

Marketing 3010.001: Professional Selling Spring 2017

Tuesday/Thursday 11:00 a.m. – 12:20 p.m., BLB 080

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Office Hours:	Tuesdays: 1:00 – 3:00 p.m. Thursdays: 1:00 – 3:00 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 build your Communication Skills, particularly in the areas of inquiry and persuasion.
2. To help enhance your Empirical and Quantitative Skills.
3. To help 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 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 is red with or without a white paper cover and is available through the University Bookstore, Amazon.com or other retail book sources. **Do not purchase** the SPIN Fieldbook (paperback, red cover).

Principles of Persuasion. (Required text). Sager, Fabrizio & Morris, Fifth Edition, 2015, Fountainhead Press. ISBN 978-1-68036-183-4. This book contains text pertaining to the class lectures, exercises and projects. Please purchase the most recent edition.

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

CLASS COMMUNICATIONS

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

Note. This Blackboard course site manages students from three sections, so, where necessary, make sure you access the correct information for your instructor, Joy Houser.

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*.

When sending a Blackboard email to me, address it only to me. Blackboard emails sent to “All Instructors” and/or “All Teaching Assistants” will be ignored.

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. Cell phones should not be out during the class.

Usage of laptops and tablets is for note taking only. Students who plan to use a laptop or tablet to take notes during the lecture must sit in the first six rows of the classroom. All other usage of laptops or tablets is prohibited and any student violating the usage restriction will not have usage rights for the remainder of the semester.

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 (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.

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 Perception of Teaching

Student Perception of Teaching (SPOT) 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 SPOT 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:**

Online SPIN Textbook Quizzes (5 in total)	100 points (10%)
Participation/Attendance Grade	100 points (10%)
Sales Call Role Play Project	300 points (30%)
Resume Project	100 points (10%)
Interview Project and Evaluation	100 points (10%)
FedEx Office Exercise	100 points (10%)
Social Responsibility Exercise	50 points (5%)
Final Exam	150 points (15%)
Total	1,000 points

Grading Scale

900-1,000 points	A
800-899 points	B
700-799 points	C
600-699 points	D

You may check your grades at any time via Blackboard.

You will be building skills in several areas: communication, critical thinking, amassing and evaluating information, and social responsibility. The Sales Call Role Play comprises 30% of your grade. The Sell Yourself Interview Exercise and Resume Project comprise 20% of your grade. So 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 Office Exercise is worth 10% of your grade. It taps your empirical and quantitative skills as well as your critical thinking skills. It is a case study exercise. The Final Exam (15% of your grade) taps your retention of knowledge in the areas of information gathering, diagnosing situations, questioning, and providing solutions while tapping your knowledge retention in the area of selling yourself as a job candidate. The Social Responsibility Exercise taps your ability to consider others' perspectives when communicating. It is worth 5% of your grade. The Participation Grade rewards your behavior—attending class so that you can share your ideas and gain from the materials and concepts your instructor shares. Participation comprises 10% of your grade.

Using the information laid out in this syllabus, you can determine **at the beginning of the semester** 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, reserve 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 Role Play 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 after the sign-up deadline to be worked into the schedule, you will be penalized 50% (fifty percent) of the grade for the activity.

After the sign-up deadline, students rescheduling for a new time other than the original self-selected time will also be penalized 50% (fifty percent) of the grade for the project unless you provide a documented 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.

There are five quizzes to assess your knowledge of the SPIN selling principles. The quizzes can be accessed on the Blackboard home page or under the Assessments Tab. The quizzes are numbered 1-5 and correspond to Chapters 1-5 of the SPIN book.

The quizzes should be taken in order since the SPIN concepts build upon each other in a sequential manner. The quizzes may be accessed during the timeframe described in the Course Timetable.

There is only one opportunity to take each quiz. Once completed, submit the quiz for grading and access Results to ensure the quiz has been submitted and graded. The quiz summary page should include your quiz history for each quiz with the date, time and grade for each quiz posted.

2. Participation

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

During the semester, participation exercises or quizzes are used to provide a mini-assessment of your progress. The timing of these assessments is at the instructor's discretion with the details of the assessment disclosed solely during the class time. The participation grade rewards good attendance behavior on your part and comprises 10% of your class grade.

Participation grades are eligible only for those students in class at the time of the assessment and are not subject to the grade challenge policy.

3. FedEx Office Exercise

The purpose of the FedEx Office 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, 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) 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.

4. Sales Call Project

The Sales Call Project is designed to utilize the investigative skills learned in class and applies 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 (15) minutes.

FedEx Office 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 Sales Call so that you can gain an idea of what the scenario entails.

You are a new account representative for FedEx Office. You are calling on James DeFore. DeFore owns a training services company, ProTrain, Inc. You will need to have prepared a series of questions (interrogatory) to learn what DeFore's needs are.

Your sales call will last about fifteen minutes. In that time you will have to do the following:

- Qualify DeFore as a potential buyer (money, authority, time-frame).
- Using the SPIN interrogatory technique, help DeFore identify three major business needs.
- Use DeFore's needs to leverage the basis for a sales presentation.
- Drawing on each of DeFore's needs, explain how FedEx Office solutions provide advantages that will help DeFore gain benefits that will satisfy those needs.

- Tie-down each need- feature-advantage-benefit linkage.
- Monitor DeFore's response to your logic; answer DeFore's questions; and get DeFore to make a decision — close the sale.

To achieve your goal, you will have to prepare an interrogatory model and be prepared to address DeFore's concerns. You know that your FedEx Office solutions should help DeFore to achieve the goals she or he has set for ProTrain.

4. Resume Project

The Resume Project requires you to develop a resume to address 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.

As part of the project, a UNT Career Center counselor will review your resume. A member of the Career Center will be making a class presentation on this process. Upon review completion, you will submit a finalized resume for grading.

5. Interview Project

The Interview Project is a ten (10) minute interview activity that is recorded to a CD. The interview is with the employer identified in the Resume project. To prepare for the interview, you will create 8-10 questions that you anticipate will be asked by the interviewer from the target company and develop appropriate answers to potentially use in a real interview.

You will need to schedule an appointment to perform the interview with an interviewer. Arrive at the interview on time and dressed in professional attire. You will provide the interviewer with your resume, questions and a brief summary of the company and the type of position you are seeking. The interviewer will ask the prepared questions and you will respond with appropriate answers. In addition, the interview will ask some "wild card" questions that assess your ability to think on your feet.

6. 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 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.*

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.

8. ***Final Exam***

The final exam is designed to test your comprehension of the sales concepts and skills presented and utilized during the course. The exams will include multiple-choice and true-false questions that cover lectures (including guest speaker presentations), exercises, projects and the SPIN selling techniques.

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.

MKTG 3010.001 Course Timetable – Spring 2017, Instructor: Joy Houser

(Items in italics specify the opening and closing dates of activities)

WEEK	DATE	COURSE MATERIAL
1	Tue, Jan. 17	Introduction/Course Objectives. What is Sales?
	Thu., Jan. 19	How and why we buy
2	Tue, Jan. 24	The Sales Process: (Opening to Closing) Prospecting and Planning
	Thu., Jan. 26	Guest Speaker: UNT Career Center - Resume Project Introduction
3	Mon., Jan. 30	<i>SPIN Quizzes 1-5 Open @ 6:00 a.m.</i>
	Tue., Jan. 31	SPIN Overview
	Thu., Feb. 2	SPIN: Obtaining Commitment; Implied and Explicit Needs
4	Tue., Feb. 7	SPIN Questions, FedEx Office Project Introduction <i>SPIN 1 Quiz Close @ 5:00 p.m.</i>
	Wed., Feb. 8	<i>FedEx Office Exercise Open @ 6:00 a.m.</i>
	Thu., Feb. 9	FedEx Office/Technical Writing Application <i>Deadline for initial resume submission by 5:00 p.m.</i>
5	Tue., Feb. 14	Introduce Sales Call Project: Applying FedEx Office Exercise <i>SPIN 2 Quiz Close @ 5:00 p.m.</i>
	Wed., Feb. 15	<i>Start Sign Up for Sales Call Project</i>
	Thu., Feb. 16	SPIN: Need/Payoff Questions/FedEx Office Exercise Last Review <i>FedEx Office Exercise closes @ 5:00 p.m.</i>

- 6 Tue., Feb. 21 Features and Benefits/Building Value/Handling Objections
 SPIN 3 Quiz Close @ 5:00 p.m.
- Thu., Feb. 23 Review FedEx Office Exercise Results and Application to Sales Call
- Fri., Feb. 24 ***Deadline to sign up for Sales Call Project @ 5:00 p.m.***
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- 7 Tue., Feb 28 Sales Call Project: Work and Practice Session
 SPIN 4 Quiz Close @ 5:00 p.m.
- Thu., Mar. 2 Sales Call Project: Work and Practice Session
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- 8 Mon., Mar. 6 ***Sales Call Recording at Career Center – No Class***
- Tue., Mar. 7 ***Sales Call Recording at Career Center – No Class***
 SPIN 5 Quiz Close @ 5:00 p.m.
- Wed., Mar. 8 ***Sales Call Recording at Career Center – No Class***
- Thu., Mar. 9 ***Sales Call Recording at Career Center – No Class***
- Fri., Mar. 10 ***Sales Call Recording at Career Center – No Class***
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- 9 Mon., Mar. 13 ***Spring Break – No Class***
- Tue., Mar. 14 ***Spring Break – No Class***
- Wed., Mar. 15 ***Spring Break – No Class***
- Thu., Mar. 16 ***Spring Break – No Class***
- Fri., Mar. 17 ***Spring Break – No Class***
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- 10 Tue., Mar. 21 Adaptive Selling: Introduce Social Responsibility Exercise
 Social Responsibility Exercise opens @ 6:00 a.m.
- Thu., Mar. 23 TBD
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- 11 Tue., Mar. 28 LinkedIn Best Practices
 Deadline for second resume submission by 5:00 p.m.
- Thu., Mar. 30 Interview Tips and Techniques; Interview Project Introduction
 Deadline to submit Social Responsibility Exercise @ 5:00 p.m. Start
 Sign Up for Interview Project
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- 12 Tue., Apr. 4 Body Language
- Thu., Apr. 6 Getting Started: Internships, Job Shadowing

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| 13 | Tue., Apr. 11 | Personal Skills: Email Communications
<i>Sign-ups for Interview Project close @5:00 p.m.</i> |
| | Thu., Apr. 13 | Interview Project Work Session |
| | Fri., Apr. 14 | <i>Questions & Answers for Interview Project close @ 5:00 p.m.</i> |
| 14 | Mon. Apr. 17 | <i>Interview Project Recording at Career Center – No Class</i> |
| | Tue, Apr. 18 | <i>Interview Project Recording at Career Center – No Class</i> |
| | Wed., Apr. 19 | <i>Interview Project Recording at Career Center – No Class</i> |
| | Thu., Apr. 20 | <i>Interview Project Recording at Career Center – No Class</i> |
| 15 | Tue., Apr. 25 | Volunteering |
| | Thu., Apr. 27 | Hired – Now What? |
| 16 | Tue., May 2 | Networking Skills; Course Wrap Up |
| | Thu., May 4 | Final Exam Review |
| 17 | Mon., May 8 | <i>FINAL EXAM WEEK – NO CLASS</i> |
| | Tue., May 9 | <i>FINAL EXAM WEEK – NO CLASS</i> |
| | Wed., May 10 | <i>FINAL EXAM WEEK – NO CLASS</i> |
| | Thu., May 11 | <i>FINAL EXAM WEEK – NO CLASS</i> |
| | Fri., May 12 | <i>End of Semester</i> |