Course Description:

The basic objectives for this course are:

• To apply the Golden Rule to the sales workplace and marketplace
• To gain an understanding of personal selling as a major function within the marketing and promotional mix of a firm.
• To improve your communication ability.
• To familiarize you with the principles of selling.
• To have you prepare and present a sales presentation by visually, verbally, and nonverbally communicating your information using the selling skills discussed in class and in your textbook.

Required Text:
- ISBN-978-0618-64570

Tentative Class Schedule

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Items Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>1</td>
<td>Review of Syllabus Introduction to Personal Selling</td>
<td></td>
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<tr>
<td>2</td>
<td>1/31</td>
<td>2 3</td>
<td>Dynamic Personal selling environment Ethical and Legal Considerations</td>
<td>Role Play Team 1 Role 1.2</td>
</tr>
<tr>
<td>3</td>
<td>2/7</td>
<td>4 5</td>
<td>Prospecting and Qualifying Planning the Sales Call</td>
<td>Role-plays-Team 2 (Role 2.2)</td>
</tr>
<tr>
<td>4</td>
<td>2/14</td>
<td>6</td>
<td>Exam 1 Chapter 1-5) (one Hour) Sales Presentation and demonstrations</td>
<td>Exam 1</td>
</tr>
<tr>
<td>5</td>
<td>2/21</td>
<td>7</td>
<td>Negotiating Sales Resistance</td>
<td>Role-Play Team 3 (Role3.2) Role-Play Team 4 (Role 4.2)Role Play Team 5 (Role 5-2)</td>
</tr>
<tr>
<td>6</td>
<td>2/28</td>
<td>8 9</td>
<td>Confirming and Closing the Sale Follow up and servicing the Account</td>
<td>Team 6 (Role Play 6.2)</td>
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<tr>
<td>7</td>
<td>3/7</td>
<td>10</td>
<td>Negotiating for Win-Win Solutions</td>
<td>Role-plays-Team 7 Role 7-2 Team 8 Role 8-2, &amp; Team 9 (9-2)</td>
</tr>
<tr>
<td>8</td>
<td>3/14</td>
<td></td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>9</td>
<td>3/21</td>
<td></td>
<td>Exam 2 (Chapter 6-10) (one Hour) Meeting with individual teams for class project progress</td>
<td>Exam 2</td>
</tr>
<tr>
<td></td>
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<td>Strategic Understanding of Company Communicating Effectively</td>
<td>Role Plays for extra credit Chapter 10 or 11</td>
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<tr>
<td>10</td>
<td>3/28</td>
<td>11</td>
<td>Managing your time</td>
<td>Role Plays for extra credit Chapter 11-12</td>
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<tr>
<td></td>
<td>4/4</td>
<td>13</td>
<td>Starting your selling career</td>
<td></td>
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<tr>
<td></td>
<td>4/11</td>
<td>14</td>
<td>Teams Preparing for their Presentations</td>
<td>No Physical class participation</td>
</tr>
<tr>
<td>13</td>
<td>4/18</td>
<td></td>
<td>Teams (?, ?) and (?) Class project presentations</td>
<td></td>
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<tr>
<td>14</td>
<td>4/25</td>
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<td>Teams (?, ?) Class projects presentations</td>
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<tr>
<td>15</td>
<td>5/2</td>
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<td>Teams (?, ?) Class Project Presentations</td>
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<tr>
<td>16</td>
<td>5/9</td>
<td></td>
<td>Exam 3 (Chap. 11-14)</td>
<td>Exam 3</td>
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</table>

*The schedule is subject to change.*

**Grading:** The following provides an overview of the grading guidelines:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Three exams (20pts @)</td>
<td>60%</td>
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<tr>
<td>Role Play and participation</td>
<td>10%</td>
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<tr>
<td>Class Participation and Attendance</td>
<td>10</td>
</tr>
<tr>
<td>Class Project</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93.00+</td>
<td>A</td>
</tr>
<tr>
<td>90.00-92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87.00-89.99</td>
<td>B+</td>
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<tr>
<td>83.00-86.99</td>
<td>B</td>
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<tr>
<td>80.00-82.99</td>
<td>B-</td>
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<tr>
<td>77.00-79.99</td>
<td>C+</td>
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<tr>
<td>73.00-76.99</td>
<td>C</td>
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<tr>
<td>70.00-72.99</td>
<td>C-</td>
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<tr>
<td>60.00-69.99</td>
<td>D</td>
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<tr>
<td>59.99 and less</td>
<td>F</td>
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</table>

If you are not satisfied with the grades you are receiving throughout the term please see me ASAP. I rarely change graded assignments—but together we will hopefully create effective strategies to improve your grades. Don’t wait until the end of the term to talk to me about any problems (personal, etc.).

Final grades are nonnegotiable (unless of course, a mathematical error has occurred). I will not release grades early.

**Academic Integrity Policy:** In accordance with the Rutgers’s University Student Handbook, Students are expected to maintain the highest standards of academic honesty.” Academic dishonesty includes: cheating, plagiarism, falsifying information, multiple submissions, complicity, and interfering with another student’s work. You are required to read Rutgers’s academic integrity policy. LACK OF UNDERSTANDING OF WHAT CONSTITUTES PLAGIARISM WILL NOT BE ACCEPTED AS AN EXCUSE FOR IT. If I have determined that one or more of the above academic violations have occurred you will either receive a 0% for a test/assignment, a reduced grade in the class, an “F” in the class, a letter in your permanent file, and/or a recommendation for academic probation. The seriousness of the violation will dictate what course of action I will choose.

**Exams:** The exams will be closed book, closed notes and may include material from the text and other assigned readings (whether or not we emphasize certain parts of them in class)
lectures and class discussions. They will include multiple choice and/or short answer/essay questions. The exams are not cumulative.

**Attendance:** Regular attendance is both expected and considered necessary for adequate completion of the course. **Attendance will be taken at all classes.** You should notify me if you will be absent with an explanation. Please remember that if you are missing a lot of classes your participation grade will be quite low.

**Participation:** Part of your responsibility as a student is to ask questions or make (constructive) comments during class. Class participation is not the same as class attendance and as such regular attendance alone will not guarantee you a good participation grade. It is extremely important that you come to class fully prepared to participate and contribute to discussions. Participating in class makes the class more enjoyable not only for you, but also for the other students in the class so SPEAK UP!

Discussion of readings, involvement in class discussions, and coming to see me for help will be used as a basis for determining your grade. If you do not participate in class you will receive a 0 for this class component. Remember “you” are responsible for reading the chapters assigned in the syllabus.

**Role Playing:** Each team will be responsible to put on the role play assigned to them by chapter. **There are 9 teams and there are 9 role plays.** Check the Syllabus and note the date that the role play is due.

**Class Project:**

The purpose of this project is to provide you with hands on experience in evaluating a sales organization. The project will be developed in conjunction with a client of your choice.


Authors: Alan J. Dubinsky and Richard W. Hansen.

**For this project you will be a team of 5 students.** Team members will be randomly chosen) You should identify one sales (VP) manager, who supervises an **outside sales force.** Your objective is for the team to interview the sales executive at his or her place of business, asking specific questions organized along the lines of our sales management text. See also Audit criteria’s for additional questions.

Your team must then analyze each sales management responsibility and offer a critique as to what the company is doing well and how they could improve their performance in this aspect of sales management. The analysis should focus on the organization and how well it meets current sales challenges (e.g. CRM, customer focus, technology, etc).

You will prepare a written report that should be approximately 25 double spaced, typewritten pages of text plus a cover sheet, and an appendix with any relevant materials including interview notes and company materials. Each team will also give an oral report employing a PowerPoint presentation, during the final week of class. Presentation times will be randomly picked.

**Your write-up must contain:**

1. **Summary of the Interview:** Include the interview questions with your paper.
2. **Analysis of Interview:** Include demographic information: age, gender, education, type of job, geographic location, size of family, etc. I recommend recording the interview and to ask the interviewee for permission to do so. This will allow you to do a better job listening to what your respondent is saying when you interview them (enabling you to ask better
follow-up questions). Furthermore, transcripts/tape-recordings allow you to give a much richer, in-depth analysis of their responses.

3. **What were the take-a-ways from these interviews?** Do you want to be like this person, would you want to work for this person, what is the culture of the company? Is there room to grow? Etc.

4. **Your Paper should be no less than 25 pages showing your findings and comparisons and conclusions.**

**Grading Guideline:** In general, your grade will reflect the quality and depth of your interview, your ability to closely follow directions, synthesis the information obtained in your interview, integrate class concepts, and effectively communicate your findings. See the point allocation totals below for each component in your assignment.

<table>
<thead>
<tr>
<th>Summary of Interviews/Interview Analysis</th>
<th>50</th>
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<tbody>
<tr>
<td>Class Presentation (30 minutes to Present)</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 Points</strong></td>
</tr>
</tbody>
</table>

**Instructions for Turning in Written Work:** You must turn in your assignments during the class period and date noted in the course schedule. I will not accept late work.

1. You can only submit typed work
2. Use 12, times new roman font
3. Double space your work
4. Use complete sentences and paragraphs
5. You need to use correct spelling (that’s what spell check is for) and grammar!
6. Use correct citation (APA or MLA form)
7. Staple your work
8. Use one inch margins on all sides

**Students with Disabilities:** Students who need special accommodations should make an appointment to discuss their needs during my office hours as soon as possible. If scheduled office hours conflict with classes, please arrange an alternate appointment time. I am happy to make accommodations for you.

**Classroom Conduct:** All cell phones/beepers need to be turned off when you enter the classroom. I will not tolerate discussions that do not pertain to class lecture. Furthermore, sleeping, reading material (other than your textbook), text messaging and playing games during class are also disruptive to classroom learning. If I deem your classroom behavior to be overly disruptive I will ask you to leave the classroom. If this occurs, you will receive an unexcused absence for that day. Excessive talking/disruptive behavior is not only VERY disrespectful to me, but also to your fellow classmates. Your participation grade can be dramatically impacted by your classroom conduct.

**This is a very thorough audit, and I do not expect you to ask all of these questions**
Elements of the Sales Force Management Audit

I. Sales Management Environment
   A. Extra organizational Factors
      1. Economic-Demographic—what does the company expect in the way of economic and demographic trends among different markets?
      2. Political-Legal—What existing and prospective political-legal forces may affect sales management?
      3. Technology—What technological developments are likely to affect the management of the sales force?
      4. Competitors
         a. Who are our competitors?
         b. What are their strengths and weaknesses?
         c. What are the competitive practices in the industry?
      5. Markets—what are the differences across markets with respect to:
         a. opportunities?
         b. company sales practices?
      6. Customers
         a. What do customers expect from salespeople in the way of service?
         b. What do customers think about our sales force?
         c. How do our customers make their buying decisions?

   B. Intra-organizational Factors
      1. Company Organization—
         a. What are the firm and marketing department objectives?
         b. What is the organizational structure of the firm (who reports to whom)?
      2. Sales-Marketing Department Linkages—Are there good communications and relations between the sales department and:
         a. advertising?
         b. sales promotion?
         c. public relations?
         d. product managers?
         e. marketing research?
         f. service’?
      3. Sales-Other Department Linkages—Are there good communications and relations between the sales department and:
         a. research and development?
         b. production?
         c. traffic/shipping?
         d. accounting/finance?
         e. data processing?
         f. personnel?
         g. legal?
      5. Marketing Mix—What is the role of personal selling in our marketing mix?

II. Sales Management Planning System
   A. Objectives
      1. What are the sales department's objectives?
      2. Are the objectives measurable"?
      3. Are the objectives realistic and appropriate?
B. Sales Management Program
1. What is our sales strategy?
2. Is the organization allocating sufficient resources to accomplish the sales department objectives?
3. Are the resources being allocated efficiently among the various market opportunities?
C. Implementation of the Program
1. Do we have an adequate sales management information system for planning and control purposes?

III. Sales Management Organization Evaluation
A. Adequacy of Sales Managers—Do we have a high-level sales executive to direct the sales management effort in an adequate fashion?
B. Adequacy of Management Practices—concerning the sales management group:
1. Is its organizational structure (span of control) effective?
Table 1, continued
2. Are the managers capable?
3. How effective are our management recruitment and selection efforts?
4. Do the managers need additional training?
5. Is our incentive system for the managers appropriate?
6. Is the evaluation process used to assess the managers adequate?

IV. Sales Management Functions
A. Sales Force Organization
1. How is our sales force organized (by product, by customer, by territory)?
2. Is this type of organization appropriate, given the current intra-organizational and extra organizational conditions?
3. Does this type of organization adequately service the needs of our customers?
B. Recruitment and Selection
1. How many salespeople do we have?
2. Is this number adequate in light of our objectives and resources?
3. Are we serving our customers adequately with this number of salespeople?
4. How is our sales-force size determined?
5. What is our turnover rate? What have we done to try to change it?
6. Do we have adequate sources from which to obtain recruits? Have we overlooked some possible sources?
7. Do we have a job description for each of our sales jobs? Is each job description current?
8. Have we enumerated the necessary sales job qualifications? Have they been recently updated? Are they predictive of sales success?
9. Are our selection screening procedures financially feasible and appropriate?
10. Do we use a battery of psychological tests in our selection process? Are the tests valid and reliable?
11. Do our recruitment and selection procedures satisfy the equal employment opportunity guidelines?
C. Sales Training
1. How is our sales training program developed? Does it meet the needs of management and sales personnel?
2. Do we establish training objectives before developing and implementing the training program?
3. Is the training program adequate in light of our objectives and resources?
4. What kinds of training do we currently provide our salespeople?
5. Does the training program need revising? What areas of the training program should be improved or deemphasized?
6. What methods do we use to evaluate the effectiveness of our training program?
7. Can we afford to train internally or should we use external sources for training?
8. Do we have an ongoing training program for senior salespeople? Is it adequate?

D. Compensation and Expenses
1. Does our sales compensation plan meet our objectives in light of our financial resources?
2. Is the compensation plan fair, flexible, economical, and easy to understand and to administer?
3. What is the level of compensation, the type of plan, and the frequency of payment?
4. Are the salespeople and management satisfied with the compensation plan?
5. Does the compensation plan ensure that the salespeople perform the necessary sales job activities?
6. Does the compensation plan attract and retain enough quality sales performers?
7. Does the sales expense plan meet our objectives in light of our financial resources?
8. Is the expense plan fair, flexible, and easy to administer? Does it allow for geographical, customer, and/or product differences?
9. Does the expense plan ensure that the necessary sales job activities are performed?
10. Can we easily audit the expenses incurred by our sales personnel?

E. Supervision, Morale, and Motivation
1. What kinds of supervisory tools do we use? How adequate are they, given our supervisory needs?
2. How do we try to motivate the salespeople? How successful are we at motivating them?
3. Is our sales force highly motivated?
4. Is sales-force morale high?
5. Have we made conscious attempts to improve morale and motivation in the sales force? How successful have we been?
6. Do we use individual or group motivational tools?
7. Do we use both tangible and intangible incentives to motivate the salespeople? Which incentives should be emphasized, which deemphasized?

F. Sales Forecasting
1. Do we have a formal sales forecasting process?
2. Who is involved in the forecasting process?
3. How efficient and effective is the forecasting process in terms of its timeliness and accuracy?
4. What forecasting methods do we use? Are they appropriate for our particular requirements?

G. Budgeting
1. Do we use budgeting procedures? If we don't, why not? If we do, how is the budgeting process implemented?
2. What budgets do we prepare? How accurate are we in setting these budgets? Are the budgets flexible? Are they used in Sales force evaluation?
3. Do we try to adhere to our budgets?
4. Do the budgets help us to attain our goals?

H. Quotas
1. Do we set quotas? If so, how do we set our quotas? Who participates in quota setting?
2. What kinds of quotas do we use? Are they adequate in light of our objectives?
3. Are we profit or sales-volume oriented in terms of our quotas?
4. Are our quotas realistic, flexible, fair, and attainable?
5. Do our quotas account for an individual salesperson’s experience and background, as well as territorial, product, and customer?

Differences?

7. Do our quotas ensure that the necessary sales job activities are performed?

8. Do our quotas ensure that the necessary sales job activities are performed?

I. Sales Territories and Routing

1. How do we set our territories? Do we consider product, customer, salesperson, competitive, and topographical differences when establishing our territories?

2. Do the present territorial definitions permit us to meet our objectives?

3. Are our territories allocated fairly?

4. Do we use routing schedules? Is routing necessary?

5. How are the routes determined? What are the necessary inputs used to determine the routes?

6. Is our routing schedule efficient in terms of our financial and temporal resources?

7. What routing plan (for example, cloverleaf) do we use?

J. Sales Analysis

1. What kinds of sales analysis (such as total sales volume, by product/product line, by customer, by territory) do we perform?

2. How is the sales analysis done? How frequently do we perform a sales analysis? Who performs the analysis?

3. Is the sales analysis perfunctory or is it periodic and systematic?

4. Do we use the results of the sales analysis? How do we use the results? How successful have we been at using the results?

K. Cost/Profitability Analysis

1. What kinds of cost analysis do we perform?

2. How is the cost analysis done? How frequently do we perform a cost analysis? Who performs the analysis?

3. Is the cost analysis perfunctory or is it periodic and systematic?

4. Do we use the results of the cost analysis? How do we use the results? How successful have we been at using the results?

L. Sales-Force Evaluation

1. Do we have a systematic approach to evaluating our sales personnel? Who does the evaluation?

2. Is the present evaluation system adequate in light of our objectives?

3. What are the key performance dimensions we evaluate? Are these adequate?

4. Who sets the performance standards?

5. Are the performance standards fair, flexible, and attainable?

6. Is evaluation used to set future goals for the sales personnel?

7. Is the evaluation used to punish, reward, or develop the salesperson? How?

8. Do the salespeople have redress after their evaluation?

9. Do we have periodic performance appraisals of our salespeople? Are these frequent enough?