

MKTG 3010.501

Foundations of Selling and Communication

Amy Burgess, Adjunct Professor

Fall 2024

Tues. 3:30 PM – 6:20 PM FRLD Room 228

Instructor: Amy Burgess

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Mobile: 214.770.1419

Office/Students' Hours:

Tues. 2:30 PM – 3:30 PM

(Text me to schedule and confirm shared space location.)

Course Introduction

This 3-credit hours course is an assignment and project-based interactive class. You will learn by applying key selling technique, as well as develop strong verbal and nonverbal communication skills. Moreover, the critical thinking and problem-solving skills learned here will benefit your career and life after college.

Course Objectives

This 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 gain the best results from this course:

1. **Come to class with a strong desire to learn and grow.** It's all about having a growth mindset.
2. **Take an active role during class-related activity.** It reflects motivation and commitment to excellence.
3. **Challenge yourself.** Try to learn something new every class and do better with every assignment.
4. **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.

Class Communications

Canvas supports the class administratively as well as delivers the majority of course content. I will do my best to be available to all students. You may email me at Amy.Burgess@unt.edu. Please do not email me via Canvas, but via my email address provided. I will reply to all emails within 24 hours.

Textbook

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: 978-1-948426-17-6

Technology Requirements:

This is an online course and is 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

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 **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 activity that cannot be made up if students are not present at the time of activity. Finally, please respect your fellow students and guest speakers by arriving on time and keeping noise and other distractions to a minimum.

Requests for Special Consideration

When any student requests special consideration for missing a quiz, an assignment due date, or any other reason, written documentation must be submitted to me via email. Giving special consideration to a student without documentation discriminates to the favor of the requesting student and to the detriment of all others.

Grading Challenge Policy

This Instructor strictly follows the guidelines set forth in the current Undergraduate Catalog for grade, 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. If the assignment is completed after the 24 hour extension, a 50% deduction will apply if the assignment is turned in within one week from the original due date. After the week extension, no credit will be given. This does not apply to quizzes or tests.

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.

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.

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 - (See separate Resume Project document on course Canvas)

This assignment is worth up to 50 points. This 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.

For more information, please see the Resume Project documents posted on Canvas under Module Week 2. During the second week of class, we will have a guest speaker from Career Services introduce the assignment and answer all your questions.

A critical part of this project is the multiple opportunities each of you will have for drop-in resume review sessions, both in-person and virtual along with multiple resume review pods/workshops available to all RCOB students.

Optional Resume Review Labs are provided by the UNT Career Center. The Resume Review Labs will be optional, but you are encouraged to sign up. After updating and fine-tuning your resume, you will submit the finalized resume for grading.

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. Your ability to *discern relevant facts* or data, including your own FedEx Office solutions.
2. Your ability to *evaluate (process, synthesize, or manipulate) relevant facts* or data.
3. Your ability to *deduce conclusions (interpret)* from relevant facts or data.
4. Your ability to *identify a primary problem or need* from a situation or set of information.
5. Your ability to *interpret data, needs, problems, and parameters* associated with a situation.
6. Your ability to *elucidate assumptions you make* as well as to identify contextual characteristics and limitations associated with the data you used to evaluate the situation.
7. Your ability to *construct a presentation that advocates a solution* to a key problem or need.
8. Your ability to *project 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. Your ability to *ascertain a communicative context* (audience, purpose, and focus).
2. Your ability to *implement a communication structure* (Situation –Problem – Implication - Need) to enhance the accuracy of your communication with another.
3. Your ability to *communicate in a situation where you seek to inquire and persuade*—following a disciplinary convention characteristic of a professional selling role.

4. Your ability to develop *relevant content or information gained from your prospect*—to isolate primary problems and specific needs.
5. Your ability to *perform a communication skills exercise* by executing a process you learn in class. The goal of the process is to help the prospect evaluate his or her 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 and 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—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**. If you have questions, DO NOT contact me. Contact the behavioral lab manager by email at **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. This course is: **MKTG 3010.501**.
- 3) If you do not want to participate in the posted studies, you can complete a 2-page research article critique for 2 points of REP credit each. To do so, please email RCoBRep@unt.edu and they will assign you an article to critique.

Deadlines for Participation: December 1, 2024.

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.

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

Grading Scale

| 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.

Ordering of Topics, Exams, and Projects for Spring 2024 (Subject to Revision)

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

| WEEK | DATES | COURSE MATERIAL |
|------|----------------|---|
| 1 | Tues. Aug. 20 | Introductions; Course Objectives; Syllabus Review and Q&A What is Sales? The Sales Professional. Variety in Sales Roles Read: Professional Selling Chapter 1 & 2 |
| | Sunday Aug. 25 | Due: Introduce Yourself - Video Posting (15 pts.) |
| 2 | Tues, Aug 27 | Resume' Writing Workshop and Assignment Overview Carrer Office Guest Speaker |
| | Sunday Sept. 1 | No assignment due – work on your resume'. |

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| 3 | Tues. Sept. 3 | How and Why We Buy, Consumer and B2B; SPIN Selling Introduction Read: SPIN Chapters 1-5; Professional Selling Chpt. 2. Introduce FedEx Office Case Study |
| | Sunday Sept. 8 | No assignment due - Reminder to work on your resume' and SONA project. |
| 4 | Tues. Sept. 10 | Discuss FedEx Office Case FedEx Office- Uncovering the Facts and Problems Read: SPIN Selling Chapters 1-5 |
| | Sunday Sept. 15 | Due: Quiz- FedEx Office- Evaluating the Relevant Facts (25 pts.) Due: FedEx Office- Problem Analysis (25 pts.) |
| 5 | Tues. Sept. 17 | FedEx Office Discovering the Implications and Benefits Features, Advantages, Benefits (FAB) Read: Professional Selling Chapter 5, 6, 7 |
| | Sunday Sept. 22 | Due: Quiz- FedEx Office- Building the Pain Points Through Implications (25pts.) Due: Quiz- FedEx Office- Needs-Payoff Questions (25 pts.) |
| 6 | Tues. Sept. 24 | Planning the Sales Call; The Sales Call; Sales Presentations Value of Role Plays Lead Generation and Prospecting; Inside Sales Model Read: Professional Selling Chapter 4 |
| | Wed. Sept. 25 | Due: Sales Call Worksheet (50 pts.) |
| | Sunday Sept. 29 | Due: Solutions Presentation (Video Presentation- 100 pts.) |
| 7 | Tues. Oct. 1 | Handling Objections and Closing Sales Negotiation and Science of Persuasion Read: Professional Selling Chapter 8 & 9 |
| | Sunday Oct. 6 | Due: Sales Negotiation and Objection Handling Quiz (25 pts.) |
| 8 | Tuesday Oct. 8 | SALES ETHICS Discussion Read: Professional Selling Chpt. 10 and 13 |
| | Friday Oct. 11 | Due: Impact of AI on you as a consumer, Part 1 (20 pts.) |
| | Sunday Oct. 13 | Due: Impact of AI on you as a consumer, Part 2 (15 pts.) |
| 9 | Tues. Oct.15 | Adaptive Selling Territory, Time and Resource Management and Digital Sales Read: Professional Selling Chapter 11 |
| | Sunday Oct. 20 | Due: Adaptive Selling/Personality Type Self Analysis (25 pts.) |
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| 10 | Tues. Oct. 22 | Guest Speaker – Real World Sales People Series and Class Activity |
| | Sunday Oct. 27 | Due: Social Responsibility (Essay- 50 pts.) |
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| 11 | Tues. Oct. 29 | Job Interview Best Practices Personal Value Proposition Read: Professional Selling Chapter 3 |
| | | Due: Oct. 29 Resume Project Due Date (50 pts) |
| | Sunday Nov. 3 | Due: Virtual Interview and Peer Feedback Part 1 (85 pts.) |
| | | |
| 12 | Tues. Nov. 5 | Guest Speaker – Real World Sales People Series Personal Skills: Communications; Email Communications Business Writing Tutorial- In Class Exercise |
| | Sunday Nov. 10 | Due: Virtual Interview and Peer Feedback Part 2 (15 pts.) |
| | | |
| 13 | Tues. Nov. 12 | Elevator Speech and Practice Networking; Social Selling, Getting Started: Internships, Job Shadowing, LinkedIn Read: Professional Selling Chapter 3 |
| | Sunday Nov. 17 | Due: Determining Your Core Competencies and MyPlan (25+25 pts.) Due: Elevator Speech (Video Presentation- 50 pts.) |
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| 14 | Tues. Nov. 19 | Guest Speaker, Diana Gatz – LinkedIn Consultant Hired Now What 30/60/90-day Plan |
| | Friday Nov. 22 | LinkedIn Profile Update (25 pts) |
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| 15 | Tues. Nov. 26 | NO CLASS. HAPPY THANKSGIVING! |
| | | |
| 16 | Tues. Dec. 3 | Last Class Meeting Reflections & Learning Speed meetings - Confirm final grade to date and feedback Final Review |
| | Friday, Dec. 6 | Reading Day |
| 17 | Tues. May 10 | FINAL EXAM (100 pts.) |