

## Dillard College of Business Administration

# Professional Selling 3763

### CONTACT INFORMATION

Instructor: Dr. Thuy D. Nguyen

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Office Hrs: TR 10:30-11:00 AM, 12:30-2:00 PM; F 1:00-2:00 PM

### REQUIRED MATERIALS

Rackham, Neil, *SPIN Selling: Situation, Problem, Implication, Need-payoff*, McGraw-Hill.

(Do not purchase the SPIN Field book, paperback and recover).

### COURSE DESCRIPTION

The course concentrates on professional selling principles and practices of business. This includes principles of communication, listening, selling yourself, and selling a product. After completing this course, students should be able to:

1. Identify the fundamental principles of selling;
2. Promote a professional attitude toward business in general and toward the selling profession in particular;
3. Examine the operational side of selling in all pertinent functional areas that contribute to the success of marketing in the firm and to the success of the business as it operates in the marketplace;
4. Interpret factual knowledge of selling as you gain an understanding of professional selling as a major function within the marketing and promotional mix of a firm;
5. Demonstrate skill in expressing yourself as you improve your communication ability;
6. Synthesize course materials as you prepare and present a sales presentation by visually, verbally, and nonverbally communicating your information using the selling skills discussed in class and in your textbook.

### LEARNING GOALS

1. **Written Communication Skills:** Students will practice written communication skills during several in class exercises. The written communication skills will be assessed in the two class projects. The student will prepare a cover letter and his or her own resume which will also be used for the Sell Yourself! project and prepare sales aids for the capstone sales presentation.
2. **Oral Communication Skills:** Each student will make two presentations. The student's oral presentation skills will be assessed on his or her ability to speak clearly and communicate well with a potential employer and a mock customer. Both presentations will be recorded and graded.

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3. **Critical and Analytical Thinking/Decision Making:** Students will develop and practice critical and analytical thinking/decision making skills during in-class exercises. The class will practice how to identify customers manifest and latent buying motives as well as develop tools to help customers articulate their latent needs. Critical and analytical thinking/decision making skills will be assessed in the capstone project.

These general learning goals are among those established by the Dillard College of Business Administration. General learning goals represent the skills that graduates will carry with them into their careers. While assessing student performance in obtaining these general learning goals, the Dillard College is assessing its programs. The assessments will assist us as we improve our curriculum and curriculum delivery.

### PHILOSOPHY AND EXPECTATIONS

My expectation from this class (i.e., you and I) is captured in one of my favorite quotes from a fortune cookie at a Chinese Restaurant:

“By asking for the impossible we obtain the best possible.”

This course is difficult, challenging and will stretch you to your limits. However, with the right attitude and hard work (on your part), you can make the experience intrinsically rewarding and fulfilling. You can even make the experience fun for yourself. Remember, only you can do it. As regards my contribution, I can promise you that I shall give you my best. Of course, I also expect the best from you. This is the basic underlying philosophy behind this class (and for other classes and may be even life in general).

### CLASS POLICY AND CONDUCT

#### Professionalism

The faculty, staff, and students of the Dillard College of Business Administration are committed to being a “professional” in our words, conduct, and actions. The qualities of a professional include:

- A commitment to the development of specialized knowledge
- Competency in analytical, oral and written communication skills
- Self-discipline
- Reliability
- Honesty and integrity
- Trustworthiness
- Timeliness

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- Accountability for words and actions
- Respect for others and other cultures
- Politeness and good manners
- A professional image (professionals look professional)
- An awareness of their environment and adaptability to different settings
- Confidence without arrogance
- A commitment to giving back to your community

### Academic Integrity

With regard to academic honesty students are referred to the “Student Honor Creed” in the current Midwestern State University Undergraduate Catalog. Academic dishonesty (cheating, collusion, and plagiarism) is taken seriously and will be investigated. The minimum penalty is an "F" in this course and referral to the Dean of Students for disciplinary action, which may result in expulsion from the University.

### Non-submission of Quizzes/Assignments/Extra credit

If you do not complete all the required quizzes/examinations/assignments, and extra credit opportunities, you will be denied all doles, curves, etc.

### Class Participation/Attendance

Students are expected to attend all class meetings for this course, following the university attendance policy, (see Midwestern State University current Undergraduate Catalog). This catalog is electronic only. It may be found on the MSU website: Registrar > University Catalogs > Registrar. Attendance is deemed essential for this class.

Students sometime choose not to attend class and thereby miss important course related information covered during class. I will not spend time outside of class providing that missed information to any student on an individual basis.

Any person who is absent for five or more classes will forfeit all doles such as bonus points, extra credits, and curves etc. on any exams or assignments. These penalties for absences may make it quite difficult to receive a good grade in this class. Students will occupy the same seat from the second session onwards.

During the course of the semester, we may conduct in-class exercises involving chapter topics that are designed to enhance your understanding of marketing metrics. It is assumed that all students will participate in these activities. When called upon, students are expected to give lively dialogue with relevant and thoughtful discussions. I will not utilize classroom time reiterating basic material that is in the text. You must read the text and brief the assigned cases before class. Classroom time will be spent clarifying and

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analyzing the basic material and applying material to different fact situations.

### Communication

I believe that frequent and open communication between the professor and students enhances the quality of learning. I urge you to use the university e-mail (outlook) to let me know your concerns or queries. I do not discuss grades during the last two weeks of the semester. At that late stage I cannot do anything to help you. This course offers sufficient opportunity to make good grades without having to resort to extra credit.

### Grade Appeals

Any student who believes a grade has been inequitably awarded should first contact the instructor who awarded the grade to discuss the issue and attempt to resolve the differences. A student has 30 days following the first day of the succeeding semester to file a written appeal with the dean of the instructor's college in which the course was taught. Refer to the Undergraduate Catalogue for further details. See the MSU Student Handbook for University policy on grade appeal.

### Grade Changes

No grade except "I" may be removed from a student's record once properly recorded. Changes are not permitted after grades have been filed except to correct *documented clerical errors*. Requests for error correction must be initiated immediately after the close of the semester for which the grade was recorded.

### Awarding and Removal of I

I - incomplete; a non-punitive grade given only during the last one fourth of a semester and only if a student (1) is passing the course; (2) has reason beyond the control of the student why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. A student may remove a grade of I within 30 days by completing the stipulated work.

### Final Grades

The instructor posts final grades in *Desire2Learn*. Do not call or stop by the office to ask for grades.

### General policies

Exam dates are firm. The student is responsible to have all materials prepared on time. Please feel free to contact the instructor as needed. I want to see everyone do well in this course, but a big part of success depends on the student. I view everyone as an "A" student until proven otherwise. I expect on-time attendance, preparation,

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participation, and professional effort. Students who have a good attitude and strive to meet these expectations will find me very supportive - I will do whatever I can to help students succeed in this course and beyond.

### Campus Carry

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at this link: <http://mwsu.edu/campus-carry/rules-policies>.

### Americans with Disabilities Act

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

### IMPORTANT ADMINISTRATIVE DATES

It is the student's responsibility to keep track of administrative dates and initiate the required paperwork for drops etc. If you withdraw from the class, it is your responsibility to remove your name from the class rolls. If your name is not removed then you may receive an 'F' for the course at the end of the semester.

### GRADING

Your overall semester grade will include evaluations of your performance in the examinations, class participation, and HW assignments.

**Table 1: Class components**

Category	Maximum point
Attendance + Participation	100
SPIN quizzes	100
Elevator pitch	50
CSC Role play	50 (~36.50)
CSC PPT	50
FedEx Office call	300

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Category	Maximum point
FedEx Office PPT	50
Resume	100
Interview and evaluation	100
Final exam	100
TOTAL	1000

**Table 2: Grade system**

Percentage	Letter grade
90% +	A
80-89%	B
70-79%	C
60-69%	D
<60%	F

Please remember that grades are *earned* not negotiated and you should consistently perform well for a good grade in class. If you are having difficulties with the class come see me early on. There is not much I can do to help you improve your grade if you wait until the end of the semester. As a rule there will be no curving. If I feel the need to curve, it would be done at the end of the semester after all the Exams and Projects points have been compiled and summated. No letter grade will be assigned for individual exam or project. Letter grades will be assigned only after summating (totaling) the points for all the Exams and Projects.

\*\*\*\*\*In order to help students keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account. [specify here whether midterm progress for ALL or just at-risk students will be reported]. Midterm grades will not be reported on the students' transcript; nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should [provide instructions here: schedule a meeting with the professor? Seek out tutoring? Both?]

## **COURSE COMPONENTS**

### **Attendance and Participation**

You are expected to attend class as designated. Throughout the semester, you will be randomly called on to participate in class activities and exercises. If you are absent for

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only one time when called, your grade for attendance and participation will be zero for the semester.

## SPIN Quizzes

It's a good idea to read the SPIN text chapters before you take the quizzes. The book is written for professionals. Therefore, there is actual text and no definitions and highlighted concepts. You will want to read each chapter very carefully, thinking as you read.

There are five quizzes to assess your knowledge of the SPIN selling principles. The quizzes can be accessed on the Blackboard home page or under the Assessments Tab. The quizzes are numbered 1-5 and correspond to Chapters 1-5 of the SPIN book.

There is only one opportunity to take each quiz. Once completed, submit the quiz for grading and access Results to ensure the quiz has been submitted and graded.

## CSC Role Play and PPT

The purpose of this exercise is to help you develop and understand your empirical and quantitative skills, and your critical thinking skills. To that end, aspects of the 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) or contextual information* 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. You will be proposing a solution to a problem based on facts you discern and on your evaluation of the customer's context. The exercise is set up in a case context.

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## Elevator Pitch

The elevator pitch is designed to help you “think on your feet” in order to sell yourself in your career. You will need to research a company of your interest and develop a 90 second pitch selling to prospective employers how you should be a best fit for their companies. You must have full professional attire on when performing your elevator pitch. Bring your cellphone to record your pitch, and send your video to my email right afterward.

## FedEx Office Role Play and PPT

The purpose of this exercise is to help you develop your communication skills and utilize the investigative skills learned in class and apply them to a typical sales situation. During the call, your objective is to uncover and understand the client’s needs and/or problems and the impact of these needs on the client’s current business situation. You need to gather as much relevant information as possible in order follow up at later date with a proposal that addresses these needs. Each sales call will last approximately fifteen minutes. The exercise draws on the organizational pattern SPIN used. 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, if appropriate, 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, or conclude the visit).

The following section outlines the Sales Call so that you can gain an idea of what the scenario entails.

You are a new account representative for FedEx Office. You are calling on James DeFore. DeFore owns a training services company, ProTrain, Inc. You will need to have

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prepared a series of questions (interrogatory) to learn what DeFore's needs are. Your sales call will last about twenty minutes. In that time you will have to do the following:

1. Qualify DeFore as a potential buyer (money, authority, time-frame).
2. Using the SPIN interrogatory technique, help DeFore identify three major business needs.
3. Use DeFore's needs to leverage the basis for a sales presentation.
4. Drawing on each of DeFore's needs, explain how FedEx Office solutions provide advantages that will help DeFore gain benefits that will satisfy those needs.
5. Tie-down each need- feature-advantage-benefit linkage.
6. Monitor DeFore's response to your logic; answer DeFore's questions; and get DeFore to make a decision — close the sale.
7. To achieve your goal, you will have to prepare an interrogatory model and be prepared to address DeFore's concerns. You know that your FedEx Office solutions should help DeFore to achieve the goals she or he has set for ProTrain.

## Resume Project

The Resume Project requires you to develop a resume to address 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 application.

As part of the project, your resume will be reviewed by a MSU Career Center counselors. A member of the Career Center will be making a class presentation on this process. Each meeting with Career Center is worth 30% of your grade for this project. You need to either (1) meet with them three times or (2) have them approve your resume to earn 90% of your grade. The last 10% is reserved for my judgment of your finalized resume. You must meet with Career Center at least once before the first due date, twice before the second due date. Upon review completion, you will submit a finalized resume for grading. The due date is listed on the class schedule. Failure to keep your appointments with the career counselors will result in zero point for this project. *Every NO SHOW with the CCM costs you 30 points.*

## Interview Project

The Interview Project is a 15 minute interview activity that is recorded to a video. The interview is with the employer identified in the Resume project. You also need to bring a copy of the job description to give the interviewer. To prepare for the interview, you will create 15-20 questions that you anticipate will be asked by the interviewer from the target company and develop appropriate answers to potentially use in a real interview.

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You will need to schedule an appointment to perform the interview with an interviewer. Arrive at the interview on time and dress in professional attire. 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 interview will ask some “wild card” questions that assess your ability to think on your feet.

After completing the interview, review the recorded video and provide a self-assessment of your performance via D2L. Your assessment needs to highlight areas where you did well and areas for improvement. You also need to copy and paste the job description in your self-assessment prior to uploading to D2L.

### Exam

Exam is designed to test your comprehension of the sales concepts and skills presented and utilized during the course. The exams will include multiple-choice and true-false questions that cover lectures (including guest speaker presentations), exercises, projects and the SPIN selling techniques.

### Sales Competition

Each semester, two students are selected to compete in a nationwide sales competition with more than 70 other universities. If the students are placed in the first 20<sup>th</sup>, they are not required to complete the FedEx Call (300 points) and the FedEx PPT (50 points). If they are not placed, they still have to complete the FedEx Call, but not the FedEx PPT. The website for the competition are:

Link for Spring semester: [NCSC KSU main page](#)

Link for Fall semester: [ICSC FSU main page](#)

### LATE SUBMISSIONS

Every 24-hour delay beyond the assigned due date and time will result in a deduction of 25% in the grade for that submission only.

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**TABLE 3: TENTATIVE SCHEDULE**

#	Date	Topic	Project	Quiz
1	1.21	Introduction: What is Sales?	Handout: First cold call and rubric, bad/good sales call exercises	Quiz 1
2	1.23	Initial engagement How and why we buy	Handout: CSC scenario, interview questions Exercise: First cold call, resume selection, team evaluation on sales calls scripts Due: Initial resume, Job description,	Quiz 1
3	1.28	The sales process: SPIN	Handout: SPIN diagram, CSC call rubric, OI exercise Exercise: CSC cold call, Due: CSC product features and customer's problems	Quiz 2
		<b>Part time job fair @11:30 am – 1:00 pm</b>	<b>Clark Student Center Comanche Suites. Look for confirmation</b>	
4	1.30	SPIN solution selling overview	Handout: CCS case call & PPT. CSC PPT rubric Exercise: SPIN diagram Due: interview answers	Quiz 2
5	2.4	Guest speaker – Resume	Handout: resume project	Quiz 3
6	2.6	SPIN continues	Handout: Elevator pitch, Yes/No exercise, CSC call and PPT rubric, Exercise: team evaluation on sales call scripts and rubric	Quiz 3
7	2.11	SPIN obtaining commitment	Handout: Payoff exercise Exercise: Yes/No, CSC practice Select 2 champions	Quiz 4
8	2.13	SPIN: situation, problem and implication <b>Streich Lecture DB 101 @ 11:00 with 5 points extra credit</b>	Watch round 4 <sup>th</sup> video	Quiz 4
9	2.18	SPIN: needs, payoffs, \$ <b>BUILDING THE JOB I</b>	Handout: FedEx case	Quiz 5

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#	Date	Topic	Project	Quiz
		<b>LOVE @ 12:00-1:00 with 5 points extra credit</b>	Due: resume 1 <i>(must meet with CMC once before this day)</i> Exercise: NFABt, Resume rotation	
10	2.20	SPIN: features/benefits/building value	Handout: NFABt CSC PPT due CSC call due – count to 4	Quiz 5
11	2.25	NFABt	Need Feature Advantage Benefit tie-down practice	
12	2.27	FedEx: SPIN discussion	FedEx discussion FedEx call sign up	
13	3.3	FedEx: SPIN discussion	<b>FedEx Office PPT due</b>	
14	3.5	Elevator pitch / Role play	<b>Elevator pitch 90 seconds</b>	
15	3.10	Elevator pitch / Role play	<b>Elevator pitch 90 seconds</b> Due: resume 2 <i>(must meet with CMC twice before this day)</i> Exercise: FedEx call rubric practice, Resume rotation	
		<b>Careers in business job fair @ 9:00 am-12:00 pm with 10 points extra credit</b>	<del>Dillard Atrium.</del> <i>Look for confirmation</i>	
16	3.12	FedEx call	FedEx call rubric practice	
17	3.24	FedEx call <b>BUILDING THE JOB I LOVE @ 12:00 pm -1:00 pm with 5 points extra credit</b>	FedEx call rubric practice	
18	3.26	Negotiation	Negotiation practice	
19	3.31	FedEx call	FedEx call rubric practice	
20	4.2	FedEx call	FedEx call rubric practice	
		ICSC 2019 Competition		
21	4.7	FedEx call	FedEx call rubric practice	
22	4.14	<b>Sales Call Recording</b>	<b>274A</b>	
23	4.16	<b>Sales Call Recording</b>	<b>274A</b>	

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#	Date	Topic	Project	Quiz
24	4.21	Linkedin: Best Practice Body Language and Motivation <b>BUILDING THE JOB I LOVE – 12:00-1:00 – 5 points extra credit</b>	DB#306 Interview project sign up <b>Resume 3 due</b> <i>(must meet with CMC three times before this day)</i> Exercise: Interview tips and techniques	
25	4.23	Internships, job shadowing, volunteering Networking skills and opportunities	DB#306	
26	4.28	Final exam practice		
27	4.30	<b>Interview Project Recording</b>	<b>274A</b>	
28	5.5	<b>Interview Project Recording</b>	<b>274A</b>	
29	5.7	Online- Drop box	<b>Interview self-assessment due</b>	
30	5.12	<b>Final Exam</b>	<b>1:00 pm – 3:00 pm. Be sure to double check</b>	