

MKTG 4570

Sales Analytics

Dr. Scott Koenig

Spring 2026

Tues, Thurs 12:35-1:55
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Office/Students' Hours:
Tu/Thurs: 9:00-10:30 or by appointment

Course Introduction

This class, as part of the UNT B2B Professional Selling Program, offers you the student a unique set of opportunities. Each of you has made an academic/career decision to become part of the B2B Professional Selling Program at UNT – either as a major or minor area of study. Presumably, you have done this because you see yourself in a professional selling-related career after graduating with your bachelor's degree from UNT.

As you know, two of the goals of the B2B Professional Selling Program at UNT are:

- (1) To secure an appropriate professional selling internship for each student in the Program
- (2) To ensure that each student in the Program receives one or more quality professional selling job offers before graduation

What this means is that we, your Professional Selling Program faculty, must strongly endorse your candidacy for both internship and employment opportunities. We can't do this alone. It is up to each student to demonstrate the motivation, diligence, and learned skills throughout your time with us so that we can recommend you as a very high-quality applicant to potential employer firms.

Three (3) credit hours: This course focuses on building lasting customer partnerships through advanced professional selling practices. Emphasis is placed on consultative selling strategies and joint problem solving to create superior customer value. Students learn through a combination of classroom discussions, industry presentations, and sales call simulations.

Course Objectives

By the end of this course, students will be able to use a consultative selling approach to understand and solve customer problems and subsequent needs. This approach includes:

1. Exploring and understanding the customer's situation
2. Discovering the implications of any current problems faced by the customer,
3. Developing a value-based solution to remedy the customer's problems
4. Delivering that solution and responding to any post-purchase development

Teaching Philosophy

My role as your instructor is three-fold:

1. **Instructing** students in the customer-centered, value-selling process in order prepare students with well-developed, transferable selling skills that lead to success in the professional selling environment

2. **Coaching** students on their sales call role-play to ensure students' ability to demonstrate customer value that overcomes objections and finetune the communication skills required to secure and build long-term customer relationships
3. **Mentoring** students on the interviewing and hiring process for both internships and full-time career positions while being the liaison between the Program and industry partners

How to Succeed in this Course

Helping you succeed in this course is my top priority, but here are few things you could 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.** 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 deliver majority of course content. I will do my best to be available to all students. You may email or text me. I also set up a Dr. Koenig Cohort 24 Group Me. This will be the way I communicate with you about all things pertaining to 4670 this semester and 4570 next semester. I encourage you to have your Cohort 24 GroupMe and/or text thread so that you can communicate with each other for all things pertaining to the program – regardless of the class or professor. I will also check Canvas diligently and reply to all messages within 24 hours.

Teaching Philosophy

Preparing my students for the world by empowering them to be the best version of themselves is a core value and fundamental leadership behavior I hold dearly. It starts from day one and is manifested throughout the semester via in-class activity, group discussions and assignments, all of which leads to building positive habits that fulfill students' natural curiosity and drive to learn. For students to build and retain knowledge, they need the opportunity to discover for themselves and apply skills in realistic situations. To that point, building and harnessing an inclusive learning environment is very important to me and I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. That means all class discussions should be respectful and civil. Although debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please let me know. We are all on a learning journey.

Textbook

Customer Centered Selling

2nd Edition, Robert L. Jolles, 2009 Free Press (Simon and Schuster)

Fanatical Prospecting

First Edition, Jeb Blount, 2016 (Wiley)

These books are not textbooks, per se. However, in this class, both books will serve as the required text and the basis for a large amount of material covered in the class. Both books will be used next semester in MKTG 4570. They are required as it will be difficult to pass the class without them. As a bonus, these are books that are used by several companies as part of their training programs.

Note: Any additional course materials will be made available to students via the course Canvas website. Since this course is continually updated, the course Canvas website will be under continual development and modification throughout the semester. Please be both patient and diligent in regularly checking the course Canvas site for updates.

Course Main Components & Grading

The ordering of the topics and book chapters for the course is found on the final page of this syllabus. This format is subject to change, sometimes frequent change, to respond to emerging circumstances throughout the semester. Any changes will be announced, in advance, in class, sent via broadcast email, or posted as a message on the class Canvas site. It is each student's responsibility to become aware of such modifications.

The core of the course is a series of formal sales role-plays (sales call simulations) throughout the semester. The details of these role plays (e.g., format, location, etc.) will be determined as the semester progresses. There may also be telephone role-plays (prospecting and lead generation) with other students and alumni.

Weekly Reflections/Attendance/Participation

We will take attendance and grade participation in this class via a weekly reflection video that you will create by responding to a weekly prompt that I provide to you. While the actual prompt will change each week, part of the reflection will be to state whether you attended class and, if not, whether your absence should be considered an excused absence. Half of your reflection grade is based on whether you attended class (or have an excused absence) and how well you participated. The reflection video serves another purpose. It allows you practice explaining something in a short, clear, and concise way – a very important attribute for a sales professional. There is also an element of the reflection assignment where you listen to and respond to your classmate's reflection. The learning objective here is learning from your classmates and being able to extend a conversation in a brief, clear, and concise manner.

Simulated Role Play

Think of the simulators as your sales "practice field." You'll step into realistic selling situations – like making a first call, uncovering needs, or handling objections – and work through them just as you would with a real prospect. These are low-stakes opportunities to sharpen your skills before the graded role plays.

Industry Partner Days

Participation in Industry Partner Days will benefit you in tremendous ways for both a full-time job and internship. While you will not be graded in this class on your involvement, you are expected to treat it as a way to take responsibility for your own learning and to be a good ambassador to the program and to your own brand.

Live Role Plays

There are four live in-person role plays for this course. They are worth over half of the points in the class. You will be given specific instructions on how to succeed in these role plays. Building upon the approach of "memorize, internalize, and personalize" sales scripts from MKTG 4670, you will be able to put your own voice/spin into the role plays (the "personalize" aspect of scripting). Think of these assignments as the exam portion of the course – i.e. how well can you demonstrate that you understand the principles we discuss and apply it.

Preparation and other assignments

Both to prepare you for the role plays and to introduce new skills, there will be graded assignments – some to complete on your own and some to work on in class. For this and all assignments, refer to the calendar in Canvas.

Ordering of Topics, assignments, and Projects for Spring 2026

(Subject to Revision)

Weekly material including topics covered, readings, assessments, and assignments are found on Canvas. I will send a weekly email / announcement with specifics for the upcoming week. The following schedule is subject to change but is illustrated here to give an idea of the scope of the course.

Week of Date	Role Play Assignment	Simulator Assignment (75 points each)	Other Assignment (50 points each)	Reflection (25 points)
12-Jan	None	Cold Call #1 Cold Call #2	Negotiation Sign-up for simulator	Reflection
19-Jan	None	Smoke Screen Objections Quantifying Challenges	Client email Value Prompter	Reflection
26-Jan	None	Active Listening Discovery Call - Whataburger	Probe Sheet	Reflection
2-Feb	Discovery Follow-up w/Cameron Mitchell (in-person)- 200 points	None	Value Prompter- Discovery #1	Reflection
9-Feb	None	None	Client email Account Management	Reflection
16-Feb	None	Follow-up with Rachel (CFO)		Reflection
23-Feb		None	Value Prompter- Discovery #2 Value Prompter- Discovery #3	Reflection
2-Mar	Discovery call with CEO and Creative Director - 125 points each	None	Apple FAB	Reflection
9-Mar	SPRING BREAK			
16-Mar	None	None	Account Management	Reflection
23-Mar		FAB	Apple Product Soutlion Set	Reflection
30-Mar		Objection Handling	Pricing Sheet	Reflection
6-Apr			Final practice Coaching with PSP 25	Reflection
13-Apr	Present Solutions- 500 points		Value Prompter- Discovery #4	Reflection
20-Apr			Role Play with PSP 25 (50 points)	Reflection
27-Apr			Apple Peer Review (100 points)	Final Reflection
4-May				

Percentage of grade: **32%** **23%** **32%** **13%**

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

Excused absences are excused. Unexcused absences are not. What is the difference? Excused absences include university approved events, illness, and other events outside of your control. Think of it this way, if a reasonable employer would it excuse it, so would I. If you have a question about an absence is excused or not, discuss it with me.

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.

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.