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# MKTG 4670.001

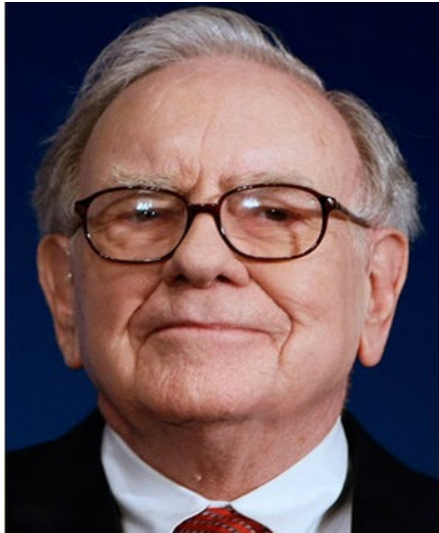
## Advanced Professional Selling

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Fall 2018  
Tu/Th 11:00 a.m. – 12:20 p.m.  
BLB 035

Instructor: Joy Houser  
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Office: BLB 319F  
Office Hours: Mon. 1-3 pm and Thu.  
2-4 pm (or by appointment)

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Price is what you pay. Value is what  
you get.

— Warren Buffett —

### 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 and (2) to ensure that each student in the Program receives one or more quality professional selling job offers prior to 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.

**How can you, the student, do this?** The same way you would in a professional employment situation.

1. Arrive to each class meeting on time and prepared for that day's scheduled activities, just as you would in a career employment situation.
2. Take an active, participatory role in class-related activities and discussions - demonstrating motivation and dedication to the Program.
3. Conduct yourself in a professional manner and stay focused, without distraction, on the particular objectives and activities of the course during each class meeting and/or class related assignment.
4. Allocate sufficient preparation time outside of class in order to perform at your best level on all exams, assignments, and activities. This does not mean you have to be a perfect student. It does mean, however, that we must believe you are trying your best to realize your full potential.

These actions are the same criteria that future employers will use to evaluate you for retention, compensation, and promotion considerations. ***So think of your Professional Selling Faculty as your Sales Managers and impress us on a regular basis so that we can recommend you highly for that next promotion into a quality career position.***

## Textbook

### ***Customer Centered Selling***

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

This is not a textbook, per se. However in this class, this book will serve as the required text and the basis for a large amount of material covered in the class.

**Note:** There are both similarities and differences between the material covered in Customer Centered Selling and the SPIN Selling model utilized in MKTG 3010. These similarities will be brought out during this semester.

Any additional course materials will be made available to students via the course Canvas web site. Since this course is continually updated, the course Canvas web site 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 Description

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.

Students will learn to use a consultative selling approach to understand customer problems and subsequent needs. This approach includes (1) 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, and (4) delivering that solution and responding to any post-purchase developments.

## Course Format

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, in order 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.

There **may be** one or more written objective exams (combination of true/false and multiple choice questions). The questions for these exams will come from the Customer Centered Selling book, as well as other materials covered in class. Also, materials presented by industry guest speakers may be included on the exams.

In addition to the written exams, there will be 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.

Finally, there may be participation opportunities throughout the semester which will carry credit points toward each student's final semester grade.

## Class Communications

Canvas supports the class administratively as well as delivers some course content including:

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

**You should check Canvas on a daily basis.** This course makes frequent use of the Announcement tool in Canvas 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 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.

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.

## Course Components

There are several components described below that make up your total grade. There may be participation opportunities throughout the semester that will carry credit points toward each student's final semester grade.

### ***Exams***

As previously stated, there ***may be*** one or more exams in this class. Each exam will be in objective format (combination true/false and multiple choice questions). Materials covered in earlier exams may carry forward to later exams as applicable. This is because much of this course builds on the material covered throughout the semester -- start to finish.

The University has very clear schedules and policies regarding final exams. These schedules and policies are published at the beginning of each academic semester. As a faculty member, professors are expected to adhere to these posted policies. Because of this, the administration of the final exam in this class will be according to the University's scheduled day and time. Exceptions only will be made in extraordinary situations (personal travel arrangements do not fall within the extraordinary situation category).

### ***Sales Simulation Role Plays***

There will be at least three graded sales simulation role plays during the semester, possibly more. The details of these role plays will be determined as the semester progresses. Note: These role plays will be substantially more complex and more demanding than the role plays required in MKTG 3010. Keep in mind, MKTG 3010 is an introductory course with most students enrolling simply to accomplish a component of the University Core Requirement. In this class, students are selected and being trained to be successful (i.e., make significant money) in a professional selling career environment.

### ***Participation***

During the semester, there may be participation opportunities and assignments used to provide additional learning and to evaluate your course comprehension. The timing of these participation opportunities is at the instructor's discretion with the details disclosed solely during class time. This component of providing opportunities for additional development and rewards is consistent with the professional business environment where career advancement is impacted by employee discipline, dependability, and an eagerness to learn.

***Only those students in class at the time of the activity*** are eligible for this participation grade.

### ***Attendance and On-time Arrival***

**Regular class attendance is a requirement of this course.** This is consistent with industry expectations. Each student will be permitted ***two non-penalty absences***. Beginning with the third absence, a penalty reduction of 50 points will accrue for each subsequent absence (e.g., absence #3 = -50, absence #4 = an additional -50, etc.).

**Regular on-time arrival to each class meeting is a requirement of this course.** This also is consistent with career expectations. Therefore, similar to attendance, each student will be permitted ***two non-penalty late arrivals***. Beginning with the third late arrival, a penalty reduction of 25 points will accrue for each subsequent late arrival. There is an axiom among professional organizations as follows, "If you arrive on time you are late, if you arrive 10 minutes early you are on-time." Keeping within this axiom, there will be a zero tolerance range for late arrivals

## Policies

### 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. Further, these devices should not be easily visible or accessible.** This includes laptops, notepads, cell phones, MP3 players, earphones, cameras, etc. Any student observed using an electronic device for any reason whatsoever in this class will receive a penalty of 50 points subtracted from that student's total point accumulation for the semester. The reduction of 50 points will apply to each observed occurrence and will be cumulative.

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. In addition, 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.

### Final Grade Appeals, Changes, and Awarding and Removal of an 'Incomplete'

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'.

### Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

The Code of Student Conduct can be found at <https://policy.unt.edu/policy/07-012>

### 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:

<https://policy.unt.edu/policy/06-003>

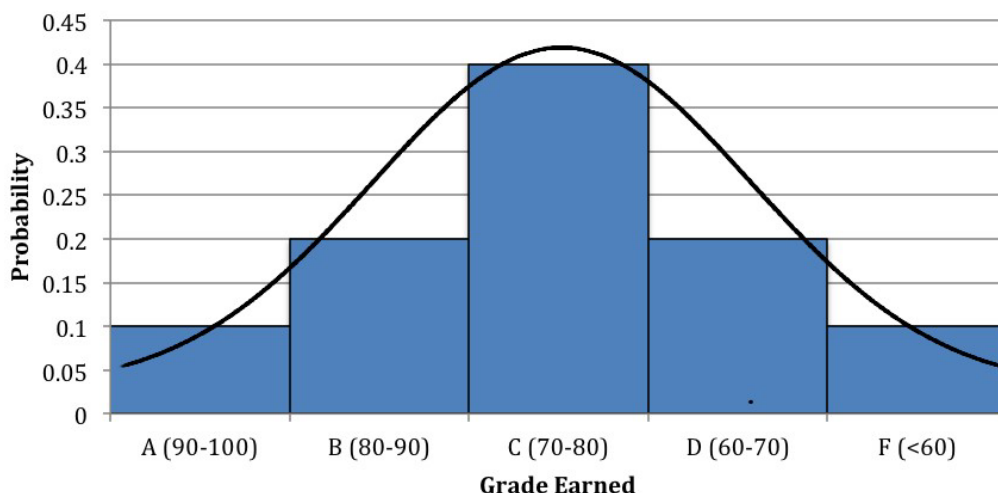
## Grading

### Grading Scale

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

To provide an additional amount of flexibility final course grades will be rounded up at the XX5 breakpoint. So, for example, if a student's final cumulative total points equal 795 that student's course grade will be rounded up to = "B". However, if a student's final cumulative total points equal between 695 - 794, for example, that student's course grade will = "C". No exceptions to this rule will be considered.

When needed, final semester grades MAY BE curved to achieve a standard bell-shaped grade distribution of, for example, 10% As, 20% Bs, 40% Cs, 20% Ds, and 10% Fs. This potential curve will be based only on the scores of all students actively participating in all aspects of the course. Grades will not be curved throughout the semester for each Exam and for each Assignment. Note: when a final semester grade curve is used the customary grading schema of 900 – 1000 Excellent, 800 -890 Good, etc. - as shown above - will not apply to student semester grades.



### Requests for Special Consideration

When any student requests special consideration for missing an exam, missing an assignment due date, or any other reason, written documentation, fully acceptable to the Professor, must be provided in support of such a special request. This will be required of all students. Without such documentation, the request will be denied. Providing special consideration to a student without such documentation discriminates to the favor of the requesting student and to the detriment of all other students who, for example, took the exam at the scheduled time or turned in the assignment on the due date/time.

## 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.

## Ordering of Topics, Exams, and Projects for the Semester

*(Subject to Revision)*

CHAPTER	PAGES	COURSE MATERIAL
		Resume Development and Interviewing Skills
2	15-21	Your Behavioral Cycle
3	22-28	Marrying the Product to the Process
5	37-59	The Customer Centered Decision Cycle
Canvas PPT		Adaptive Selling and the Personality Matrix
18	251-267	The Opening Tactic
8	86-96	Questioning Tactics
		<b>EXAM #1 (TBD)</b>
9	97-103	The Custom Centered Selling Cycle
10	104-121	The Research Stage
		<b>ROLE PLAY #1</b>
11	122-159	The Analysis Stage
12	160-169	The Confirmation Stage
		<b>ROLE PLAY #2</b>

13	170-183	The Requirement Stage
14	184-193	The Specification Stage
		<b>ROLE PLAY #3</b>
19	268-301	The Objection Handling Tactic
15	194-214	The Solution Stage
16	214-236	The Close Stage
		<b>ROLE PLAY #4</b>
17	237-250	The Maintenance Stage
22	339-342	Some Final Thoughts
		<b>EXAM #2 (TBD)</b>