

Advanced Agri-Sales and Marketing

Class Information

AGEC 431 Fall 2017
Tuesday, Thursday 8:30-10:20, Univ 017
And other times and locations as scheduled

Contact Information:

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Other Expenses

Meals or small gifts for executives

Learning Objectives

1. Demonstrate proficiency in chosen discipline that incorporates knowledge, skills, technology, and professional conduct.
2. Demonstrate use of the scientific method to identify problems, formulate and test hypotheses, conduct experiments and analyze data, and derive conclusions.
3. Demonstrate critical thinking by using data and reasoning to develop sound responses to complex problems.
4. Demonstrate the ability to write and speak with effectiveness while considering audience and purpose.
5. Demonstrate ability to apply social, economic, political, and environmental principles to living in a global community.

To accomplish these objectives students will be expected to:

- review, apply, and test previously learned selling skills and business concepts in a real world environment
- improve selling effectiveness and gain self-confidence.
- utilize interpersonal and communication skills in a professional environment.
- apply learning from other courses to the context of evaluating and developing sales and marketing strategies
- locate, prioritize, evaluate, and communicate information necessary for marketing management decisions in a formal business environment

Course Overview

Advanced Sales & Marketing is designed as a capstone course for Sales & Marketing majors in the Department of Agricultural Economics. Its purpose is to provide senior students an opportunity to study and apply marketing concepts and selling skills in a realistic professional environment. In this course, students will utilize advanced selling techniques that will be applied in the field. Students will work to improve communication skills, study marketing strategy, interact with professionals, and further develop strategies that will help them pursue their careers.

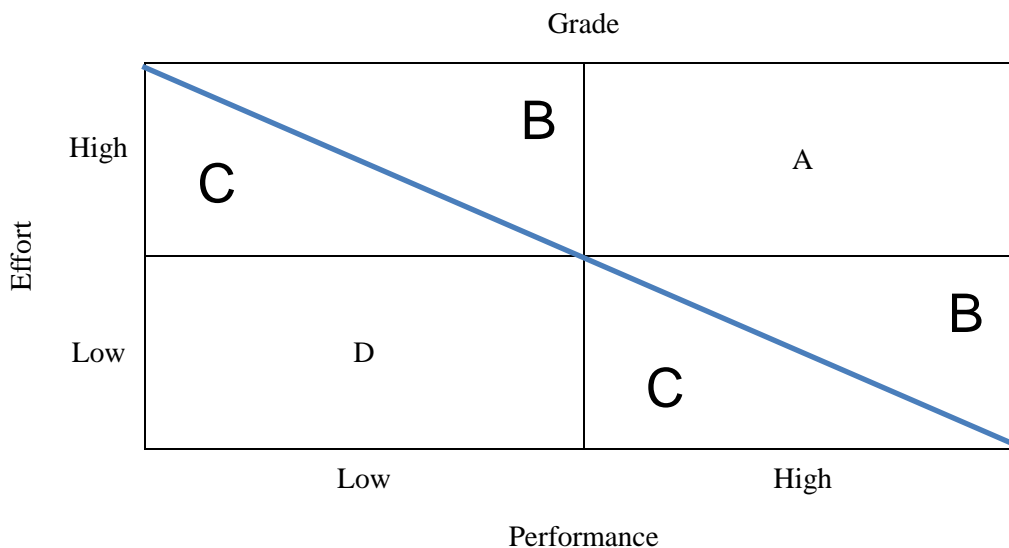
The course includes a variety of experiential learning activities and activities that are highly relevant to business-to-business sales and marketing. Students will work in groups that potentially become teams through much of the course, but will also have individual activities.

Grading

Often in sales and marketing, the proper direction is unclear or subjective. Hard work doesn't always lead to perfect results. However, the process of obtaining imperfect results can lead to learning if the practitioner takes advantage of the opportunity. What is most important is to think and learn. Toward that end, I am inspired by Thomas Edison, who spoke about this topic frequently.

- “I have not failed. I've just found 10,000 ways that won't work.”
- “The value of an idea lies in using it.”
- **“There are no rules here -- we're trying to accomplish something.”**
- “Failure is really a matter of conceit. People don't work hard because, in their conceit, they imagine they'll succeed without ever making an effort. Most people believe that they'll wake up some day and find themselves rich. Actually, they've got it half right, because eventually they do wake up.”
- “Genius is 1 percent inspiration and 99 percent perspiration.”
- “Just because something doesn't do what you planned it to do doesn't mean it's useless.”
- “Negative results are just what I want. They're just as valuable to me as positive results. I can never find the thing that does the job best until I find the ones that don't.”
- “The trouble with our way of educating is that it does not give elasticity to the mind. It casts the brain into a mold... It does not encourage original thought or reasoning, and it lays more stress on memory than observation.”
- “This problem, once solved, will be simple.”
- “To do much clear thinking a person must arrange for regular periods of solitude when they can concentrate and indulge the imagination without distraction.”
- “Unfortunately, there seems to be far more opportunity out there than ability.... We should remember that good fortune often happens when opportunity meets with preparation.”
- “What you are will show in what you do.”

The accomplishment of course objectives will require effort and performance. Ideally grades would be assigned in a way that reflects both, such as in the following figure.



Students will receive the highest grade earned according to the following numbers of points:

- A=450

- B=400
- C=350
- D=300
- F= Below 300

Points

Learning	100
Thinking	100
Applying	100
Communicating	100
Professionalism	<u>100</u>
Total	500

Points will be allocated at the end of the semester, based on observations throughout the semester. AT ANY TIME THROUGHOUT THE SEMESTER, students may request an assessment of their performance in each area.

Learning Goals

Students are responsible for their own learning. The role of the professor is to create learning opportunities and support the student's effort. Toward that end, each student will create written learning goals for the course at the beginning of the semester. These will be discussed one-on-one meetings with the professor. It is not expected that every goal will be achieved to perfection by the end of the semester. Many factors can affect successful accomplishment of goals, and the experience as a student is only one part of that journey. Students will report their progress or revisions of their goals at the end of the semester.

Direct Sales Experience

Overview

The Direct Sales Experience (DSE) is a project designed for students to learn, apply, and review selling skills that will be valuable to them on their career in Sales and Sales Management. Building on skills learned in AGE 331 (prerequisite course), students will engage in selling products and be evaluated on their performance.

The DSE project offers the opportunity to put the full realm of selling techniques into practice. You will be able to experience the application of various selling concepts and techniques and immediately measure the results – rather than waiting weeks or months to know whether your efforts are paying off. Indeed, the DSE project is a great opportunity to really learn and practice sales techniques.

Before going to the field to make sales calls, students will make extensive preparation for sales presentations. This will include an intense workshop conducted outside of class and practice sessions. This training is critical to your success in this project and designed to improve basic selling skills and build confidence in ability.

Students will be evaluated on both the effort put into this project and actual field success.

This project is an actual business. It will be part of an ongoing business entity in which students will be expected to participate in a professional manner throughout. Students will be expected to learn and follow business procedures, meet deadlines, report activities in a timely manner, dress and act professionally throughout the project. Part of the grade assigned in the course will be based on the professional manner in which a student conducts himself or herself throughout the project.

To experience real world selling through a direct sales experience, students will be asked to present intangible value to existing businesses. Students will be expected to learn about the “product” and

make actual sales presentations, with the goal of generating “revenue” that will be tracked and reported.

Objectives

- To further develop basic selling skills that will enhance career sales and sales management potential
- To gain confidence as a salesperson
- To build experience that will demonstrate understanding and achievement of sales competency in a real world setting to potential employers.

As part of this activity, students will:

Learn and Think:

- Gain “product” knowledge and consider how it
- Think critically about how “product” knowledge may be applied to specific situations faced by “customers.”
- Develop an organized presentation for the “product” to assigned “customers.”
- Evaluate and select appropriate media and tools to support communication of a desired message.

Apply and Communicate:

- Execute an effective business presentation in a business setting.
- Assess “customer” verbal and non-verbal communications and tailor an approach in response.
- Persuade a “customer” to take action.

Be Professional:

- Consider the perspective, needs, and interests of the “customers.”
- Dress appropriately as defined in class.
- Effectively manage time and calendars to accomplish the project.

Procedure

Students will . . .

- Learn about the product and the value it creates
- Do basic research on the potential “customers”
- Develop a sales presentation
 - Establish rapport with the prospect
 - Ask questions to understand what role the value of the “product” could play in that business
 - Present that value to “customers”
 - Ask for a commitment
 - Handle objections
- Deliver the presentation in the field
- Report field sales activity
- Evaluate the results

Professional Marketing Presentations

Overview

Sales and Marketing professionals are called upon to make presentations to customers, colleagues, and company leaders. These presentations can be made as individuals, but often, particularly with customers, these presentations are made in groups. Students are expected to have completed coursework at Purdue on general presentation skills in communication and writing courses. However, an advanced course like AGEC 431 should require that students be effective presenters of information within the scope of their professional interests. Therefore, students will be asked to make professional presentations on an assigned topic and to submit appropriate written materials in support

of them. These presentations will be attended by executives and are part of the group's presentation to a broader group of executives during the field visit component of the Managerial Leadership Experiences.

Objectives

As part of this activity, students will:

Learn and Think:

- Be able to evaluate the quality of information available on a business topic relating to sales or marketing.
- Think critically about a topic of interest to students.
- Be able to organize verbal and non-verbal communications effectively.

Apply and Communicate:

- Execute an effective business presentation, with a group, in a professional setting.
- Persuade the audience to take action.
- Evaluate and select appropriate media and tools to support communication of a desired message in a professional environment.
- Prepare effective written communications.

Be Professional:

- Consider the perspective, needs, and interests of an executive, peers, teachers and professional audiences.

Procedures

Milestone 1: Students will be assigned to groups and then brainstorm sales and marketing topics to present based on their experiences.

Milestone 2: Once approved by the professor, these topics will be restated as research questions or problems.

Milestone 3: Appropriate literature that addresses the research question or problem will be reviewed and an annotated bibliography that includes citations using APA style will be created. This should include at least five relevant articles from peer-reviewed academic journals or books written by PhD researchers.

Milestone 4: If appropriate, students may wish to visit individually with a sales executive who has at least five years of experience in order to understand the practical application of their topic in the field.

Milestone 5: An outline of how the topic will be presented to an executive audience will be created. This will include the scope of the problem, how it may be observed or measured, what alternatives for addressing the problem have been proposed and tested in the scientific literature or what major conceptual models form the basis of the problem, a recommended solution, and considerations for implementing the solution. An engaging activity that demonstrates the problem or solutions should be included.

Milestone 6: Each group will prepare a 20-minute multi-media presentation. It is not a requirement to use PowerPoint or Prezi. We suggest that students who choose these tools utilize no more than five PowerPoint slides or five Prezi levels. The number of words per slide should generally be limited to about 5 in the title and about 25 in the slide body.

Milestone 7: Each group should plan to present and revise their presentations at least four times.

These include:

- Practice Presentations
- Peer presentations
- Executive presentations
- Field presentations

Groups will be responsible for every aspect of the presentation including room layout, technology, handouts and activities in support of the topic.

Some topics for consideration include:

- Maintaining brand recognition in a crowded message marketplace
- Determining how sales efforts should be allocated across a company
- Integrating sales and marketing efforts through a channel
- The value and use of digital media
- Metrics for customer experiences
- Mechanisms for converting buyer data to insights and implications
- Applying lean principles to marketing efforts
- Identifying and correcting for different biases

Evaluations

The projects will be evaluated throughout the semester. Students are expected to initiate consultation with the teacher throughout the project. It is suggested that input be obtained prior to completing each milestone. Verbal criticism, feedback, and suggestions will be provided by instructors and peers. It should be expected that the teacher will challenge the thinking of the group and that often revisions will be required as a result. Students are expected to manage this project.

The presentation itself will be evaluated on:

- Content
- Logistics
- Organization
- Delivery
- Creativity
- Visual and Support Materials

Students should consider:

1. Physical Arrangements

- a. Arrangement of tables and chairs
- b. Where and how to stand, how to advance slides
- c. Signage, decorations, materials provided
- d. Lighting, equipment, etc.

2. Introduction of the topic

- a. Attention Getter - Catch and hold the attention of the audience
- b. Establish the importance of the topic for the audience
- c. Establish the objectives of the presentation
- d. Quick overview or outline of what the presentation will include
- e. Explain clearly what the audience can expect to get out of the presentation

3. Introduction of Presenters -- Each presenter will be introduced. Consider:

- a. Name, home town, major, semester, graduation
- b. Interests, hobbies, special skills
- c. Type of job or industry or work expected after graduation
- d. Professional experiences or any background or experience that qualifies the presenter to talk on the subject
- e. At least one interesting or 'fun' thing about each person that will 'humanize' the presenters

4. Presentation of Content

- a. Present the major points – content
- b. Each team member should be included in the presentation
- c. Points should be well organized
- d. Emphasize the significance or importance of each major area to the audience
- e. Utilize various forms of media to communicate ideas
- f. Smoothly transition between presenters – should look like a single presentation presented by four people rather than four presentations.

5. Call to Action

- a. The listener should be asked to take some action or hold a particular opinion about the topic being presented.
- b. If asked to take action, the group would be well served to describe the implementation of the idea within a sales organization.

6. Summary and Conclusions

- a. Summarize the key points as 'take-away' points that you want your audience to remember
- b. Relate back to the opening to demonstrate you accomplished your objectives

7. Question and Answer Period

- a. Open the floor to questions
- b. Give audience ample time to ask questions
- c. Work as a team

8. Other Important Considerations

- a. Use multiple forms of media to communicate your message (In addition to verbal and handouts)
- b. Elicit active audience participation during the presentation
- c. A handout – either a summary at the end or materials used during the presentation
- d. Reference industry professional sources during the presentation where appropriate
- e. Reference written sources where appropriate
- f. Illustrate with stories and examples throughout
- g. Presenters should 'smile' and at least 'act like' they are having fun

Whether any student in the class is presenting or participating, the student should treat the presentation as if he or she is being evaluated. Students who are not directly involved in the presentation on a given day must still be participative, engaged, and her or his behavior should reflect positively on Purdue University. Failure to do so may result in a reduction of a presentation or course grade even when the individual is assigned to a different day.

Managerial Leadership Experiences

Overview

In addition to managing teams, sales and marketing professionals must manage upward. These skills include managing the experiences of executives from customer organizations as well as the executives in one's own organization. Sales and marketing professionals must spend time getting to know a customer, which often includes a tour of their facilities. Further, sales and marketing professionals must often make executive presentations to groups of internal and external decision makers. Toward this end, the managerial leadership experience will require that students manage a campus visit of an industry executive, visit a field headquarters for an agribusiness firm, meet with executives at that firm, and present a compelling reason why a firm should take action or pursue a concept within their organization (which is the Professional Marketing Presentation). The student's conduct throughout this experience should maintain the same tone of professionalism that is included in the Direct Sales Experience and the Professional Marketing Experience.

Objectives

Students completing the Managerial Leadership Experience will:

- Prepare for the campus visit of a sales or marketing executive.
- Manage the experience of an executive on campus.
- Balance hosting activities across a team, while coordinating the normal activities of a professional student life.
- Demonstrate flexibility as conditions.

Procedures

Previously assigned student groups will be responsible for managing all communication with and the itinerary for an executive who will visit campus. Students will be asked to plan in advance for this visit and create an experience for the executive they are assigned. As a team, the group will be

responsible for an assigned set of times, and in some cases will be given activities that have already been scheduled.

Students will be required to interact with the executive in a professional manner by **telephone**, email, and in person. Groups are not allowed to text, except as in reply to an executive who initiates a text. If a text conversation does take place it must be done in full sentences with punctuation. Each interaction with the executive should be considered a formal business interaction and should be planned in advance. The use of tobacco, alcohol, or texting in the presence of the executive is ill and will be considered unprofessional. Similarly, the use of handguns, laser beams, or nuclear weapons is strongly discouraged. In all seriousness, please keep ALL interactions professional during the visit.

Previously assigned student groups will be assigned to one of two to three companies which they will visit together in order to learn about the company and present a call to action. Students should prepare for these visits by gathering information about the company, its products, and customers. The same rules of professionalism that applies to executive visits should be in place during the company visit.

Evaluations

Communication with teachers in advance of the visit is paramount. Failure to meet deadlines, respond to email, phone calls or to plan sufficiently in advance of the visit could result in as much as 100 points deducted from the grade for professionalism. This is serious!

Key points in the executive visit process at which students will be assessed include:

- Developing a plan for how to communicate with the executive in advance of the visit and following it. This includes:
 - Researching the company and the executive as possible.
 - Selecting when and how to communicate in advance, during, and following the executive's visit.
- Developing and communicating an itinerary for the executive which will include.
 - Visits to Purdue classes as appropriate.
 - Meals, breaks and personal time.
 - Transportation to, from, and within the visit.
 - Points of interest to the executive or meetings with campus officials.
 - Gifts to thank the executive for their visit.
 - Managing the logistics for any presentations the executive may make while here (making sure there is back-up presentation equipment, water for the presentation, determining the needs for sound, projection, sizes of audiences and topics in advance of a presentation).

Discussion Preparation

Overview

Throughout the semester, specific topics may be assigned that encourage discussion. These may be case readings or scenarios that will be discussed in class. These assignments will be distributed the class period before the discussion or provided during class time. In all cases, students will be expected to prepare. If students are prepared for class, then we may finish class in less than the scheduled time for some class periods. During the class, students are expected to demonstrate their preparation through their active and voluntary participation in discussions. At the beginning of class, students may expect to be called on randomly to summarize the case or readings assigned.

Objectives

Students will:

- Treat class meetings in a professional manner as they would in an employment situation.
- Contribute to the discussion.
- Draw from their own experiences and share them with others

Procedures

Students will be expected to:

- Read
- Outline the reading
- Prepare questions or answers as assigned
- Share their questions and answers with peers, guests, and teachers verbally in class or, upon request, submitted in writing.

Evaluations

Each student should plan to be evaluated by peers, guests and teachers. These will be qualitative assessments of the degree of preparation and participation in discussions. All grades for this section are at the discretion of the teacher. Informal feedback to the student will be provided by the teacher at any point requested by the student, and students are requested to seek this feedback out, particularly if they have concerns. Formal assessment will take place two weeks prior to the end of the semester so that students who wish to discuss how they were evaluated will have ample time to do this before grades are due.

Learning Reviews

Overview

Occasionally the teacher may choose to assess learning, thinking, communicating, applying, or professionalism through some activity. The activity could be “quizzes,” one-on-one discussions, written assignments, or any other method that seems appropriate to a course topic.

Objectives

To provide incentive for students to prepare, and to assess individual learning.

Procedures

Procedures for Learning Reviews will vary. These reviews will rarely be scheduled in advance.

Evaluations

Each student will be scored on their performance. Assessment methods will vary.

Professionalism

Each student will be expected to arrive on time, prepared for class, to participate in exercises and activities, and to demonstrate leadership and other skills learned through other classes and experiences. Professionalism includes participation in discussions with teacher, peers, guests, and trainers, demonstrated attitude about the projects, and communication. Participation includes preparing written summaries of readings or outlining solutions for cases when they are presented in advance. Participation also includes polite use of cell phones, tablets, and laptops, which means putting them away during discussions and silencing ringers. Unprofessional behavior, particularly when a guest is present, will be grounds for dismissal from the class and will have a direct consequence on your grade, up to and including failure in the course for repeated violations of this policy.

Students are expected to attend class in business attire when guests or executives are scheduled. Business attire includes properly tied ties, jackets, dress pants and polished shoes for men, business suits and polished shoes for women. Students who are dressed in a sloppy or inappropriate manner when guests are expected to be present will be asked not to participate in those class sessions and will not receive any points for their attendance.

Ultimately, the evaluation of professionalism is at the discretion of the teacher.

- **Missing Class or Meetings** – Students who miss class or required events may expect to have their professionalism grade negatively impacted in a substantial way. Missing two

required events or classes could result in a score of zero for professionalism and the removal of the 'distance handicap'. Missing classes with executive guests will be particularly noteworthy in calculating grades for professionalism. Students should communicate clearly with the teacher in advance of any course activity that they will miss.

- **Scheduled meetings** – Meetings with the teacher will be considered similar to class meetings. Students are expected to show up on time and prepared or communicate effectively if a situation arises that prevents them from meeting.
- **Late Arrival** – Students who are late for class or required course activity may expect to have their professionalism grade negatively impacted in a substantial way. Arriving late to any required event or class may result in points deducted from their score for professionalism (meaning, this is a very big deal). Students should communicate clearly with the teacher in advance of any course activity for which they may arrive late.

Severe problems in these areas (more than three times late or two classes missed) will require a meeting with the teacher to discuss further impact to the grade, up to and including failure in the course.

Teacher Feedback

Students are expected to provide quantitative and qualitative feedback about their experience with the course at the end of the semester in the formal course evaluations. We strongly encourage students to provide feedback earlier in the semester. Both positive and negative feedback directly from students help shape the experiences of future students. Students often perceive a hierarchy in their relationships with professors because of the assessment required by the teacher. My personal belief is that assessment is not the primary focus of the student-teacher relationship; learning is. Anything that gets in the way of that should please be addressed immediately.

Academic Integrity

University policy on academic dishonesty is clear: academic dishonesty in any form is strictly prohibited. Anyone found to be cheating or helping someone else cheat will be referred directly to the Dean of Students for disciplinary action. Penalties are severe and may include dismissal from the University. The risks associated with cheating far outweigh the perceived benefits. Academic dishonesty includes citing someone else's work as your own, using "cheat sheets" or sharing your answers with someone else. If you are unsure whether your planned action constitutes academic dishonesty, seek clarification from your instructor. Other information regarding your rights and responsibilities as a student is contained in the Purdue University [Code of Conduct](#). Writing assignments for this course will be checked for originality using the iThenticate software.

Tolerance

Sales and marketing professionals are required to work with many different types of people. Anyone with whom the students interact including peers, guests, or others on campus should be treated with dignity and respect. Intolerance of others' views, perceptions, or actions inside or outside of class will not be tolerated. Yes, that is a play on words, but please take the point seriously.

Communication

Please note that my primary out-of-class method of communication will be via email to your @purdue.edu email address. I will not generally attempt to contact you at other addresses. It is your responsibility to check your purdue email account on a regular basis. I recommend checking your account twice a day. Please confirm receipt of communication by email within 12 hours of it being sent.

Special Needs

If you have a special need that requires academic adjustments, please make an appointment to meet with me 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.

Campus Emergencies

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 w.scott.downey@gmail.com call me at my office (494-XXXX) or call me at home (XXX-XXXX).

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. There are 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