

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

**TOUR 416—Hospitality Sales (3)  
Fall 2012**

DAY/TIME:	<b>Monday 9am - 10:15am</b>	LOCATION:	<b>PW Campus, Bull Run Hall, Room 258</b>
PROFESSOR:	<b>Dr. Danielle Dimitrov</b>	EMAIL:	<a href="mailto:ddimitr2@gmu.edu">ddimitr2@gmu.edu</a>
OFFICE LOCATION:	Fairfax Campus	PHONE NUMBER:	703-993-2060 (department)
OFFICE HOURS:	By appointment	FAX NUMBER:	703-993-2025

**PREREQUISITES:**

TOUR 230, TOUR 412

**COURSE DESCRIPTION:**

Explores the principles of personal selling within hospitality sectors. Reviews the nature of buyers and sellers, situational selling, the sales process and relationship management.

**COURSE OBJECTIVES:**

At the completion of this course, students should be able to:

- 1) identify characteristics of buyers and sellers;
- 2) demonstrate an understanding of sales prospecting;
- 3) articulate distinctions in sales approaches;
- 4) demonstrate the personal sales process;
- 5) prepare a personal sales plan; and
- 6) develop personal sales tools

**COURSE OVERVIEW:**

Instructional techniques include lectures, readings, class activities, homework assignments, a semester project, and midterm and final examinations.

**REQUIRED READINGS:**

Siguaw, J. A., & Bojanic, D. (2003). *Hospitality sales: Selling smarter*. KY: Delmar Cengage Learning.

*Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). (2010). Washington DC: APA

**RECOMMENDED READINGS:**

Lytle, C. (2000). *The accidental salesperson: How to take control of your sales career and earn the respect and income you deserve*. NY: AMACOM.

**EVALUATION:**

This course will be graded on a percentage system, with a total of 100 possible percentage points.

Item	Brief Description and Due Date	%
<b>Attendance and Participation</b>	Attendance will carry 5%. Participation 8% in this category (4% on BB discussion).	13
<b>Homework and Short Assignments</b>	Weekly Special Projects (12%) and Scheduled Role-Plays (two <b>role-plays</b> per person 5% each).	22
<b>Mid-term Exam</b>	Closed book exam covering Chapters 1-7 on <b>October 10</b> .	20
<b>Formal Sales Presentation</b>	15 min individual in-class presentation	10
<b>Research Paper</b>	Due by mid-night on <b>December 5</b> .	15
<b>Final Exam</b>	Closed book Exam covering Chapter 8-14 on <b>December 12</b> .	20
<b>TOTAL:</b>		<b>100</b>

*Note: Faculty reserves the right to change the requirements for these assignments. Assignment types, due dates, and workload are non-negotiable.*

**ASSIGNMENT DESCRIPTION AND GRADING RUBRICS:**

**Attendance:** Only three absences per semester shall be excused. Please notify instructor in advance if you will miss a class. Attendance will carry 5% of the 13% for this category. Arrivals 15 min after the beginning of the class and early departures (15 and more min. before the class end) will be considered a half absence.

**Participation:** Participation in this class constitutes 8% of the grade and is strongly required as this will contribute to the content quality of the class as well as to your intellectual benefit from it. 4% is based on your BB participation.

**Weekly Special Projects:**

The weekly special projects are with practical orientation on a self-directed learning basis. They are

oriented around the complete qualifying and acquiring of a customer account according to hospitality sales principles and techniques studied in class. Each project is a phase from the whole goal of achieving and retaining the account. Each phase leads to the next and they are logical extension of each other. **The individual work on these project phases is calculated to account for the second part of this class scheduled for Wednesdays from 9-10:15am. Students will work on their own and will submit weekly assignments on BB (see assignment requirement details on BB).** The benefit of the special project phases is that they allow for flexibility in terms of days of the week and number of hours for achievement. Each student will have 7 days from the face-to-face session on Mondays to complete each phase and submit the assignment on BB. The first week of classes will not contain a special project assignment. In addition, sessions with scheduled mid-term, final exam, guest speakers, and class role-plays will not have special assignments due either. Part of the flexibility is also that students might be able to complete several assignment phases at one account visit.

Final results of the practical special project phases will be demonstrated through several class-wide **role-play exercises\*\* (see role-play dates in the course schedule).**

In addition, there will be a discussion board set up on **BB that will require weekly participation.** The purpose will be for students to exchange ideas and demonstrate knowledge on the material of the week and the practical assignments. Each student should make one post consisting of 1 or two quality paragraphs and 2 comments to other students' posts. This will comprise your BB participation of 4% of the grade.

**Special Project (SP) Phase 1 (2% of grade):** Account Prospecting, Selection and Pre-approach

**SP Phase 2 (2%):** Account Qualification (QIC=Qualifying Information Checklist)

**SP Phase 3 (2%):** Account Saturation (finding POCs and determining Social Styles)

**SP Phase 4 (2%):** Account POC interview (Needs Probing)

**SP Phase 5 (2%):** Sales Presentation to account POC

**SP Phase 6 (2%):** Overcoming objections of account representatives

**\*\*Role-Playing Sessions:** Students will be selected **at random** to participate in role-playing exercises. Students are to be fully prepared for all role-play assignments. If not participating directly in the role-play, you will be required to critique the selling behaviors demonstrated. Students should dress appropriately for role-playing. Informational material on the respective company's service/product/scenario for role-playing will be provided for student usage during role-plays. Each student will perform two role-plays: as a **buyer/customer** and as a **seller**. There will be three groups or participants in each role-play session (see course schedule for exact dates) that will rotate roles: buyers, sellers, and observers.

**ROLE-PLAY CRITIQUES:** Students will be required to prepare a **two-page, double-spaced** critique of each of their role-plays (as a customer/buyer and as a seller). This report should be a critical analysis of what you did right, where you need to improve, and what would have been a better way to present yourself and your product/service. Each report is due one week after final role-play.

**Formal Sales Presentation:** A formal sales presentation (no longer than 15 minutes in length) on a property, product, or service of one's choice, incorporating the sales techniques studied, **could serve as a presentation idea\***. Students will be selected at random to act as partner buyers (and provide objections) for each presentation. **Formal business dress required.** Prior to your presentation, you should develop your role-play scenario, including information about your property, product, or service, competitors, and the potential client and his or her needs. You should assume that this is not a cold call to the client. Use appropriate supporting documentation in your presentation. "Sellers" and/or "buyers" **should appear** for their assigned role-play. \*You may check with the professor in advance to see if your *presentation idea* is acceptable.

***Grading Rubric:*** Presentations will be graded for: choice of exact theme/title; content corresponding to the chosen title; proper account qualification; sources of research used; confidence and eloquence of presenting; class engagement and discussion facilitation. If one of these requirements is not met, your grade drops with 1 point (e.g., A to B). Creativity of media used is a bonus but not a requirement.

**Mid-term Exam:** Closed book exam covering Chapters 1-7. A study guide, featuring the exact questions shall be provided a week before the exam on BB. From all 7 chapters, 7 questions will be posted to the class. The exam will consist of **Two Questions determined by the professor** from the study guide. Exam time 2 hours.

***Grading Rubric:*** Cite at least two sources per question (Author's name, year), including the main text, other research articles, and popular readings. Classmates' and guest speaker presentations, including additional material lectured in class are required components of your answers. **Answers solely based on book content will NOT be considered an A work.**

**Research Paper Project\*\*\*:** Minimum of 7 and a maximum of 10 pages double-spaced text (references and appendix including graphs, tables, pictures are additional to the above requirement and should not total more than another 5 pages) in APA academic style. The Research Paper may be an extension of your presentation theme with the purpose of *expanding* the information provided in class or it may be a different topic from the list of topic areas studied in class. Exact duplication of Research Paper titles is not advisable, but there may be more than one paper from a topic area. Research Papers are due by midnight **on December 5**. No extension will be provided and each day of delay will cost 10% of the grade.

***Grading Rubric:*** You must include at least 3 references from academic journals (see attached list) or books researched from the library or the library's online search engines. Total number of references should not be less than 5 and may include the textbook. The paper content should correspond to your Paper Title and should not be an exact replica of your or someone else's presentation, but should be a *more academic* compilation and/or extension of the information received in class from lectures, readings, presentations, guest speakers, hotel visits, discussed cases, and additional articles). **APA style of writing is crucial** and if not followed will discount your grade with one point or 10% (e.g., A to B). The most important aspects from APA that you must follow are: font; line spacing; paragraph length and indenting; paper headings, sub-headings and structure; in-text references provided in the right format; end-page reference list; table and figure format; grammar and spelling; as well as syntax and style of writing (style should be formal, academic, reporting, and never in first person singular or plural – "I, me, we, our", etc.).

\*\*\***"SHADOWING" PROGRAM AND REPORT** (see detailed instructions after this section): In lieu of a studied-topic-related paper students **could** spend one day (minimum of four hours) working with a professional salesperson. Based on this experience the student is to write a 7-10 page report (use APA style for font and spacing requirements).

**Final Exam:** Closed book exam covering Chapters 8-14. A study guide, featuring the exact questions shall be provided a week before the exam on BB. From all 7 chapters, 7 questions will be posted to the class. The exam will consist of **Two Questions determined by the professor** from the study guide. Exam time is 2 hours.

**Grading Rubric:** Cite at least two sources per question (Author's name, year), including the main text, other research articles, and popular readings. Classmates' and guest speaker presentations, including additional material lectured in class are required components of your answers. **Answers solely based on book content will NOT be considered an A work.**

### SHADOWING REPORT DETAILED INSTRUCTIONS

1. Identify a professional salesperson who is currently selling in the hospitality and tourism industry. You may NOT use a member of your family. (The Professor may have suggestions.)
2. Make an appointment to visit with this person for, preferably, a full day, but you must spend a minimum of 4 hours with this person. The appointment can occur anytime from the first day of class until the report is due. When setting the appointment, verify that you will be able to **observe an actual face-to-face sales presentation. You may not simply listen to a sales presentation over the telephone.**
3. The purpose for the visit is to observe a salesperson in action: making sales presentations to clients and prospects, probing, handling objections, closing, etc. You should sit-in on sales presentations and observe both the client and the salesperson. In addition, "pick the salesperson's brain" regarding the sales profession with all of its pros and cons.
4. Prepare a 7-10-page (maximum), double-spaced paper describing your experience, focusing on what you learned in the process. Following are specific instructions:
  - Name, title, address and phone number of the salesperson (on cover page along with your name, etc.)
  - A brief introduction, explaining the type of business in general, and the particular products/services this salesperson represents.
  - A brief summary of the job. What does this person do on a daily basis? For example, what percentage of the day is spent on the phone with clients or prospects, how much on paperwork, etc.? What does he/she like or dislike about the job?
  - A short synopsis of what you and the salesperson did during your time together. Be sure to state how much time you spent with him/her.
  - Approximately two-thirds of the paper should discuss what you personally learned/gained from the experience. Relate this to the material from class. You must include observations of social styles and adaptations, sales openings used, probing questions, objections used by

customers and methods for handling them, trial closes used, how commitment was gained, how you might have handled a particular call if you observed a problem, body language observed for both the buyer and the seller, etc. In other words, critique the sales presentation and be specific regarding the seller's comments. This portion should be the focus of the paper. A more insightful and analytical paper will receive a higher grade.

**GRADING SCALE:**

**A+** = 97 – 100      **B+** = 87 –89.99      **C+** = 77 –79.99      **D** = 60 – 69

**A** = 94 – 96.99      **B** = 84 –86.99      **C** = 74 –76.99      **F** = 0 – 59

**A-** = 90 – 93.99      **B-** = 80 –83.99      **C-** = 70 –73.99

**TENTATIVE COURSE SCHEDULE:**

WEEK	DATE	TOPIC	READINGS DUE
1	August 27	Introductions Syllabus and Class Rules <b>Overview of Hospitality Sales</b>	Syllabus Chapter 1
2	September 5 Wednesday	<b>Prospecting and Pre-approach</b>	Chapter 2 <i>Sales Presentations # 1, 2</i> <b>SP Phase 1 Assignment DUE</b>
3	September 10	<b>Approach through Listening &amp; Trust</b> <b>Approach by Adapting Social Style</b>	Chapter 3, Chapter 4 <i>Sales Presentations # 3, 4, 5</i> <b>SP Phase 2 Assignment DUE</b>
4	September 17	<b>Openings</b>	Chapter 5 <i>Sales Presentations # 6, 7</i> <b>SP Phase 3 Assignment DUE</b>
5	September 24	<b>Probing for Needs</b> Cold Calling Exercise (TBD)	Chapter 6 <b>SP Phase 4 Assignment DUE</b>
6	October 1	<b>The Presentation</b>	Chapter 7 <i>Sales Presentations # 8, 9, 10</i>
7	October 10 Wednesday	<b>Mid-Term Exam</b>	<b>Chapters 1-7</b>

8	October 15	Handling Objections	Chapter 8 <i>Sales Presentation # 11, 12</i> <b>SP Phase 5 Assignment DUE</b>
9	October 22	Gaining Commitment	Chapter 9 <i>Sales Presentations # 13, 14, 15</i> <b>SP Phase 6 Assignment DUE</b>
10	October 29	Post-sales Follow-up Guest Speaker TBD	Chapter 10
11	November 5	Contracts	Chapter 11 <b>Role-Play Session #1</b>
12	November 12 <i>Class BB Based</i>	Ongoing Services	Chapter 12, additional cases <b>BB Case Study Discussions</b>
	November 19	<b>THANKSGIVING BREAK</b>	
13	November 26	Personal Selling Tools	Chapter 13 <b>Role-Play Session #2</b> <b>Role-Play Critiques DUE</b>
14	December 3  December 5	Negotiation	Chapter 14 <b>Role-Play Session #3</b> <b>Role-Play Critiques DUE</b> <b>Research Papers Due</b>
15	December 12 Wednesday	<b>Final Exam</b> <b>Class evaluation form</b> <b>(beginning of class)</b>	<b>Chapters 8-14</b>

*Note: Faculty reserves the right to alter the schedule as necessary. Due dates are considered until midnight of the specified date. All written assignments should be submitted electronically. Each day of delay in submission will bring 10% grade penalty. Some Sales Presentations might be rescheduled for the week before or after depending on TBD events.*

**MOST POPULAR ACADEMIC JOURNALS:**

*Cornell Hospitality Quarterly*

*European Journal of Tourism, Hospitality and Recreation*

*Hospitality Research Journal*

*International Journal of Contemporary Hospitality Management*

*International Journal of Hospitality Management*

*International Journal of Hospitality & Tourism Administration*

*International Journal of Culture, Tourism and Hospitality Research*

*Journal of Hospitality & Tourism Education*

*Journal of Hospitality and Tourism Management*

*Journal of Hospitality & Tourism Research*

***Leisure & Hospitality Business***  
***Lodging Hospitality***  
***Worldwide Hospitality and Tourism Themes***

*Student Expectations:*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

*Campus Resources:*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

