

Marketing 3010.001: Professional Selling Summer 2014

Monday/Tuesday/Wednesday/Thursday 12:00–1:50 p.m., BLB 155

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| Office Hours: | Mondays: 11:00 a.m. – 12:00 p.m. Tuesdays: 11:00 a.m. – 12:00 p.m. Or by appointment. |

COURSE OBJECTIVES

Professional Selling is a UNT Core Course. It applies to both the Discovery and Social and Behavioral Science Core Areas.

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 will be used to evaluate the extent this course succeeds in helping students realize them.

1. To help you build your Communication Skills, particularly in the areas of inquiry and persuasion.
2. To help you enhance your Empirical and Quantitative Skills.
3. To help you develop and test your 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. To help you realize your Social Responsibility as a professional person to consider and accommodate perspectives, beliefs, and traditions of others (people, organizations, institutions, nations).

TEXTBOOKS

The required textbooks for the course include:

SPIN Selling: Situation, Problem, Implication, Need-payoff. (Required text). Neil Rackham, 1988, McGraw-Hill. ISBN: 0-07-051113-6. The book has a white paper cover and is available through the University Bookstore, Amazon.com or other retail book sources. **Do not purchase** the SPIN Field book (paperback, red cover).

Principles of Persuasion. (Required text). Sager, Fabrice & Morris, Fourth Edition, 2011, Fountainhead Press. ISBN 978-1-59871-392-3. This book contains text pertaining to the class lectures, exercises and projects. **Do not purchase** previous editions of this book.

Please note that the current requirements for the Resume Project have been updated from the description provided in Appendices G and H. Your instructor will advise you of the changes.

CLASS COMMUNICATIONS

You can find everything you need to work this course on the Home Page or on the Discussion Board on the LEARN course site. It's a good idea to print out all documents pertaining to the course assignments during the first week of the semester. That way, you can mount the materials in a ring binder and have all the information you need to do the required projects.

Blackboard

The Blackboard Learning System is used to support the class administratively as well as deliver some course content. Some specific functions include:

- Syllabus
- Announcements and email
- Lecture slides
- Online quizzes and assessments
- Grade posting

You should check Blackboard on a daily basis. This course makes frequent use of the Announcement tool in Blackboard to disseminate critical information to the class. In this way, you are cognizant of current information and assignments.

You may contact me at any time via email, but remember that ***all email communications should be treated as professional correspondence***. Please note these guidelines:

- Include a subject line that clearly indicates the reason for your email.
- Use an appropriate salutation for the recipient, e.g. "Dear Ms. Houser". All Teaching Assistants should be addressed as Mr. or Ms.
- 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.
- 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.
- Further guidelines on using emails may be found in Chapter 12 in ***Principles in Persuasion***.

To speak with me directly, the best method is to visit me during my office hours posted above, or suggest an appointment time via email.

POLICIES

Classroom Etiquette

You are expected to attend scheduled classes and will be rewarded with a class participation grade. Please respect your fellow students and guest speakers by arriving on time and keeping noise and other distractions to a minimum. Cell phone settings should be set on mute during class.

Grading Challenge Policy

Should you believe that a grading error has been made 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 (2 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.

Academic Integrity Notice

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. As a student-focused public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating and plagiarism. For more information on academic dishonesty and academic integrity please see the following link:

<http://vpaa.unt.edu/academic-integrity.htm>.

Americans with Disabilities Act

The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with a disability. If you have an established disability as defined in the Act and would like to request an accommodation, please see me as soon as possible. University policy requests that students notify their instructor ***within the first week*** of class that an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have any questions or if I can be of assistance.

Student Evaluation of Teaching Effectiveness

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made 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 me to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.



UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT:

**Show up. Find support. Take control. Be prepared.
Get involved. Be persistent.**

succeed.unt.edu

GRADING PLAN**A. Basis for earned grade:**

| | |
|--|----------------------------|
| Social Responsibility Exercise | 25 points (2.5%) |
| Acing the Interview Role Exercise | 100 points (10%) |
| Resume, cover letter creation and review | 100 points (10%) |
| Sales Call Role Play | 300 points (30%) |
| FedEx Kinko's Exercise | 25 points (2.5%) |
| Exam 1 | 150 points (15%) |
| Exam 2 | 100 points (10%) |
| Five SPIN book Quizzes (on-line, WebCT) | 100 points (10%) |
| Attendance audits (ten to twelve per semester) | 100 points (10%) |
| TOTAL POINTS AVAILABLE | 1,000 POINTS (100%) |

A = 900-1000 points

B = 800-899 points

C = 700-799 points

D = 600-699 points

You will be building skills in several areas: communication, critical thinking, amassing and evaluating information, and social responsibility. Your Sales Call Video Role Play comprises 30% of your grade. Your sell yourself role exercise and resume project comprise 20% of your grade. So nearly 50% of your grade relates to communications skills. The five SPIN quizzes comprise 10% of your grade. The quizzes address a system you can use to enhance your communication and critical thinking skills. The FedEx Kinko's exercise is worth 2.5% of your grade. It taps your empirical and quantitative skills as well as your critical thinking skills. It is a case exercise. Exam 1(15% of your grade) taps your retention of knowledge in the areas of information gathering, diagnosing situations, questioning, and providing solutions. Exam 2 (10% of your grade) taps your knowledge retention in the area of selling yourself as a job candidate. Your social responsibility case taps your ability to consider others' perspectives when communicating. It is worth 2.5% of your grade. The attendance audits reward your behavior--attending class so that you can share your ideas and gain from the materials and concepts your instructor shares. Attendance comprises 10% of your grade.

Using the information laid out in this syllabus, you can determine the amount of time and effort you need to input to achieve your desired grade. You can and should earn an A or a B in this course if you input a suitable level of effort and thought. Over half of the course content is skill and participation oriented. Your input to the course determines what you take away.

Project Registration

There are two projects in this class that, when advised by your instructor, require you to reserve a specific time to complete the activity. When so advised, make your reservation for a time slot that accommodates your class and/or work schedule. While there are sufficient time slots for everyone, those students who sign up first have the best selection of open time slots. The two projects include the Sales Call Project and the Interview Project. Both of these projects take place at the UNT Career Center on Chestnut Street.

If you do not sign up before the start of the activity and ask to be worked into the schedule, you will be penalized 50% (fifty percent) of the grade for the activity.

If you reschedule your time during the period allocated to the activity, you will be penalized 20% (twenty- percent) of the grade for the project unless you provide a University Excuse.

COURSE COMPONENTS

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

1. SPIN Quizzes

It's a good idea to read the SPIN text chapters before you take the quizzes. The book is written for professionals. Therefore, there is actual text and no definitions and highlighted concepts. You will want to read each chapter very carefully, thinking as you read.

You will find five SPIN Selling quizzes on the content page of the MKTG 3010 LEARN site. You can access the quizzes from weeks four through ten of this class—they shut off at the time and date indicated in the calendar.

The quizzes build on each other. You take quiz two after you've taken quiz one. You take quiz three after you have taken quiz two.

You have one opportunity to take each quiz. Please be careful as you quiz. If you are apprehensive about taking tests and quizzes online at home, come to UNT and access the quiz in one of the labs.

Save each answer as you take the quiz. After you take a quiz, submit it for grading and go into the results to be sure the quiz has been submitted and graded. Your quiz summary page will show you your quiz history for each quiz. There should be a date and time for each quiz and a grade. I will not get your quiz grade unless you submit the quiz and release the grade.

2. Sales Call Project

The Sales Call Project is designed to utilize the investigative skills learned in class and apply them to a typical sales situation. During the call, your objective is to uncover and understand the client's needs and/or problems and the impact of these needs on the client's current business situation. You need to gather as much relevant information as possible in order follow up at later date with a proposal that addresses these needs. Each sales call will last approximately fifteen minutes.

Konica-Minolta Sales Call

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, if appropriate, 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, or conclude the visit).

The following section outlines the multiple-function office center ('Bizhub') Sales Call so that you can gain an idea of what the scenario entails.

You are a new salesperson for Konica-Minolta Business Solutions. You are calling on Chris Hammond. Chris owns a small travel agency 'Travel XPress' (See Buyer Profile). You will need to have prepared a series of questions (interrogatory) to learn what Chris' needs are.

Your sales call will last about twenty minutes. In that time you will have to do the following: Qualify Chris as a potential buyer (money, authority, time-frame).

Using the SPIN interrogatory technique, you will help Chris identify three major needs his business has.

Use Chris' needs to leverage the basis for a sales presentation.

Drawing on each of Chris' needs, explain how individual features of Bizhub provide advantages that will help Chris' gain benefits that will satisfy those needs. And you will tie-down each need- feature- advantage-benefit linkage.

Monitor Chris' response to your logic; answer Chris' question; and get Chris to make a decision, and close the sale.

To achieve your goal, you will have to prepare an interrogatory model and be prepared to address Chris' concerns. You know that your product, the Bizhub C250 should help Chris to achieve the goals she or he has set for Travel Express.

You will be coached on how to develop your presentation by a professional sales representative. You will need to prepare a business card and an invoice.

3. Acing the Interview Exercise and Resume Creation and Review

You will develop a resume using the Optimal Resume program offered by the Career Center. Building your resume will help you evaluate yourself as a product. Your visit with a counselor at the Career Center will help you to fine tune your resume. At the conclusion of the Acing the Interview exercise you will have a clearer idea of where you are going and how well prepared you are to get there.

Your Acing the Interview exercise is a taped ten to fifteen minute role play interview. You set up a scenario where you are interviewing for a full-time professional position (the one you will interview for upon graduation), or interviewing for an internship position. You develop six to ten questions that you believe the interviewer may ask. Two wild card questions will be provided at the time of the interview.

You will set up an appointment to videotape with an interviewer. You will arrive at the interview dressed in professional attire. You will provide your questions to the interviewer and carry out the interview.

4. FedEx Kinko's Exercise

The purpose of the FedEx Kinko's exercise is to help you develop and understand your Empirical and Quantitative Skills, and your Critical Thinking skills. To that end, aspects of the exercise tap your abilities in the following areas:

1. Your ability to *discern relevant facts or data*.
2. Your ability to *evaluate (process, synthesize, or manipulate) relevant facts or data*.
3. Your ability to *deduce conclusions (interpret) or contextual information* 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.

You will be proposing a solution to a problem based on facts you discern and on your evaluation of the customer's context. The exercise is set up in a case context.

5. Progressive Waste Solutions 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 you 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---with emphasis given to biases on your part that necessitate thought and adjustment on your part*.

The Progressive Waste Solutions Exercise is set as a series of short answers you will prepare for a potential employer. The answers tap your comprehension concerning various constituencies you will engage with as an area auditor for Progressive Waste Solutions. It replicates part of an employment interview process.

6. Multiple Choice Exams 1 and 2

The exams cover materials from all aspects of the course. In particular, materials contained in the SPIN and Principles of Persuasion books will be covered on the exams. As well, notes posted from guest speakers are used to generate exam questions.

The exams comprise thirty percent of your grade.

7. Attendance Checks

Part of communicating is what you do—your actual behaviors. Attendance is a critical behavior for work and social aspects of your life. It is a major aspect of managing the impression you relate to others.

In this course you receive credit for indicating your attendance on random roll checks. The attendance grade is, at a minimum, ten percent of your total grade.

Schedule

A detailed course schedule is provided. This schedule is a guideline and I reserve the right to make revisions (dates of presentations and/or deliverables) to accommodate special or unforeseen events. *(Items in italics specify the opening and closing dates of activities)*

| WEEK | DATE | COURSE MATERIAL |
|------|---------------|---|
| 1 | Mon., June 2 | Introduction/Course Objectives. What is Sales? How and why we buy (<i>Principles of Persuasion</i> : Chapters 1 & 2) |
| | Tue., June 3 | Guest Speaker: UNT Career Center - Resume Project (<i>Principles of Persuasion</i> : Chapter 6) |
| | Wed., June 4 | The Sales Process: Prospecting and Sales Call Planning (<i>Principles of Persuasion</i> : Chapters 3) |
| | Thu., June 5 | SPIN Solution Selling: Overview; Obtaining Commitment (<i>SPIN Selling</i> : Chapter 1 & 2 and <i>Principles of Persuasion</i> : Chapter 4) |
| | Fri., June 6 | <i>SPIN Quizzes Open @ 6:00 a.m.</i> |
| 2 | Mon., June 9 | SPIN: Implied and Explicit Needs (<i>SPIN Selling</i> : Chapter 3); Sales Call Project Overview <i>Resume Submissions to Optimal Resume Close @ 11:59 p.m.</i> <i>Sales Call Sign-ups Open @ 6:00 a.m.</i> |
| | Tue., June 10 | SPIN Strategy: SPIN Questions (<i>SPIN Selling</i> : Chapter 4); Introduce FedEx Kinko's Exercise |

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| | Wed. June 11 | SPIN: Features and Benefits/Building Value/Handling Objections (<i>SPIN Selling</i> : Chapter 5 & 6) |
| | Thu., June 12 | <i>FedEx Kinko's Exercise Due @11:59 p.m.</i> Sales Call Project Scenario |
| | Fri., June 13 | <i>Sales Call Sign-ups Close @11:59 p.m.</i> |
| 3 | Mon., June 16 | <i>Mid-Term Exam Opens @ 6:00 a.m.</i> Adaptive Selling (<i>Principles of Persuasion</i> : Chapter 11); |
| | Tue., June 17 | <i>Sales Call Recording at Career Center – NO CLASS</i> |
| | Wed., June 18 | Personal Skills: Interview Project Overview; Interview Tips and Techniques; Questions and Answers (<i>Principles of Persuasion</i> : Chapter 7) <i>Sign-ups for Interview Project Open @ 6:00 a.m.</i> <i>Mid-Term Exam closes @11:59 p.m.</i> |
| | Thu., June 19 | Personal Skills: The Science of Persuasion |
| | Fri., June 20 | <i>Resume Feedback from Career Center</i> |
| 4 | Mon., June 23 | <i>Interview Project Recording at Career Center – NO CLASS</i> |
| | Tue., June 24 | Personal Skills: Body Language and Motivation (<i>Principles of Persuasion</i> : Chapter 8 & 9); Introduce Social Responsibility Exercise |
| | Wed., June 25 | Personal Skills: Communications; Email Communications (<i>Principles of Persuasion</i> : Chapter 10 & 12) <i>2nd Resume Submission to Optimal Resume by 11:59 p.m.</i> |
| | Thu, June 26 | Getting Started: Internships, Job Shadowing, Volunteering <i>Social Responsibility Exercise Due @11:59 p.m.</i> |
| | Fri, June 27 | <i>Interview Evaluation due @11:59 p.m.</i> |
| 5 | Mon., June 30 | Getting Started: Networking Skills & Opportunities; Linked In |
| | Tue., July 1 | Hired – now what? The Future of B2B Sales Careers |
| | Wed., July 2 | Final Points: Final Exam Review <i>Final Exam Open @ 2:00 p.m.</i> |
| | Thu., July 3 | FINAL EXAM CLOSE @ 2:00 p.m.; End of Semester |