

Marketing 3010.001: Professional Selling Fall 2017

Tuesday/Thursday 12:30 p.m. – 1:50 p.m., BLB 080

Instructor:	Joy Houser
Office:	Business Leadership Building, Room 319F
Email:	Joy.Houser@unt.edu
Telephone:	(940) 565-3075
Office Hours:	Tuesdays: 2:00 – 3:30 p.m. Thursdays: 2:00 – 3:30 p.m. Or by appointment

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. 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 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 updated requirements for the Resume Project are different from the description provided in the Appendix. Your instructor will address the changes during class.

CLASS COMMUNICATIONS

Blackboard

The Blackboard Learning System supports the class administratively as well as delivers 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 to treat ***all email communications 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.
- Find further guidelines on using emails 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" do not receive replies.

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

Attendance at scheduled classes is expected with class participation grades offered at the instructor's discretion as an incentive. 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 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.

Academic Integrity Notice

Students should 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 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.



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:

SPIN Selling Exam	100 points (10%)
FedEx Office Exercise	250 points (25%)
Sales Call Role Play Project	250 points (25%)
Resume Project	75 points (7.5%)
Interview Project and Evaluation	75 points (7.5%)
Social Responsibility Exercise	50 points (5%)
Final Exam	100 points (10%)
Participation/Attendance	100 points (10%)
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. More than 70% of your grade relates to oral and written communication skills.

The FedEx Office Exercise is worth 25% of your grade. It taps your empirical and quantitative skills as well as your critical thinking and written communication skills. It is a case study exercise. It serves as the foundation for the Sales Call Role Play that comprises another 25% of your grade. The Sales Call Role Play utilizes your oral communication skills and is a videotaped exercise.

The Interview Exercise and Resume Project comprise 20% of your grade. These two components are useful tools to assist in transitioning from college to a professional career.

The Social Responsibility Exercise taps your ability to consider others' perspectives when communicating. It is worth 5% of your grade.

There are two exams. The SPIN Selling exam comprises 10% of your grade and it addresses a system you can use to enhance your communication and critical thinking skills. The Final Exam (10% 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 Participation Grade reinforces self-management skills that are required for a successful professional career. Attending class allows you to share your ideas and gain additional learning 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. The majority of the course content is skill and participation oriented. Your input to the course determines what you take away.

Project Registration

There are two videotaped 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. 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.

There is a specific deadline for signing up without a penalty. ***Students who do not sign up before the sign-up deadline receive a 50% (fifty percent) penalty for the activity.*** Students missing the sign-up deadline must complete the exercise on the final day of the videotaping schedule. Again, there is a 50% grade penalty for missing the sign-up deadline.

Students signing up before the sign-up deadline but not showing up for the self-selected day and time receive a 30% (thirty percent) penalty for the project grade unless the student provides a documented University Excuse. Students not showing up for the self-selected day and time must complete the exercise on the final day of the videotaping schedule. Again, there is a 30% grade penalty for signing up before the deadline but not showing up for a scheduled day and time.

The failure to sign-up and the no-show for self-selected day and time penalties apply to both the Sales Call Role Play and the Interview Project.

COURSE COMPONENTS

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

1. ***SPIN Selling Exam***

The SPIN Selling book is written for sales professionals. Therefore, there is instructional text and highlighted concepts. You will want to read the chapters very carefully, thinking as you read.

The exam assesses your knowledge of the SPIN Selling principles. The exam is located on the Blackboard home page or under the Assessments Tab and covers Chapters 1-5 of the SPIN book.

There is only one opportunity to take the SPIN Selling exam. Once completed, submit the exam for grading and access Results to ensure a successful submission and review grade results.

2. ***Final Exam***

The final exam tests your comprehension of the professional selling concepts and career preparation skills presented and utilized during the course. The exam includes multiple-choice and true-false questions that cover lectures (including guest speaker presentations), exercises, projects and the SPIN selling techniques.

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 utilizes 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 a potential customer who owns a training services company. You will need to have prepared a series of questions (interrogatory) to uncover the customer's needs.

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

- Qualify the customer as a potential buyer (money, authority, time-frame)
- Using the SPIN Selling technique, help the customer identify three major business needs
- Use the customer's needs to leverage the basis for a sales presentation
- Drawing on each of the customer's needs, explain how FedEx Office solutions provide advantages that will help the customer gain benefits that will satisfy those needs
- Tie-down each need- feature-advantage-benefit linkage
- Monitor the customer's response to your logic; answer the customer's questions; and persuade the customer to make a decision — close the sale.

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

5. Resume Project

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.

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 and fine-tuning your resume, you will submit a finalized resume for grading.

A professional resume is the first impression a candidate makes on a potential employer. It is critical that all students complete a detailed, professionally written resume in order to secure the desired career position upon graduation.

6. Interview Project

The Interview Project is a 10-15 minute videotaped interview. The interview is with the employer identified in the Resume project. To prepare for the interview, you will create 8-10 questions that an interviewer from the target company might ask 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.

7. 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 Social Responsibility Exercise consists of a series of short answers that you will prepare for a potential employer. The answers tap your comprehension concerning various constituencies that you will engage with as community representative for your company. It replicates a portion of the employment interview process.

8. Participation

A major portion of communication is what you do—your actual behavior. Participation is a self-managed behavior that positively or negatively affects potential success at work and in other social aspects of your life. It is a way of controlling the impression you present to others.

During the semester, class 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. 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 positive 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. Attendance tracking can occur at the beginning, during, or at the end of the scheduled class time. Leaving the classroom early could result in missing a participation grade for that day.

Schedule

A detailed course schedule follows. 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 – Fall 2017, Instructor: Joy Houser
(Items in italics specify the opening and closing dates of activities)

WEEK	DATE	COURSE MATERIAL
1	Tue, Aug. 29	Introduction/Course Objectives. What is Sales?
	Thu., Aug. 31	How and Why We Buy
2	Tue, Sep. 5	Guest Speaker: UNT Career Center - Resume Project Introduction
	Thu., Sep. 7	Resume Revisited. The Sales Process (Opening to Close)
3	Mon., Sep. 11	<i>Resume reviews begin (SENIORS ONLY)</i>
	Tue., Sep. 12	Features/Advantages/Benefits
	Thu., Sep. 14	SPIN Selling Overview
4	Tue., Sep. 19	SPIN Questions, FedEx Office Exercise Introduction
	Thu., Sep. 21	FedEx Office Exercise Revised. SPIN Review
5	Mon., Sep. 25	<i>SPIN Selling Exam opens @ 8:00 a.m.</i>
	Tue., Sep. 26	Introduce Sales Call Project: Applying FedEx Office Exercise <i>SPIN Selling Exam closes @ 10:00 p.m.</i>
	Wed., Sep. 27	<i>Sign-ups begin for Sales Call Project</i>
	Thu., Sep. 28	SPIN: Need/Payoff Questions/FedEx Office Exercise Last Review
	Fri., Sep. 29	<i>Resume reviews end (SENIORS ONLY)</i>
	Sun., Oct. 1	<i>Sales Call Role Play Sign-ups close @ 11:59 a.m.</i>
6	Mon., Oct. 2	<i>Resume reviews begin (JUNIORS ONLY)</i>
	Tue., Oct. 3	Sales Call Role Play Revisited
	Wed., Oct. 4	<i>FedEx Office Exercise closes @ 5:00 p.m.</i>
	Thu., Oct. 5	Sales Call Role Play Practice

	Fri. Oct. 6	<i>Resume Submission Deadline (SENIORS ONLY)</i>
7	Mon., Oct. 9	<i>Sales Call Recording at Career Center – No Class</i>
	Tue., Oct. 10	<i>Sales Call Recording at Career Center – No Class</i>
	Wed., Oct. 11	<i>Sales Call Recording at Career Center – No Class</i>
	Thu., Oct. 12	<i>Sales Call Recording at Career Center – No Class</i>
	Fri., Oct. 13	<i>Sales Call Recording at Career Center – No Class</i>
8	Tue., Oct. 17	Adaptive Selling
	Thu., Oct. 19	Introduce Social Responsibility Exercise. Personal Skills: Body Language.
9	Tue., Oct. 24	Personal Skills: Interview Techniques. Introduce Interview Project. <i>Sign-ups begin for Interview Project</i>
	Thu., Oct. 26	Personal Skills: What Do Employers Want
	Fri., Oct. 27	<i>Resume reviews end (JUNIORS ONLY)</i>
10	Mon., Oct. 30	<i>Resume reviews begin (SOPHOMORES AND FRESHMEN ONLY)</i>
	Tue., Oct. 31	Getting Started: Internships, Job Shadowing
	Thu., Nov. 2	LinkedIn Presentation <i>Deadline to submit Social Responsibility Exercise @ 5:00 p.m.</i>
	Fri., Nov. 3	<i>Resume Submission Deadline (JUNIORS ONLY)</i>
11	Tue., Nov. 7	Maximizing Non-Verbal Communication <i>Sign-ups close for Interview Project @ 5:00 p.m.</i>
	Thu., Nov. 9	Interview Final Review
	Fri., Nov. 10	<i>Deadline for Submitting Interview Questions & Answers @ 5:00 p.m.</i>
12	Mon., Nov. 13	<i>Interview Project Recording at Career Center – No Class</i>
	Tue., Nov. 14	<i>Interview Project Recording at Career Center – No Class</i>
	Wed., Nov. 15	<i>Interview Project Recording at Career Center – No Class</i>
	Thu., Nov., 16	<i>Interview Project Recording at Career Center – No Class</i>

- 13 Mon., Nov. 20 *Resume reviews end (SOPHOMORES AND FRESHMEN ONLY)*
- Tue., Nov. 21 *Deadline for Submitting Interview Evaluations @ 5:00 p.m.*
- Thu., Nov. 23 ***Thanksgiving – NO CLASS***
-
- 14 Tue., Nov. 27 *Resume Submission Deadline (SOPHOMORES AND FRESHMEN ONLY)*
- Tue., Nov. 28 Personal Skills: Networking and Volunteering
- Thu., Nov. 30 Personal Skills: Email and Workplace Communications
-
- 15 Tue., Dec. 5 Personal Skills: Hired, Now What?
- Thu., Dec. 7 Final Exam Review
-
- 16 Mon., Dec. 11 ***FINAL EXAM WEEK – NO CLASS***
- Tue., Dec. 12 ***FINAL EXAM WEEK – NO CLASS***
- Wed., Dec. 13 ***FINAL EXAM WEEK – NO CLASS***
- Thu., Dec. 14 ***FINAL EXAM WEEK – NO CLASS***
- Fri., Dec. 15 ***End of Semester***