Portland State University

MKTG 338 Professional Selling
Fall, 2013

Instructor:	**TC Dale**	**Email:**	tdale@pdx.edu
Office:	**SBA 439**	**Office Phone:**	**503-725-3707**
Office Hours:	**Mondays 1:00 - 2:00 & By Appt.**	**Cell Phone:**	**360-600-7461**
Section 001:	**Mon/Wed 2:15 – 4:05**	**CRN: 12002**	**Room: URBN 304**

Course Catalog Description and Prerequisites
The course provides an overview of personal selling as an element of the marketing promotion mix with an emphasis on individual and team selling strategies within a professional sales environment. Topics include characteristics of successful salespeople and firms, buyer behavior as part of individual and group purchase processes, the process and structure of sales presentations and the role of selling in the marketing effort. ***Prerequisite: BA 205***

Course Learning Objectives
- Understand the field of professional selling including its evolution, role in marketing strategy and career opportunities
- Develop frameworks for building relationship, product, customer and presentation strategies that add long-term value in an ethical context
- Analyze business and consumer decision-making processes and relevant sales practices
- Understand the entire sales process, from pre-approach through servicing the customer
- Develop verbal and written communication and presentation skills

Required Text and Publisher Materials
- Manning, Reece Ahearne ***Selling Today 12th Edition***, ISBN 978-1-2560-4288-4
  This custom version of the textbook includes chapters 1 through 15 and is available at the PSU Bookstore. The complete 12th edition textbook is also acceptable for use.
- Student materials are available on the publisher's website at www.prenhall.com/manning

Course Websites
- Class materials, assignments and drop boxes are posted on our D2L course page which can be accessed via https://d2l.pdx.edu/. Students need to use their ODIN user name and password to access the course page.

Course Structure
Class sessions include topical discussions, in-class activities, role plays, guest lectures, homework assignments, quizzes and case situations linked to professional selling themes. Students will use situation analysis along with individual and team projects to apply professional selling concepts. The course is designed to develop skills in critical thinking, oral and written communication and decision-making.

Course participants are expected to maintain high standards of academic honesty.
Academic honesty is a requirement for passing this course.

Assessment

Final course grades will be based on the following elements:

Element	Weight	Points
Class Participation and Homework	27%	270
Midterm Exam	20%	200
Role Play Assignment	15%	150
Sales Project	23%	230
Buyer Report	10%	100
Self Assessment Report	5%	50
Totals	**100%**	**1000**

Course Elements

1. **Participation:** Students are expected to come to class on time, prepared, ready to participate in and contribute to class discussions and activities. Attendance, in class exercises, quizzes, role-plays, analysis, guest lecturer questions and homework assignments all contribute to the class participation grade. Students are expected to apply concepts from the reading during discussion, situation analysis and assignments. Unless otherwise specified, typed (12 point font) assignments are due at the beginning of class, should not exceed one page, and will be graded for writing quality and content. ***Late work is accepted only with prior approval.***

2. **Midterm Exam:** Combination of multiple choice and short answer essay questions, with an emphasis on applying course concepts to selling situations. Content includes materials from the text, class discussions, homework, assignments and projects.

3. **Role Play Assignment:** Team project in which groups of 2 students create a script, prepare and present one of the three Role Play Assignments (Prospecting, Demonstrating or Closing). A signup sheet will be available during the second class session. Teams should work together designing the script (cannot use sales project topics) and practicing for the role play. Partners determine who will be the buyer and who will be the seller. Both members will receive the same score for the assignment.

   The typed 3 – 5 page script is due at the beginning of class on the day of the role play, and should include topical elements discussed in the text and outlined on the Role Play Assignment. ***With the exception of the seller in the "Prospecting" assignment, scripts cannot be used during the role play.*** Teams have 10 minutes to deliver the role play, which will be recorded. Audience members will evaluate the role play using the rubric on the assignment form. One page team member evaluations, including the pros, cons and key takeaways of the role playing performance, are due the following week. Content, quality and creativity contribute to scoring. Assessment is based on the following point structure:

Element	Weight	Points
Script	40%	60
Role Play	40%	60
Audience Evaluation	10%	15
Team Member Evaluations	10%	15

4. **<u>Sales Project</u>:** Individual project in which students select a product to sell to a client who has never purchased products or services from this company before. As a salesperson it is the student's responsibility to research the selling situation, develop a strategy, and deliver a creative sales proposal and presentation. Selected firms must be publicly traded. Research sources should include personal interviews with salespeople and clients, information requests from firms, trade journals, professional articles and industry associations as well as materials from class. The project has three phases.

   Phase 1: Topic Nomination
   Students must nominate sales project topics in writing by <u>October 7th</u>. Nominations should specify the product or service being sold, briefly profile the organization represented and the prospective client, and include a preliminary resource list of at least five sources. Topics must be approved before starting the sales proposal. Students are encouraged to select a product or company of interest to them. Some products are easier to sell than other products; the degree of difficulty and level creativity will be factored into overall project scoring.

   Phase 2: Sales Proposal
   The 10 – 15 page typed sales proposal is due <u>November 18th</u>. Please follow the Sales Proposal Guidelines listed in the syllabus, and submit two copies of the proposal: one for the instructor and one for the buyer. Sales proposals set the stage for successful presentations, and should contain information about the product, the company, the benefits, competitive positioning, cost, rationale and schedule. In this case, the proposal will also include the profile and needs of the buyer and along with the preparation worksheets which will be discussed in class as noted in the schedule. The proposal should be well researched and thought out, and may include supporting documentation and materials as appendices. Points will be awarded for thoroughness, creativity and customer appeal.

   Phase 3: Sales Presentation
   Students will sign up for a final sales presentation date. Presenters will have 10 - 15 minutes to make and close their sales pitch to buyers assigned by the instructor. Buyers will receive a copy of the sales proposal in advance and will ask questions and raise objections during the presentation. Students should dress appropriately for the presentation and incorporate sales techniques and the six-step presentation plan (Figure 10.3) discussed in class and in the text. Buyers and sellers must represent the needs of their respective firms, with the goal of coming to terms that are mutually beneficial. Sales presentations will be recorded. Audience members will contribute to the evaluation; rubrics are posted on the course page. Assessment of this project is based on the following point structure:

Element	**Weight**	**Points**
Sales Topic Nomination	10%	15
Sales Proposal	40%	100
Sales Presentation	40%	100
Audience Evaluation	10%	15

Discussing the presentation in advance with the buyer will result in a failing grade.

5. **Buyer Report** Students will be assigned the role of buyer for one sales presentation. Buyers have two jobs: preparing the buyer report and actively participating in the sales presentation. Each component is worth 50 points. Buyers must review the sales proposal in advance of the presentation and prepare a written report. The 3 – 4 page report should include a 2 - 3 page critique of the strengths and weaknesses of the proposal and a 1 page list of at least 10 prospective questions to ask the seller during the presentation.

   The report can be written in outline format (list topic, bullet comments) and should include the good aspects of each section of the sales proposal as well as the flaws. ***Buyers must utilize and cite a minimum of two external sources*** (interviews, location visits, printed information, online research, etc.) to validate the accuracy of the competitive information provided in the proposal. Two copies of the buyer report (including questions) are due at the beginning of class on the assigned presentation day.

   Buyers may utilize one of the copies of the report during the role play (which will be given to the seller afterwards), and should be sure to get answers to the most important questions first. Good buyers challenge the knowledge and skills of the seller but are also fair, look out for the best interests of the company they represent and make sure the seller addresses their objectives. ***Buyers cannot agree to purchase the product or service until the seller asks for the order.***

6. **Self Assessment Report** Students will review the recorded video of their sales presentation, reflect on their sales presentation performance and critique themselves by completing the Self Assessment Worksheet and comments. This report is due by the final class meeting as noted in the course schedule.

Evaluation rubrics are posted online.

Sales Associations and Resources

Students are encouraged to utilize sales and marketing associations, journals and electronic and printed resources available. A partial list of includes:

American Marketing Association; www.marketingpower.com
Go-to-Market Strategies: www.go-to-marketstrategies.com
Huthwaite, Inc. (SPIN Selling): www.huthwaite.com
National Association of Sales Professionals: www.nasp.com
Sales and Marketing Executives International: www.smei.org
Sales and Marketing Magazine: www.salesandmarketing.com
The Journal of Personal Selling and Sales Management: www.jpssm.org
The Strategic Account Management Association: www.strategicaccounts.org
University Sales Center Alliance: www.salescenteralliance.org

MKTG 338 Tentative Course Schedule

Fall 2013 **CRN 12002**

Week	Day	Date	Readings	Assignments / Tasks
1	Mon	9/30	Ch 1 Sales Opportunities	Form Role Play Teams
	Wed	10/ 2	Ch 2 Personal Selling *Guest Speaker: Bill Etheredge* *WCE Consulting Group*	**Bring Resumes** Sign Up For Role Plays **Speaker Questions Due**
2	Mon	10/ 7	Ch 3 Relationship Strategy	**Sales Proposal Topics Due**
	Wed	10/ 9	Ch 4 Communication Styles *Guest Speaker: Kathy Calcagno* *First Republic*	**Styles Assessment Due** Page 97 Exercise 1a-e **Speaker Questions Due**
3	Mon	10/14	Ch 5 Ethics	Ethics Game
	Wed	10/16	Ch 6 Product Strategy Ch 7 Selling Products	**Feature Benefit Assignment** Page 142 Exercise 1 Include Printed Copy
4	Mon	10/21	Ch 8 Buyer Behavior Ch 9 The Prospect Base	Midterm Review
	Wed	10/23	*Guest Speaker: Joel Andersen* *Andersen Construction*	**Elevator Pitch Due** Page 215 Exercise 1 **Speaker Questions Due**
5	Mon	10/28	**MIDTERM EXAM**	
	Wed	10/30	Ch 10 Customer Approach	**Role Play A: Prospecting** SP Business Contact Worksheet
6	Mon	11/ 4	Ch 11 Questioning Strategy Ch 12 Sales Presentations	SP Needs Discovery Worksheet SP Demonstration Worksheet
	Wed	11/ 6	Ch 13 Negotiating Objections	**Role Play B: Demonstrating** SP Negotiations Worksheet
7	Mon	11/11	**No Class – Veterans Day**	
	Wed	11/13	Ch 14 Closing the Sale Ch 15 Servicing the Sale	**Role Play C: Closing** SP Closing Worksheet
8	Mon	11/18	Sales Presentation Prep	**Sales Proposals Due** Buyers Assigned
	Wed	11/20	Sales Presentations Group 1	**Buyers Reports Group 1**
9	Mon	11/25	Sales Presentations Group 2	**Buyers Reports Group 2**
	Wed	11/27	Sales Presentations Group 3	**Buyers Reports Group 3**
10	Mon	12/ 2	Sales Presentations Group 4	**Buyers Reports Group 4**
	Wed	12/ 4	Sales Presentations Group 5	**Buyers Reports Group 5**
Final	**Wed**	**12/11**	**12:30 – 2:20**	Course Evaluations Self Assessment Reports Due

Sales Proposal Guidelines

Cover Letter

A. Address to buyer
B. Highlight key points in proposal
C. Confirm meeting date

Title Page

A. Your buyer's company name
B. Name of product to be sold and company you represent
C. Your name, the date and course number

Table of Contents

I. Proposal Summary
   A. Buyer problem or need
   B. Business impact of problem
   C. Value proposition

II. Proposed Solution
   A. Product solution (what it is, how it works, how buyer will use it)
   B. Company description (size, history, anything important for buyer to know)
   C. Proposal objectives and strategy (what benefits it will provide)
   D. Feature benefits worksheet (Table 6.3)
   E. Competitive advantage (strengths/weaknesses relative to top two competitors)

III. Implementation
   A. Costs (budget, pricing, financing if applicable)
   B. Time schedule (confirmation of dates, intervals, delivery, etc.)
   C. Rationale (justification for taking action now)

IV. Buyer Profile
   A. Contact (name, job title and brief job description and profile info)
   B. Company description (who they are, what they do, product/service currently using)
   C. Buyer's needs (specific issues regarding product/service)
   D. Buyer's customer's needs (if they are reselling proposed product)
   E. Contact history (what has already transpired between seller and buyer)

V. Sales Presentation Preparation
   A. Objectives for the presentation (primary, minimum, optimistic actions)
   B. Business contact worksheet with 10 approaches; use all methods (Table 10.1)
   C. Need discovery worksheet with at least 10 questions; use all types (Table 11.2)
   D. Demonstration worksheet with at least 3 items (Figure 12.4)
   E. Negotiations worksheet with at least 10 concerns and responses (Figure 13.3)
   F. Closing worksheet with 10 attempts; use all closing methods (Figure 14.3)
   G. List of follow through, follow up and expansion services (Figure 15.3)

VI. Appendices

Role Play Assignment A: Telephone Prospecting

This assignment requires students to develop and role play a prospecting scenario to the class. The written portion of the assignment must be created and submitted in script form, similar to that used in a play. Describe your selling situation up front, and identify what the seller intends to say followed by what you anticipate your buyer saying. The scenario must be different than your sales project. The objective of the prospecting assignment is to qualify the prospect, gain information to plan the call, and set up an appointment – not to sell the product. Your presentation should address the elements in the checklist below. You will have 10 minutes to present your role play to the class. ***The prospecting seller is the only one who can bring a script to the role play***. Your written script is due the day you present as noted in the course schedule.

A. Introductory Statement
    1. Introduce the salesperson and company
    2. Create interest for the buyer
    3. State the prospect's name
    4. Ask if you are calling at a good time
B. Establish Rapport / Social Contact and Business Contact
    1. Develop conversation (here and now observations, compliments, mutual interests)
    2. Select approach (demonstration, questioning, survey, etc.)
C. Create Interest
    1. Explain features, advantages, benefits
D. Qualify the Prospect
    1. Need exists, authority to buy
    2. Ability to pay, approachable / willing
E. Request an Appointment
    1. Express brevity and immediacy
    2. State specific date, time of day, and place
    3. Repeat time of appointment
    4. Give phone number, get off the phone

AUDIENCE EVALUATION

Seller ________________________________ Buyer ________________________________

Evaluator________________________________

	Excellent	Average	Poor
1. Well prepared with pre-approach information.	3	2	1
2. Made good social contact.	3	2	1
3. Developed a good relationship.	3	2	1
4. Used a strong approach.	3	2	1
5. Converted initial attention into interest in proposal.	3	2	1

Total Points ______________________________

Role Play Assignment B: Demonstrating

This assignment requires students to develop and role play a demonstration scenario to the class. The written portion of the assignment must be created and submitted in script form, which should contain a word-for-word dialog of your demonstration similar to that used in a play. You select the physical product (not a service) to demonstrate. The product must be different from the product you are selling in your sales project. Describe your selling situation up front and identify what the seller intends to say followed by what you anticipate your buyer responding. The objective of this role-play is to demonstrate the product and get the prospect involved. Your presentation should address the elements in the checklist below. You will have 10 minutes to present your role play to the class. The script is due the day you present as noted in the course schedule, and cannot be used during the presentation.

A. Preparation
   1. Show that you have planned the demonstration beforehand
   2. Deliver an original opening statement
   3. Do not talk too fast or rush through the presentation
B. Demonstrate features that are of interest to the prospect
   1. Balance showing and telling
   2. Appeal to as many senses as possible
   3. Make sure the prospect see what you want him to see in the demonstration
C. Personalize the presentation
   1. Package the product so that is tells a value story
   2. Use showmanship and sales tools
   3. Use sales tools
D. Get the prospect involved in the demonstration
   1. Have the prospect participate physically and mentally in the demonstration
   2. Get agreement on major points
   3. Ask confirmation questions to get a commitment from the prospect

AUDIENCE EVALUATION

Seller ________________________________ Buyer ________________________________

Evaluator________________________________

	Excellent	Average	Poor
1. Demonstrated focus on customer’s needs.	3	2	1
2. Converted features to benefits.	3	2	1
3. Balanced telling and showing.	3	2	1
4. Got prospect involved.	3	2	1
5. Demonstration provided convincing proof.	3	2	1

Total Points ______________________________

Role Play Assignment C: Closing

This assignment requires students to develop and role play handling objections and closing the sale to the class. The written portion of the assignment must be created and submitted in script form, which should contain a word-for-word dialog of your role play similar to that used in a play. You select the selling scenario, which cannot be the same as the product you are selling in your sales project. Describe your selling situation up front and identify what the seller intends to say followed by what you anticipate your buyer responding. The objectives of this role-play are to ask questions and listen closely to the answers so that you can show the prospect how your product can satisfy his/her needs; handle the prospect's questions, and close the sale. Your presentation should address the elements in the checklist below. You will have 10 minutes to present your role play to the class. The script is due the day you present as noted in the course schedule, and cannot be used during the presentation.

A. Opening
  1. Prepare a creative opening statement to get the prospect's attention
  2. Identify the prospect's needs (ask probing questions)
  3. Relate the benefits of the product to the prospect's needs

B. Objections
  1. Anticipate sales resistance and don't argue
  2. Repeat the objection in your own words
  3. Handle with appropriate method (superior benefit, feel-felt-found, postpone, etc.)

D. Close the sale
  1. Focus on prospect's needs and keep them involved
  2. Recognize closing clues and ask for order more than once
  3. Select appropriate methods (trial, summary, options, direct, etc.)

AUDIENCE EVALUATION

Seller ________________________________ Buyer __________________________________

Evaluator________________________________

	Excellent	Average	Poor
1. Maintained rapport.	3	2	1
2. Negotiated concerns effectively.	3	2	1
3. Attempted trial close after addressing concerns.	3	2	1
4. Focused on prospect's greatest interest.	3	2	1
5. Used two or more closing methods.	3	2	1

Total Points ______________________________

Self Assessment Report

Review the sales presentation and evaluate your performance relative to the following sales presentation elements. Circle the score that best reflects your performance in each area. Comment on what you did well and what you could do to improve.

Approach	Wow	Good	OK	Comments
1. Interesting opening statement	5	3	1	
2. Effective rapport building	5	3	1	
3. Transition to business contact	5	3	1	
Presentation	Wow	Good	OK	
4. Discovery questions to determine needs	5	3	1	
5. Confirmation questions/ validate needs	5	3	1	
6. Stressed benefits vs. features	5	3	1	
Demonstration	Wow	Good	OK	
7. Communicated the value proposition	5	3	1	
8. Provided evidence	5	3	1	
9. Involved prospect in meaningful way	5	3	1	
Negotiations	Wow	Good	OK	
10. Buyer raised valid objections	5	3	1	
11. Acknowledged buyer concerns	5	3	1	
12. Addressed objections	5	3	1	
Closing	Wow	Good	OK	
13. Effective use of trial closing	5	3	1	
14. Successfully closed sale	5	3	1	
15. Maintained enthusiasm	5	3	1	
Service Overall	Wow	Good	OK	
16. Discussed follow up strategy	5	3	1	
17. Effective non-verbal communication	5	3	1	
18. Consistent time pacing	5	3	1	
19. Demonstrated professionalism	5	3	1	
20. Improvement over course of term	5	3	1	

Self Assessment Total: ____________

Include additional reflection comments on the back of this form or on a separate piece of paper.