

University of North Texas at Dallas
Fall 2013 Syllabus
Marketing 3010D-090: Professional Selling-3 units
Tuesdays 10am-12:50pm Dallas Bldg 2 #306

Instructor: Mark Treger

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Best way to reach me is by phone 8am-8pm 7 days a week, or immediately before or after class in person. Office hours: Mon 1-3pm, Tues 2:30-4pm, Thurs 12:30-1pm; Other by appointment.

Course focuses on understanding and application of professional selling principles and practices, including communication, listening, selling yourself and a business sales model.

Text: **SPIN Selling: Situation, Problem, Implication, Needs-Payoff** by Neil Rackham (1988), published by McGraw-Hill, *in any edition*, REQUIRED READING for completion in September, will be used as a reference for lecture and discussion. In addition the instructor will hand out material to help students prepare for their two selling situations which will account for 2/3 of their course grade. The text is readily available used in paperback and hardcopy. *A copy will be on reserve at the UNT Dallas library (972/780-3625).*

One **short-answer exam** based on **lecture and text reading** accounts for **one-third** of your course grade. Two individual selling presentations will each account for an additional one-third of your grade. In general, 90%=A, 80%=B, 70%=C, 60%=D, however instructor reserves right to raise course grade as much as 5 points for **consistent, high-quality class participation**, as judged by the instructor. **Instructor will fail students who miss more than 2 weekly classes.**

The goal of this course is to expose students to introduce basic sales and marketing concepts, and to help students build skills in interrogation, persuasion, self-presentation, and impression management. Learning outcomes are for the student to develop facility with basic researching & writing, observing, listening, questioning, feeding-back, closing and following up.

The course is taught from the perspective of a practitioner who consulted in marketing strategy for 20 years, and sold millions of dollars a year of consulting services for over a decade. Examples draw from business-to-business (industrial) sales and marketing, which represent as much as half of the economy and of the sales & marketing career opportunities.

The short-answer exam and two selling project/presentations draw heavily on lecture and student feedback *so attendance to all classes is required.*

The **first selling project** is on selling yourself. You will develop a strong resume in the format described by the instructor and evaluate your saleable skills relative to the needs of your target employer for your target job in your target industry. You will present yourself to the instructor, who will role-play a prospective employer in your target industry. You will receive candid, constructive feedback from the instructor & your classmates. You will need to research the

industry, the company, and to develop good questions to ask the interviewer, and to prepare to provide thoughtful, well-prepared selling responses to the likely interviewer questions of you. The interview will run approximately 10 minutes.

Use UNT Dallas career placement office's software to do at least 5 practice interviews with a webcam (you can review your interviews and see your improvement). If you do not do at least 5 practice interviews you will almost certainly do poorly on the graded sell yourself interview. Typically students who earn an A on the sell yourself interview do about 10 rehearsals with a webcam using the software tool provided by UNT Dallas Career Placement (it's free to UNT students).

If your resume is poorly written vs. the instructor's guidelines your grade on the sell yourself interview will be reduced.

In the **second selling project** you will role-play a new sales rep selling premium measurement & control instrumentation for a process industry, and the instructor will role-play a prospective industrial customer. You will need to prepare for either a sales call on the plant manager, the instrumentation/maintenance engineer, or a project engineer/purchasing manager. Each of these three cares about different things, and you will need to be ready to sell to all three- identify their buyer values, interests and concerns, and determine how to address the challenges inherent in a group buying decision.

More details will follow but your product will have a higher initial purchase price and lower lifetime total cost of ownership. Your sales call will last 10 minutes, in which time you will have to qualify the lead as a potential buyer, help the prospect identify the needs, transition to a sales mode, effect linkages between your product's features and the prospect's needs, monitor the prospect's attitude toward your logic and offering, demonstrate value, and proceed to the next step in the selling process (whatever that is).

Course Schedule

9/3: Introduction and overview of sales and marketing. Types of sales positions and expectations. The selling process "stereotypical traditional selling" for small dollar /single item sales model, discuss examples from car and real estate sales, other "boiler room" examples. Introduce professional selling, and SPIN selling concept. Discuss "sell yourself"-you as a product, your interests & strengths, your objectives and resume, background research, cold calling & networking, anticipating questions & answers, following up. **Read SPIN Selling.** *Begin work on your strengths & challenges, target career/industry research, and your resume.*

9/10: Recap/elaborate on traditional ideas of selling vs. professional SPIN selling, and the marketing concept. Refine career goals & strengths. Buyer behavior highlights for individuals & organizations.

9/17: Discuss sales force organization and compensation alternatives to align with marketing strategy; interacting with other parts of the organization—customer service/order handling,

manufacturing, product development, accounting. Introduce product & customer profitability concepts. Selling “value propositions” and the sales reps’ role in “Big M Marketing.” Recap lecture material.

9/24: Exam (short answer). Schedule “sell yourself” interviews. Review resumes, individual interview questions & answers.

10/1: Review exam results. Finalize preparation for sell yourself interviews/sales calls.

10/8: Begin “sell yourself” interviews/sales calls with feedback from instructor & class..

10/15: Continue “sell yourself” interviews/sales calls with feedback from instructor & class.

10/22: Complete “sell yourself” interviews/sales calls with feedback from instructor & class.

10/29: Recap lessons from “sell yourself” interview/sales calls. Introduce and **schedule** students’ “sales rep call” selling process measurement instrumentation into a large process industry plant to either the plant manager, instrumentation/maintenance engineer or the consulting engineer/purchasing manager (students have to be prepared to sell to any/all three potential customers each of whom has a role in the purchase decision). Finalize preparation for sales rep calls selling process instrumentation to plant manager or instrumentation/maintenance engineer or consulting engineer/purchasing manager (played by instructor in front of class with feedback from instructor and class)

11/5: Begin sales rep calls with feedback from instructor and classmates.

11/12: Continue sales rep calls with feedback from instructor and classmates.

11/19: Complete sales rep calls with feedback from instructor and classmates.

12/2: Recap lessons from selling situations, course concepts, deliver course grades.

University Policies and Procedures

Students with Disabilities (ADA Compliance): The UNT Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, visit the Office of Disability Accommodation/Student Development Office.

Student Evaluation of Teaching Effectiveness Policy: Student Evaluation of Teaching Effectiveness (SETE) is a requirement of all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in your feedback as to how this class can be more effective, and value your completion of the SETE as an important part of your class participation.

Exam Policy: Exams should be taken as scheduled. Makeup exams will only be allowed for documented emergencies (see student handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty Policy. Any person suspected of academic dishonesty (i.e. cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://unt.edu/csrr/student_conduct/index.html <http://www.unt.edu/csrr/student> for complete provisions of this code.

Bad Weather Policy: On days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas main voice mail 972/780-3600 or search postings on campus website www.unt.edu/dallas Students are encouraged to update their Eagle Alert contact information so they will receive this information automatically.

Attendance and Participation Policy: The university attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the text will be discussed in class. Students are responsible to notify the instructor if they miss class and for what reason, and are responsible to make up any work they missed. It is recommended that each student obtain a copy of a classmate's notes to review, for any class they miss.

Diversity/Tolerance Policy: Remarks that violate the Student Code of Conduct regarding nationalities, ethnic groups, sexual preferences, religious groups, genders or other ascribed statuses will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.