment if I miss class for any reason and do not give the professor 7 days prior notice?
- Not very likely.
- Possible exceptions to this rule are:
  - An absence that results from a contagious illness (with doctor’s note),
  - A recent death of a family member or close friend,
  - A verified car break-down on the way to class (with verification of the event’s impact on your ability to make class - take a picture, video your car being towed, etc.)

Academic Dishonesty
Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty including, but not limited to, plagiarism and/or cheating on an examination will be subject to disciplinary action. For more information, please visit www.usi.edu/deanofstudents/academic-integrity.

Diversity Issues
The pursuit of an intellectually open setting for class discussions is one of the goals of the course. Students should feel free to articulate respectfully different perceptions of the social world; however, belittling, abusive, and discriminatory language will not be tolerated under any circumstances. For more information, please visit https://www.usi.edu/diversityresources/.

Disability Statement
If you have a disability for which you may require academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email Ronda Stone at rfstone@usi.edu as soon as possible. Students who are approved for accommodations by Disability Resources should request their accommodation letter be sent to their online instructors. Due to the nature of online courses some accommodations approved for on campus courses may not apply. Please discuss this with Disability Resources to clarify as needed. Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. If you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

For more information, please visit the Disability Resources website at www.usi.edu/disabilities.

Class Withdrawal & Incomplete Policy
It is the student’s responsibility to officially drop/withdraw from any courses before the deadline. The university does not withdraw students from any classes. Please refer to the USI Academic Calendar (https://www.usi.edu/registrar/academic-calendar) for specific dates. For more information, please visit http://www.usi.edu/registrar.

Under special circumstances, students may petition for an incomplete grade. However, it is up to the course instructor to decide if an incomplete will be granted. Students receiving an incomplete grade will need to complete all course requirements by the agreed deadline to avoid an “F” grade.
Title IX, Sexual Assault and Gender Violence Policy

USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report incidences of potential sexual misconduct known to them to the Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those who need to know to ensure we can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a counselor in the University Counseling Center. Find more information about sexual violence, including campus and community resources at www.usi.edu/stopssexualassault.

Technical Support

- **IT Help Desk Support**
  Since your professors are not trained as technology experts, they will not be able to assist you with your technical needs. Please contact the Help Desk at (812) 465-1080 or send an email to it@usi.edu for technical support. To learn more about the USI helpdesk, please visit http://www.usi.edu/distance/students/current/help-desk

- **Blackboard Support**
  If you would like to speak to a support technician, you can call (812) 465-1080 during normal USI business hours (8am-4:30pm, Monday-Friday). Click on the following link for more FAQ about Blackboard http://www.usi.edu/it/blackboard-online-help/faq-for-students.

- **Privacy Policies & Accessibility Statements**
  For detailed information about the privacy policies and accessibility statements of the course technologies, please visit https://www.usi.edu/distance/students/current/support.

Academic Support Services

- **APA Guidelines**
  http://usi.libguides.com/citationsources

- **David L. Rice Library**
  http://www.usi.edu/library

- **Research Guides**
  Research assistance, subject guides, and useful resources compiled by your friendly librarians. http://usi.libguides.com/

- **Consulting Center**
  http://www.usi.edu/counselingcenter/

- **Disability, and ADA Support**
  http://www.usi.edu/university-division/disabilities
Romain College of Business

- **Student Grievances**
  
  [https://www.usi.edu/media/3402299/Grievance-and-Complaints-Procedures.pdf](https://www.usi.edu/media/3402299/Grievance-and-Complaints-Procedures.pdf)

- **Student Handbook**

  All other academic and support services are located within the student handbook. Please refer to student handbook at [https://www.usi.edu/deanofstudents/code](https://www.usi.edu/deanofstudents/code) for detailed information regarding advising, registration, financial aid, student and campus life, counseling, career services, list of student organizations, etc.

**Syllabus Change Policy**

This syllabus may be subject to change with reasonable advanced notice. Changes to the syllabus and course calendar will be announced via email and on Blackboard.
## Course Schedule Summary (Tentative – Changes May Occur)

<table>
<thead>
<tr>
<th>Approximate Week #</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview &amp; Ethical Behavior in Professional Selling</td>
</tr>
<tr>
<td></td>
<td>Ethical Behavior in Professional Selling &amp; Organizational Buying</td>
</tr>
<tr>
<td>2</td>
<td>Communication Principles, Building Partnerships</td>
</tr>
<tr>
<td>3</td>
<td>Communication Principles, Building Partnerships</td>
</tr>
<tr>
<td>4</td>
<td>Role Play Introduction and Preparation</td>
</tr>
<tr>
<td>5</td>
<td>Training Role Plays</td>
</tr>
<tr>
<td>6</td>
<td>Adaptive Selling &amp; Making the sales call</td>
</tr>
<tr>
<td>7</td>
<td>Spring Break</td>
</tr>
<tr>
<td>8</td>
<td>Adaptive Selling &amp; Making the sales call</td>
</tr>
<tr>
<td>9</td>
<td>Strengthening the Presentation &amp; Handling Objections</td>
</tr>
<tr>
<td>10</td>
<td>Test 4 and Test 5</td>
</tr>
<tr>
<td>11</td>
<td>Role Play Preparation</td>
</tr>
<tr>
<td>12</td>
<td>1st Graded Role Plays</td>
</tr>
<tr>
<td>13</td>
<td>Final Graded Role Plays</td>
</tr>
<tr>
<td>14</td>
<td>Final Graded Role Plays</td>
</tr>
<tr>
<td>15</td>
<td>Course Reflection &amp; Final Exam (Thursday, April 27, 10:30 – 12:30)</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam Period (no class because our final is on Thursday, April 27)</td>
</tr>
</tbody>
</table>