

# MKTG 3010.501

**Professional Selling (Fall,2023)**  
**Amy Burgess, Adjunct Professor**

## Fall 2023

Class Time: Tues. 3:30 PM–6:20 PM  
Room: FRLD 410  
Instructor: Amy Burgess  
E-Mail: [Amy.Burgess@unt.edu](mailto:Amy.Burgess@unt.edu)  
Phone: 214-770-1419

### Students/Office Hours:

T: 2:15 PM – 3:15 PM in FRLD 410

## Course Introduction

Three (3) credit hours: This is an assignment and project-based interactive course where you will learn and apply the SPIN Selling technique and additional business skills such as communication and presentation. Moreover, the persuasion and influencing approaches practiced in this course, along with critical thinking and problem-solving skills, will benefit you in your career and life after college.

## Course Objectives

Professional Selling is a UNT Core Course. It applies to the following core areas—Discovery, Social, and Behavioral Science. The objectives of the Professional Selling Course pertain directly to Core Objectives set by the State of Texas. Please review these objectives and note that specific exercises evaluate the success of this course in helping students realize them.

1. Help build your Communication Skills, particularly in the areas of inquiry and persuasion.
2. Help enhance your Empirical and Quantitative Skills.
3. Help develop and test Critical Thinking Skills: determining problems; amassing and evaluating evidence; evaluating context and limitations thereof; developing a proposed course of action; and gaining commitment from a prospect.
4. Help realize your Social Responsibility as a professional person to consider or accommodate perspectives, beliefs, and traditions of others (people, organizations, institutions, nations).
5. **This is a Face-to-Face Class and attendance is mandatory.**

## How to Succeed in this Course

Helping you succeed in this course is my top priority. Here are few things you can do to ensure you achieve the best results:

1. Keep an open and learner's mindset. You will learn new concepts that could only be retained if you apply them in class discussions and other class work.
2. Challenge yourself to do better every class and if you're struggling with any material, come talk to me. My office/students' hours are dedicated to you and your professional growth.
3. Arrive to each class meeting **on time and hungry to learn**. Be prepared for that day's scheduled activities, just as you would in a career employment situation.
4. Take an active, participatory role in class-related activities and discussions - demonstrating motivation and dedication to the class. Class discussions and group activities are a great learning tool.

I will do my best to be available to all students. You may email me at [Amy.Burgess@unt.edu](mailto:Amy.Burgess@unt.edu). I will diligently check email and will reply to all messages within 24 hours.

## Email Communication

You may contact me at any time via UNT email but remember to treat **all email communications as professional correspondence**. Please note these guidelines:

- Include a subject line that clearly indicates the reason for your email.

- Identify the Section of your class in the body of the email.
- Use an appropriate salutation for the recipient, e.g. “Dear Professor Burgess” or “Mrs. Burgess”
- Make the tone of your email professional. Ask yourself how you would interpret the tone and content of the email had you received it from someone else. Your email should not read like a text.
- Avoid slang and do not use email or text abbreviations. Remember that good grammar, spelling and punctuation can make the difference between comprehension and confusion. Carefully proof your email before hitting the ‘send’ button.

Please send all correspondence via the UNT email system to Amy.Burgess@unt.edu. I will respond to your emails within a 24 hour time period. Emails generated out of Canvas may not receive a timely response since there are multiple professors teaching this class. Canvas emails sent to “All Instructors” and/or “All Teaching Assistants” will not receive replies.

## Textbooks

### ***SPIN Selling: Situation, Problem, Implication, Need-payoff (Mandatory)***

Neil Rackham, 1988, McGraw-Hill. ISBN: 0-07-051113-6

### ***Professional Selling (Mandatory)***

Deeter, Hunter, Lee, Rich, Mullins, Beeler, Schrock, 2021, Chicago Business Press.

ISBN numbers are ISBN: 978-1-948426-54-1, E-version 978-1-948426-55-8.

## Technology Requirements:

This is a course built on digital competence in order to complete the course work. Information on how to be successful in a digital learning environment can be found at (<https://online.unt.edu/learn>) and especially useful are these 8 Tips [https://online.unt.edu/succeeding\\_in\\_your\\_online\\_classes](https://online.unt.edu/succeeding_in_your_online_classes)

To maximize the value and learning of this class, students will need:

- Computer with a reliable internet connection
- Canvas Learning Management System
- UNT Email
- Microsoft Office 365: <https://outlook.office.com/>
- Google Docs: <https://docs.google.com/>
- Zoom App: <https://zoom.us/>
- Adobe Reader: <https://get.adobe.com/reader/>
- Web-camera and/or ability to videoconference and record videos

## Technical Assistance

Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other tech issues.

**UIT Help Desk:** [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu) **Phone:** 940-565-2324 **In Person:** Sage Hall, Room 130 For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

## Course Policies

### ***Academic Integrity Policy***

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers or case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for known academic integrity violations in a group assignment.

Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large scale “cutting and pasting” from other sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.

Your instructor will specify what materials, if any, may be used on the tests and exams. Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual's exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission.

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student's participation.

### ***Attendance & Participation***

**Class attendance is mandatory.** There will be regular in-class activities that are graded and cannot be made up if students are not present at the time of activity. Please respect your fellow students and guest speakers by arriving on time and keeping noise and other distractions to a minimum. Finally, recordings of class are not permitted.

### ***Requests for Special Consideration***

When any student requests special consideration for missing a quiz, missing an assignment due date, or any other reason, written documentation to the Professor, must be provided in support of the request. Providing special consideration to a student without documentation discriminates to the favor of the requesting student and to the detriment of all other students.

### ***Grading Challenge Policy***

This Instructor strictly follows the guidelines set forth in the current Undergraduate Catalog for grade appeals, changes, and the awarding and removal of an 'Incomplete'. Should you believe there is a grading error for a particular activity, you may make a grade “challenge”. This grade “challenge must be made in writing to your instructor no more than 48 hours (two days) after the grade is posted and should specify why you believe the grade is incorrect. Challenges made after this time will not be accepted and your grade will stand as recorded.

## ***Late Submissions***

You are expected to turn in assignments on time. Please pay attention to the deadlines. If assignments are turned in up to 24 hours late, a 10% deduction will apply. After the 24-hour extension, no points will be given for the assignment.

## ***Americans with Disabilities Act***

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

## ***Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)***

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

## ***Student Perception of Teaching***

Student Perception of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey is available to you at the end of the semester, providing you a chance to comment on how this class is taught. Feedback from students helps to improve this course. I consider SPOT to be an important part of your participation in this class.

Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

## ***Emergency Notification and Procedures***

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

## ***Course Main Components & Grading***

There are several components described below that make up your total grade.

### ***Resume Project – Extra Credit (See separate Resume Project document on course Canvas)***

This assignment is worth up to 50 points for those students who choose to complete the extra credit. The Resume Project requires you to develop a resume that addresses the anticipated needs of a prospective employer. To complete the resume, you will develop career goals and inventory your job skills. This exercise will help you evaluate yourself as a marketable product for a job or internship.

### ***FedEx Office Case Study Analysis***

The purpose of the FedEx Office Exercise is to help you develop Critical Thinking skills. To that end, aspects of the case study exercise tap your abilities in the following areas:

1. *Discerning relevant facts* or data, including your own FedEx Office solutions.
2. *Evaluating (process, synthesize, or manipulate) relevant facts* or data.

3. *Deducing conclusions (interpret)* from relevant facts or data.
4. *Identifying a primary problem or need* from a situation or set of information.
5. *Interpreting data, needs, problems, and parameters* associated with a situation.
6. *Elucidating assumptions you make* as well as to identify contextual characteristics and limitations associated with the data you used to evaluate the situation.
7. *Constructing a presentation that advocates a solution* to a key problem or need.
8. *Projecting the implications of your suggested solution*—its effects on parties involved over the long run.

### **Sales Call Solutions Video Presentation**

The purpose of this exercise is to help you develop your communication skills. The exercise draws on the organizational pattern SPIN used in the Professional Selling (MKTG 3010) class. To that end, you will want to exert the following skills as you work this exercise:

1. *Ascertaining a communicative context* (audience, purpose, and focus).
2. *Implementing a communication structure* (Situation – Problem – Implication - Need) to enhance accuracy of your communication with another.
3. *Communicating in a situation where you seek to inquire and persuade*—following a disciplinary convention characteristic of a professional selling role.
4. *Developing relevant content or information gained from your prospect*—to isolate primary problems and specific needs.
5. *Completing a communication skills exercise* by executing a process you learn in class. The goal is to help the prospect evaluate their situation in light of the needs isolated and arrive at a next step or a solution that addresses each need. Having addressed each need in terms of a possible solution, you will attempt to *gain commitment to a specific action* (e.g., review a proposal, secure further information).

### **Social Responsibility Exercise**

The purpose of this exercise is to help you develop and evaluate your ability to understand and gain insight into others' and your own viewpoints as to social responsibility. To that end, you will want to engage the following skills as you work through this exercise.

1. Engage your *ability to characterize, understand, and adapt to another's cultural perspectives and viewpoints as well as your own cultural viewpoint*.
2. Engage your *ability to empathize with another's cultural perspective and viewpoints—including expressing your understanding*.
3. Engage your *ability to relate the perspective of the 'whole' community—touching on the needs of various constituencies: economic, cultural, political, and environmental*.
4. Relate your *involvement and reasoning for your involvement in affairs and events intended to benefit others (community-based involvement)*.
5. Relate your belief structure concerning *your impact on others well outside your own domain of contact—emphasizing biases on your part that necessitate thought and adjustment on your part*.

### **Virtual Interview Project and Elevator Speech**

The Virtual Interview Project is a videotaped interview for a desired employer. To prepare for the interview, you will create five questions that an interviewer from the target company might ask and develop appropriate answers in a self-recorded video format.

You will also self-record a videotaped Elevator Speech that you, as a job candidate, could utilize during a networking event.

### **Quizzes/ Exams**

Exams assess your comprehension of the professional selling concepts and career preparation skills covered in this course. There are multiple exams including a Final Exam.

### **SONA Research Participation (50 points, i.e. 5% of course grade)**

As part of your learning experience in this course, you will be required to participate in research studies to gain experience with the research process and learn about methods and scaling techniques. Your participation in these research studies will make up 5% of your final class grade.

To fulfill the requirement, you must create an account on the College of Business REP webpage—[unt-cob.sona-systems.com](http://unt-cob.sona-systems.com)—which allows you to browse and sign up for available studies. The amount of credit assigned is based on the length of time the study takes to complete and whether you participate online or in the COB behavioral Lab (BLB 279):

- Short online studies (5-15 minutes) earn 1 credit
- Medium online studies (15-30 minutes) earn 2 credits
- Long online studies (30-45 minutes) earn 3 credits
- On-campus, lab studies (30-45 minutes) earn 5 credits

To fulfill the 5% course requirement, you must earn a total of **5 REP credits** throughout the semester (i.e., 1 credit = 1 percent of your final grade). All credits earned will be added to your final course grade at the end of the semester. Additional extra credit points may be available at my discretion.

- ➔ To sign up, please visit **[unt-cob.sona-systems.com](http://unt-cob.sona-systems.com)**. If you have questions, DO NOT contact me. Contact the behavioral lab manager by email at **[RCoBRep@unt.edu](mailto:RCoBRep@unt.edu)**. Your questions will be addressed promptly.

**Please Note:**

- 1) Access the studies early and often to make sure you have first access to available studies. Once you sign up, the lab manager will update you periodically about newly posted studies.
- 2) Make sure you assign your credits to the correct course.

**Deadlines for Participation:** 5:00pm on December 1, 2023.

***In-Class Participation***

Participation is a self-managed behavior that positively or negatively affects potential success at school, work and in other social aspects of your life. It is a way of controlling the impression you present to others. In this class student participation is expected such that your classmates could learn from you, as well as you can share your knowledge and expertise. Moreover, in this class there will be regular in-class activity where students are highly encouraged to engage in the activities and leverage the collective genius of group work.

During the semester, participation exercises supplement the lecture and provide practical applications of sales skills. It is also a method of providing a mini assessment of your comprehension of the course content. In this class, participation will represent 20% of your overall course grade (200 points.)

***NOTE: Only those students in class at the time of the activity are eligible for the participation grade.***

**Grading Scale – Total of 1,025 points plus 25 points of extra credit**

A	B	C	D	F
>899 pts.	800-899 pts.	700-799 pts.	600-699 pts.	<600 pts.

***NOTE:*** Tracking your performance during the semester should always be based on the total number of grade points you accumulate after every assignment or activity. DO NOT look at the grade percentage.

If a student has 900 or more points before the final exam, they are not required to take it.

**Ordering of Topics, Exams, and Projects for Fall 2023 *(Subject to Revision)***

*Presentation of noted chapters is dependent on the length of in-class discussions and the ability to adequately cover the selected topics in each class period.*

WEEK	DATE	COURSE MATERIAL
1	Tue. Aug. 22	Introductions; Course Objectives; Syllabus Review and Q&A <b>Read:</b> Professional Selling Chapters 1 & 2
		What is Sales? The Sales Professional. Variety in Sales Roles.



	<b>Sun. Aug. 27</b>	<b>Due: Introduce Yourself - Video Posting (25pts.) 1 minute or less; comment on 2 of your classmates posts for full credit.</b>
<b>2</b>	Tue. Aug. 29	Resume Project Introduction- Guest Presentation (RCOB Career Services)
		In-Class Discussion and work on resumes: Resumes Best Practices, Core Competencies, Technical Skills, Action Verbs
	<b>Sun. Sept. 3</b>	<b>Due: Impact of Supply Chain Disruptions on Retail and Consumers- Part 1 (15pts.)</b>
<b>3</b>	Tue. Sept. 5	How and Why We Buy - Consumer and B2B
		SPIN Selling Introduction <b>Read:</b> Professional Selling Chapter 2 and SPIN Chapters 1-5
	<b>Sun. Sept. 10</b>	<b>Due: Impact of Supply Chain Disruptions on Retail and Consumers- Part 2 (10pts.)</b>
<b>4</b>	Tue. Sept. 12	Introduce FedEx Office Case <b>Read:</b> SPIN Chapters 1-5
		FedEx Office Work - Uncovering the Facts and Problems
	<b>Sun. Sept. 17</b>	<b>Due: Quiz- FedEx Office- Evaluating the Relevant Facts (25pts.)</b> <b>Due: FedEx Office- Problem Analysis (25pts.)</b>
<b>5</b>	Tue. Sept. 19	FedEx Office Discovering the Implications and Benefits <b>Read:</b> Professional Selling Chapters 5, 6, 7
		Features, Advantages, Benefits (FAB)
	<b>Sun. Sept. 24</b>	<b>Due: Quiz- FedEx Office- Building the Pain Points Through Implications (40pts.)</b> <b>Due: Quiz- FedEx Office- Needs-Payoff Questions (35pts.)</b>
<b>6</b>	Tue. Sept. 26	Planning the Sales Call; The Sales Call; Sales Presentations <b>Read:</b> Professional Selling Chapter 4
		Value of Role Plays Lead Generation and Prospecting; Inside Sales Model
	<b>Sun. Oct. 1</b>	<b>Due: Sales Call Worksheet (50pts.)</b> <b>Due: Solutions Presentation (Video Presentation- 75pts.)</b>
<b>7</b>	Tue. Oct. 3	Handling Objections and Closing <b>Read:</b> Professional Selling Chapters 8 & 9
		Sales Negotiation and Science of Persuasion
	<b>Sun. Oct. 8</b>	<b>Due: Objection Handling and Sales Negotiation Quiz (50pts.)</b>
<b>8</b>		Ethics in Sales <b>Read:</b> Professional Selling Chpts 10 & 13
	Tue. Oct. 10	Ethics Group Activity
<b>9</b>	Tue. Oct. 17	Adaptive Selling <b>Read:</b> Professional Selling Chpt 11
		Territory, Time and Resource Management <b>Read:</b> Professional Selling Chpt 10
	<b>Sun. Oct. 22</b>	<b>Due: Adaptive Selling/Personality Type Self Analysis (25pts.)</b>
<b>10</b>	Tue. Oct. 24	Discussion of Practical Skills in Running a Sales Meeting; Pre-calls; Social Outings with Clients, etc. and Q&A.
		Mindfulness time, Social Responsibility Assignment
	<b>Sun. Oct. 29</b>	<b>Due: Social Responsibility (Essay- 75pts.)</b>
<b>11</b>	Tue. Oct. 31	Personal Value Proposition <b>Read:</b> Professional Selling Chapter 3
		Personal Value Proposition Group Activity
	<b>Sun. Nov. 5</b>	<b>Due: Virtual Interview and Peer Feedback- Part 1 (85pts.)</b>
<b>12</b>	Tue. Nov 7	Digital Sales <b>Read:</b> Professional Selling Chapter 11
		Job Interviews Best Practices
	<b>Sun. Nov. 12</b>	<b>Due: Virtual Interview and Peer Feedback- Part 2 (15pts.)</b>

13	Tue. Nov. 14	Personal Skills: Communications; Email Communications
		Business Writing Tutorial - In Class Exercise
	Sun. Nov. 19	<b>Due: Determining Your Core Competencies (25pts.)</b> <b>Due: MyPlan Assessment (25pts.)</b>
14	Tue. Nov. 21	<b>THANKSGIVING WEEK- NO CLASS</b>
15	Tue. Nov. 28	Elevator Speech and Practice Networking; Social Selling, Getting Started: Internships, Job Shadowing <b>Read: Professional Selling Chapter 3</b>
		Guest Speaker (Diana Gats)
	Sun. Dec. 3	<b>Due: Elevator Speech (Video Presentation- 50pts.)</b> <b>Due: LinkedIn Profile Update (25pts.)</b>
16	Tue. Dec. 5	Hired, Now What? 30/60/90-day Plan
		Final Review
17	Tue. Dec. 12	<b>FINAL EXAM</b> <span style="float: right;">Grade Value: 100 points</span>