

Denton Campus

MKTG 3010.001

Foundations of Selling & Communication

Spring 2026
Wed. 6:30 pm to 9:20 pm

Room: BLB170

Instructor: Kim Benton
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Mobile: 404 915-6992

Office Hours: Thur. 3:30-4:30
pm Email for an appointment

Course Introduction

Three (3) credit hours: This is an assignment and project-based interactive course where you will learn and apply the SPIN Selling technique and additional business skills such as communication and presentation. Moreover, the persuasion and influencing approaches practiced in this course, along with critical thinking and problem-solving skills, will benefit you in your career and personally.

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. Help build your Communication Skills, particularly in the areas of inquiry and persuasion.
2. Help enhance your Empirical and Quantitative Skills.
3. 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. Help realize your Social Responsibility as a professional person to consider or accommodate perspectives, beliefs, and traditions of others (people, organizations, institutions, nations).
5. This is a Face-to-Face Class with no virtual options.

How to Succeed in this Course

Helping you succeed in this course is my top priority. I am motivated to help you be successful. However, each student owns their success. Here are few things you can do to ensure you achieve the best results:

1. **Maintain an open, learner-centered mindset.** You will be introduced to new concepts that are best understood and retained through active engagement in class discussions and coursework.
2. **Commit to continuous improvement.** Challenge yourself to grow each class session, and if you experience difficulty with any material, please reach out. My office (student) hours are available to support your academic and professional development.

3. **Arrive prepared and on time.** Come to each class ready to engage in the day's scheduled activities, reflecting the expectations of a professional work environment.
4. **Actively participate in class activities and discussions.** Meaningful participation demonstrates motivation, professionalism, and commitment to the program. Collaborative discussions and group work are essential components of the learning experience.

You may email me with any questions. Please be sure to email me via the UNT email system at kim.benton@unt.edu.

Email Communication

You may contact me at any time via UNT email but remember to treat **all email communications as professional correspondence**. Please note:

- When requesting assistance, your email should be professional, clear, and respectful. Use a proper greeting, include a concise subject line that reflects the purpose of your message, and clearly state who you are and which course you are enrolled in. Briefly explain your question or concern, specify the type of help you are seeking, and demonstrate that you have made an effort to engage with the material. Maintain a polite tone throughout, use complete sentences, and close the email with a professional sign-off that includes your full name and course information.

Please send all correspondence via the UNT email system to amy.burgess@unt.edu.

Do not send emails through Canvas. Emails generated out of Canvas may not receive a timely response since there are multiple professors teaching this class. Canvas emails sent to "All Instructors" and/or "All Teaching Assistants" will not receive replies.

The best way to schedule a conference is to suggest an appointment time via email.

Textbook

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

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

Professional Selling

Deeter, Hunter, Lee, Rich, Mullins, Beeler, Schrock, 2021, Chicago Business Press.

ISBN numbers are ISBN: 978-1-948426-54-1, E-version 978-1-948426-55-8.

Technology Requirements:

This is an in-person course. However, digital competence is required in order to complete the course work. Information on how to be successful in a digital learning environment can be found at (<https://online.unt.edu/learn>) and especially useful are these 8 Tips https://online.unt.edu/succeeding_in_your_online_classes

To maximize the value and learning of this class, students will need:

- Computer with a reliable internet connection

- Canvas Learning Management System
- UNT Email
- Microsoft Office 365: <https://outlook.office.com/>
- Google Docs: <https://docs.google.com/>
- Zoom App: <https://zoom.us/>
- Adobe Reader: <https://get.adobe.com/reader/>
- Web-camera and/or ability to videoconference and record videos

Technical Assistance

Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other tech issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>) _

Email: helpdesk@unt.edu **Phone:** 940-565-2324 **In Person:** Sage Hall, Room 130 For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Course Policies

Academic Integrity Policy

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers or case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for known academic integrity violations in a group assignment.

Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large scale “cutting and pasting” from other sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.

Your instructor will specify what materials, if any, may be used on the tests and exams. Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual’s exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically

permitted. No portion of an exam may be copied or photographed without permission.

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student's participation.

Attendance & Participation

Class attendance is required, for this course. There will be regular in-class activity that is graded and cannot be made up if students are not present at the time of activity. Attendance will result in making up 20% or more of your grade, so it is extremely important to attend. Finally, please respect your fellow students and guest speakers by arriving on time and keeping noise and other distractions to a minimum.

Requests for Special Consideration

When any student requests special consideration for missing a quiz, missing an assignment due date, or any other reason, written documentation to the Professor, must be provided in support of the request. Providing special consideration to a student without documentation discriminates to the favor of the requesting student and to the detriment of all other students.

Grading Challenge Policy

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'. Should you believe 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.

Late Submissions

You are expected to turn in assignments on time. Please pay attention to the deadlines. If assignments are turned in up to 24 hours late, a 20% deduction will apply. If the assignment is completed after the 24 hour extension, a 50% deduction will apply if the assignment is turned in within one week from the original due date. After the week extension, no credit will be given. This does not apply to quizzes or tests.

Americans with Disabilities Act

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and

admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

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.

Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Course Main Components & Grading

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

Resume Project (See separate Resume Project document on course Canvas)

This required assignment is worth up to 50 points. 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.

Paper Products Company Case Study Analysis

The purpose of the Paper Products 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. *Discerning relevant facts* or data, including your own Paper Products Company solutions.
2. *Evaluating (process, synthesize, or manipulate) relevant facts* or data.
3. *Deducing conclusions (interpret)* from relevant facts or data.
4. *Identifying a primary problem or need* from a situation or set of information.
5. *Interpreting data, needs, problems, and parameters* associated with a situation.
6. *Elucidating assumptions you make* as well as to identify contextual characteristics and limitations associated with the data you used to evaluate the situation.
7. *Constructing a presentation that advocates a solution* to a key problem or need.
8. *Projecting the implications of your suggested solution*—its effects on parties involved over the long run.

Sales Call Solutions Video Presentation

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. *Ascertaining a communicative context* (audience, purpose, and focus).
2. *Implementing a communication structure* (Situation –Problem – Implication - Need) to enhance accuracy of your communication with a customer.
3. *Communicating in a situation where you seek to inquire and persuade*—following a disciplinary convention characteristic of a professional selling role.
4. *Developing relevant content or information gained from your prospect*—to isolate primary problems and specific needs.
5. *Completing a communication skills exercise* by executing a process you learn in class. The goal is to help the prospect evaluate their 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*.

Virtual Interview Project and Elevator Speech

The Virtual Interview Project is a videotaped interview for a desired employer. To prepare for the interview, you will create five questions that an interviewer from the target company might ask and develop appropriate answers in a self-recorded video format.

You will also self-record a videotaped Elevator Speech that you, as a job candidate, could utilize during a networking event.

Quizzes/ Exams

Exams assess your comprehension of the professional selling concepts and career preparation skills covered in this course. There are multiple exams including a Final Exam.

SONA Research Participation (50 points, i.e. 5% of course grade)

Research Participation (10 points). As part of your learning experience in this course, you will be required to participate in research studies to gain experience with the research process and learn about methods and scaling techniques. Your participation in these research studies will make up **5 %** of your final class grade.

To fulfil the requirement, you **must** create an account on the **College of Business REP** webpage—unt-cob.sona-systems.com—which allows you to browse and sign up for available studies. **DO NOT** sign up for the SONA in the Psychology Department! Use the **CoB SONA** link provided above.

The amount of credit assigned is based on the length of time the study takes to complete and whether you participate online or in-person in the COB behavioral Lab (BLB 279):

Online Studies

- <15 minute studies = 1 credit
- 15-30 minute studies = 2 credits
- >30 minute studies = 3 credits

In-Person Lab Studies (Behavioral Lab - BLB 279)

- <15 minute studies = 3 credit
- 15-30 minute studies = 4 credits
- >30 minute studies = 5 credits

To fulfill the 5 % course requirement, you must earn a total of **10 REP credits** throughout the semester (i.e., 1 credit = 1 percent of your final grade). All credits earned will be added to your final course grade at the end of the semester. Additional extra credit points may be available at my discretion.

- ➔ To sign up, please visit unt-cob.sona-systems.com. If you have questions, DO NOT contact me. Instead, contact the SONA managers via email at RCoBRep@unt.edu. Your questions will be addressed promptly, usually within 24 hours.

Please Note:

- 1) Don't wait! Create your account ASAP! Get first access to available studies.
- 2) Assign your credits to the proper course. This course is: MKTG 3010.501.
- 3) If you have another course that also requires SONA credits, you must complete those credits separately. On the main SONA account page, you can assign your completed credits to specific courses (of your choice). You have up to December 8th to adjust these credits!
- 4) If you do not want to participate in the posted studies, you can complete a 2-page research article critique for 2 points of REP credit each. To do so, please email RCoBRep@unt.edu and they will assign you an article to critique. Critiques are due on or before Nov. 28th.

Deadlines for Participation

The SONA Team will communicate the deadline to have studies completed, which is usually 2 weeks prior to the end of the semester. It is recommended that you begin the survey process at the beginning of the semester before the research studies have been exhausted.

In-Class Participation

Participation is a self-managed behavior that positively or negatively affects potential success at school, work and in other social aspects of your life. It is a way of controlling the impression you present to others. In this class student participation is expected such that your classmates could learn from you, as well as you can

share your knowledge and expertise. Moreover, in this class there will be regular in-class activity where students are highly encouraged to engage in the activities and leverage the collective genius of group work.

During the semester, 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. In this class, participation will represent 10 % of your overall course grade.

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

Grading Scale

A	B	C	D	F
>899 pts.	800-899 pts.	700-799 pts.	600-699 pts.	<600 pts.

NOTE: Tracking your performance during the semester should always be based on the total number of grade points you accumulate after every assignment or activity. DO NOT look at the grade percentage.

Spring 2026 - Schedule of Lectures, Projects and Quizzes/Exams

(Subject to Revision)

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.

PLEASE CHECK CANVAS REGULARLY FOR DUE DATES. **DUE DATES IN CANVAS SUPERCEDE SYLLABUS DATES**

Note: Assignments are due on the Tuesday BEFORE class by midnight unless specifically denoted.

Week	Dates	Course Material
1	Wed. Jan. 14	Introductions, Course Objectives, Syllabus Review and Q&A What is Sales? The Sales Professional. Variety in Sales Roles. The Science of Sales; The Sales Process
	Assignment Video Due: Tues. Jan. 20	Complete: Introduce Yourself – Video Posting (15 points)
2	Wed. Jan. 21	Resume Project Introduction SPIN Selling Introduction

	Assignment	Read: SPIN Chapters 1 & 2
3	Wed. Jan. 28	Discussion: Professional Selling Discussion: SPIN Selling
	Assignment	Continue to work on Resume
4	Wed. Feb. 4	Introduce Paper Product Company Case – Uncovering the facts and problems Features, Advantages and Benefits (FAB)
	Assignment Quiz: Due Sunday, Feb. 8	Complete: Quiz – PPC Evaluating Relevant Facts (25pts) Complete: Quiz – PPC Problem Analysis (25 pts)

5	Wed. Feb. 11	Paper Products Company - Discovering the Implications and Benefits
	Assignment Quiz: Due Sunday, Feb. 15	Read: Professional Selling Chapters 5, 6 & 7 Complete: Quiz - PPC: Building the Pain Points through Implications (40 pts) Complete: Quiz - PPC: Needs - Payoffs Questions (35 pts)
6	Wed. Feb. 18	Discussion: Sales Call Planning: The Sales Call, Sales Presentations
	Assignment	Read: Professional Selling Chapter 8 & 9 Complete: Sales Call Worksheet (40 pts) Complete: Solutions Presentations (Video Presentation 100 pts)

7	Wed. Feb. 25	Discussion: Handling Objections and Closing <i>Sales Negotiation and Science of Persuasion</i> <u>Introduce Role Plays</u>
	Assignment Quiz: Due Sunday, Mar. 1	Read: Professional Selling Chapter 10 Complete: Quiz - Sales Negotiation and Objection Handling (25 pts)
8	Wed. Mar. 4	Open – Conduct Role Plays
	Assignment	Read: Professional Selling Chapter 11 Complete: Adaptive Selling/ Personality Type Self Analysis (20 pts)
9	Wed. Mar. 11	SPRING BREAK!!!
	Assignment	NONE!!

10	Wed. Mar. 18	Guest Speaker:
	Assignment Final Resume Due Sunday, Mar. 22	Complete: Social Responsibility Assignment (50 pts) Complete: Upload your Resume Project Resume (50 pts.)
11	Wed. Mar. 25	Personal Brand, Elevator Speech, Networking, Emotional Intelligence Job Interview Best Practices
	Assignment Virtual Interview P1 Due: Sunday, Mar. 29	Complete: Determining Your Core Competences (25 pts) Complete: My Plan Assessment (25 pts) Complete: Virtual Interview and Peer Feedback- Part 1 (75 pts)
12	Wed. Apr. 1	Business Communication Skills, Body Language, Workplace Communication

	Assignment Virtual Interview P2 Due: Sunday, Apr. 5	Complete: Virtual Interview and Peer Feedback-Part 2 (15pts)
13	Wed. Apr. 8	Elevator Speech and Practice Networking, Internships and Job Shadowing
	Assignment	Read: Professional Selling Chapter 3 Complete: Elevator Speech (Video Presentation- 50 pts) Complete: LinkedIn Profile Update (25 pts)
14	Wed. Apr. 15	Guest Speaker – Kimberly Bradberry, Chief Revenue Officer, Salesforce Review 30/60/90 Day Action Plan
	Assignments	None
15	Wed. Apr. 22	Final Exam Review
	Assignments	None
16	Wed. Apr. 29	Last Class Meeting (Reflections and Learning) Speed Meetings – Confirm Final Grade and Feedback Final Exam Review
17	Wed. May 6	Final Exam (100 pts)

