

# Personal Selling & Sales Management Course Syllabus

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## Course Information

BA4338.5U1.12U

**Personal Selling & Sales Management,**

Summer 2012

Monday 6-10:00 pm

Room: [JSOM 2.116](#)

(please check again on first day of class)

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## Professor Contact Information

**Office** SOM 3.609  
**Phone** 972-883-4421  
**Email** Please use elearning email to contact me  
**Office Hours** Monday 5-6 pm or by appointment  
**Course Website** <http://webct6.utdallas.edu>

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## Course Description

**[BA 4338](#) - Personal Selling and Sales Management:** (3 semester hours) This course covers professional selling practices and philosophies, and provides an introduction to the basic activities of sales management: training and recruitment, performance evaluation, sales force compensation, budgeting, time and territory management. Personal selling skills including developing and qualifying prospects, creating a sales presentation, closing techniques and servicing the sale, will be covered. Sales ethics, account relationship management and aspects of motivating sales force will also be included. Prerequisites: [BA 3365](#), [MATH 1326](#) and [MATH 2333](#) or [BA 3333](#). (3-0) Y

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## Student Learning Objectives/Outcomes

1. Students will become familiar with fundamental concepts involving the selling and buying process with particular emphasis on developing oral, written and interpersonal communications.
  2. Students will obtain an understanding of how institutions develop and expand customer relationships.
  3. Students will become familiar with the methods of developing, directing and evaluating sales forces.
  4. Students will be able to describe ethical considerations that occur when making sales and sales management decisions.
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## Required Textbooks and Materials

“Sell” by Ingram, LaForge, Avila, Schwepker and Williams (South-Western, Cengage Learning)  
New price at UTD Bookstore is approx \$69.95

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## Assignments & Academic Calendar

Tentative Course Schedule –guest speaker day subject to change

Session	Date	Topic	Chapter	Assignment
1	June 4	Course Overview <i>Group project teams formed</i> Overview of Personal Selling” Building Trust and Sales Ethics	1-2	
2	June 11	Understanding Buyers & Communication skills	3-4	Individual presentations assigned & HW 1 assigned
3	June 18	Strategic Prospecting: using databases; Preparing & Planning for Sales Dialogue ; Quiz review	5-6	
4	June 25	Guest speaker and Quiz 1 (covers chapters 1-6) <b>Use scantron 882-E</b>		
5	July 2	Sales Dialogue: Creating and Communicating Value	7	
6	July 9	Addressing Concerns and Earning Commitment; Expanding Customer Relationships and Adding Value	8-9	HW 1 due
7	July 16	Self Leadership and Teamwork; Sales Management and Sales 2.0	10 & 11	Turn in written part of your individual sales presentation
8	July 23	Quiz 2 (covers Chapters 7-11 ) <b>Use scantron 882-E</b> and start of <b>Individual Presentations</b>		Individual oral Presentation
9	July 30	<b>Individual presentations continued</b>		Individual oral Presentation
10	August 6	Group Project Presentations- <i>Oral Presentation, Written project and peer evaluations due</i>		Group projects due

### Individual Sales Project & Presentation Assignment

There will be one major individual assignment worth 15% of your total grade. You will be required to pick a product or service which would typically involve professional sales. Turn the template you will be turned in by 7/16 then you will make your oral presentation depending on the class size it will be approx 10 minutes each

**Homework-** you will be assigned a homework assignment worth 10% of your grade

**Group Project:** For this assignment students will be organized into **teams**. We will discuss during the first week of class. The project consists of two parts: the first is approx a **30 power point document with an appendix showing sources and the second is an in-class presentation consisting of subset of these 30 slides**. Unless otherwise specified, the presentations will be on average **15 minutes** and you are encouraged to use audio-visual materials as you see fit. You will have access to Powerpoint presentation software (etc) and laptops.

Depending on team size all team members are required to participate in the presentation, The presentation format and content of the oral presentation is determined by the team but following the above written report format is recommend. There are 3 components: Background and Analysis, Sales Proposal and the Oral Presentation

	Activity	Approx number of pages	Weights
1.	Executive summary Market Research on the product, consumer behavior & competition. Must cite sources: Please use the bibliography form and proper footnoting procedures throughout. Analysis and items that must be addressed: (mainly from Chap 3 Understanding Buyers) a) What type of need is this? b) Use SWOT (H-S and mainly the product in question) and the 5 competitive forces learned in principles of marketing c) What are possible buying influences, decision maker d) Create a compensatory model based on your research, e) What type of purchase is this? "Rebuy" etc	15-20	40%
2	The Written Proposal or the pitch (Chapter 6)	5-10	20%
3.	Overall written & oral presentation of the report. Adherence to guidelines: must be typed; in a labeled folder or binder with page numbers and a table of contents. Adhere to time limit specified for the class; how engaging presentations are-use of charts. Application of trust building concepts (Chapter 2) and communication principles (chapter 4) learned in class and chapter 7. Be prepared to deal with objections (chapter 8)	This is your oral presentation before company sponsor	40%
	<b>Total</b>		<b>100%</b>

**CAPP (CLASS ATTENDANCE, PARTICIPATION, PROFESSIONALISM):**

You are encouraged to participate in class discussions by asking questions, sharing your observations, and giving examples of "sales in action." You can participate effectively by **reading the assigned text and/or case prior to class** and being alert to the various sales activities around you while shopping, watching television, surfing the internet, etc. Participation is impacted more by the *quality* of your participation than the *quantity* of your participation. In other words, the mere quantity of comments counts less than consistently thoughtful and informed comments.

Regular attendance also impacts your CAPP score; if you are not in class, you lose the opportunity to participate in class discussion that day. Lectures cover important topics from the text plus other material not covered in your textbook. Therefore it is strongly recommended that you attend class. You are responsible for all announcements and material covered, regardless of the reason for absence.

A class attendance sign-in sheet is circulated at the beginning of each class period. It is your responsibility to make certain you have signed the attendance sheet. Although I appreciate notification of a class absence, understand that telling me you will be absent does not necessarily mean that your absence does not "count." Having tests, projects, papers, etc. in other classes is not a valid reason for class absence. **Attendance when a guest speaker is invited to class is mandatory**

I expect students to conduct themselves professionally in class, just as in any business meeting. Late arrivals, side conversations, and non-class related usage of laptop computers and/or hand-held messaging devices are rude, unprofessional, and distracting to your fellow students and Instructor. Walking in or out of class, leaving

early and/or arriving late once class has begun is disruptive to the learning environment. These kinds of disruptions will count against your CAPP score.

CAPP score and deductions are calculated based on the following criteria:

1. If you are more than 15 minutes late, it is counted as an absence, you cannot sign in after 15 minutes  
NO exceptions
2. If you repeatedly leave before class ends, it will also be counted as an absence.
3. I can at my sole discretion, add points to students who consistently provide quality participation. This is not meant to be a freebie but a reward for students who prepare for class and show ongoing effort to learn. In addition, see the table below

CAPP points	Example
% of classes attended of total	If you attended all 13 sessions you would get a 100; if you for example attended 11 out of 13 your grade for CAPP would be an 85 ( $11/13 = .846$ )
-15 point deduction for frequent late arrivals, leaving early, side conversations, and non-class related usage of laptop computers and/or hand-held messaging devices (at my sole discretion)	$85 - 15 = 70$ (frequently late, left 5 minutes after signing in, etc)
	CAPP score in this example is a 70

**Overall course grade** will be determined by the following

	Activity	Weight
1.	Class Attendance, participation & professionalism CAPP	10%
2	Individual Sales Presentation	15%
3	Homework	10%
4.	Quiz 1- Closed Book	15%
5	Quiz 2- Closed Book & partly cumulative	15%
6	Group Project and Peer evaluations*	35%
	Total	100%

\* Peer evaluation: if your peer review score is below a 7, you will receive a 10-point deduction from the final group project score. i.e. if the Project received a 90 you would get an 80. **However if you did not contribute anything, your grade will be a zero for the group project**

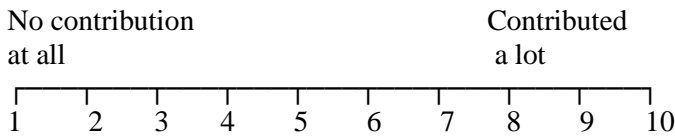
Overall Course Total % of grades	Letter Grade
96-100	A+
92-95	A
90-91	A-
86-89	B+
82-85	B
79-81	B-
76-78	C+
72-75	C
69-71	C-
66-68	D+
62-65	D
56-61	D-
Less than 55	F

**Confidential:** do not turn in as a group with project, you must turn it in individually as a hard copy, DO NOT E-MAIL

Peer Evaluation Form for Group Project

The purpose of this evaluation is to measure the contribution of each member to the group effort. Each member will rate the relative contribution of all members in the group on a 10-point scale. The average of these ratings will be the peer evaluation score. For example, if you rate your contribution 8, and other members rate you 9, 8 and 9, then your peer evaluation will be 8.5. You should be honest and impartial in your evaluations. The instructor reserves the right to adjust and/or discard evaluations that are questionable or based on personality conflicts. Please use the scale shown below:

- IMPORTANT NOTE: IF A STUDENT RECEIVES AN AVERAGE PEER SCORE BETWEEN**
- A) 4 AND 6: THEY WILL RECEIVE A 10 POINT DEDUCTION FROM THE GROUP’S CASE OR PROJECT SCORE.**
  - B) IF BETWEEN 1 AND 3: THEY WILL GET A 20 POINT DEDUCTION**
  - C) IF A PEER SCORE OF ZERO: BECAUSE THAT TEAM MEMBER DID NOTHING OR TURNED IT IN THE WEEK BEFORE THE PRESENTATION WHEN IT COULD NOT BE USED THAT STUDENT WILL GET A ZERO GRADE FOR THE GROUP PROJECT**



Enter the name of each group member, yourself first, below.	Rate the member’s contribution on the 1 to 10 scale:	Please provide some justification for your rating below <b>only if the score you assigned to a team member is a 6 or lower. Use back of the form if needed.</b>
1. Your Name:		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**Please turn in this form the day the Cases or projects are due**

**Course & Instructor Policies**

All deadlines are to be strictly followed throughout the semester. I will **not** accept any submissions after the assigned due time. A **hard** copy of all submissions should be turned in at the beginning of the class on the due day. An **electronic** copy, if required, should also be submitted on the same day.

<b>Make-Up Exams</b>	Permitted only with a written doctor’s excuse or under an extreme personal situation, as detailed in the Exam section above.
<b>Late Work</b>	Accepted, with a penalty of <u>5 points per each day</u> of lateness. Not admitted after 2 weeks from due date
<b>Re-grading</b>	Should you think that something is graded incorrectly and would like to have it re-graded, you must submit a written request within a week after receiving the grade. Late submissions will not be accepted. <b>Keep in mind that the <u>entire</u> exam will be re-graded and as a result your new and final grade for that test could be higher or lower than the original one.</b>
<b>Student Conduct &amp; Discipline</b>	<p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3</i>, and in Title V, Rules on Student Services and Activities of the university’s <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents’ Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<b>Academic Integrity</b>	The faculty and administration of the School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school’s reputation matter to your success.

	<p>Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p> <p>The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. Some of the ways students may engage in academic dishonesty are:</p> <ul style="list-style-type: none"> <li>• Coughing and/or using visual or auditory signals in a test;</li> <li>• Concealing notes on hands, caps, shoes, in pockets or the back of beverage bottle labels;</li> <li>• Writing in blue books prior to an examination;</li> <li>• Writing information on blackboards, desks, or keeping notes on the floor;</li> </ul> <p>Penalties may vary depending on the nature of the offense from an F grade for the course to an F for that assignment or exam.</p>
<b>Email Use</b>	<p>The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.</p>
<b>Withdrawal from Class</b>	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
<b>Student Grievance</b>	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating</i></p>

<p><b>Procedures</b></p>	<p><i>Procedures.</i></p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
<p><b>Incomplete Grades</b></p>	<p>As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of <b>F</b>.</p>
<p><b>Disability Services</b></p>	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.</p> <p>The contact information for the Office of Disability Services is:  The University of Texas at Dallas, SU 22  PO Box 830688  Richardson, Texas 75083-0688  (972) 883-2098 (voice or TTY)</p> <p>Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.</p>



	<p>It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
<p><b>Religious Holy Days</b></p>	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief</p>
<p><b>Off-Campus Instruction and Course Activities</b></p>	<p>Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk related activities. Information regarding these rules and regulations may be found at <a href="http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm">http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm</a>. Additional information is available from the office of the school dean.</p>