



**COURSE SYLLABUS
MKT 340 –PERSONAL SELLING
FALL 2021**

- INSTRUCTOR:** Yong J. Wang, Ph.D.
Professor of Marketing
Office: BPMC 411
Office Telephone: (610) 436-2086
E-mail: ywang2@wcupa.edu
- OFFICE HOURS:** Mondays/Wednesdays 11:00 – 1:00 p.m.
Tuesdays 4:00 – 5:00 p.m.
The instructor is also available via email and telephone during this time.
- CLASS SCHEDULE:** This course is offered 100% online.
A tentative schedule is provided in **Appendix I**. The instructor will announce any changes in advance via D2L and/or e-mail.
- TEXTBOOK:** Castleberry, Stephen and Tanner, John (2019), *Selling: Building Partnerships, 10th Edition*, McGraw-Hill Irwin, New York.
- COURSE PREREQUISITE:** This course requires a minimum 2.50 cumulative GPA.

COURSE DESCRIPTION: This course is an **approved Speaking Emphasis (SE) designation** course that focuses on developing students' oral communication skills. It is designed to introduce students to both the theory and practice of personal selling. In this course, students are required to conduct product demonstration, role plays, and sales-related writing assignments. This course emphasizes the need for salespeople to adapt their selling strategies to customer needs, buyer social styles, and relationship perspectives. Class sessions feature complete discussion of how sale is made through effective oral communications.

Syllabus contains a clear statement that the course is an approved General Education Speaking Emphasis (SE) course designed to develop students' oral communication skills.

COURSE OBJECTIVES:

Syllabus articulates what type and/or domain of communication skills, either general or discipline-specific, are developed in the course.

DISTANCE EDUCATION STATEMENT:

This course is designed to provide students with a comprehensive understanding of professional sales in today's fast-changing, competitive marketplace. This course is designed to assist students in building critical selling, negotiation, and sales presentation skills through product demonstration and role plays.

- (1) Students are expected to be competent in the use of computers, internet, email, and D2L.
- (2) Hardware requirements include a PC or Mac with sound capabilities and Internet access. The recommended computer configuration can be found at: <https://www.wcupa.edu/infoservices/resnet/computerConfig.aspx>
- (3) Software requirements include Internet Explorer/Safari/Firefox, Adobe Reader 8 or later, and Microsoft Office 2007 (Word/Excel/PowerPoint) or later.
- (4) All official course announcement will utilize WCU's webmail and/or D2L systems.
- (5) The course website on D2L will provide course materials such as PowerPoint presentations, videos, assignments, etc.
- (6) Students are expected to check email and D2L site on a frequent and consistent basis. Failure to access will not exempt individuals from the responsibilities associated with this course.
- (7) Students experiencing technological problems can contact the Student Help Desk:
Phone: (610) 436-3350
Location: Brandywine 003, ResNet
Online: <https://wcupa.edu/infoServices/helpSupport.aspx>

GENERAL EDUCATION STATEMENT:

Syllabus contains a clear statement that the course meets General Education Goal 1, Communicate Effectively and Goal 2, Think Critically and Analytically.

Syllabus articulates how Gen Ed Goal 1 and Goal 2 are met by identifying the specific Gen Ed approved SLOs, the methods through which they will be introduced and taught, and the mechanism used to assess each SLO.

At least two SLOs are required for Goal 1, and at least one SLO is required for Goal 2.

MKT 340 is an approved Speaking Emphasis (SE) designation course in the WCU General Education program. To the end, this course is designed to meet the following General Education goals:

General Education Goal #1: Students will be able to communicate effectively.

Student learning outcomes (SLOs) relevant to this goal are: (1b) *Revise and improve written and/or presentations,* and (1c) *Express oneself effectively in presentations.* The following assignments contribute to the development of this goal: product demonstration, cold call role play, sales call role play.

General Education Goal #2: Students will be able to think critically and analytically.

Student learning outcome (SLO) relevant to this goal is: (2c) *Reach sound conclusions based on a logical analysis of evidence.* The following assignments contribute to the development of this goal: product demonstration, sales call role play.

UNDERGRADUATE PROGRAM STUDENT LEARNING OUTCOMES:

- (1) Students will understand and apply foundational and major-specific business concepts.
- (2) Students will use critical thinking to analyze business issues.
- (3) Students will use quantitative reasoning to analyze business issues.
- (4) Students will deliver professional oral presentations on business topics.
- (5) Students will write professionally about business topics.
- (6) Students will devise ethical solutions to business problems.

COURSE LEARNING OUTCOMES:

Upon successful completion of this course, students are expected to achieve the following learning outcomes:

- (1) Demonstrate a general awareness of the key role personal selling plays in a competitive business world;
- (2) Demonstrate a fundamental understanding of why and how business organizations make buying decisions;
- (3) Identify and describe the steps in a typical sales process to create value and achieve customer satisfaction;
- (4) Demonstrate a basic understanding of the importance of a mutually beneficial relationship with a customer;
- (5) Demonstrate the ability to apply personal selling skills in the process of obtaining customers;
- (6) Demonstrate oral communication skills that are important to career success;
- (7) Demonstrate a general awareness of the ethical, legal and social responsibilities of salespeople.

EVALUATION OF PERFORMANCE:

A total of 300 points (300 points =100%) are used for evaluating student performance in this course. 200 points (66%) out of the 300 total points are from 3 oral communication assignments.

Syllabus specifies the percentage of the final grade that is derived from oral communication assignments.

Components	Points	General Education Learning Outcomes	Program Learning Outcomes	Course Learning Outcomes
Discussion Board Participation	40		PLO 1, 3, 4	CLO 2, 3, 5, 6
Product Demonstration	40	SLO 1b, 1c, 2c	PLO 2, 4, 5, 6	CLO 2, 3, 5, 6
Cold Call Role Play	60	SLO 1b, 2c	PLO 2, 4, 5, 6	CLO 2, 3, 5, 6
Sales Call Role Play	100	SLO 1b, 1c, 2c	PLO 2, 4, 5, 6	CLO 2, 3, 5, 6
Exams	60		PLO 2, 3, 5, 6	CLO 2, 4, 7
Total	300			

Discussion Board Participation: Students are expected to actively participate in 8 discussion board activities related to personal selling

topics. Student participation in discussion board activities throughout the semester will be evaluated. Students who receive full points are those extremely active and dedicated. If a student never intends to participate in discussions in a positive and voluntary manner, a 0 will be given. Students are expected to be polite, respectful, and professional in all course related discussions. **(40 points)**

Syllabus contains at least three different assignments designed to assess the development of oral communication skills.

Syllabus specifies at least one oral communication assignment that is recorded and identified as a suitable candidate to add to students' ePortfolio.

Syllabus contains at least one face-to-face and/or synchronous forms of communication in the completion of the oral communication assignments (e.g., live presentation or conference call as opposed to asynchronous communication such as recorded video).

Product Demonstration (First Oral Communication Assignment for Speaking Emphasis Course Objectives): The product demonstration requires a student to verbally describe the key product features and benefits of an assigned product scenario. In order to receive full grade, a student must demonstrate the product verbally in a recorded video. See Appendix II. Note: Students may add this video to their ePortfolio. **(40 points)**

Cold Call Role Play (Second Oral Communication Assignment for Speaking Emphasis Course Objectives): Students will apply their professional selling skills learned from the course in their hands-on practice of personal selling. Each student will conduct a simulated cold call with the instructor via Zoom. See Appendix III. **(60 points)**

Sales Call Role Plays (Third Oral Communication Assignment for Speaking Emphasis Course Objectives): To further practice verbal skills in personal selling, each student will conduct a simulated personal sales call with the instructor via Zoom. See Appendix III. **(100 points)**

Exams: The mid-term and final exams will be given on the basis of all the learning materials provided by the instructor in the course. The final exam will approximately cover the materials distributed or discussed in the second half of the course. Topics covered in the mid-term exam will not be repeated in the final exam but may be included as foundations, if necessary. **(30 × 2 = 60 points)**

GRADING SCALE:

The following scale will be used for determining final grades.

93% to 100%.....	A
90% to 92%.....	A-
87% to 89%.....	B+
83% to 86%.....	B
80% to 82%.....	B-
77% to 79%.....	C+
73% to 76%.....	C
70% to 72%.....	C-
67% to 69%.....	D+
63% to 66%.....	D
60% to 62%.....	D-

0% to 59%..... F

**SUBMISSION
REQUIREMENTS:**

All required submissions must be turned in on D2L on or before the deadline, and are subject to Turnitin plagiarism checking. The required submissions must be computer-generated by *Microsoft Office*. For the consideration of full credit, please make sure that all requirements for the submissions are followed.

Without legitimate reasons, the following rules will apply to late submissions, including hardcopies and/or softcopies:

Within 24 hours	80%
Within 48 hours	50%
After 48 hours	0

Late submissions with legitimate excuses will be given full credit. However, late works must be submitted within a reasonable period. Please do not place documents in the mailbox or office without consent. It will not be counted as formal submission. The instructor will not be responsible for any loss of documents that are not submitted in accordance to the rules set forth.

**ACADEMIC
DISHONESTY:**

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the *Ram's Eye View*, and the University website.

The instructor will comply with all regulations governing the academic ethics of students as outlined by the university. All students are expected to familiarize themselves with these definitions and policies. Student assignments will be scrutinized through advanced anti-plagiarism software. If a student is associated with any degree of academic dishonesty, the instructor will report the cases to University Judiciaries for further action. However, by doing so, the instructor does not in any way relinquish the

right to assign a grade in the course.

**ELECTRONIC MAIL
POLICY:**

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

**EMERGENCY
PREPAREDNESS:**

All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at (610) 436-3311.

**ADA ACCOMMO-
DATIONS:**

In compliance with the Americans with Disabilities Act (ADA), all students who have a documented disability are entitled to reasonable academic accommodations.

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations to the instructor as soon as possible. Accommodations cannot be granted retroactively. If you would like to know more about the Office of Services for Students with Disabilities (OSSD), please contact:

Office of Services for Students with Disabilities (OSSD)
223 Lawrence Center, West Chester, PA 19383 (Mondays – Fridays, 8:30 a.m. – 4:30 p.m.)
Phone: (610) 436-2564
Fax: (610) 436-2600
Email: ossd@wcupa.edu
Website: www.wcupa.edu/ussss/ossd

**REPORTING
INCIDENTS OF
SEXUAL VIOLENCE
(TITLE IX):**

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who

was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/admin/social.equity/>.

Syllabus contains class schedule showing the prominence of oral communication related lectures and activities, and highlighting opportunities for coaching, feedback, and improvement in the oral communication assignments.

APPENDIX I
TENTATIVE SCHEDULE

MKT 340 – PERSONAL SELLING
Fall 2021

<i>Week</i>	<i>Topic</i>	<i>Activities</i>
1	Introduction and Syllabus	<ul style="list-style-type: none"> • Introduction of Course • Overview of Activities • Speaking Assignments Schedule
	Module 1	<ul style="list-style-type: none"> • Ch. 1, 2 Chapter Overview • What Is Personal Selling • Overview of Oral Communication and Presentation Skills • Achieving Sales Excellence (Discussion Board Activity 1)
2	Module 2	<ul style="list-style-type: none"> • Ch. 3, 4 Chapter Overview • Product Demonstration: Introduction • Product Demonstration: Instruction/Examples • Sales Career Discussion (Discussion Board Activity 2)
3	Module 3	<ul style="list-style-type: none"> • Ch. 5, 6, 7 Chapter Overview • Product Demonstration Discussion: Critical Verbal Skills (Discussion Board Activity 3) • Product Demonstration: Coaching Zoom Meeting • Product Demonstration: Zoom Q&A
4	Module 4	<p>➤ <u>Product Demonstration Video Due 11:59 PM Tuesday</u></p> <ul style="list-style-type: none"> • Ch. 8, 9 Chapter Overview • Product Demonstration: Instructor Feedback • Product Demonstration: Preparing Second Attempt for Improvement <p>➤ <u>Improved Product Demonstration Video Due 11:59 PM Saturday</u></p>
5		<ul style="list-style-type: none"> • Cold Call Role Play: Introduction • Cold Call Role Play: Instruction/Examples • Cold Call Role Play Discussion: Relationship Building Skills (Discussion Board Activity 4) • Cold Call Role Play: Coaching Zoom Meeting • Cold Call Role Play: Zoom Q&A <p>➤ <u>Cold Call Role Play First Interactive Session (Wednesday to Friday)</u></p>

6		<ul style="list-style-type: none"> ➤ <u>Cold Call Role Play Second Interactive Session (Monday to Thursday)</u> ➤ <u>Self-Evaluation #1 Due 11:59 PM Friday</u> • Cold Call Role Play: Debrief
7	Mid-Term Exam	<ul style="list-style-type: none"> • Cold Call Role Play: Instructor Feedback • Cold Call Role Play: Preparing Second Attempt for Improvement • Mid-Term Exam on D2L (Ch. 1-9) ➤ <u>Improved Cold Call Role Play Makeup Session (Wednesday to Friday)</u>
8	Module 5	<ul style="list-style-type: none"> • Ch. 10, 11 Chapter Overview • Sales Technology Discussion (Discussion Board Activity 5) • Sales Call Role Play: Introduction • Sales Call Role Play: Instruction/Examples • Sales Call Role Play: Sales Call Preparation Tips
9	Module 6	<ul style="list-style-type: none"> • Ch. 12, 13 Chapter Overview • Sales Call Role Play: Writing Sales Letter • Sales Call Role Play: Zoom Q&A • Customer Information Management Discussion (Discussion Board Activity 6)
10	Module 7	<ul style="list-style-type: none"> • Ch. 14, 15 Chapter Overview • Sales Call Role Play Discussion: Critical Opening and Questioning Skills (Discussion Board Activity 7) • Sales Call Role Play: Coaching Zoom Meeting 1 • Sales Call Role Play: Zoom Q&A
11		<ul style="list-style-type: none"> • Sales Call Role Play Discussion: Critical Answering and Closing Skills (Discussion Board Activity 8) • Sales Call Role Play: Coaching Zoom Meeting 2 • Sales Call Role Play: Zoom Q&A ➤ <u>Sales Call Preparation Document Due 11:59 PM Wednesday</u> ➤ <u>Sales Call Role Play First Interactive Session (Thursday to Friday)</u>
12		<ul style="list-style-type: none"> ➤ <u>Sales Call Role Play Second Interactive Session (Monday to Friday)</u>

13		<ul style="list-style-type: none"> ➤ <u>Sales Call Role Play Third Interactive Session (Monday)</u> ➤ <u>Self-Evaluation #2 Due 11:59 PM Tuesday</u> <ul style="list-style-type: none"> • Sales Call Role Play: Debrief • Cold Call Role Play: Instructor Feedback • Cold Call Role Play: Preparing Second Attempt for Improvement
14		<ul style="list-style-type: none"> • Thanksgiving Break
15	Module 8	<ul style="list-style-type: none"> • Ch. 16, 17 Chapter Overview • Summary of Course ➤ <u>Improved Sales Call Role Play Makeup Session (Tuesday to Friday)</u> <ul style="list-style-type: none"> • Course and Grade Q&A • Feedback to Instructor
16	Final Exam	<ul style="list-style-type: none"> • Final Exam on D2L (Ch. 10-17)

APPENDIX II PRODUCT DEMONSTRATION

Every student has 20-25 minutes for their product demonstration video. No note card should be used. The organization and style of the product demonstrations should be chosen based on individual discretion. A product demonstration shows the customer how and why a product can be of benefit. An effective product demonstration is important because:

- (1) It gets the customer actively involved in the different aspects of the product.
- (2) It creates a desire to buy the product. Often, customers may want a product but must be convinced that they need the product before making the purchase. An effective product demonstration shows why the item is useful to customers.
- (3) It shows the customer proof of the product's features and benefits. A good product demonstration proves to the customer that you have given an accurate description of the advantages of purchasing the item.

Syllabus explains how oral communication skills are developed in the three assignments. Example 1

Here are some important guidelines to help you make your product demonstration:

Understand customer needs. How will you know which product features will interest your customers the most? You can predict customers' current and future problems using a friendly, courteous approach to remind customers of their needs.

Choosing the right product features to highlight. You have questioned the customer to find out what s/he needs, and you have selected the number and type of products to demonstrate. Usually, there is not time to demonstrate every feature of every product. Also, most customers do not consider all features important for their intended use of the product.

Determine product benefit. Demonstrate to the customer how s/he will use the product. The customer's intended use will help you select which product benefit(s) to show.

Coaching for the product demonstration will be offered through 3 methods: (1) recorded instructions and videotaped examples; (2) virtual discussion on critical skills; and (3) one-on-one coaching session via Zoom. **Syllabus contains explicit instructions on how to demonstrate proficiency with those oral communication skills, and how students receive coaching/feedback in the oral communication assignments.**

The production demonstration video must be submitted on D2L by the deadline. **A rubric will be used to evaluate student performance in the product demonstration.**

Feedback and suggestions for improvement will be provided by the instructor to every student. An improved product demonstration video may be turned in to make up 30% of the grade.

Syllabus specifies opportunities for students to demonstrate improvement on the oral communication skills.

Syllabus is accompanied by rubric(s) for each oral communication assignment that explains how students are assessed on their oral communication skills.

Product Demonstration Options:

<i>Case Number</i>	<i>Type</i>	<i>Team Name/Sales Industry</i>
1	B2C	Tom James /Clothing
2	B2C	Liberty Mutual /Financial Services
3	B2C	Mattress Firm /Bedding Products
4	B2B	CB Richard Ellis /Commercial Real Estate Services
5	B2B	Texas Monthly /Advertising and Sales Promotion

6	B2C	Pulte Group /Home Building and Financing
7	B2B	Salesforce.com /CRM Solutions
8	B2B	Hilti Corp /Construction Products and Services
9	B2B	Ecolab /Cleaning Products and Services
10	B2C	Marriott /Convention Services

APPENDIX III COLD CALL AND SALES CALL ROLE PLAYS

Formalized simulation exercises in which students role play a salesperson calling on a specific buyer have become the top-ranked sales training tool in the sales industry. In a learning environment, role play can be a very effective tool. The tenet “I hear and I forget, I see and I remember, I do and I understand” is very applicable in a professional selling class. Replicating these experiential exercises in selling classes provides students with multiple benefits, including:

- (1) enhanced comprehension and understanding;
- (2) increased confidence in actually using professional selling techniques; and
- (3) mastery of the concepts and activities, which is an advantage over peers when beginning business career.

Accordingly, we carry out two sales role plays during the course. **A case scenario and the role play instruction will be given by the instructor on D2L at the beginning of the semester.**

Cold Call Role Play: Information Gathering from Gatekeeper **Syllabus explains how oral communication skills are developed in the three assignments. Example 2**

The purpose of this exercise is to develop your questioning and sales call preparation skills. In this role play you will be making a cold call. It takes detailed preparation and great effort to find a new customer. An important part of the preparation is to arrange a sales call with the right person in the buying firm. In the cold call, you will talk to the gatekeeper about a possible buyer-seller agreement. This is a new account (no purchase history from you). Your goal is to set up an appointment with a gatekeeper, and to gather information from the gatekeeper that will help you in your upcoming sales call. Prior to the cold call, you will develop a set of questions designed to collect relevant information. Each student has around 10 minutes to ask questions and set up an appointment. You will not be allowed to continue beyond 15 minutes. Finishing the cold call within 5 minutes will also cause significant reduction of grade.

Coaching for the cold call will be offered through 3 methods: (1) recorded instructions and videotaped examples; (2) virtual discussion on critical skills; and (3) one-on-one coaching session via Zoom. **Syllabus contains explicit instructions on how to demonstrate proficiency with those oral communication skills, and how students receive coaching/feedback in the oral communication assignments.**

The cold call will be conducted with the instructor one-on-one via Zoom. **A rubric will be used to evaluate student performance in the cold call.** After your cold call role play, you will need to evaluate your performance. It is desired that you confirm your strengths and realize your mistakes, and then find ways to improve your performance. **Syllabus is accompanied by rubric(s) for each oral communication assignment that explains how students are assessed on their oral communication skills.**

The self-evaluation paper will be a minimum of 400 words. In the paper, you should address in detail (1) review of the entire process; (2) your strengths; (3) your weaknesses and mistakes; and (4) improvements to be made. Your grade will be higher when you can point out more problems or areas subject to improvement, reflecting a better understanding of the sales practice.

Feedback and suggestions for improvement will be provided by the instructor to every student. An improved cold call may be conducted with the instructor to make up 30% of the grade. See **schedule.** **Syllabus specifies opportunities for students to demonstrate improvement on the oral communication skills.**

Sales Call Role Play: Closing Sales with Buyer

Syllabus explains how oral communication skills are developed in the three assignments. Example 3

The purpose of this exercise is to further develop your advanced one-on-one selling skills. Once you have scheduled a sales meeting with the buyer, you will need to make a formal sales call. For this role play scenario, you will need to close the sales with the buyer firm's decision maker. This means you will go through the entire sales call process, starting with intensive preparation. You will be graded on your skills related to all aspects of the sales process, including (but not limited to) approach/opening, need discovery, sales presentation, handling objections/negotiations, and closing/servicing the sale. It is important to be professional, enthusiastic, relaxed, and creative. You will have to improvise responses. You will have around 20 minutes for your interaction with the decision maker. You will not be allowed to continue beyond 25 minutes. Finishing the sale call within 15 minutes will also cause significant reduction of grade.

Prior to your sales call role play, you will submit a written report used for sales call preparation. The written report will include the following parts:

- **Planning information.** Summarize the information gathered from the cold call. Please focus on the directly relevant information gathered when you asked the questions. Do not list the questions and answers.
- **Sales call objectives.**
- **FAB analysis.** Outline your products' features, advantages, and benefits and specify how you plan to present the FABs to the buyer.
- **SPIN questions.** Specify the questions you will use to learn about your prospect's needs.
- **Anticipated objections and effective response methods.** Specify possible objections the buyer may use during the sales call and how you will handle them by utilizing some effective techniques.
- **Closing and terms.** Specify how you close and the terms to be discussed with the buyer.

Coaching for the sales call will be offered through 3 methods: (1) recorded instructions and videotaped examples; (2) virtual discussion on critical skills; and (3) one-on-one coaching session via Zoom. **Syllabus contains explicit instructions on how to demonstrate proficiency with those oral communication skills, and how students receive coaching/feedback in the oral communication assignments.**

The sales call will be conducted with the instructor one-on-one via Zoom. **A rubric will be used to evaluate student performance in the sales call.** After your sales call role play, you will need to evaluate your performance. It is desired that you confirm your strengths and realize your mistakes, and then find ways to improve your performance. **Syllabus is accompanied by rubric(s) for each oral communication assignment that explains how students are assessed on their oral communication skills.**

The self-evaluation paper will be a minimum of 500 words. In the paper, you should address in detail (1) review of the entire process; (2) your strengths; (3) your weaknesses and mistakes; and (4) improvements to be made. Your grade will be higher when you can point out more problems or areas subject to improvement, reflecting a better understanding of the sales practice.

Feedback and suggestions for improvement will be provided by the instructor to every student. **An improved sales call may be conducted with the instructor to make up 30% of the grade. See schedule.** **Syllabus specifies opportunities for students to demonstrate improvement on the oral communication skills.**

BIBLIOGRAPHY: Syllabus is accompanied by a bibliography that supports the forms of oral communication emphasized in the course.

Ahearne, M., R. Jelinek, and E. Jones (2007), "Examining the Effect of Salesperson Service Behavior in a Competitive Context." *Journal of the Academy of Marketing Science*, 35 (4), 603-16.

Ahearne, M., Lam, S. K., Mathieu, J. E., and Bolander, W. (2010). "Why are some salespeople better at adapting to organizational change?" *Journal of Marketing*, 74 (3), 65-79.

Artis, A.B. and E.G. Harris (2007), "Self-Directed Learning and Sales Force Performance: An Integrated Framework." *Journal of Personal Selling and Sales Management*, 27 (1), 9-24.

Ayres, J., and Hopf, T. (1993). *Coping with Speech Anxiety*. Norwood, NJ: Ablex.

Borg, S.W. and W.J. Johnston (2013), "The IPS-EQ Model: Interpersonal Skills and Emotional Intelligence in a Sales Process." *Journal of Personal Selling and Sales Management*, 33 (1), 39-52.

Carnegie, D. (1990). *The Quick and Easy Way to Effective Speaking*. New York: Pocket Books.

Castleberry, S.B. and Tanner, J. (2019), *Selling: Building Partnerships*, 10th Edition, McGraw-Hill Irwin, New York.

Dubinsky, A.J. and S.J. Skinner (2002), "Going the Extra Mile: Antecedents of Salespeople's Discretionary Effort." *Industrial Marketing Management*, 31, 589-898.

Franke, G. R., and Park, J. E. (2006). "Salesperson adaptive selling behavior and customer orientation: A meta-analysis." *Journal of Marketing Research*, 43(4), 693-702.

Hillman, R. (1999). *Delivering Dynamic Presentations: Using Your Voice and Body for Impact*. Boston: Allyn & Bacon.

Hughes, D., Le Bon, J., and Rapp, A. (2013). Gaining and leveraging customer-based competitive intelligence: The pivotal role of social capital and salesperson adaptive selling skills. *Journal of the Academy of Marketing Science*, 41(1), 91-110.

Krishnan, B.C., R.G. Netemeyer, and J.S. Boles (2002), "Self-Efficacy, Competitiveness, and Effort as Antecedents of Salesperson Performance." *Journal of Personal Selling and Sales Management*, 22 (4), 285-95.

O'Keefe, D. J. (1990). *Persuasion: Theory and Research*. Newbury Park, CA: Sage.

Pettijohn, C.E., L.S. Pettijohn, and A.J. Taylor (2007), "Does Salesperson Perception of the Importance of Sales Skills Improve Sales Performance, Customer Orientation, Job Satisfaction, and Organizational Commitment, and Reduce Turnover?" *Journal of Personal Selling and Sales Management*, 27 (1), 75-88.

Petty, R. E., and Cacioppo, J. T. (1986). *Communication and Persuasion: Central and Peripheral Routes to Attitude Change*. New York, NY: Springer-Verlag.

Roman S., and Iacobucci, D. (2010). "Antecedents and consequences of adaptive selling confidence and behavior: A dyadic analysis of salespeople and their customers." *Journal of the Academy of Marketing Science*, 38 (3), 363-382.

Spiro, R. L., and Weitz, B. A. (1990). "Adaptive selling: Conceptualization, measurement, and nomological validity." *Journal of Marketing Research*, 27 (1), 61-69.