INSTRUCTOR
Name: Brock Cordes
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Phone: 204-474-9179
Email: brock.cordes@umanitoba.ca
Office hours: 30 mins after class or by appointment

REQUIRED TEXT:
Ingram, LaForge, Avila, Schwepker, Williams, Shannahan, Sell (2nd Canadian Edition), Nelson, 2013
Stephen Covey: Seven Habits of Highly Effective People ISBN:9780743269513

COURSE OBJECTIVES
The overall objective of this course is to provide the student with a basic understanding of the personal selling process and the tasks performed by sales managers. The course includes some of the underlying theory of personal selling and sales management, but also affords an opportunity to apply the theory in class presentations and case analysis. Specific topics covered in the course include:

1. The personal selling process
2. Planning the sales effort
3. Implementing the sales effort
4. Monitoring and controlling the sales effort

REQUIREMENTS
Participation
Students have an active role in this course and are expected to be prepared for each case or class discussion by:

1. Reading the relevant text material in advance.
2. Preparing for each assigned case including:
   • Organizing and analyzing the relevant case facts and identifying the important issues which must be resolved before a solution can be found.
   • Clarifying assumptions and performing analysis on alternatives contemplated.
   • Coming to a decision and/or recommendation.
   • Creating a plan for the implementation of your recommendation.
3. Class participation will be evaluated on the following basis:
   • Frequency (60%) 9 marks
   • Quality (40%) 6 marks

To receive the full 9 frequency marks, the student must participate in 9 classes. Participation for frequency marks requires a contribution to class discussion.

To receive the full 6 quality marks, the student must make a meaningful contribution to class discussion in at least 6 classes, supported by a written MINI CASE SUMMARY. A meaningful contribution includes comments that significantly advance discussion; add valuable insight, synthesis, etc.

Cases
1. Mini Case Summaries: Mini Case summaries are prepared individually and are a summary of your analysis, and should include brief statements on each of the traditional sections used in case analysis. They are not a summary of the material presented in the text. In order to receive participation points, a Summary must be handed in at the beginning of the appropriate class and must be typewritten. A Summary should normally be one page (double-spaced) in length.

2. Written Case: One individual written case is required of each student. Grading will be equally weighted between presentation and content. Written cases must be handed in at the beginning of the class. Individual cases are a maximum of four pages (+ exhibits) typed, double-spaced. The individual cases will be posted to UMLearn.

3. Team Case (Written and Presented): Each group (five students) will hand in one team written case. Team cases are normally six pages in length and must be professionally prepared. Team cases will be assigned from the cases identified for the second half of the course. Team presentations involve an oral presentation to the class by the group and an executive summary. Copies of the executive summary should be made available to the class. Dress and demeanor consistent with a business presentation is expected. The presentation should involve all members of the group. The formal presentation should be approximately 25 minutes (five minutes per student) followed by a question period, of approximately ten to fifteen minutes. The balance of each class will be used by the instructor to comment on the presentation, analysis and discussion. (It is important for each student to be fully prepared to earn participation points.) At the end of the group presentation, the Team Written Case will be due.

EXAMS:
All exams will consist of multiple-choice questions. They will cover both the text and any materials covered in class. The final exam will be comprehensive covering all materials (i.e. prior to and after the two scheduled mid-term exams) BUT with emphasis on materials covered after the two mid-term exams.
Final Exam as Scheduled by the Registrar’s Office

CLASS FORMAT:
Class time will be spent in lecture and discussion of relevant marketing topics. Students are expected to have read the text material corresponding to the subject matter before the lecture/discussion of that topic.

GRADING
The final grade will be determined on the following basis:

1. Participation 10%
2. Individual Case 1 10%
3. Individual Case 2 10%
4. Group Project: Paper 15%
5. Group Project: Presentation 10%
6. Final Exam 30%
Total 100%

Grading Scheme:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 – 100:</td>
<td>A+</td>
</tr>
<tr>
<td>90 – 95:</td>
<td>A</td>
</tr>
<tr>
<td>85 – 89:</td>
<td>B+</td>
</tr>
<tr>
<td>80 – 84:</td>
<td>B</td>
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<tr>
<td>72 – 79:</td>
<td>C+</td>
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<tr>
<td>60 – 71:</td>
<td>C</td>
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<tr>
<td>50 – 59:</td>
<td>D</td>
</tr>
<tr>
<td>Less than 50:</td>
<td>F</td>
</tr>
</tbody>
</table>

IMPORTANT: Effective September 1, 2013, the U of M will only use your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. If you have not already been doing so, please send all emails from your UofM email account. Remember to include your full name, student number and faculty in all correspondence.

For more information visit: [http://umanitoba.ca/registrar/e-mail_policy](http://umanitoba.ca/registrar/e-mail_policy)

NOTES ON LATE CASE ASSIGNMENTS AND EXAM RESCHEDULING:
LATE CASE SUBMISSIONS WILL BE GRADED ON ONLY 70% OF THEIR ON-TIME SCORE, AND WILL NOT BE ACCEPTED AFTER THEY ARE 7 DAYS LATE.

REQUESTS FOR EXAMINATION RESCHEDULING WILL ONLY BE CONSIDERED PRIOR TO THE SCHEDULED EXAM TIME.

THERE IS A NO ELECTRONICS RULE IN CLASS AND DURING EXAMS.

STUDENTS ARE NOT PERMITTED TO EXIT THE CLASS DURING LECTURE PERIOD.
Format for Case Writing

**Instructions** ***READ INSTRUCTIONS AND FORMAT CAREFULLY. ALL CASES MUST BE PRESENTED IN THIS FORMAT***

All cases must be in **twelve point type, with 3cm margins on all sides, double-spaced and NO LONGER than the designated number of pages specified in the course outline** excepting the title page. Cases that are “too long” will be docked by 50% of the case’s worth. For example Case #1 will be marked out of 50% if it’s too long. However two or three pages would not do justice to a case study of this nature.

**Format**

**Situation Analysis:**
- Bold heading
- Two or three paragraphs describing the circumstances and background of this case.

**SWOT Analysis:**
- Bold heading
- Use 2 columns to list SWOT elements

**Strengths:**
- Bold this subheading
- Single space
- Point form
- Describe the INTERNAL STRENGTHS

**Weaknesses:**
- Bold this subheading
- Single space
- Point form
- Describe the INTERNAL WEAKNESSES

**Opportunities:**
- Bold this subheading
- Single space
- Point form
- Describe the EXTERNAL

**Threats:**
- Bold this subheading
- Single space
- Point form
- Describe the EXTERNAL OPPORTUNITIES THREATS

**Problem Statement:**
- Bold heading
- Two or three paragraphs on the problem and/or the situation the organization is facing.

**Alternatives:**
- Bold heading
- Summarize the alternative in one or two sentences
- List three or four alternatives.
- List more than one ‘pro’ and ‘con’ associated with each alternative.
- Use point form in a vertical format for the pros and cons under each alternative as follows:
Alternative #1: (State alternative #1 here)

Pros: - Use this subheading and bold
  - List Pros in VERTICAL point form
  - Single space

Cons: - Use this subheading and bold
  - List Cons in VERTICAL point form
  - Single space

Alternative #2: (State alternative #2 here)

Pros: - Use this subheading and bold
  - List Pros in VERTICAL point form
  - Single space

Cons: - Use this subheading and bold
  - List Cons in VERTICAL point form
  - Single space

Recommendation:
- Bold heading
- State the ONE alternative you are recommending in paragraph form
- Avoid “I” statements when writing the case.
- In two or three paragraphs defend why you chose this alternative, how it will assist the company with its problems and state specific steps that will be taken to implement your recommendation.
- In addition, explain how you will overcome the cons to this alternative.

Additional Notes:
- Ensure that there is a cover sheet containing the case name, course name, number and section, your name, prof’s name, and the date.
- Number the pages
- Conduct a spellcheck
- Spell the professor’s name correctly
- Follow the guidelines set out in the course outline with regards to proper case writing. USE HEADINGS!!!

GROUP PROJECT ASSIGNMENT

○ Jan 30, 2018 – Projects selected. Students will provide a one-page typed summary of the topics selected.

○ Mar 1, 2018 – Each group will provide a two-page maximum, double-spaced, type-written progress report on their project

○ Mar 20, 2018 - Project completed and handed in on group presentation date. Prepare and present to the class a 20 – 25 minute presentation based on your report. All group members must participate equally. The analysis will be restricted to a maximum of six pages plus appendices where necessary. Aural reading of material solely is not desirable and will be marked accordingly. Props, transparencies, slides, videos, etc. are encouraged.

○ Apr 6, 2018 – Last projects completed and handed in.
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading Assignment</th>
<th>Case Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 4</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Jan 9</td>
<td>Overview of Personal Selling</td>
<td>Chapter 1</td>
<td>26</td>
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<tr>
<td>Jan 11</td>
<td>Building Trust &amp; Sales Ethics</td>
<td>Chapter 2</td>
<td>53</td>
</tr>
<tr>
<td>Jan 16</td>
<td>Understanding Buyers</td>
<td>Chapter 3</td>
<td>88</td>
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<tr>
<td>Jan 18</td>
<td>Communications Skills</td>
<td>Chapter 4</td>
<td>115</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Strategic Prospecting &amp; Preparing for Sales Dialogue</td>
<td>Chapter 5</td>
<td>134</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Planning Sales Dialogues &amp; Presentations</td>
<td>Chapter 6</td>
<td>156</td>
</tr>
<tr>
<td>Jan 30</td>
<td><strong>CASE #1 DUE</strong></td>
<td></td>
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<tr>
<td>Feb 1</td>
<td>Midterm Exam (Chapters 1 through 6 inclusive)</td>
<td></td>
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<tr>
<td>Feb 6</td>
<td>Sales Dialogue: Creating &amp; Communicating Value</td>
<td>Chapter 7</td>
<td>180</td>
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<td>Feb 8</td>
<td>Addressing Concerns &amp; Earning Commitment</td>
<td>Chapter 8</td>
<td>202</td>
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<td>Feb 13</td>
<td>Case and Exam Preparation</td>
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<tr>
<td>Feb 15</td>
<td>Case and Exam Preparation</td>
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<td>Feb 20</td>
<td>Louis Riel Day, University Closed, No Class</td>
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<td>Feb 22</td>
<td>Winter Term Break, No Class.</td>
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<tr>
<td>Feb 27</td>
<td>Expanding Customer Relationships</td>
<td>Chapter 9</td>
<td>223</td>
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<tr>
<td>Mar 1</td>
<td>Adding Value: Self-leadership &amp; Teamwork</td>
<td>Chapter 10</td>
<td>249</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Sales Management &amp; Sales 2.0</td>
<td>Chapter 11</td>
<td>278</td>
</tr>
<tr>
<td>Mar 8</td>
<td><strong>CASE #2 DUE</strong></td>
<td></td>
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<tr>
<td>Mar 13</td>
<td>Group Presentation One</td>
<td></td>
<td>26</td>
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<tr>
<td>Mar 15</td>
<td>Group Presentation Two</td>
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<td>48</td>
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<tr>
<td>Mar 20</td>
<td>Group Presentation Three</td>
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<tr>
<td>Mar 22</td>
<td>Group Presentation Four</td>
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<td>119</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Time</td>
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<td>Mar 27</td>
<td>Group Presentation Five</td>
<td>148</td>
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<td>Mar 29</td>
<td>Group Presentation Six</td>
<td>198</td>
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<td>Apr 3</td>
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<tr>
<td>Apr 5</td>
<td>Group Presentation Seven</td>
<td>223</td>
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<td></td>
<td>Group Presentation Eight</td>
<td>251</td>
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**FINAL EXAM:** Time and date to be set by the Registrar’s Office

**Note:** This course outline is subject to change

**Academic Integrity**

It is critical to the reputation of the I.H. Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating". Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned

- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

**Group Projects and Group Work**

Many courses in the I.H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I.H. Asper School of Business all suspected cases of academic dishonesty are passed to the Dean’s office in order to ensure consistency of treatment.
AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **Undergraduate Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals and Objective in the Undergraduate Program</th>
<th>Goals and Objectives</th>
<th>Course Item(s) Relevant to these Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quantitative Reasoning</td>
<td></td>
<td></td>
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<tr>
<td>A. Determine which quantitative analysis</td>
<td></td>
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<tr>
<td>B. Use the appropriate quantitative method</td>
<td></td>
<td>Quantitative analysis in case</td>
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<tr>
<td>C. Analyze quantitative output and arrive at a</td>
<td></td>
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<tr>
<td>2 Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics</td>
<td></td>
<td>Written case</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical</td>
<td></td>
<td>Written case</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td></td>
<td>Written case</td>
</tr>
<tr>
<td>3 Ethical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case</td>
<td></td>
<td>Case assignments</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td></td>
<td>Case assignments</td>
</tr>
<tr>
<td>C. Analyze the consequences of</td>
<td></td>
<td>Lectures</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the</td>
<td></td>
<td>Lectures</td>
</tr>
<tr>
<td>4 Core Business Knowledge</td>
<td></td>
<td>Entire course</td>
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</table>