Personal Selling  MK4330:  FALL 2010

Note: This is a sample syllabus for reference of Cairo University faculty member. Please contact Professor Hassan El Alfy for more information.

Textbook: Selling: SELL, 2011, Ingram, LaForge, Avila, Schwepker, and Williams
ISBN 10: 0-538-74876-1
Class meets: 7:15–9:45 Thursdays

Course Overview
This is a course that examines the role of personal selling in the business process and how salespeople carry out their duties. It will review the different aspects of the sales task and how to accomplish these jobs effectively and efficiently. The course will require considerable interaction. Past results indicate that students taking a proactive role in insuring their learning tend to perform at a much higher level than students who take a less active interest in learning all they can about sales and the activities involved in the sales process. The course will utilize a variety of learning approaches including (but not limited to): 1) required readings; 2) classroom role plays; 3) observational learning via role plays and videotaped presentations; 4) lectures; and, 5) open discussion about various sales-related issues.

As instructor I have the following responsibilities:
1. Come prepared to every class with a well-thought-out class
2. Design my class so you can accomplish my cognitive objections listed in the syllabus
3. Consider that it is not always your fault if you don’t understand the material.
4. Create a mutually respectful classroom environment.
5. Recognize that sometimes I may grade a question incorrectly and not get defensive when you politely question a grade.

As students you have the following responsibilities:
1. Come prepared to every class by reviewing previous notes and doing assignments.
2. Complete all work on time with proper thought.
3. Consider that it is not always the instructor’s fault when you don’t understand the material.
4. Treat others (including the instructor) with respect.
5. Ask questions when you don’t understand. Asking questions is a sign of maturity, not ignorance.
6. Understand that I am not trying to “nit-pick” when I grade you exams or homework. However, the current economic/selling environment requires exceptionally sound and articulate communication of ideas if one is to be successful in sales.
Grading
Grading for this course is based on 5 equally weighted components

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Sales Presentation 1</td>
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<td>Sales Presentation 2</td>
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<td>Classroom Contribution</td>
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<td>Exam 2</td>
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Presentation Requirements
The presentations in this class will be of two types. First, you will participate in a two-person team selling exercise. One person can also do this presentation if a team-member quits or there are an odd number of people in the class. In the presentation, both team members are expected to participate on a fairly equal basis. The grade assigned will be for the team. Each individual in the class will also act as a buyer for one or more sales presentations. Team selling is an important aspect of many sales positions in the current economy. Having a partner with a different personality and/or educational background can be beneficial. Just because you already know someone does not mean that the two of you will make a good team.

The team selling presentation will be based on a product/service that your professor provides. It will require you to develop presentation materials that enhance your presentation. These materials should be professional and easy to use. Further, the presentation materials should be similar to what you would develop if you were selling this product/service to a real buyer. In this sales role play, you will have one or more buyers and they will have developed objections that you may/may not have anticipated or heard in your previous presentation. This presentation will be assessed by the instructor and any other evaluators that he chooses to include in the evaluation process.

The first presentation will be an individual presentation. It will also be based on a product/service your professor selects. This presentation will be an individual grade based on your performance as assessed by the instructor and any other evaluators that he chooses to include in the evaluation process.

In preparation for both presentations, each selling team must prepare a packet of presentation materials for the buyer(s) (and for the Professor). In a separate file, you must also include some possible objections that a potential customer might have to your product/service offering. This file of anticipated objections should be in the packet you give to Professor Boles.

In-class activities on specific points related to the sales process will enhance your ability to perform well on the presentations. It is a challenging and very strictly graded aspect of your total learning experience. I have attached a scoring sheet for the sales presentations to this syllabus. I have attached a scoring sheet for the sales presentations to this syllabus. Remember, this is a sales class, not a public speaking class – the two require very different skill sets.
Classroom Contribution
This will have multiple components. First, you must attend class in order to participate. This includes the sales presentations of other students. Second, while attending class, you must take an active role in asking questions or making constructive comments during class discussions, mini-cases, and lectures, as well as providing constructive comments on the sales presentations. It is quite possible that you will be “cold-called” to discuss various assigned cases. These “cold-calls” will be at random throughout the lecture/discussion sessions. Thus, the Contribution Grade is composed of: 1) the in-class discussions, 2) short discussions, and, 3) in-class chapter based role plays.

Tests
Tests will have 40 multiple choice questions. Questions on these exams will require a student to attend class and read the textbook in order to answer them effectively. These tests are generally considered to be quite difficult and require you to thoroughly master the material. Grades have typically averaged approximately a 76, with scores ranging from 58 to 96. Be sure to bring pencils, a calculator, and paper to class on exam days.

Advice
Due to the nature of the course (very compressed and quick-paced) it is essential that you keep up with your readings and assignments. There is nothing more certain to negatively affect your grade than to get behind. It has been my experience that once a student gets behind during a semester, him/her rarely, if ever, fully catches up in the class.

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<tr>
<th>Final Grade Assignment Scale</th>
<th>A (93-100)</th>
<th>A- (90-92)</th>
<th>B+ (87-89)</th>
<th>B (83-86)</th>
<th>B- (80-82)</th>
<th>C+ (77-79)</th>
<th>C (73-76)</th>
<th>C- (70-72)</th>
<th>D (60-69)</th>
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| 8/26  | *Class introduction; review of the sales syllabus; review of the  
       *Sales project (team selling role play);  
       *Social Style matrix and its meaning for sales  
       *Form 2-3 person selling teams  
       *Discuss Selling and the Sales Process  
       **NEXT SESSION: READ CHAPTER 1: Overview of Personal Selling; Also read: Chapter 1 case and be ready to discuss what occurred, AND CHAPTER 2: Building Trust and Sales Ethics, the Chapter 2 case (Schmidt business forms), and The Randall Consumer Electronics role play. Be ready to play an active role in the Randall role play! |
| 9/2   | Topic: Overview of Personal Selling, AND Building Trust and Sales Ethics  
       Discuss Chapter 1 Case, the Schmidt Business Forms Case, and do the Randall Consumer Electronics Role Play  
       **NEXT SESSION: READ CHAPTER 3: Understanding Buyers, AND complete the Chapter 3 Role Play on Candoo Computer Corporation – make sure to complete the worksheet on identifying buying team members (I may take this up)! |
| 9/9   | Topic: Buyer Behavior; Candoo Computer role play  
       **NEXT SESSION: READ CHAPTER 4: Communication Skills; Prepare MidComm Corporation Case (make sure to develop SPIN or ADAPT Questions) |
| 9/16  | SALES PRESENTATION WORKDAY |
| 9/23  | Topic: Communication Skills, MidComm Corporation Case  
       **NEXT SESSION: READ CHAPTER 5: Strategic Prospecting and Preparing for Sales Dialogue, AND Chapter 5 case as well as Chapter 5 role play |
| 9/30  | Topic: Prospecting and the sales dialogue; Discuss the Chapter 5 Case and Role Play |
| 10/7  | Exam 1:  
       **NEXT SESSION: READ CHAPTER 6: Planning Sales Dialogues and Presentations, Prepare Chapter 6 Case. |
| 10/14 | Short Role Play Exercise (Individual); Discuss Chapter 6 Case |
| 10/21 | Short Role Play Exercise (Individual) |
| 10/28 | Short Role Play Exercise (Individual);  
       **NEXT SESSION: READ CHAPTER 7 Sales Dialogue: Creating and Communicating Value |
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<th>Date</th>
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| 11/4 | Topic: Value Communication; Discuss Sales Cases;  
      | NEXT SESSION: READ CHAPTER 8: Addressing Concerns and Earning Commitment |
| 11/11 | Topics: Answering Buyer Concerns and Closing the Sale;  
       | NEXT SESSION: READ CHAPTER 9 and 10; Expanding Customer Relationships, AND Adding Value: Self-Leadership and Teamwork |
| 11/18 | Major role play exercise (Team Based) |
| 12/2 | Major role play exercise (Team Based) |
| 12/9 | FINAL EXAM 7:00 P.M. – 9:30 P.M.: COMPREHENSIVE COVERING ALL CHAPTERS |
This syllabus is tentative, and may change to: 1) meet learning objectives; 2) provide a better learning experience for the class; and 3) deal with any unexpected situations that can occur during a semester. Make sure that you stay up-to-date on any changes to this syllabus.

**COURSE POLICIES:**

**SNAPSHOTS:**

To help me more quickly learn your names (necessary for accurate evaluation of participation) and for future references, please provide me with a copy of the picture from your ID and put your name on the back. Ideally, you can attach this to a resume or a brief biographical sketch regarding your educational background and work experience. This is due during the second class period.

**General Policies regarding grading:** Missing over 6 classes during the semester will result in a student being dropped from the course. While extenuating circumstances can result in this requirement being waived, it is unlikely. If you know you will miss more than 6 classes, you should drop the course today and add a different course with less stringent attendance expectations.

Any grade appeals must be done within 2 weeks of the posting of grades.

**Students With Disabilities:** Students who have a Letter of Accommodation from the Office of Disability Services should identify themselves to the instructor of this course as soon as possible. That way provisions can be made to help you become as successful as possible.

**Disruptive Behavior:** The following is from the University’s Disruptive Behavior Policy. Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on-campus and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. When disruptive behavior occurs in a class…the instructor will warn the student. The warning will consist of orally notifying the student that his/her behavior is disruptive and that it must cease immediately or the student will face removal from the classes.
**Academic Honesty:** All university and college regulations concerning withdrawal and academic honesty will apply. Students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Students should be familiar with the university’s policy on issues such as plagiarism, unauthorized collaboration, falsification, and multiple submissions. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty.

**Course’s Cognitive Objectives (form the basis of my role plays, written assignments, and exams):** You should be able to:

**Needed skills and abilities:**

1. Identify areas in the student’s own time management process that need work and improve those areas. (SI)
2. Identify the social style of a buyer. (RP, T)
3. Modify her/his presentation to match the social style of a specific buyer. (RP, T)
4. Use listening skills to determine buyer needs. (RP)
5. Write and identify various types of ADAPT/SPIN questions. (WA, T, RP)
6. Interpret the meaning of various forms of non-verbal communication. (T, RP)
7. Use and identify various aspects of non-verbal communication that can be used to enhance the sales presentation (RP, T)
8. Develop effective written communication styles. (WA)
9. Present a product/service effectively in a face-to-face sales setting (RP)
10. Conduct a break-even analysis. (T, RP)
11. Identify various types of goals as they relate to personal management. (T)
12. Calculate the value of her/his time in a given set of circumstances. (T)
13. Utilize financial terms and calculations to present strong, rational reasons to enhance your presentation regarding the purchase of a product/service. (RP, T)
14. Identify a conversion goal, performance goal, and an activity goal. (T)
15. Understand and conduct an ABC account analysis. (T)
16. Conduct a grid analysis of accounts. (T)
17. Calculate customer share for a given account. (T)
18. Be able to utilize an activity planning process as identified in Chapter 15. (T)
19. Understand and be able to identify various sales evaluation measures (T)
20. Identify traits of top salespeople. (T, SI)
21. Identify potential ethical issues in a sales setting and respond effectively. (RP, T).
22. Identify and/or utilize voice and language characteristics that can be used to enhance communication effectiveness. (T, RP)
23. Identify the listening-speaking differential. (T)
24. Use and/or identify active listening techniques. (T, RP)
25. Develop effective techniques for email and voice mail communication. (SI, T)
26. Identify differences, and be able to adjust communication to account for cultural differences. (SI, RP, T)
27. Identify the differences in sales presentation types and what situations where each type of presentation is appropriate. (T, RP)

28. Identify the types of knowledge that a salesperson is expected to have by the customer. (T, RP).

29. Understand how the various aspects of non-verbal behavior/communication can influence a prospect’s view of the salesperson and selling firm.

30. Be able to select the most appropriate verbal communication to maximize a sales opportunity and make the most positive impression possible with a prospect.

**Buying Process:**

1. Identify the steps in the complex buying process typically used for big ticket and/or new task purchases. (T)

2. Identify different types of customers and the critical purchasing factors that will most influence their buying decision. (T)

3. Identify the types of organizational buying decisions and what a salesperson must do to be seriously considered in these buying situations. (T)

4. Identify the different people that can be involved in a purchase and their potential role in the buying center and decision. (T, RP)

5. Understand and be able to state the importance of each potential buying influence in a particular sales setting. (T, RP)

6. Understand the different needs and criteria that may influence a firm’s purchase decision. (T, RP)

7. Understand and state how JIT and other supply chain initiatives effect the sales process. (T, RP)

8. Identify how buyers can use the internet and how it can influence their buying process. (T, RP)

9. Distinguish between different types of buyers from transaction to partnerships.

10. Identify the role of a salesperson at each point in the buying process.

11. Be able to select the most effective entry point into a prospect’s buying process.

**Selling Process:**

1. Identifying the stages of the selling process from Prospecting through Follow-up. (T)

2. State the qualifications for a suspect to be a prospect.

3. Compare the effectiveness of different types of prospecting techniques for various types of buyers. (T)

4. Identify the key decision-maker for a firm. (WA)

5. Understand and be able to utilize different sources of competitors.

6. Be able to use effective cold-calling techniques.

7. Understand and be able to identify the types of information that a salesperson should try to obtain prior to making a call.

8. Be able to find and list at least 6 potential sources of pre-call information.

9. Describe the difference between primary, optimistic, minimum, and realistic call objectives.
10. Be able to use accepted processes to open the sales call and get the buyer’s attention.
11. Identify various opening methods.
12. Be able to use SPIN/ADAPT questions or other accepted questioning processes to identify buying issues.
13. Understand the difference between open and closed questions.
14. Understand the differences between features, advantages, and benefits.
15. Utilize effective learning techniques to help buyer’s understand the salesperson’s presentation.
16. Understand the role of visual aids/tools in making effective presentations and be able to use these tools in a presentation.
17. Describe the role of humor, word pictures and stories in enhancing the presentation.
18. Identify the uses of product demonstrations in enhancing a sales presentation.
19. Understand the effect of a failed demonstration and how to overcome that situation.
20. Identify the purpose of an RFP and the various issues involved in responding to one.
21. Identify the problem of hearing about a sales opportunity only when you receive the RFP.
22. Be able to conduct a value analysis, ROI, and pay-back period during a sales call.
23. Be able to define “net present value” and “opportunity cost”.
24. Identify the points in a presentation where one may encounter an objection.
25. Recognize common objections and how to respond to them.
26. Utilize the objection handling process effectively and be able to identify the various components of the process.
27. Be able to identify the common objection handling techniques and use them to handle an objection.
28. Know when to close the sale.
29. Identify various closing processes/techniques and use them during a sales call.
30. Understand and be able to identify the various parts of a sale that can be negotiated.
31. Identify various negotiation pressure tactics and know how to respond to them.
SALES PRESENTATION SCORING SHEET

Possible Points

**Approach:**
- 2 \_\_Initial introduction of self with enthusiasm
- 2 \_\_Effective use of rapport
- 2 \_\_Got prospect's attention
- 10 \_\_Used questions to establish prospect's needs ADAPT
- 2 \_\_Established a basis for closing
- 2 \_\_Smooth transition into presentation

**Presentation:**
- 15 \_\_Based on benefits
- 4 \_\_Absence of verbal pauses/grammar slips/rate of speech, etc.
- 2 \_\_Good eye contact
- 2 \_\_Appropriate use of Nonverbal communication skills
- 2 \_\_Got customer participation
- 4 \_\_Used visuals that were effective and appropriate to the call
- 2 \_\_Buyer could see visuals easily
- 5 \_\_Did not interrupt the prospect
- 4 \_\_Appropriate depth of coverage

**Objections:**
- 2 \_\_Empathized
- 3 \_\_Verified
- 2 \_\_Displayed positive attitude and confidence
- 5 \_\_Answered
- 3 \_\_Trial closed

**Closing:**
- 5 \_\_Uses trial closes effectively
- 4 \_\_Used appropriate closing methods
- 2 \_\_Post-closing communication

**Overall:**
- 5 \_\_Professionalism
- 5 \_\_Enthusiasm
- 4 \_\_Understood facts of the case

COMMENTS:

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