

PROFESSIONAL AGRI SELLING

Krannert Building

Dr. Scott Downey, Assistant Professor

Amy Cochran, Academic Coordinator

Phone: (765) 494-0589

Fall 2016

Dear AGECE 331 Students:

We are pleased that you have enrolled in our Professional Selling course. During this semester we will be examining many of the facets of professional selling and learning some of the skills that have proven to be highly useful whether you choose to become a professional salesperson or enter any other professional area. Almost every professional area will require you to sell yourself and your ideas to others.

The background of this course in professional selling originates in agribusiness. While historically this area of selling was highly specialized, today's agribusinesses share much in common with other business to business or technical selling situations. These same tools and techniques have proven highly useful in manufacturing, consumer product sales, pharmaceuticals, technical science industries, etc.

AGECE 331 relies heavily on experiential learning. Special class projects are designed to involve you in the learning process through participation and many exercises that represent the "real world." Notes are provided to facilitate participation in the class, though lectures may emphasize particular points or examples to illustrate specific sections. While the concepts in the course are not particularly difficult to understand, their application and the depth of detail required may provide particular challenges for students on exams and quizzes.

We are all looking forward to working with you through this semester. Please feel free to contact us anytime you have a question. See you in class.

Sincerely,



Dr. W. Scott Downey
Assistant Professor

Sincerely,



Amy L. Cochran
Co-Instructor

AGEC 33100

PROFESSIONAL AGRI SELLING

Krannert Building, Room 790

49-40589

AGEC 33100 explores some of the human elements of business. It is designed for sophomores, juniors and seniors who plan a professional career in agribusiness or technical selling. Students wishing to better understand the business application of sales concepts and the organized presentation of persuasive business communications will also benefit. The course recognizes the wide diversity of backgrounds, interest areas, and problems young professionals are likely to face as they begin their careers. Therefore, our approach is highly pragmatic and attempts to give the student more than a glimpse of a wide array of concepts of human behavior and professional selling techniques.

PROFESSIONAL SELLING

Many students enter the business world through sales and graduates in many majors deal with salespeople in their roles; therefore, it seems important to understand what professional selling is and what the sales processes is really all about. Throughout the semester, students will learn about different aspects of buyer behavior, organized business communication, and psychology as it affects the sales of technical goods in industrial settings. Each student will interact with several salespeople to learn first-hand some of the opportunities and frustrations of a career in selling. Each student will also prepare and make a sales presentation that is evaluated by a professional salesperson.

INSTRUCTORS:

Dr. Scott Downey
Office: Krannert 790
Phone: 494-4325
Amy Cochran
Office: Krannert 790
Phone: 494-0589

TEACHING ASSISTANTS:

Krannert 790
Phone: 494-0589

Alley Abney
Brandon Brunt
Luke Wildhaber
Peyton Rexing
Kylie Echard
Adrienne Trennepohl
Madison Boston

OFFICE HOURS:

Will be posted on the website

Scott and Amy are available by
appointment

AGEC 331 WEBSITE:

Blackboard Learn

COURSE MATERIAL:

Reading:
ProSelling - Purchase at bookstores

Assignments and handouts:
Can be found on Blackboard Learn

PROCEDURES AND POLICIES

GRADING

Students will be evaluated objectively with quizzes and exams, and subjectively with both oral and written presentations. Most of the points in the course are associated with one major class project. In addition, a grade for attendance will be included.

EXAM 1	100
EXAM 2	100
RSS PROJECT	600
RSS EXAM	160
RSS HOMEWORK	390
RSS Field Experience	50
QUIZZES	100
ATTENDANCE	100
TOTAL	1000

You will have access to your grades through Blackboard. We will post the grades several times throughout the semester. You will have one week to report any grade discrepancies for the assignments that are posted at the time. After one week the grades become permanent.

The nature of the assignments for the class and the customized responses to them are unique for a course of this size. Grading on the RSS assignments are determined in part from feedback of peers and professionals outside of the University. No matter how grades are broken down into letters, there will always be a few students who are close to the next letter grade. Your grade will not be rounded. Plan in advance to earn a higher grade by making sure your attendance is good and by looking for ways to participate in the course. The instructor reserves the right to amend or curve the letter grade structure below in the favor of students, if it is determined to be necessary at the end of the term.

Grade	Points required
A+	960
A	930
A-	900
B+	870
B	830
B-	800
C+	770
C	730
C-	700
D+	670
D	630
D-	600
F	Below 600

EXAMS

Three exams will be given during the semester. Two exams will be online through Blackboard. A third examination takes place on the evening of Ready, Set, Sell! (RSS). If an online exam must be missed for any reason, the student should contact one of the instructors at least one month prior to the exam. Failure to do so will result in a score of zero on the exam.

The Ready, Set, Sell! Exam involves bringing off-campus volunteers to campus therefore there is little flexibility possible in rescheduling. Students must arrange their schedules to participate fully in all aspects of the RSS event.

MAJOR PROJECT – Ready, Set, Sell!

Ready, Set, Sell! (RSS) is a major project. If any portion of it cannot be completed on schedule, it should be discussed as early as possible with the instructors. Failure to complete any portion successfully, within one week prior to the RSS examination night, the student will receive a failing grade.

QUIZZES

There will be at least 12 quizzes given over the course of the semester. The best 10 quiz grades will each be counted. Students will be quizzed over any material or readings to be discussed that day in class. Students are required to access the course website and download materials. It is the student's responsibility to arrange for access and locate technical support for this process. Quizzes or exams may be given online or in the classroom at any time during the semester. The counting of the best 10 quiz scores provides the only equitable option for classes missed for other purposes.

ATTENDANCE

In a professional environment, tardiness and early departure are inappropriate. Further, much of the information about class assignments must be communicated orally. For these reasons, attendance in this class is very important. All students are expected to be in class regularly, however, we recognize that there are a multitude of reasons why students must miss class for legitimate reasons – illness, family issues, emergencies, athletic or club events, and job interviews to name just a few. We trust that you are capable of evaluating and prioritizing the events in your life adequately. It is not necessary to bring our attention to the reason for your absence, unless a chronic illness will require your absence for more than two class periods. In that event, please contact your instructor as soon as it is possible to do so.

Students may miss up to two class periods without impact to their attendance grade. Beginning with your third absence, each class period marked absent will result in a five point deduction from the attendance grade. Students sleeping, reading newspapers, browsing the internet, text messaging, arriving late, or departing early from class will be considered absent for the class period. Particular attention will be paid to students departing early on days when guests are involved in the class. Students who have lost 20 points of their attendance grade will fail the course.

CLASS LOGISTICS

Students are expected to come to class prepared. This means bringing all pertinent materials with them, completing out-of-class assignments, preparing work to be submitted, and handling any personal business that may distract from class participation. Use of laptop computers or cell phones in the classroom will not be allowed for any purpose. Students should show consideration to one another and teaching staff at all times. Please be polite. Don't walk through the front of the class when arriving late or bring down late papers during lecture. If you know in advance that you must depart early, please let the instructor know prior to class. Multi page assignments must be stapled together, failure to do so will result in a 2 point deduction.

RSS ASSIGNMENTS

a) Late Assignments:

Class assignments will be collected at the beginning of the class period. Papers submitted after assignments have been collected will automatically be considered one day late. The score on late assignments will be reduced by five points per calendar day. Please note that in order to pass the course students must submit RSS HW 1 – 12 no later than one week before RSS, even though the late work may receive a zero. Failure to do so would mean failure in the course.

EXCEPTIONAL ASSIGNMENT:

RSS HW 8 has an added late penalty. If this assignment is not received by your TA electronically within one week of the due date, you will lose 25 points off your RSS presentation grade.

b) Get Out of Jail Free Card (GOJ)

We understand that circumstances may arise that are out of your control and given this, each student will receive one (1) "Get out of Jail" (GOJ) free card which can be used to waive the late penalty on one assignment during the semester. The following parameters will be adhered to for the GOJ card:

- a) The GOJ card can be used on RSS assignment 1-7 and 9-13. RSS HW 8 & 14 are not eligible and must be completed by their assigned due dates.
- b) The "late" assignment must be received no later than one week past the scheduled due date, unless otherwise approved by Amy or Scott.
- c) GOJ free cards cannot be sold to other students. Only one card per student will be accepted.
- d) Any assignment received more than one week late with the GOJ free card attached will be deducted 5 points per calendar day for each day it is late beginning one week after the originally scheduled due date.
- e) Your name and seat number must be written on the GOJ free card and stapled to the late homework. A card will not be accepted without the assignment and the late penalty will not be waived without the card.

c) **RSS HOMEWORK 13 – RSS FIELD EXPERIENCE**

This assignment allows students the opportunity to view a professional interaction (face to face) between a salesperson and their customer. This must be done face to face. Phone calls, skype and other electronic methods are not acceptable unless other arrangements have been made with Amy. We understand however, that due to scheduling challenges not all students will be able to get this assignment completed. Because of this reason, you can still pass AGEC 331 even if you do not complete this. **This assignment is worth 50 points and is calculated into your total class points however, if you are unable to complete this assignment you are still very capable of receiving an A in this course as a final grade. If you schedule this visit on a day you have AGEC 331, your absence will be excused and does not count for one of your two free absences.**

SEAT ASSIGNMENTS

All students will be assigned a seat to sit in and a number to be used on all submitted work. While we endeavor to make the course as personal as possible, assigned seats are necessary in order to expedite classroom logistics. Papers are distributed and collected in an organized manner. Your cooperation in including your seat number facilitates this process. Unidentified papers will be kept in the office for your inspection for one week after they have been returned in class. Given the large class size, we hope you understand our attitude for this mechanical necessity. Please keep a copy of all work submitted.

GRADE APPEALS

Selling is a subjective activity. Correspondingly, many of the assignments for this course must be graded subjectively. Variability in this subjective evaluation would be reduced if there were one grader for all students. Unfortunately, that is not practical for a course of this size. In an effort to reduce variability in how scores are assigned, students are provided with grading rubrics for the majority of assignments and these same rubrics provide a framework for how the assignment will be evaluated by teaching assistants, who will grade the majority of your work. Within that framework, there is still room for a great deal of subjective evaluation. For this reason, students are given the opportunity to review their grade on any assignment with the instructor. The mechanism for this is quite complex: just ask! We are happy to review any assignment or to discuss any dissatisfaction you may have with the course. It is not possible to resolve every issue in favor of students, but we will endeavor to consider your reasoned viewpoints about any aspect of the course. We welcome your ideas and feedback.

If despite reading this introduction (kudos to those who have gotten this far), you still do not feel comfortable going to Scott or Amy, you may write the following information on a piece of paper, staple it to your scored assignment, and hand deliver it to any TA, Amy, or Scott within two class periods of the class period in which the original graded work was returned to you.

1. At the top, write APPEAL, your name and your seat number
2. After reviewing the rubric, describe the error in grading you believe occurred.

This process is not necessary if we have merely recorded your grade incorrectly. If that occurs (we are human beings), just bring your graded assignment to Amy and she will correct the grade online.

COMMUNICATION

Those of us with teaching responsibilities for this course are passionate about our subject matter and enjoy working with students. In a class of this size it would be easy for students to feel that they are anonymous. Most would be amazed at the degree to which this is not true. However, because of the number of students in the course, at times, students may feel reticent to initiate communication. Students are encouraged to utilize email, telephones, or personal conversations with instructors if they are faced with difficulties in accomplishing tasks required for the course. Most challenges may be addressed with good communication and effort. Many reminders and instructions about course projects are communicated by email. Students are expected to check their purdue.edu email accounts daily and even more frequently on days of exams and quizzes.

SPECIAL NEEDS

If you have a disability that requires academic adjustments, please make an appointment to meet with Amy during the first week of classes to discuss your needs. Please note that university policy requires all students with disabilities to be registered with [Adaptive Programs](#) in the [Office of the Dean of Students](#) before classroom accommodations can be provided.

MUTUAL RESPECT

We work hard to treat students as professionals in the class. Sometimes the logistics of a large lecture classroom make this a challenge. We hope that you will be considerate of these challenges and bring to our attention any circumstance where you feel we have not considered an issue that concerns you. In this same vein, we expect that all students and teaching staff will be tolerant of multiple viewpoints, backgrounds, and experiences that are represented in a large community like Purdue.

Nondiscrimination -- The existing Purdue University Nondiscrimination Policy: Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in (http://www.purdue.edu/purdue/ea_eou_statement.html) which provides specific contractual rights and remedies.

Anti-Harassment Policy -- Strictly following and interpreting existing University Policy: Purdue University is committed to maintaining an environment that recognizes the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding and mutual respect; and encourages its members to strive to reach their

potential. The most effective way to work toward preventing Harassment is through education that emphasizes respect for every individual.

Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. Purdue University is committed to maintaining an educational and work climate for faculty, staff and students that is positive and free from all forms of Harassment. This policy addresses Harassment in all forms, including Harassment toward individuals with legally protected status for reasons of race, gender, religion, color, age, national origin or ancestry, genetic information or disability and Harassment toward individuals for other reasons such as sexual orientation, gender identity, gender expression, marital status or parental status. The University will not tolerate Harassment of its faculty, staff or students by persons conducting business with or visiting the University, even though such persons are not directly affiliated with the University.

Purdue Anti-Harassment Policy (III.C.1):

<http://www.purdue.edu/policies/ethics/iic1.html>

ACADEMIC DISHONESTY

The profession of selling has worked hard to improve its image as an ethical endeavor over the last several decades. It is necessary that professional salespeople avoid even the appearance of dishonesty. In demonstration of this important component of professional selling, we will expect a high standard of ethics among students in this course.

It is unfortunate that some students in past semesters have committed acts of academic dishonesty. The long history of this course and large numbers of students involved sometimes creates a false sense of anonymity leading to a perception that corners may be cut. Using papers from other semesters, fabricating information presented as legitimate, or submitting work from an experience that occurred prior to this semester or for another course are just a few of the ways in which students have acted dishonestly.

From conversations with these students, it seems most did not intend to act dishonestly at the outset, but justified their poor decision on the basis that they were too busy, that scheduling was too complicated, or that others had gotten away with it. The justification does not matter. Cheating will not be tolerated in any form. Several students have had to retake the class, delay graduation, or have even had to leave the university as a result of this poor decision.

Students suspected of cheating will be dealt with on an individual basis. Please recognize that immediate dismissal from the class with a failing (F) grade is standard procedure. Suspension or dismissal from the university in accordance with University policy will be determined by the Dean of Students office.

CAMPUS EMERGENCY

In the unusual event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. To get information about changes in this course visit the course home page, contact me by email at cochrana@purdue.edu, call me at my office 765-494-0589.

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages, view www.purdue.edu/ea. Purdue has nearly 300 Emergency Telephones outdoors across campus and in parking garages that connect

directly to the PUPD. If you feel threatened or need help, push the button and you will be connected immediately.

If we hear a fire alarm during class we will immediately suspend class, evacuate the building, and proceed outdoors. Do not use the elevator. If we are notified during class of a Shelter in Place requirement for a tornado warning, we will suspend class and shelter in the basement. If we are notified during class of a Shelter in Place requirement for a hazardous materials release, or a civil disturbance, including a shooting or other use of weapons, we will suspend class and shelter in the classroom, shutting the door and turning off the lights.

Please review the Emergency Preparedness website for additional information.

http://www.purdue.edu/ehps/emergency_preparedness/index.html

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