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|  |  | **Summer 2020** Tu-Thur 11:00 a.m.– 12:50 p.m. Via Zoom Lectures |
| MKTG 3010.001  Introduction to Professional Selling |  | Instructor: Tim Smith E-Mail: timothy.smith@unt.edu Phone: (940) 369-8448 Office: BLB 358G  **Office Hours:**  Tuesday-Thursday  1:30PM -2:00PM  (or by appointment) |
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## 

## 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, Fabrize & Morris, Seventh Edition, 2018, Fountainhead Press. ISBN 978-1-68036-720-1

# Class Communications

**Canvas**

Canvas supports the class administratively as well as delivers some course content. Functions include:

* Syllabus
* Announcements
* Lecture slides
* Online quizzes and 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.

# Email Communication

You may contact me at any time via UNT 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.
* Identify the Section of your class in the body of the email.
* Use an appropriate salutation for the recipient, e.g. “Dear Professor Smith or Mr. Smith”.
* 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. Your email should not read like a text.
* 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***.

Please send all correspondence via the UNT email system to [timothy.smith@unt.edu](mailto:timothy.smith@unt.edu) . My personal goal is to respond to correspondence within 8-12 business hours (M-F).

I do not respond to e-mails generated out of Canvas since there are 3 professors teaching this class. Canvas 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

**Zoom Meeting Conference Link**

Meeting URL: <https://unt.zoom.us/j/8566209486>

Phone one-tap: US: +13462487799,,8566209486# or +12532158782,,8566209486#

**Classroom and Zoom Etiquette Rules**

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

Please log in before class starts so you don’t miss vital information about assignments and deadlines at the beginning of class.

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 only be out if the student is using the Zoom app to attend the class****.*

* This is our virtual classroom. Appropriate classroom behavior is expected.
* Log into the meeting classroom from a distraction-free, quiet environment.
* Please keep your audio on mute until you want to speak. This action will help to limit background noise.
* If you would like to speak or answer a question, use the “Raise Hand” feature. Then, you may unmute yourself after called upon by your instructor.
* If you would like to use the chat box, remember that it is public and a record of the chat is kept and archived.
* Have paper and pen or pencil handy to take notes. Research has proven that there is improved retention of the presented information if notes are handwritten.
* Have your video on so that your instructor can see you are in attendance.

**Late Submissions**

Students are expected to turn in assignments on time. Submissions **less than** **24 hours late** will receive a 25% late penalty of the total assignment value (i.e. if the assignment is worth 100 points, the late penalty will be 25 points).. Submissions **after 24 hours** **late** will receive a 100% (one-hundred percent) penalty for the grade**.** Please pay attention to the deadlines given in presentations, and notifications in Canvas. Extensions to deadlines will be given with a University approved excuse. Arriving late, or leaving the classroom early could result in missing a participation or in-class quiz grade for that day.

**Class Recordings / Video Conferencing**

Your Professor will be recording class lectures and/or class discussions. Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.”

Remember that all conversions will not only have a video component, but a transcript component including the chat feature that will be a permanent record of class.

**Attendance Policy**Attendance is expected for every class. Many of our presentations and discussions cover key items for our current and upcoming projects and assessments. An absence will be excused if it is a documented University excuse. Information about the University of North Texas’ Attendance Policy may be found at*:* [*http://policy.unt.edu/policy/15-2-5*](http://policy.unt.edu/policy/15-2-5)

# 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.

# 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.

# 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.

# 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.

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.

A critical part of this project is the Resume Review Labs provided **via Zoom** by the UNT Career Center. **Multiple sessions of the** Resume Review Labs will be offered. Timely registration and attendance at one of the Resume Review Labs is a non-negotiable component of this project.

Students will pre-register for a lab session on Handshake. It is the student’s responsibility to register in a timely manner and to update the resume using the approved Career Center template prior to attending the Resume Review Lab.

After updating and fine-tuning your resume, you will submit the finalized resume for grading. **The Career Center reviewer will upload documentation that verifies your attendance at the Resume Review Lab and provide official Career Center approval of the final resume.**

A member of the UNT Career Center will be making a class presentation on this process during the second week of classes. Please plan on being present for this important presentation.

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.

1. 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***

Adequate preparation for a job interview is the key to interview success. To help you prepare for an upcoming interview for an internship or professional career position, you will be provided the five most commonly asked questions and you will create an additional five questions that an interviewer from the target company might ask. You will then develop comprehensive, effective answers to potentially use in a real interview.

***Final Exam***

The Final Exam tests your comprehension of the professional selling concepts and career preparation skills presented and utilized during the course.

***In-Class Exercises 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 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 posted **on Canvas and discussed during the Zoom class sessions.**

***Extra Credit: LinkedIn Assignment***

One extra credit assignment will be offered that will be worth up to 25 points of extra credit points based upon the 1,000-point course total. The assignment will require the student to attend the LinkedIn guest lecture presented by Diana Gats, Certified LinkedIn Instructor. Following the lecture, the student must review and update the student’s individual LinkedIn page utilizing the process and checklist provided during the guest lecture. The LinkedIn assignment will be the only extra credit offered this semester. Attendance is required for the guest lecture in order to receive the extra credit points.

## Grading Plan

**Points per Course Component**

|  |  |
| --- | --- |
| Resume Project | 100 points (10%) |
| FedEx Office Case Study Exercise | 250 points (25%) |
| Sales Call Role Play | 250 points (25%) |
| Social Responsibility Exercise | 50 points (5%) |
| Interview and Evaluation | 100 points (10%) |
| Final Exam | 100 points (10%) |
| In-Class Quizzes and Participation | 150 points (15%) |
| **Total** | **1,000 points**  **(100%)** |

**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.**

# 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. **PLEASE CHECK CANVAS REGULARLY FOR DUE DATES.**

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| --- | --- | --- |
| **WEEK** | **DATE** | **COURSE MATERIAL** |
| 1 | Mon, July 6 | Introduction/Course Objectives. What is Sales? How and Why We Buy  *Read: Principles of Persuasion Chapters 1-2* |
|  | Tue. July 7 | ***Guest Speaker: Beth Kent UNT Career Center – Resume Project Introduction***  *Read: Principles of Persuasion Chapter 6* |
|  | Wed, July 8 | The Sales Process (Opening to Close)  SPIN Selling Overview  *Read: Principles of Persuasion Chapters 3-4 and SPIN Selling Chapters 1-****2*** |
|  | Thu. July 9 | FedEx Office Case Study Introduction  Applying SPIN Strategy – Just the Facts  Applying SPIN Strategy—Uncovering Needs  *Read: SPIN Selling Chapter 3-4* |
|  |  |  |
| 2 | Mon., July 13 | Sales Call Role Play Introduction  SPIN: Implications and Needs/Payoff  ***Read: SPIN Selling Chapter 5-6*** |
|  | Tue. July 14 | **Resume Review Lab I**  ***Case Study Analysis Due*** |
|  | Wed., July 15 | SPIN Selling: Features, Advantages, Benefits  Sales Call Role Play Preparation |
|  | Thu. July 16 | **Resume Review Lab II**  *Read: Principles of Persuasion Chapter 11* |
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| 3 | Mon., July 20 | Adaptive Selling  Sales Call Role Play Preparation |
|  | Tue. July 21 | **SALES CALL ROLE PLAYS PERFORMED (Day 1)**  *Read: Principles of Persuasion Chapter 7* |
|  | Wed., July 22 | **SALES CALL ROLE PLAYS PERFORMED (Day 2)**  Interview Preparation Tips  Body Language  Read: Principles of Persuasion Chapter 8  ***Deadline: Final Revised Resumes*** |
|  | Thu. July 23 | **SALES CALL ROLE PLAYS PERFORMED (Day 3)**  ***Deadline: Interview Questions and Answers*** |
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| 4 | Mon., July 27 | ***Guest Speaker: Diana Gats LinkedIn Presentation***    **Resume Review Lab III**  *Read: Principles of Persuasion Chapter 10 and 12* |
|  | Tue. July 28 | Social Responsibility Exercise Introduction  Communication Skills: Verbal and Written |
|  | Wed., July 29 | Getting Started: Internships, Volunteering, Job Shadowing |
|  | Thu, July 30 | Connecting: Networking  ***Deadline: Social Responsibility Exercise*** |
|  |  |  |
| 5 | Mon., August 3 | Hired – Now What? |
|  | Tue., August 4 | The Future |
|  | Wed., August 5 | ***Final Exam*** |