

# *Marketing 4410 Fall 2007 Professional Selling*

**Student Information**

**Class Time:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Preferred:** \_\_\_\_\_ **WebId:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email** \_\_\_\_\_

**Work Experience:** \_\_\_\_\_

\_\_\_\_\_

**Major:** \_\_\_\_\_

**Home Town:** \_\_\_\_\_

**Hobbies:** \_\_\_\_\_

**3 "things" I value most:** \_\_\_\_\_

\_\_\_\_\_

**Why I am taking this course:** \_\_\_\_\_

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**Instructor:** Dr. Terry W. Loe  
**Office Hours:** TTH 11:00 – 1:45; 3:30 – 4:45 and by appointment  
 Office 420: ext 2017; email: [tloe@kennesaw.edu](mailto:tloe@kennesaw.edu)  
**Text:** Selling: Building Partnerships (6<sup>th</sup> Edition) by Weitz, Castleberry, and Tanner  
**Optional:** *Seven Habits of Highly Effective People* (Audio Tape Set or book) by Steven Covey and  
*The Relationship Edge* by Jerry Acuff

*Only if we can restrain ourselves is conversation (communication) possible. Good talk rises upon much self-discipline.*

John Erskine

**Purpose:** This class is designed to expose you to current practices and methods of professional selling and to provide opportunities to practice and develop communication, organizational, and other skills necessary to succeed in any career and particularly in the profession of selling. These skills include: questioning, listening, nonverbal communication, self-management, and presentations.



Student Learning Goals	Student Learning Outcomes
	Students will be able to recognize problems and select the appropriate strategy and tactics to solve those problems
	Students will be able to recognize an ethical situation based upon the professional selling code of ethics
	Students will be able to communicate with peers and engage in team work to achieve common goals
	Students will be able to assess and prioritize available resources to achieve their personal goals
	Students will have a proficiency in data management software and be able to use the appropriate components to achieve their learning goals

**Expectations:**

**The Professor** - My responsibilities to you include: 1) providing you with information concerning how successful salespeople conduct business, 2) providing opportunities to develop skills necessary to succeed in a sales career, 3) providing honest critiques of your performance in both understanding the concepts of selling and communication and executing the skills required of successful salespeople, 4) attempting to inspire and motivate you to perform at your greatest potential, and 5) **treating you as a responsible adult.**

**The Student** - Your responsibilities in this class include: 1) attending class as you would your job, 2) preparing for each class to contribute meaningful ideas and thoughts to the class discussion (this means you will have read and carefully considered the readings assigned and completed the exercises assigned before class), 3) conducting yourself in a responsible and professional manner, 4) giving your best efforts in each situation presented, and 5) treating others in the class with respect.

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**Attendance:** Self-discipline and promptness are important characteristics of successful salespeople (as well as any other successful person). Your cohorts and I expect you to contribute to the learning environment of the class. On time class attendance is required. **Late class attendance or early departure** will constitute ½ absence. **If you are aware that you are going to be late or absent from class, you must contact my office before class.** This will not provide an excused absence, but it will allow the opportunity to plead your case. If the office is not contacted, the absence will be un-excused, regardless (unless there is an emergency situation). **Beginning on the 3rd absence you will be assessed a \$10 fine against your final account for that absence and each absence thereafter.** Role-plays will be fined 10% of total possible if you are tardy, whether you are a buyer or seller. Missed role-plays will result in \$0 compensation with no possibility of making up the shortfall.

**Compensation:** The cost of the grades and the commission schedule are outlined below.

**Total available commissions:        \$1,000**

<b>Commission Schedule:</b>	<b><u>Potential Commission</u></b>
2 in-class Role Plays @ \$50/\$250	\$ 300
2 Outside Role-Play exercises @ \$20	\$ 40
2 Buyer Roles @ \$5	\$ 10
3 Exams @ \$200	\$ 600
Goals/Activity Reports	\$ 10
Class presentations/preparation	<u>\$ 40</u>
	\$1000

**Price Schedule:**      **A = \$900 +                      C = \$700 - 799**  
                                 **B = \$800 - 899                      D = \$600 - 699**

*It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself.*

**Ralph Waldo Emerson**

**Goals/Activity Reports:** Organizational skills are a necessity for success in any career that you choose. You have already come to appreciate the art of juggling a number of activities in your schedule. This weekly assignment is designed to assist you in determining your goals for the remainder of your academic career and developing an action plan that will assure you of successfully reaching your goals. You will develop academic goals (and other goals such as career, physical, spiritual, social etc., if you choose) for the semester. These will be broken down into intermediate (weekly) goals and the tasks that coincide with achieving those goals. **Every week on Tuesday** (10 weeks) you will turn in a report outlining your activities for the past week and your goals for the next week.

**Class:** Class time will consist of “dialecture,” student presentations, discussion of ideas and several exercises or cases. Your participation is expected. You should read all assigned material and complete any assigned exercises **prior to class**. When cases are assigned, you should be prepared to discuss the case and your answers. Some of the class exercises will require you to stand and present or role-play. **Class presentations** require you to **teach** the class. Class participation evaluation is based upon class interaction, and presentations. You may use notes but you may not use your book.

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**Product Assignments: NetSuite & Personal Organizational System:** Early in the semester you will begin learning about products to be used in certain class exercises and in Role Play assignments. You will be assigned one product to be used for class exercises and your first 3 role-play assignments and another for your final. Over the semester you should become an expert in these products, as it will be instrumental in your success during role-plays.

**Video Taped Role-Plays:** Each student will be involved in 6 video recorded role-playing exercises. In 4 of these you will be the seller and in two you will be a buyer.

**12-Minute Role-Plays:** You will be assigned one product for your first several role-plays and a different product for use in your last role-play. You will be evaluated based upon the criteria indicated by the role-play evaluation form that can be found on Web Vista and at the end of this syllabus. You will be provided parameters for your role as a buyer. You may earn up to \$10 as a buyer and will also be asked to watch and evaluate role-plays involving your cohorts. **You will get credit for class participation if your evaluation is within 5% points of my evaluation for the in-class role-play.**

**Out-of-class Role-Plays: Use situations provided on pages 475-481 in back of text.** Early in the semester you will be assigned to a group of 3 students. During class exercises you will work with your 2 other group members. By the assigned date you must video record at least 2 complete sales calls with members of your group selling your assigned products to each other. During the out-of-class role-plays your group will use the **Center for Professional Selling Sales Lab (rm. 478)**. During the Role-Plays you will evaluate the sales calls of one of your two group members selling to each other. **I will evaluate your evaluation of their sales call for these role-plays.** A sign-up schedule will be provided to reserve time for the lab..

***Success lies in doing not what others consider to be great,  
but what you consider to be right.***

***John Gray***

The instructor reserves the right to make changes to this syllabus as it becomes necessary. Notice will be given as early as possible for any changes.

**Cellular Phone/PDA Policy:** All cell phones and PDA devices will be turned off during class. Failure to comply will be applied in a negative fashion to your Attendance/Participation score.

**Unethical Conduct (Cheating): Cheating is bad! Situations arising from misconduct will be dealt with in the severest manner possible. Please refer to University policy in the student handbook.**

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## **Proposed Semester Schedule**

<b>DATE</b>	<b>TOPIC</b>	<b>TOPIC</b>
Aug. 16	Intro. The Nature of Selling <b>Ch. 1</b>	
21	Building Relationships <b>Ch. 2</b>	Case 2 – 1 <b>Activity Report 1</b>
23	Business Ethics & Legal Issues <b>Ch. 3</b>	
28	Buyer Behavior <b>Ch. 4</b>	<b>Case 4.2 Activity Report 2</b>
30	Buyer Behavior (cont)	<b>Net Profit Model;</b>
Sept 4	Communication Principles <b>Ch. 5</b>	Case 5.1; <b>Activity Report 3</b>
6	Adaptive Selling <b>Ch. 6</b> Prospecting <b>Ch. 7</b>	Case 6.1
11	<b>TEST 1 -</b>	<b>Ch. 1 – 7 Activity Report 4</b>
13	Planning the Sales Call; <b>Ch. 8</b>	Case 8.1; List of 5 Features, Advantages & Benefits
18	Making the Sales Call <b>Ch. 9</b>	Case 9.2; Approach, SPIN questions <b>Activity Report 5</b>
20	More Effective Presentations <b>Ch. 10</b>	Prepare for class:, Needs ID & Product Demos
25	Managing Customer Concerns <b>Ch. 11</b>	Prepare 10 Objections & Answers; Draft of Portfolio <b>Activity Report 6</b>
27	Obtaining Commitment <b>Ch. 12</b>	5 Closes for product;
Oct 2	<b>TEST 2 -</b>	<b>Ch. 8 – 12 Activity Report 7</b>
4	<b>Role-Play Practice</b>	<b>Out of class</b> group Role-play evaluations due
Oct. 9 thru Nov. 29	<b>Role Play</b> Activity Report 8 (Oct. 17); AR 9 (Oct. 24); AR 10 (Oct. 31)	
Nov. 22	<b>Thanksgiving</b>	
Dec. 1	<b>KSU Sales Role-Play Competition</b>	
Dec. 4	<b>Last Day of Class; Review &amp; debrief</b>	
Dec. 14	<b>Final Exam</b>	

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Name: \_\_\_\_\_

Class Time: \_\_\_\_\_

Activity Report # \_\_\_\_\_

Week Ending:    /    /

**Section 1: Semester Goals: (1 class; 1 overall academic; 1 personal)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Section 2: Daily Tasks Needed This Week to Get Closer to Semester Goals: (at least one for each goal)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Section 3: Accomplishments for this week: (address each task from Section 2)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Specific  
Measurable  
Attainable  
Result Oriented  
Time-Frame**

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## ROLE-PLAY EVALUATION SHEET

Salesperson: \_\_\_\_\_ **Score:** \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ Class Time: \_\_\_\_\_

**4 = Above Average**      **2 = Needs Improvement**      **0 = No Evidence**  
**3 = Average**              **1 = Vague Evidence**

**APPROACH (OBJECTIVE: Build Rapport)**

- 4 3 2 1 0 Professional introduction (firm handshake, eye contact, business card)
- 4 3 2 1 0 Salesperson gains prospect's attention (purpose of sales call, sell self, build rapport)
- 4 3 2 1 0 Gained commitment to continue
- 4 3 2 1 0 Smooth transition (natural transition to uncovering needs of buyer)

**NEEDS IDENTIFICATION (OBJECTIVE: Obtain a clear understanding of customer's situation in order to present a customized presentation)**

- 4 3 2 1 0 Uncovered decision process (decision criteria, people involved in decision process)
- 4 3 2 1 0 Situation questions (what are facts about company and/or buyer now)
- 4 3 2 1 0 Problem questions (uncover needs; current problems)
- 4 3 2 1 0 Implication questions (what happens to company when problems continue)
- 4 3 2 1 0 Need pay-off questions (gain pre-commitment; smooth transition to presentation)

**PRESENTATION (OBJECTIVE: Persuasively match your product's benefits to meet needs of the buyer)**

- 4 3 2 1 0 Use benefits-needs instead of features (e.g., what this means to you)
- 4 3 2 1 0 Logical, convincing presentation (display a strategy to communicate; persuade; match benefits to specific needs uncovered)
- 4 3 2 1 0 Verbiage (clear, concise, concrete vs. abstract)
- 4 3 2 1 0 Used appropriate/professional visual aids
- 4 3 2 1 0 Demonstrated product (persuasively matching benefits to needs of buyer)
- 4 3 2 1 0 Got customer to participate in a meaningful manner (entire demonstration)
- 4 3 2 1 0 Demonstrated active listening (clarified, probed, restated and summarize)
- 4 3 2 1 0 Appropriate non-verbal (eye contact, straight posture, vocal)
- 4 3 2 1 0 Gained agreement through trial closes (how does that sound?) (After important features – benefits matching need)

**DEALING WITH CUSTOMER CONCERNS (Eliminate concerns or questions)**

- 4 3 2 1 0 Clarified (asked question(s) and confirmed he/she understood concern)
- 4 3 2 1 0 Responses appropriate and helpful to the buyer; used adv. responses (boomerang, compensation, denial, pass up, feel-felt-found, postpone, etc.)
- 4 3 2 1 0 Confirmed the objection was no longer a concern (buyer responds)

**CLOSE (OBJECTIVE: Take initiative to close the sale where appropriate)**

- 4 3 2 1 0 Used advance methods to close (summary, balance sheet, trial order, minor point, benefit in reserve, etc.) (was effective in closing; regardless of how buyer responds)
- 4 3 2 1 0 Presented a reason to buy now (product value based; **not "discount today only."**)

**OVERALL**

- 4 3 2 1 0 Salesperson demonstrated enthusiasm, confidence, and a positive attitude
- 4 3 2 1 0 Salesperson understood facts of the role play

<b>Notes</b>
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<b>Buyer Needs</b>	

Feature	Benefit

<b>Clarified</b>	<b>Confirmed</b>

<b>Type of close</b>

Major Strengths (What would you keep?):

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Major Weakness (What would you not keep or what would you change?):

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