

**Personal Selling  
ADM4329 Section A  
Fall 2013**

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<b>Office Hours</b>	Wednesdays 17:00 – 18:30 and by appointment. Note that I'm also generally available right after class for quick questions/comments.
<b>Class Location</b>	Sports Complex (SCS) Building - Room E218
<b>Class Hours</b>	Wednesdays 19:00 – 22:00
<b>Prerequisite(s)</b>	All ADM Core Courses at the 1000 and 2000 levels
<b>Program of study</b>	Optional Course of Marketing Option

<b>Course Deliverable</b>	<b>Due Date</b>	<b>Weight on Final Grade</b>
Assignment: "Canada's Worst Salesperson" Pt. 1	September 25 <sup>th</sup> 2013	15%
Mid-Term Exam	October 23 <sup>rd</sup> 2013	20%
Term Project: "Canada's Worst Salesperson" Pt. 2	November 27 <sup>th</sup> 2013	25%
Final Examination	During the Examination Period between Dec. 5 <sup>th</sup> to Dec. 18 <sup>th</sup> 2013	25%
Participation	Ongoing	15%

## **Course Description**

Regardless of your career choices, your ability to engage in personal selling and customer relationship management (CRM) for both you and your organization will be the foundation of your success. This course is designed to provide you with an overview of the theory and practice of professional selling and (CRM), while at the same time allowing you to gain an appreciation of the ethical issues that affect this activity. We will take an applied approach in this course. Topics have been arranged as they would appear in a corporate sales training program and coincide with the flow of the assigned textbook. In-class activities will concentrate on analyzing and discussing various case situations that illustrate or amplify assigned textbook reading. Lectures and audio-visual presentations will cover specific aspects of the selling process, from prospecting for new customers to servicing customers after the sale and ongoing management of the relationship. In addition, guest speakers will provide additional insights on selected topics based on their unique experiences.

## **Course Contribution to Program Learning Goals**

This course contributes to the attainment of the following B.Com Learning Goals of the Telfer School of Management:

- LG1 Understand, Apply and Integrate Core Management Disciplines
- LG2 Demonstrate Critical Thinking and Decision Making Skills
- LG3 Demonstrate Leadership, Interpersonal and Communications Skills
- LG4 Apply high standards of Integrity, Ethics and Social Responsibility
- LG5 Demonstrate the Ability to Perform in a Culturally Diverse Environment
- LG7 Provide Value to the Business Community in a chosen Area of Specialization

## **Course Learning Objectives**

This course has three specific objectives:

1. To assist you in evaluating personal selling and CRM as a professional career.
2. To introduce you to techniques that will prove of immediate value in your first sales/marketing position.
3. To provide you with opportunities to practice these techniques under conditions that attempt to simulate real world conditions while maintaining a learning environment.

You will have, by the completion of the course, identified and started to develop a natural selling style, one based on your individual strengths and abilities.

## **Methods Used to Evaluate Student Performance**

Your performance in this course is based on individual work and teamwork. Final grades are based on the designations, standards and grading norms of the Telfer School of Management.

Moreover, you are strongly advised to retain all graded material. The instructor's grade book entries will be taken as correct unless the original materials and graded exercises can prove otherwise. **Note well: It is not possible to submit extra course work to improve your mark.**

#### Mid-Term (20%) and Final Exam (25%)

There will be a **mid-term** and a **final exam** in this course. The goal of these exams is to test your level of comprehension of the course material, and your ability to apply the acquired knowledge to solving problems or issues related to personal selling and CRM.

The **mid-term** (October 23<sup>rd</sup>) is worth 20% and is based on readings and material covered in class up until the last week prior to the exam. The **final exam** will be held during the University's final exam period (Dec 5<sup>th</sup> to 18<sup>th</sup>). The exam, which contributes 25% towards your final grade, is based mainly on readings and material covered in class after the **mid-term**. Nonetheless, the **final exam** is cumulative: you may have to draw on your knowledge of the earlier parts of the course in order to provide complete answers.

Both exams may consist of a combination of multiple-choice and/or essay questions and/or case studies. All material covered in this course is considered fair game for these exams. Hence if you have questions regarding your readings, it is your responsibility to ask about them in class.

#### First Assignment and Presentation (15%)

*Canada's Worst Salesperson Part 1 – Entering The Sales Hall of Shame*

Brief is due and presentations will occur on September 25<sup>th</sup>

The purpose of this initial group assignment is to collectively draw on your observation/experiences of a real sales interaction and identify the demonstrable shortcomings with regard to the practice of selling and sales. **Note that for this assignment, you are not permitted to interview anyone for this assignment as that approach requires the approval of the University of Ottawa's Office of Research Ethics and Integrity.** Your goal is simply to draw on your collective experiences and analyze what you see and experience. Suggested criteria for analysis include:

- analyzing how individuals present themselves in the practice of selling in a real environment;
- identifying the shortcomings in the different phases of the sales process;
- reflecting on your reactions to these shortcomings, in particular, how it affects your buying decisions; and
- analyzing the degree to which your observations/experiences vary from what you understand to the wisdom of selling.

Your analysis should consist of a 1 to 2 page brief (1.5 to double spaced with 1 inch margins) worth 10%, and a 10 -12 minute presentation (5 to 6 slides recommended) worth 5%, explaining the following:

- what you observed constitutes to underperformance and underachievement in selling and/or sales force management;

- what you believe to be the long term effects of this approach; and
- what type of investigative research you will need to do to correct the situation.

Your briefs are due and you will present your findings on September 25<sup>th</sup>. Note also that your interview questionnaires for assignment two are also due at this time (more details are provided in the second assignment section featured directly below). More details including evaluation rubrics will be provided on a separate assignment outline that will be posted in BlackBoard Learn.

### Second Assignment – Term Project (25%)

*Canada's Worst Salesperson Part 2 – Entering the Sales Hall of Fame*

Video demo product is due November 20<sup>th</sup> : Term Paper is due on November 27<sup>th</sup>.

This assignment builds on assignment one as you are now required to develop a turnaround profile for the individuals(s) and the organization you observed to achieve excellence in the theory and practice of selling and sales. You are to recommend organizational changes and best practices that would lead organizations in this industry into the Selling and Sales Hall of Fame by allowing them to:

- Distinguish themselves in the practice of selling;
- Become widely recognized or acclaimed as pioneers in all phases of selling; and
- Develop their capacity to make exception and noteworthy contributions to the wisdom of selling.

Your methodology will include formal investigative work based on secondary data sources. In the process, you are to analyze how actual sales practices coincide with the theory of personal selling and sales management with a view to improving the current situation. You may consider selecting a company (preferably with the same industry as you analyzed in your first assignment) and conduct interviews with a sales manager and sales representative. **If this is your approach I would need you to submit your proposed interview questions with your brief from assignment one, as this methodology will require the approval of the University of Ottawa's Office of Research Ethics and Integrity well in advance of you carrying out your research.**

Your report (15%) should include (but not be limited to) the following:

- Overview of the company, product, size of sales force
- Role of the sales force in the overall marketing program
- Approaches to selling used in the company
- Customer value provided by the sales force
- Use of CRM, databases and other technologies
- Methods of recruiting and selection of the sales force
- Sales force organization
- Methods of training the sales force
- Methods of establishing sales force size, territory design and routing
- Methods used to motivate the sales force including compensation and recognition
- Methods used to evaluate the sales force

Your video demo product (10%) should aim to sell senior management on the major recommendations of your report. Its contents should highlight the importance and benefits of making organizational changes and motivating the sales team to adopt your recommended best practices. More details including evaluation rubrics will be provided on a separate assignment outline that will be posted in BlackBoard Learn.

### Participation (15%)

Fifteen percent of your course mark is reserved for participation. As this class is structured to be highly interactive, your attendance is mandatory. The benefit that you will derive from the course depends in large part on the extent to which you contribute your own viewpoints or conclusions to the critical discourse of the class. Moreover, keep in mind that guest speakers have made themselves available to provide you with valuable insights. You should therefore view class participation as both an opportunity to ask questions to enhance your understanding, and as an opportunity to suggest examples that demonstrate your evolving knowledge of the material. In this vein, it is essential that you read all of the material in advance and come to class prepared to contribute and enrich the overall class experience.

Class participation marks are therefore based on a combination of criteria including class attendance, comments posted to discussion for a on BlackBoard Learn and CONNECT, frequency of participation, quality of participation, the quality of in-class Q&As in particular for guest speakers, and your overall preparation for the class. In order to achieve a good participation mark, students must consistently demonstrate high quality participation in all areas identified above. **Missing classes could affect your participation mark even if you notify the instructor ahead of time.**

High quality classroom contributions build on an evolving argument, state clear assumptions, support inferences with evidence, draw logical conclusions, and are stated clearly, concisely, and specifically. They reflect a critical and incisive analysis of case data, and these contributions help others learn by fitting in with the discussion and adding new insights, perhaps by synthesizing multiple points of view, redirecting the discussion that has hit an impasse, clarifying ambiguities, provoking constructive debate, and/or encouraging in-class discovery.

### **Textbook and Readings**

To maximize your learning in the course, you are expected to complete all assigned readings before the class session.

Text Book: ABCs of Relationship Selling 5<sup>th</sup> Canadian edition (2012) by Charles Futrell and Mark Valvasori, McGraw-Ryerson. Paper, e-copies and connection to CONNECT are available at the bookstore.

From time to time I will put additional readings on BlackBoard Learn and CONNECT, or provide hand out in class or sent material and or notifications to you via your **official** email.

You will have full access to the presentations as they will be posted on Blackboard Learn, but I would strongly encourage you to review them **after** the lecture to encourage your active participation in class discussions by eliminating passivity on your part, and the tedium of transcription.

## **Late Penalty Policy**

The Telfer School of Management has recommended the following late penalty policy, which will be applied to this course: All late assignments and/or projects will be allowed a one-hour grace period but will be subject to a 10% penalty. After the one-hour grace period, you will receive a mark of zero for your assignment and/or project, but your assignment and/or project will still be reviewed for feedback purposes only.

## **Communication**

The easiest way to get in touch with me is through email. Please use your university account as Hotmail, Yahoo or other commercial accounts may be treated as junk mail. Send your messages to [brathwaite@telfer.uottawa.ca](mailto:brathwaite@telfer.uottawa.ca). **Do not use any other email addresses.** To facilitate responses and keep a professional image, please indicate the course code in the subject area of the email, be clear and concise in your message and use proper salutation and a courteous tone. Emails, just like any written work, should be spell checked before being sent.

## **Bibliography (optional)**

### Books

London, J. & Lucas, M. (2012). Using technology to sell: Tactics to ratchet up results. Berkeley, CA: Apress : Imprint: Apress.

Pink, Daniel H. (2012) To sell is human: The surprising truth about moving others. New York: Riverhead Books.

Rajagopal, (2011) Sales dynamics: Thinking outside the box (management science - theory and applications). Hauppauge, New York: Nova Science Pub Inc.

### Select Journals

- Journal of Business & Industrial Marketing
- Journal of Personal Selling & Sales Management
- Journal of Retailing
- Marketing Letters
- Marketing Weekly News

**ADM4329 A – COURSE SCHEDULE AND DELIVERABLES**

<b>CLASS DATE</b>	<b>SUBJECTS</b>	<b>REQUIRED READINGS &amp; DELIVERABLES</b>
Sept. 04	Welcome and Introduction to Personal Selling Customer Relationships and Ethics	Chapters 1 & 2
Sept. 11	The Psychology of Selling	Chapter 3
Sept. 18	Communication for Successful Selling	Chapter 4
Sept. 25	Presentations and Discussions: Canada Worst Salesperson Pt. 1: “A Visit to the Hall of Shame” Assignment Brief is Due	
Oct. 02	Sales Knowledge and Prospecting **Guest Speaker**	Chapters 5 & 6
Oct. 09	Planning and Presenting Strategically	Chapters 7 & 8
Oct. 16	Study Break - Classes Cancelled	
Oct. 23	Mid-Term Exam	
Oct. 30	Persuasion and Feedback	Chapters 8 to 10
Nov. 06	Closing the Sale	Chapter 11
Nov. 13	Maintaining and Strengthening Relationships	Chapter 12
Nov. 20	Time Territory and Self-Management **Guest Speaker** Assignment: Canada Worst Salesperson Pt. 2: “Entering the Hall of Shame” Video Product is Due Today	Chapter 13
Nov. 27	Selling in the Not for Profit and Government Sectors **Guest Speaker** Course Wrap up Assignment: Canada Worst Salesperson Pt. 2: “Entering the Hall of Shame” Final Report is Due Today	Chapter 14

Note: While every attempt will be made to keep to the schedule listed above, unforeseen circumstances may necessitate modifications as the semester progresses.

## Beware of Academic Fraud

### A TURNITIN ACCOUNT HAS BEEN CREATED FOR THIS COURSE

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

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- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address, where you will find resources, tips and tools for writing papers and assignments:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between three and thirty credits;
- suspension or expulsion from the School.

Please be advised that professors have been formally advised to report every suspected case of academic fraud. In most cases of a first offence of academic fraud, the sanction applied to students who have been found guilty is an "F" for the course with an additional three credits added to their program requirements. Repeat offenders are normally expelled from the School of Management.

Finally, the Telfer School of Management asks that students sign and submit with their deliverables the Personal Ethics Agreement form. Two versions of this form exist: one for individual assignments, and one for group submissions. **Assignments will not be accepted or marked if this form is not submitted and signed by all authors of the work.** We hope that by making this personal commitment, all students will understand the importance the School places on maintaining the highest standards of academic integrity. The forms are accessible on BlackBoard Learn.

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## Personal Ethics Statement Concerning Telfer School Assignments

### Group Assignment:

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety.

I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at the Telfer School of Management at the University of Ottawa, as well as adheres to the fraud policies as outlined in the Academic Regulations in the University's Undergraduate Studies Calendar. I further attest that I have knowledge of and have respected the "Beware of Plagiarism" brochure found on the Telfer School of Management's BlackBoard Learn Site.

To the best of my knowledge, I also believe that each of my group colleagues has also met the rules of quotation and referencing aforementioned in this Statement.

I understand that if my group assignment is submitted without a signed copy of this Personal Ethics Statement from each group member, it will be interpreted by the Telfer School that the missing student(s) signature is confirmation of non-participation of the aforementioned student(s) in the required work.

_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number
_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number
_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number
_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number
_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number

**Personal Ethics Statement  
Individual Assignment:**

By signing this Statement, I am attesting to the fact that I have reviewed the entirety of my attached work and that I have applied all the appropriate rules of quotation and referencing in use at the Telfer School of Management at the University of Ottawa, as well as adhered to the fraud policies outlined in the Academic Regulations in the University's Undergraduate Studies Calendar. I further attest that I have knowledge of and have respected the "Beware of Plagiarism" brochure found on the Telfer School of Management's BlackBoard Learn site.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Last Name (print), First Name (print)

\_\_\_\_\_  
Student Number