
MKTG 3010.001

Introduction to Professional Selling

Spring 2018
Tu/Th 11:00 a.m. – 12:20 p.m.
BLB 080

Instructor: Joy Houser
E-Mail: joy.houser@unt.edu
Phone: (940) 565-3075
Office: BLB 319F
Office Hours: Mon. 1-3 pm and Thu.
2-4 pm (or by appointment)

Everyone lives by
selling something

~ Robert Stevenson ~



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 or accommodate perspectives, beliefs, and traditions of others (people, organizations, institutions, nations).

Textbooks

SPIN Selling: Situation, Problem, Implication, Need-payoff

Neil Rackham, 1988, McGraw-Hill. ISBN: 0-07-051113-6

Principles of Persuasion

Sager, Fabrizio & Morris, Fifth Edition, 2015, Fountainhead Press. ISBN 978-1-68036-183-4

Class Communications

Blackboard

Blackboard supports the class administratively as well as delivers some course content.

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.

Email Communication

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 Professor Houser or Ms. Houser”.
- 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 Policy

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.***

Electronic Devices Policy

In the great majority of group business environments the use of electronic devices is not considered acceptable behavior. This is especially true when you are participating in an important meeting or in front of an important customer. The only exception is if you are using an electronic device as an aid in demonstrating a product or service you are promoting. In all other cases, the use of paper and pen is the most acceptable method of taking notes on the topics being discussed.

Therefore, in this class the use of all forms of electronic devices is prohibited, and these devices should not be easily visible or accessible (except with ODA documentation). This includes laptops, notepads, cell phones, MP3 players, earphones, cameras, etc. If you receive an emergency message that you must respond to, then please get up and leave the classroom before using your cell phone or other electronic device. Also, it is expected that these departures will be short in duration (5 minutes or less) and occur a minimal number of times during the semester.

Grading Plan

Points per Course Component

Resume Project	75 points (7.5%)
FedEx Office Case Study Exercise	250 points (25%)
Sales Call Role Play	250 points (25%)
Social Responsibility Exercise	50 points (5%)
Interview and Evaluation	75 points (7.5%)
Final Exam	100 points (10%)
In-Class Quizzes and Participation	100 points (10%)
SONA	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

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.

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 your believe the grade is incorrect. **Challenges made after this time will not be accepted and your grade will stand as recorded.**

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 projects include the Sales Call Role Play Project and the Interview Project. Both projects take place at the 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 25% (twenty-five percent) penalty for the activity.*** Students missing the sign-up deadline must complete the exercise on the final day of videotaping..

Students signing up before the sign-up deadline but not showing up for the self-selected day and time also receive a 25% (twenty-five 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.

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.

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.

FedEx Office Case Study Exercise

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 Role Play

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*.

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 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 interviewer will ask some “wild card” questions that assess your ability to think on your feet.

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, and projects.

In-Class Quizzes and 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 and in-class quizzes 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 points for participation exercises and in-class quizzes comprise 10% of your class grade.

Participation and in-class quizzes grades are eligible only for those students in class at the time of the assessment and are not subject to the grade challenge policy. These activities 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 or in-class quiz grade for that day.

SONA Research Participation

As part of your learning experience in this course, you will be required to participate in research studies conducted by faculty members of the Department of Marketing and Logistics. Your participation in this research will make up ***10% of your final class grade***.

To sign up to participate in research studies, you must create an account on the COB SONA page—a web application that allows you to browse available studies and schedule a time to complete studies either online or in the COB Behavioral Lab (BLB 279). Credit is assigned based on the duration of the study and whether you participate online or in the COB Behavioral Lab:

- Short online studies (5-15 minutes) earn 1 credit
- Long online studies (20-30 minutes) earn 2 credits
- On-campus, lab studies (30-60 minutes) earn 4 credits

To fulfill the 10 percent course requirement, you must earn 5 SONA credits throughout the semester (i.e., 1 credit = 2 percent of the final class grade). ***Two additional SONA credits may be accepted as extra credit (10 points per credit)***. All credits earned will be added to your final course grade at the end of the semester.

To sign up, please visit unt-cob.sona-systems.com and email COB.REP@unt.edu with any questions you may have. Step-by-step instructions will be provided in a separate PDF document.

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

WEEK	DATE	COURSE MATERIAL
1	Tue, Jan.16	Introduction/Course Objectives. What is Sales?
	Thu., Jan. 18	How and Why We Buy
2	Tue, Jan. 23	The Sales Process (Opening to Close) <i>SONA Research Presentation</i>
	Thu., Jan. 25	Guest Speaker: UNT Career Center - Resume Project Introduction <i>Resume reviews begin (SENIORS A-M ONLY)</i>
3	Tue., Jan. 30	SPIN Selling Overview; FedEx Office Case Study Exercise Introduction
	Thu., Feb. 1	FedEx Office Case Study: Uncovering the Facts <i>Resume Reviews last 20 minutes of class (SENIORS A-M ONLY)</i>
4	Tue., Feb. 6	FedEx Office Case Study: Discovering the Implications and Benefits
	Thu., Feb. 8	SPIN Selling: Applying to Case Study Example <i>Resumes due (SENIORS A-M ONLY)</i>
	Fri., Feb. 9	<i>Resume reviews begin (SENIORS N-Z ONLY)</i>
5	Tue., Feb. 13	Introduce Sales Call Project: Applying FedEx Office Exercise <i>FedEx Office Case Study Exercise due by 5::00 pm</i>
	Wed., Feb. 14	<i>Sign-ups begin for Sales Call Project</i>
	Thu., Feb. 15	SPIN: Situation Questions and Implied Needs/Problem Questions <i>Resume Review last 20 minutes of class (SENIORS N-Z ONLY)</i>

WEEK	DATE	COURSE MATERIAL
6	Tue., Feb. 20	SPIN: Explicit Needs/Implication Questions
	Thu., Feb. 22	SPIN: Needs-payoff Questions and Present Solutions <i>Resumes due (SENIORS N-Z ONLY)</i>
	Fri., Feb. 23	<i>Resume reviews begin (JUNIORS A-M ONLY)</i> <i>Sign-ups close for Sales Call Project at 5:00 pm</i>
7	Tue., Feb. 27	Sales Call Role Play Preparation
	Wed., Feb. 28	<i>College of Business Career Fair</i>
	Thu., Mar. 1	Sales Call Role Play Preparation <i>Resume Review last 20 minutes of class (JUNIORS A-M ONLY)</i>
8	Mar. 5-9	<i>SALES RECORDING AT CAREER FAIR – NO CLASSES HELD</i>
9	Mar. 12-16	<i>SPRING BREAK</i>
10	Tue., Mar. 20	Adaptive Selling; Social Responsibility Exercise Introduction
	Thu., Mar. 22	Personal Skills: Non-Verbal Communication/Body Language <i>Resume Reviews last 20 minutes of class (JUNIORS A-M ONLY)</i>
	Fri., Mar. 23	<i>Resumes due (JUNIORS A-M ONLY)</i>
11	Mon., Mar. 26	<i>Resume reviews begin (JUNIORS N-Z ONLY)</i>
	Tue., Mar. 27	Hard/Soft Skills: What Do Employers Want; Interview Project Introduction
	Wed., Mar. 28	<i>Sign-ups begin for Interview Project</i>
	Thu., Mar. 29	How to Be a Compelling Person <i>Resume Reviews last 20 minutes of class (JUNIORS N-Z ONLY)</i> <i>Social Responsibility Exercise due by 5:00 pm</i>
12	Tue., Apr. 3	LinkedIn Presentation
	Thu., Apr. 5	Personal Skills: Interview Tips and Techniques <i>Resume Reviews last 20 minutes of class (JUNIORS N-Z ONLY)</i> <i>Sign-ups close for Interview Project at 5 pm</i>

WEEK	DATE	COURSE MATERIAL
13	Tue., Apr. 10	Getting Started: Internships/Job Shadowing <i>Resume Reviews last 20 minutes of class (JUNIORS N-Z ONLY)</i>
	Wed, Apr. 11	<i>Interview Questions and Answers due by 5 pm</i>
	Thu., Apr. 12	Interview Do's and Don'ts/Networking Skills <i>Career Center Majors Fair</i>
	Fri., Apr. 13	<i>Resumes due (JUNIORS N-Z ONLY)</i>
14	Apr. 16-20	INTERVIEW PROJECT RECORDING AT CAREER CENTER – NO CLASS <i>Resume reviews begin (SOPHOMORES AND FRESHMEN)</i>
15	Tue., Apr. 24	Personal Skills: Volunteering to Build Your Resume
	Thu., Apr. 26	Personal Skills: Communications/Email Best Practices <i>Resume Reviews last 20 minutes of class (SOPHOMORES/FRESHMEN)</i>
	Fri., Apr. 27	<i>Resumes due (SOPHOMORES AND FRESHMEN ONLY)</i>
16	Tue., May 1	Personal Skills: Hired, Now What?
	Thu., May 3	TBD
	Sat., May 5	Final Exam (1 ST of 3 Open Days/Times)
17	Tue., May 8	Final Exam (2 nd of 3 Open Days/Times)
	Thu., May 10	Final Exam (Last of 3 Open Days/Times)
	Fri., May 11	End of Semester

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.