MKTG 360—[Special Topics] SALES MANAGEMENT & PERSONAL SELLING

This course provides you with an in-depth look at the sales function in a variety of organizations. It is designed to help you develop your ability to sell and to ultimately manage the sales function. Topics include communication principles, building relationships, sales calls, presentations, negotiating, the salesperson as manager, and ethical & legal issues in selling. This course examines how to sell, overcome objections, and gain the confidence to market products, services, and yourself.

Spring 2019 • 3 Credits • CRN 23200 • Section 360-04 • RSS 105 • 4:00-6:45pm Monday

COURSE OBJECTIVES

- Make sure, that, as a College of Charleston Marketing major, you understand the role of selling in our global marketplace; and are prepared upon graduation to seek your place in the business world—making a significant contribution to advance the profession, ethically represent your company, and satisfy customers. Also, to make your school proud and pay-it-forward by helping other students.

- Prepare students to be successful in sales situations encountered in their business careers; to inform of the importance of selling as a marketing tool; and to create awareness of sales as a potential career.

- Acquire knowledge about the concepts and practices in the selling and sales management functions and relate them to how sales interacts with marketing and non-marketing functions.

- Develop an ability to apply academic concepts to business problems involving the management of the sales function.

- Gain team building, writing and presentation skills through speaking with sales professionals; completing a written and oral assignment; and a team project.

- Equip you with an acceptable resume, interviewing techniques, and the confidence to land that first or next job. You will be the product that you market by selling your skills and accomplishments.

- Span the contexts of sales, marketing, and promotions, using the marketing mix and market-driven strategic planning, with emphasis on the role of changing technologies on sales.

- Develop sales abilities through teacher/student interaction and student/student collaboration to simulate the business-world dynamics of boss/employee and colleague/colleague interactions.
COURSE PREREQUISITES

Successful completion of MKTG 302 (Marketing Concepts), and Junior or Senior standing. If you have questions about your eligibility, please see an academic advisor.

TEXT


Options:
1) Direct Purchase—Go to the Connect Section URL [http://connect.mheducation.com/class/f-kaplan-sales-management--spring-2019](http://connect.mheducation.com/class/f-kaplan-sales-management--spring-2019) and buy **Connect Plus access code** for $125, which includes the e-book. You can also purchase the **loose-leaf Selling** text there for $25 (for a total of $150 plus tax and free shipping).

If needed, these links will walk you through step-by-step:
- **How to buy student access online**
  [http://createwp.customer.mheducation.com/wordpress-mu/success-academy/how-to-buy-student-access-online/?tab=connect100](http://createwp.customer.mheducation.com/wordpress-mu/success-academy/how-to-buy-student-access-online/?tab=connect100)
- **Student access code registration**
  [http://createwp.customer.mheducation.com/wordpress-mu/success-academy/getting-your-students-started/?tab=connect100](http://createwp.customer.mheducation.com/wordpress-mu/success-academy/getting-your-students-started/?tab=connect100)

2) From CofC/Barnes & Noble Bookstore—Purchase the on-the-shelf package (#9781260276985) of **Selling loose-leaf** text and **Connect Plus access code** for approximately $215 including tax.

3) The **hardback** of *Selling* can also be **rented** through Barnes and Noble for $95, and you’ll still need to purchase the **Connect Access card**.

Through Connect/Learn Smart’s self-study modules, you will have access to Power Points, quizzes, and more. These tools are to help you better understand the materials, customizing them to the ways that you learn best. It’s up to you to use them.

SCHOOL OF BUSINESS LEARNING GOALS

**Communication Skills:** Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

**Quantitative Fluency:** Students will demonstrate competency in logical reasoning and data analysis skills.

**Global and Civic Responsibility:** Students will identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge & skills in addressing these issues.

**Intellectual Innovation and Creativity:** Students will demonstrate their resourcefulness and originality in addressing extemporaneous problems.

**Synthesis:** Students will integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

*In this course, students will work on assignments individually, as well as in groups; will present projects written and oral; will demonstrate knowledge through discussions, quizzes, and exams; will improve their resume as a marketing tool; will research & utilize online resources; will interact with sales professionals outside of class, guest speaker(s) in class, and an off-campus field trip.*
HONOR CODE

All students are to abide by the College of Charleston Honor Code as specified in the CofC Student Handbook.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignments is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at:
http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Student Responsibilities

For a summary of relevant school policies, see:
http://catalogs.cofc.edu/professionalstudies/students-responsibilities-and-rights.htm

My Expectations for You: To arrive on time; be prepared; attentive; participate; stay the duration; and attend every class. You are all adults and will be treated as so. You will be treated as a marketing professional since you are one, will be one, or will interact with them. To be knowledgeable, inquisitive and interact respectfully with classmates, guests, and me.

Your Expectations for Me: To arrive on time; be prepared; adhere to the syllabus; impart academic principles & case studies, and contemporary practices that will prepare you for your next class and/or job. To be knowledgeable and passionate about my experiences and the career of marketing. To inspire you to succeed at whatever you want.

Course activities and daily processes: Read assigned chapters prior to attending class and complete chapter quizzes BEFORE they expire. For exams, you are responsible for all assigned chapters (whether covered in class or not), lectures, presentations, field trips, guest speakers’ comments, and in-class discussions. If there is a definition, concept or anything you do not understand, it is your responsibility to ask for clarification.
Exam Processes: You will take two, closed book, closed-notes exams in this course. Any use of electronic devices during testing times can be interpreted as a violation of the College’s Honor Code. These devices include cell phones, electronic translators, calculators, computers, headphones, and similar tools. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Dean of Students. Refer to sections 9, 10 & 34 of the Student Handbook.

Exam make-ups: Only provable (i.e., documented) absences due to personal illness or family emergency constitute acceptable bases for missing exams. Preplanned trips are not acceptable absences. There are no make-up exams or adjustments to satisfy the convenience of students.

Grades: You will get what you deserve. That is, you will get what you earn. Like a job, it’s the results, not the effort that counts. No extra credit is offered to anyone. All students are graded with the same standard.

Late Work: Individual written assignments may be delivered to the next class, with a 10% grade penalty. No written assignments will be allowed beyond one class session past the original due date.

Center for Student Learning: You are encouraged to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services, visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Unforeseeable Circumstances: Due to unpredictable weather, there may be a day when I am unable to attend class. During such a rare case, check your CofC e-mail by noon the day of class. Assume that there will be a substitute or guest lecturer unless I inform you differently by e-mail. If delayed, I will try to get word to the Business/Marketing Office but please wait an appropriate amount of time in case of delays.

Disability: Students with disabilities that require special accommodation should contact the Center for Disability Services, and also inform me of your needs, within the first two weeks of the semester.

Religion: Students who will miss class(es) for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.

Classroom Professionalism and Civility: Think about this class as a job interview—Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you be respectful with your verbal and non-verbal choices? If you use a laptop, tablet, or phone for taking notes, it is expected that you will be typing notes and not texting, emailing or surfing the Web.

Teams: Some assignments may be conducted through group interactions. Teamwork is always a challenge. On one hand, there are domineering people who refuse to listen to the opinions of others, and, alternatively, there are free riders not pulling their share. Each member has the responsibility to make the team successful. Like life, sometimes you have to lead and sometimes you have to follow—it’s important to know when.

Use of E-Mail: Consistent with College rules, I do not respond to non-CofC e-mail with confidential information. I respond only to yourID@g.CofC.edu e-mail and won’t open attachments unless I requested them.

Cell Phones: Emergencies may require contacting you during class so cell phones and other electronic devices may be on but should be set to “vibrate,” and then taken outside of the classroom to answer. These distractions during class should be kept to a minimum. Of course, no checking for texts or sending texts during class.
TIPS FOR SUCCESS:

- Put the key dates in this syllabus on your calendar/scheduler immediately. Stay organized and keep up with all readings and assignments. Manage your time wisely.

- Check your CofC email often! All of my correspondence with you will be via campus email.

- For all written assignments: Yes, neatness counts. You are a college student and marketer. Presentation makes an impression. Be sure that all assignments turned in are typed (single-spaced, standard margins), stapled, and your name at the top of every page. Use a dictionary; use Spell Check, and review for proper AP style, grammar, and punctuation.

- Guest lecturers may visit so be on time, pay attention, ask probing questions, and take advantage of their experiences.

- Use what you learn in this course to promote yourself. You are the first product that you will market.

- Start thinking about a SWOT analysis for everything in your life. When you're stopped at a traffic light...what’s the SWOT for that store on the corner? You’re thinking about going out on a date...what’s the SWOT for deciding to go or not? You watch a TV commercial...what’s the SWOT for that product? Think about how you’d sell the product.

- Be aware of your world. Read articles or theSkimm or TheHustle, but realize that your browser’s headlines aren’t the full story. Watch cable news; listen to talk radio; read newspapers; and know current events. Look at the financial/business sections to see companies and people prominent in sales.

- Be aware of your “sales” world. Go to stores; watch TV commercials; scrutinize ads; read magazines, websites, and blogs. Consider a free digital subscription to Selling Power, TopSalesWorld.com, Presentation Magazine, or eMarketerDaily. Apply teachings from class to the sales and marketing messages you observe.

ABOUT YOUR PROFESSOR

Ferris D. Kaplan has 30 years of sales & marketing experience at large for-profit and nonprofit companies. He is currently a marketing and business development consultant. Until recently, he was a Specialist at the Apple Retail Stores in Tysons Corner, Virginia, and on King Street in Charleston. He was consistently one of the top salespeople, having sold $1.15 million in 2013; and store-leading performance ratings in 2014 & 2015.

He was the marketing and sponsorship director for Fair Oaks Mall in Fairfax, Virginia, for 11 years. Fair Oaks is among the top 40 largest retail shopping centers in the nation, featuring five department stores and 190 specialty stores. Kaplan was in charge of all advertising, public relations, customer services, events, promotions, and website. He sold more than 50 sponsorships to companies wanting to promote their products in the mall; and oversaw the #1 Easter/Santa photos-sales operation, out of 380 malls nationwide.

After earning a bachelor’s degree in journalism and a master’s degree in broadcasting, both from the University of Southern California (USC), Kaplan taught there for two years while working at the National Broadcasting Company (NBC) in Burbank.

Kaplan worked in Los Angeles as a network and studio executive, buying, selling and programming for movies and television. At The Walt Disney Company, he was in charge of sales administration for the world’s largest home video company. Kaplan oversaw an office staff of 19 to process more than $600 million of video sales generated by a national network of 35 salespeople.

The Humane Society of the United States hired (ask him how) and moved Kaplan to Washington, D.C., to establish and run their marketing department. After three years of negotiating 24 licensing agreements for nationally distributed merchandise and creating a gift catalog, he was hired by the American Red Cross to establish and run their business development and marketing department. His team created and promoted new courses and products for the 1,600 Red Cross chapters nationwide. His favorite creation was “Pet First Aid,” a book that has sold more than 250,000 copies.
Kaplan then worked as Group Senior Vice President for Strategic Planning for the American Advertising Federation, an association of the nation’s largest advertisers, advertising agencies, and media. He has been a panelist and workshop presenter for many organizations. He is a Certified Professional Resume Writer and owns a resume writing business at BestOfYouResumes.com. He is a frequent blogger for Recruiter.com.

Kaplan has been an adjunct marketing professor at the College of Charleston since 2014; taught at American University in 2013; Marymount University in 2011; George Mason University from 2008-2013; and Northern Virginia Community College from 2005-2012. Details are at ferriskaplan.com.

**GRADED COMPONENTS**

**QUIZZES**

**15% (150 points)**

Everyone learns differently. The weekly assignment is a quiz and another touch point of the textbook’s material...a means for you to evaluate what you’ve learned. If you read each chapter, listen to my lecture about each chapter, take each chapter’s quiz until successful, use each chapter’s tools on Learn Smart, and review each chapter before the exam, then you’ve had at least five exposures to the material—sufficient preparation for the exam.

There will be 12 quizzes for the 12 chapters. Each chapter’s quiz will be available for one week after its date in the syllabus. After that expiration date, you will not be able to access it—no exceptions. Before expiring, you can take each as many times as you’d like to get highest score; Each chapter’s Learn Smart self-study tools will available all semester. You will receive up to 12 points for each quiz (18 for last quiz), for a maximum total of 150 points.

**INTERVIEW WITH A SALES PROFESSIONAL**

**20% (10% Written Paper (100 points) + 10% Oral Presentation (100 points))**

We are fortunate, in Charleston, to be surrounded by many diverse companies, all of which, have salespeople in corporations, real estate, restaurants, hotels, retail, nonprofits, etc. As a sales/marketing practitioner, you should interact with these professionals in our urban laboratory.

“Learn from those who have gone before you.” “Don’t make the same mistakes.” “No need to re-invent the wheel.”

All good reasons for you to select a current salesperson and interview her/him in-person for 20-30 minutes. We will discuss possible questions in class. Students should identify potential candidates immediately and schedule an appointment with them. Only caveats are that they must personally sell a product or service, and not be related to you.

On the due date (see in syllabus), you should turn in a hardcopy TWO-PAGE, SINGLE-SPACED, STAPLED paper. Two pages is harder because you must be concise. Follow these requirements and edit down to two pages.

**Page ONE** must include your name, and the name of the interviewee, title, company, their address, phone number, e-mail, how you know/found them, how contacted, length of interview, and where & when conducted. This page should succinctly recap their background, and your observances/overall experience. Which “P” of the “marketing mix” that they felt is most important to their business?

**Page TWO** should explain, “What you learned” from this person and how it will/may affect your feelings about sales/marketing. It should reflect how their answers may or may not impact your job or career plans. The questions you ask them should be ones that will also help clarify things for you. You may use quotes or paraphrase but NOT a transcript of questions and answers. You should relate the conversation you had with the salesperson, putting all into context of their current position and what you learned from this experience.

The hardcopy of this paper is to be turned in at class after oral presentation.

The **ORAL PRESENTATION** is a 3-minute recap of your interviewee, lessons learned, and if any changes you’ll make based on their experiences or suggestions. Three minutes may seem short or long, but without planning, scripting and rehearsal, you will rush or run over. Use or don’t use notes or podium—be stationary or move around. Speak confidently and teach us something.
TEAM PROJECT: SELL SOMETHING!

5% Oral Presentation (50 points)
Sales is not for the shy. Marketing is not for the meek. You must be demonstrative if shy, and persuasive if uncertain. Public speaking can be scary but it’s a necessary skill that you can learn and practice. By mid-semester, we will select teams of 2 students.

Each team will blindly select a product or service from several provided by the instructor, and then have up to 5 minutes to prepare. They will then give a 3-minute professional sales presentation about the product. After hearing your steps of the selling process below, your classmates are your customers, and they will judge you on this assignment.

✔ Approach/Introduction
✔ Pitch
✔ Presentation/Demonstration
✔ Anticipating/Overcoming Objections
✔ Closing

You should apply course textbook and lectures to provide a professional sales presentation with an understanding of positioning. Your audience (the class) is your customer so speak directly to them with realistic claims. Convince them to buy your product.

All students in attendance will evaluate your team presentation by secret ballot. They will answer the important question: Would you buy this product based on the presentation? They’ll assign the team a grade from this scale, and I will use the average score [along with my own] for the grade. These are anonymous for a reason...YOU get to be the professor--which means not giving a perfect 50 (A) to friends or everyone! I'm trusting you to be objective and give what they deserve:  A = 50 or 45  B = 43 or 40  C = 38 or 35  D = 30

Keep in mind that this is a sales pitch, not a TV commercial. Great to mention applicable features, but also need the benefits. SELL the product, don’t just promote it. Make us WANT to buy it, not just like it.

Use or don’t use notes or podium—be stationary or move around—anything in the classroom is fair game. Be organized, insightful and convincing. Look out into the eyes of your audience, be passionate and speak confidently. Craft a case about your product they can follow, accept, and support.

EXAMS
2 x 20% = 40% (400 points)
There will be two exams throughout the semester. Each covers the textbook’s chapters assigned up to the point of that exam. Though some chapters assigned may not be discussed in class, students are still responsible for their content, per the syllabus. Questions from lectures, class discussions, multi-media shown, handouts, field trips, and guest speakers are also likely to be on the exams. There is no study guide. Exams are closed book, no notes; and are multiple-choice and true-false questions. Bring pencils; a Scantron sheet will be provided.

ATTENDANCE
5% (50 points)
Until you graduate, you are a professional student—this is your job. Attending classes, whether excused or not, for sickness or traveling, is still a missed class. Attending is part of your job and where you need to be to succeed. Attend each class, be on time, and stay the full period, or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed. It’s your responsibility to make sure that I credit your attendance at each class. Points will be awarded as follows:

Attend all classes = 50  Miss one = 45  Miss two = 35  Miss three = 25  Miss 4 or more = 0
CLASS PARTICIPATION
15% (150 points)
The instructor will evaluate your in-class participation so don’t be shy. Sales is about communicating. This class will be interactive and lecture. Written & oral communications are essential for a marketer to promote anything successfully, including yourself. Think creatively, plan strategically, present passionately, and have fun! Shared experiences, probing questions, and respect for the opinions of others will make this a rewarding course for everyone.

Your responsiveness to questions, emails, and quality of contributions during discussions, will help distinguish you in my evaluation. So, will your texting, I.M.-ing, and not paying attention. The classroom is not a place for social interaction. Students may not text, email, or otherwise make contact with others. This includes “gossiping” with your neighbor or checking your Facebook page.

Laptops and tablets may be used only for note taking or needed research. If, by the end of the semester, I can’t recall you having spoken often with intelligent contributions, then you will have squandered the points available by your lack of participation.

SEMESTER GRADING SCALE

It is your responsibility to keep all assignments & Scantrons that are graded and handed back to you. In the case of a grade dispute, it is the student’s responsibility to provide those assignments to confirm grades.
The written assignment and team project will be graded based on this rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C-D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensiveness</strong></td>
<td>All elements are covered thoroughly and are well elaborated; recommendations are justified with evidence</td>
<td>Most elements are covered thoroughly; some are mentioned briefly</td>
<td>Significant portions of the paper are ignored or simply mentioned. Paper is more of an outline than a fully developed analysis</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Superior quality of sources cited (diverse, credible, verifiable, recent, appropriate), including textbook</td>
<td>Most sources are recent; a variety of viewpoints are represented and credited</td>
<td>Source quality is outdated, biased, lacking in expertise, or inappropriate (such as Wikipedia) for a college presentation</td>
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<tr>
<td><strong>Incorporates sales strategy, terms &amp; concepts</strong></td>
<td>Applies sales strategy concepts with a balance of description and analysis; Examples are original and correctly applied</td>
<td>Applies sales concepts and terminology correctly, where appropriate</td>
<td>Rarely or never enlightens with demonstrations of course concepts. Just makes assumptions without tying findings back to marketing theory</td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>Extremely well-written, edited, and creative. Team project delivered with “one voice.” Grammar and spelling are correct. All research sources are cited correctly</td>
<td>Generally well-written and edited; the document/presentation “speaks with one voice.” Few errors in spelling or grammar. Most research sources are cited correctly</td>
<td>Not well-written. Many grammatical or spelling errors. Distinct quality differences exist among teammates. Research sources are cited incorrectly or omitted</td>
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Overall course grade will be based on:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes (11ch. @ 12pts. each + 1ch. @ 18pts.)</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Interview a Salesperson Paper oral</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Interview a Salesperson Paper written</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Exam #1 oral</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Team Project: Sell Something Written</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Team Project: Sell Something Presentation</td>
<td>50</td>
<td>5%</td>
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<tr>
<td>Exam #2 oral</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Exam #2 written</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Attendance</td>
<td>50</td>
<td>5%</td>
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<tr>
<td>Class Participation</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
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Point scale for the above elements:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>200pts.</th>
<th>150pts.</th>
<th>100pts.</th>
<th>50pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>180-200</td>
<td>135-150</td>
<td>90-100</td>
<td>45-50</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>160-179</td>
<td>120-134</td>
<td>80 - 89</td>
<td>40-44</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
<td>140-159</td>
<td>105-119</td>
<td>70 - 79</td>
<td>35-39</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
<td>120-139</td>
<td>90-104</td>
<td>60 - 69</td>
<td>30-34</td>
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<tr>
<td>F</td>
<td>Below</td>
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Final course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>&lt;600</td>
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SPRING 2019

January 14
BEFORE CLASS: Get textbook & register for Connect Plus

IN CLASS: Introduction and overview of the course, syllabus, expectations

AFTER CLASS: Make sure you have the textbook & registered for Connect Plus

Jan. 14: Last day to drop or add classes

January 21
IN CLASS: Martin Luther King, Jr. Day—No Class

January 28
BEFORE CLASS: Read Chapter 1—Selling and Salespeople

IN CLASS: Questions about syllabus?
Survey of Learning
Definitions of Marketing; What is Sales?
Discuss chapter
Review “Interview with a Salesperson” assignment: selection, questions, and tips

February 4
BEFORE CLASS: Read Chapter 2—Ethical and Legal Issues in Selling

IN CLASS: Discuss chapter
Resume Tips
5:15pm Guest Speaker—Matt Blood, Sr. Territory Manager, Alpha Genomix Laboratories

February 11
BEFORE CLASS: Read Chapter 3—Buying Behavior and the Buying Process
Volunteers bring in resume for critique

IN CLASS: 4-5pm Guest Speaker—from Target Store
Discuss chapter
Review team project assignment
Critique Resumes

February 18
BEFORE CLASS: Read Chapter 4—Using Communication Principles to Build Relationships
Volunteers bring in resume for critique

IN CLASS: Discuss chapter
Critique Resumes
Mingle & meet—consider teammate for Sales Presentation
5:15pm Guest Speaker—Cain Denny, Lawyer & Real Estate Broker, InterCoast Properties
**February 25**  
**BEFORE CLASS:** Read Chapter 6—Prospecting

**IN CLASS:**  
“Interview with A Salesperson” paper AND oral presentations DUE  
Discuss chapter  
Teams meet/consider teammates

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**March 4**  
**BEFORE CLASS:** Read Chapter 8—Making the Sales Call

**IN CLASS:**  
Discuss chapter  
Discuss Chapter 5—Adaptive Selling for Relationship Building  
Discuss Chapter 7—Planning the Sales Call  
Discuss Chapter 11—Obtaining Commitment  
Discuss Chapter 14—Building Long-Term Relationships  
Discuss Chapter 15—Managing Your Time and Territory  
Teams meet/finalize teammates

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**March 11**  
**BEFORE CLASS:** Read Chapter 10—Responding to Objections  
Bring pencils for exam  
Volunteers bring in resume for critique

**IN CLASS:**  
Critique Resumes  
Discuss chapter  
Exam #1 (on chapters 1, 2, 3, 4, 6, 8)

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**March 18**  
**IN CLASS:**  
*Spring Break—No Class*

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**March 25**  
**BEFORE CLASS:** Read Chapter 9—Strengthening the Presentation

**IN CLASS:**  
Return & review Exam #1  
Return & discuss “Interview with a Salesperson” papers  
Discuss chapter  
The “Presentation Secrets of Steve Jobs”  
Determine order of team presentations/Teams meet

**Mar. 25: Last day to withdraw with a grade of “W”**

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**April 1**  
**BEFORE CLASS:** Check your route for getting to M. Dumas & Sons, 294 King St. (at Society Street)

**IN CLASS:**  
4:30p Meet for Field Trip at M. Dumas & Sons, 294 King St., with Gary Flynn, President

**AFTER CLASS:** DO NOT do course evaluation until in class on April 22
April 8
BEFORE CLASS: Read Chapter 12—Formal Negotiating
IN CLASS: Discuss chapter Generations
Teams 1-8 Sales Presentations DUE (order TBD)
AFTER CLASS: DO NOT do course evaluation until in class on April 22

April 15
BEFORE CLASS: Read Chapter 13—Building Partnering Relationships
IN CLASS: Discuss chapter Retail Sales Days
Teams 9-15 Sales Presentations DUE (order TBD)
AFTER CLASS: DO NOT do course evaluation until in class on April 22
Bring laptop to next class for course evaluation

April 22 Last class
BEFORE CLASS: Read Chapter 16—Managing Within Your Company
Bring laptop to class for course evaluation
IN CLASS: Discuss chapter Team Dynamics of Team Projects
Social Media stats
Stephen Covey’s “8 Habits of Highly-Effective People”/Soft Skills
Job Interview tips, questions, role-playing; business cards
Course Evaluation
AFTER CLASS: Complete Chapters 16 & 17 quizzes by 4:00pm on May 1
Study for Exam #2

May 1 Wed. 4pm Exam #2
BEFORE CLASS: Read Chapter 17—Managing Your Career
Bring pencils for exam
IN CLASS: Discuss chapter Exam #2 (on chapters 10, 9, 12, 13, 16, 17)
AFTER CLASS: Celebrate your accomplishments.
Enjoy your time off!