

Professional Selling Spring 2018 MKTG 3328 (3 Credit Hours) CRN 22393 and CRN22394

Tues. and Thurs 11:00 am – 12:20 am 12:30 am – 1:50 pm SHB336

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Office Hours: Tues. and Thurs. 2:15 – 3:15 (also available by e-mail and appointment)

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Blackboard Material

Study Guides

PowerPoint Slides

Role-Play Worksheets

Peer Evaluation (Worksheets)

Peer Evaluations (Role-Play) Role-Play Preference Form

Learning Outcomes

This course introduces you to personal selling and the sales management function.

The main objectives are for you to:

(1) Gain factual knowledge (such as terminology and methods).

You will gain an understanding of the selling process completed by salespeople and sales managers.

(2) Learn fundamental principles, generalizations, and theories.

Fundamental principles of selling and ethical behavior are covered.

(3) Learn to apply course material.

We will develop and complete role-plays between salespeople and customers.

You will apply the ADAPT framework to sell a product or service to customers.

I have recommended some learning activities below. You may already do these for your classes. Keep doing them! They will make a difference in your understanding of the material.

Learning Activities

To do well, I recommend the following *learning activities*:

(1) Complete the readings and summarize main points while reading.

Use the Study Guide. It is located on Blackboard.

(2) Prepare before class. Complete the readings and role-play worksheets.

(3) Take notes during class instead of just listening. This will probably reduce study time.

In addition, PowerPoint handouts on Blackboard do not provide all the information.

(4) Spend *two hours studying for every hour* in class. This time should be used to prepare for your role-play, read and summarize material, and review for exams.

How Your Final Grade is Determined

Individual Activities (75% of Total)

Exam I	225 Points
Exam II	300 Points
Exam III	225 Points

Team Activities (25% of Total)

Role Play Worksheets (four)	130 Points
<i>See details below (A)</i>	
In-Class Role Play	<u>120 Points</u>
Total Possible	1000 Points

Grading Scale (grades are not curved.)
All assignments must be completed to receive a passing grade.

A	90 - 100%	900+ points
B	80 - 89%	800 - 899 points
C	70 - 79%	700 - 799 points
D	60 - 69%	600 - 699 points
F	Below 60%	Below 600 points

Grades are not curved.

If all exams and team activities are not completed, a failing grade will be received.

(A) There are four worksheets completed during the semester. The four are listed below with points that vary based on difficulty of worksheet. In total, the points add-up to the 130 listed above.

<u>Worksheet Name</u>	<u>Points</u>	
#1 Precall Planning	25	Due 2/19 (Monday) by 11 pm
#2 ADAPT Questioning System	40	Due 3/05 (Monday) by 11 pm
#3 Objections (includes Presentation)	40	Due 3/26 (Monday) by 11 pm
#4 Closing the Sale	25	Due 4/09 (Monday) by 11 pm

Extra credit activity generates points to make-up for less than desirable results on exams or the role-play activity. Activity *must be proposed* by you (via e-mail). The maximum number of points is twenty (20). State the topic in which your understanding was less than desirable and propose activity to improve your knowledge of the topic. The extra-credit activity should be significant in order to justify the opportunity given to improve a grade. It is usually a 5-10 page paper explaining a concept by using examples. A formal essay style is to be used. Plagiarism will result in a failing course grade. Proposals are due by e-mail no later than 4/05 (by 11 pm). The completed work is due on 5/01 (by 11 pm).

Individual Activities

Exams I, II and III

The exams include 45-55 multiple-choice questions. An exam may address information covered by a previous exam if the class does not demonstrate understanding of the material. If this situation exists, I will let you know which areas will be covered on the next exam. A blue Scantron form is needed for each exam.

Optional Comprehensive Final Exam. If you take the final exam, it must be taken at the time noted on the Class Schedule. This requirement is based on a University Policy. The exam covers all material included in Exams I, II, and III. The study guide should be used to prepare for the exam. The points cannot be used to replace ones available from Exam I, II, or III when one of these exams was missed and not taken as a make-up exam.

How Points are Replaced. If the final exam points are higher than your lowest scoring exam, they replace those exam points. They may (or may not) increase total points enough to make a difference in your grade. If the points on the exam are lower than the lowest scoring exam, they have no impact on your total points. Since the points are lower, they do not replace any previous exam scores.

Make-up Exams. You must contact me before an exam indicating the reason for not being able to take it. Call 294-1294 and leave a detailed message. *Documentation is required* to substantiate the *extreme circumstance* causing you to miss an exam. *The information on your documentation may be verified by contacting those providing you with the documentation.* Documentation is due at the beginning of the next class after the missed exam. For example, if the exam is on Tuesday, the documentation is due on Thursday. If you do not attend that class, then the documentation must be e-mailed to me by 11:00pm on that same day.

If acceptable documentation is provided as noted above, then a different version of the exam will be given to you. The exam may be comprised of essay questions and multiple-choice questions. It will be given at the end of the semester - before the final exam. If documentation is not given, zero points will be recorded for the exam. If documentation is not provided as noted above, a zero is given for the exam.

Team Activities: Role Play Worksheets and In-Class Role Play

You will be role-playing a meeting between salespeople and business customers (not consumers). The business customers represent one company that would eventually sell your product to a consumer. Alternatively, the product that you sell may be a component used in the production of a consumer or business product.

Teams of four will plan the meeting between two salespeople and two customers by completing the four Role Play Worksheets; these are graded and worth 130 points. The completed worksheets are used by your team to practice for the In-Class Role Play that demonstrates the meeting; it is worth 120 points.

Team information (See Below) is due on, or before, 2/02 (Friday) by 11pm

The following sections present details of the role-play activities:

- I. Product & Customer Preferences
- II. Team Information
- III. Role Play Worksheets
- IV. In-Class Role Play

I. Product & Customer Preferences (Due 1/25 at the beginning of class)

Drawings are held to determine the product you are selling and the customer. Your team will rank the Product-Customer choices to show ones that your team prefers more vs. less. We will have drawings from the rankings to determine the Product-Customer for each team.

The Preference Ranking Form for the drawing is located on Blackboard in the Role Play Worksheets Folder. Only one student from each team is to turn-in the form on the day of the drawing. See the schedule for the date. If you have a different Product/Customer that you would like to use – check with me first. Then, write this #1 choice on the last row of the form. The form must still be turned-in so there is a record of your team's choice.

II. Team Information (Due on, or before, 2/02 by 11pm)

In addition to ranking the product-customer choices, your team is also figuring out when you will be meeting to develop and revise the role-play worksheets and practice the role-play. Download and complete the Team Information form. It is located in the same Blackboard folder as the Preference Ranking Form.

Team information is due on, or before, 2/02 by 11pm.

If turned in late - team members lose 25 points from total points earned during the semester.

III. Role Play Worksheets 130 points (There are four worksheets.)

Your team will plan a meeting (sales call) by completing Role Play Worksheets; these are graded and worth 130 points. The worksheets are used to practice for an In-Class Role Play; it is worth 120 points. One person on your team is responsible for submitting the completed worksheets.

<u>Worksheet Name</u>	<u>Points</u>	
#1 Precall Planning	25	Due 2/19 (Monday) by 11 pm
#2 ADAPT Questioning System	40	Due 3/05 (Monday) by 11 pm
#3 Objections (includes Presentation)	40	Due 3/26 (Monday) by 11 pm
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Do not remove the worksheet instructions and guiding questions. If these are removed, an F will be assigned for the work. They are needed in order for me to grade your work.

If turned in late - team members will lose 25 points from total points earned during the semester.

After receiving feedback, the worksheets must be corrected, if needed, for your in-class role-play to be done correctly. The revised work is not resubmitted for grading purposes so follow the instructions carefully to avoid errors. I am happy to provide you with feedback on the revised worksheet to ensure that the role-play is done correctly.

Optional Peer Evaluation for Each Worksheet

Completing an evaluation of peers for work done on a specific worksheet is optional. Use the Worksheet Peer Evaluation form located on Blackboard. If you submit an evaluation, it must be posted on Blackboard no later than 11:00 pm on the same day that a particular worksheet is due.

If you do not turn in a peer evaluation for a particular worksheet, equality among the members will be assumed (i.e., the group grade will be the individual grade). If two team members turn one in and rate another much lower, the student will receive a lower number of points. It is possible for a student to earn no points.

III. In-Class Role Play 120 points

Your team will complete the role-play by using the dialogue developed on your worksheets. All students should be dressed Business Casual, or better. See the Class Schedule for the role-play days. The specific day for your team's role-play will be determined by drawings one or two weeks before the role-play days on the class schedule.

The roles are selected by drawings held the week before your team's role-play. Regarding the roles, there will be two salespeople (salespersons #1 and #2) and two customers (customers #1 and #2). Each will be responsible for part of the role-play. *You need to prepare for all roles because you do not know which one you will receive – until a few days before the role-play. Completing the worksheets helps you prepare for all the roles.*

In addition, there will be drawings for two objections to handle and one closing method. The objection about price is handled by all teams so it is not included in the drawings; you actually handle three objections.

To summarize, these are the drawings:

- (1) When your team will conduct the role-play
- (2) The role you will play during the role-play
- (3) The two objections to handle and the one closing method

Optional In-Class Role-Play Peer Evaluations

The peer evaluation is optional and may be submitted confidentially after completing the role-play. If you submit one, it has to be posted on Blackboard by 11:00 pm on the day of your team's role-play.

If you do not turn in a peer evaluation, equality among the members will be assumed (i.e., the group grade will be the individual grade). If two team members turn one in and rate another much lower, the student will receive a lower number of points. It is possible for a student to earn no points.

Role-Play Delivery and Evaluation

The role-play should take about **15 minutes**. You will be asked to finish if you go over 25 minutes. The class also completes an evaluation of each role-play. This provides you with impressions of your work. Students' comments are not used directly for grading purposes although fellow students may point out some things that align with assigning a higher, or lower, grade.

How to Earn a Lower Grade (D or F)

During the role-play - glancing at the worksheets is fine but reading to the class from the worksheets is not acceptable. Reading to the class indicates that team members were probably not involved in completing the worksheets and practicing for the role-play. If you read the dialogue, you will receive a D or F.

Completing a peer evaluation is optional. If you do not turn in a peer evaluation, equality among the members will be assumed (i.e., the group grade will be the individual grade). Teams with someone reading directly from the role-play worksheets will not be scored higher than a D. The score will be lower (F) if the reading suggests that an individual only knows how to read the information vs. perform the role.

Bringing It All Together

Before the Role-Play	 <i>Gather All the Details Needed for the Role-Play</i> <i>Complete the Precall Planning Worksheet</i>		
During the Role-Play	Stages of the Role-Play	Salespeople Responsibilities	Customers Responsibilities
Worksheets and Exams Related to Stages are Below	POA Presentation is Completed at the Beginning – See Below for POA Information	-----	Customer #1
Worksheet #2 Exam #2	The Approach – Build Rapport	All Team Members Establish Rapport	
	ADAPT Questioning System	Salesperson #1	Customer #1 Interacts with Salesperson #1
Worksheet #3 Exam #2	Price Objection – Defer/Postpone Product Presentation Confirm Price Objection Resolved	Salesperson #1 Salesperson #2 Salesperson #1	Customer #2 Interacts with both Salespeople
	Handling Objections First Objection (Selected by Drawing)	Salesperson #2	Customer #1 Interacts with Salesperson #2
	Second Objection (Selected by Drawing)	Salesperson #1	Customer #2 Interacts with Salesperson #1
Worksheet #4 Exam #3	The Closing of the Sale (Selected by Drawing)	Salesperson #2	Customer #1 Interacts with Salesperson #2
	Explain Plans for Follow-up	Salesperson #1	Customer #2 Interacts with Salesperson #1

POA Presentation

The professional office assistant (**POA**) presents the following information by using 2-3 PowerPoint slides:

- Name of product being sold and the customers' company
- Names of the customers and salespeople (results of the drawing)
- Two objections to be handled (results of the drawing) and the method used to handle each objection
- Closing method that will be used (result of the drawing)
- Features and benefits of the product or service are **not presented** by the POA.

Course Policies

Your enrollment in this course indicates your agreement to follow these Course Policies and complete Learning Activities (pg. 1). If you feel you cannot follow Course Policies and complete necessary Learning Activities, then it would be best to take the course at another time instead of receiving a lower or failing grade. Grades are not adjusted in any way to help a student report a level of learning that is not accurate.

Policies are set and followed to create a good learning environment.

Many students view these policies as just reinforcing the customary way of behaving. These students would not even think about acting inappropriately during class or not attending class.

In contrast - some students may not know what is acceptable classroom behavior and attendance. The policies are explained below so these students will be fully aware of what is expected of them.

Grade Adjustments. Grades are not increased to help a student report a level of learning (e.g., A, B, C, D) that has not been reached. Course exams and the role-play assignments indicate the level of learning achieved. Disruptive classroom behaviors and attendance problems result in a reduction of points and the final grade. These points are not added back at the end of the semester.

Academic Honesty. Any evidence of cheating, collusion, fabrication, or facilitating academic dishonesty will be reported to the Dean of Students for appropriate disciplinary action. Academic Policy Statement (810213) describes academic dishonesty. In addition, see the policy on page 44 of the 2016-2018 Student Guidelines for another explanation of what constitutes academic misconduct. If you violate this policy, then you will receive a failing grade.

Participation. Extra points are not given for class participation. Students that participate usually learn more and do better on exams so it is important for you to participate. You are expected to read the assigned material and be prepared to answer and ask questions during class. If your question is about your particular situation, such as work, please see me after class.

Students with Disabilities Policy. It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely because of their disability, from participation in any academic program of the university. They shall not be denied the benefits of these programs nor shall they be subjected to discrimination. See the policy at <http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>. Students with disabilities that might affect their academic performance may contact the Office of Services for Students with Disabilities at (936) 294-3512 or disability@shsu.edu. The web site is <http://www.shsu.edu/dept/disability/index.html>. The only accommodations made are ones formally approved by this office.

Student Absences on Religious Holy Days. Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. See the policy at <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf>

Visitors in the Classroom. Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office. See the policy at <http://www.shsu.edu/syllabus>.

The Use of Electronic Devices Is Not Allowed. All Devices Must Be Put Away

Definition of Use: A device is “in use” if it is on your lap, or somewhere else, where it might be viewed, or used. Keep things simple – put the device away when class starts. It is easy to see when a device is not put away so instead of trying to hide one put it away.

Points – 50 (1/2 a letter grade). You are making a choice to lose (or not lose) points. Any electronic device “in use” (defined above) results in your final grade being reduced by 50 points -- 1/2 a letter grade. An additional 100 points is taken away for each additional time that a device is “in use.”

Excuses, such as having to emergency text someone, are not accepted.

If you need to use a device – gather your things and leave class *for the remainder of the session*. Use the electronic device *outside of class* and do not disrupt class by returning.

This policy necessitates that you download and print PowerPoint handouts before class.

If You Must Use for This Course. If you feel you must use a tablet or computer, send me an e-mail stating this and provide an excellent reason. The reason has to be more than a need to look at the handouts. Handouts can be printed and brought to class.

If your request is approved, you will be asked to send a copy of the notes you have taken during 3-4 classes during the semester. If the notes are not sent to me, or if the electronic device is being used for something other than class, then you will have a 50-point reduction in points.

Students with disabilities should visit the Office of Services for Students with Disabilities located in the Counseling Center (936)294-1720. After setting up a file with the Center, please see me to discuss and arrange for the use of a recording device.

Classroom Behavior

It is expected that you will act as a business professional. There are behaviors that disrupt the class and *indicate that a student is not fully attending* class. The student may be sitting in class but doing other things. Some behaviors are listed below - with point reductions from the total points earned.

These disruptive behaviors are “**zero tolerance**” behaviors. I will not negotiate points for these behaviors and there is no first warning given. The reduction in points occurs the first time that a student exhibits the behavior. Each of the following results in either a failing grade or a 50-point reduction in points:

- Use of electronic devices: 50 points or more
- Working on material that is not related to this course: 50 points
- Eating during class: 50 points
- Side Conversations (talking when someone else is “officially” speaking: 50 points
- Not Attending Class: Failing Grade (See details below)
- Arriving Late or Leaving Early: Counts as absence - reduction in grade (See details below)

This is not a complete list of problem behaviors. Other behaviors may be exhibited and similar levels of points will be subtracted from the final points earned during the semester.

Attendance Policy

Class roll will be taken each day by a seating chart. *If you attend class and do not hear/see the seating chart being used, then you are marked absent.* It is your responsibility to keep track of missed classes, arriving late and leaving early. I update all records at the end of the semester in order to adjust final grades.

Number of Absences Allowed

You are allowed **7** absences. On the **8th** absence you will receive an F in the course.

Double Days. If missed, some days will be counted as two absences. These are listed with an asterisk (*) on the class schedule. These days are weighted more because they are associated with role-play teamwork, so attendance to work with your team is crucial. That is why missing these counts as two days.

Each class missed on the following dates will be counted as two absences:

1/30 (PreCall Planning Worksheets)	2/20, 2/22, 2/27 (ADAPT worksheets)
3/06, 3/08, 3/20 (Objections worksheets)	3/27, 3/29 (Closings worksheets)

Plan your absences. If you decide to have **7** absences, consider the possibility that a personal matter (e.g., flat tire) resulting in the **8th** absence will result in an F for the course.

Attendance is not updated on Blackboard every day. Keep track of the days you miss.
Keep things simple - circle days you miss on the Class Schedule.

Notes to Excuse Absences Are Not Collected (Please do not send me notes for excused absences.)

Extracurricular activities, work responsibilities, and academic meetings are not excused absences. It is important for you to manage your calendar so that you allow for these opportunities while also attending class.

Notes, such as ones from doctors *or other professors*, are not collected to excuse absences. Notes are collected from students missing an exam. The **Make-up Exams** section of this syllabus explains that situation.

Leaving Early – Counts as a Missed Class

On the third (3rd) time, that you leave early, the day will be counted as an absence. After this “absence,” each additional class left early by the student will be counted as an absence.

Arriving Late – Points are Reduced

If you arrive late then your attendance is not recorded.
It is your responsibility to see me after class.

If you do not see me after class, then you are marked as not being in class that day.
The records are not changed after that day – you will be marked absent.

If you see me after class, then you will be marked “present” but late for class.
On the 4th time you arrive late – you will lose 35 points.
For each additional time arriving late, you will lose 35 points.

