MAR3400
PROFESSIONAL SELLING

FALL 2016
LUTGERT COLLEGE OF BUSINESS

Instructor:  Dr. Carolyn Costley
CRN#:  80961

Department:  Marketing
Credit hours:  3

Office:  Lutgert Hall 3301
Class days:  MWF

Office phone:  590-1379
Class time:  9:30-10:20

E-mail:  ccostley@fgcu.edu
Room:  LH 2201

Office hours:  Mon 11:30-12:30, 2:00-4:00
Final exam:  Friday 7:30-9:45 am
Wed 3:00-5:00
LH2201

Facebook:  FGCU Marketing Department

Course Description

MAR3400, Professional Selling, is an in-depth, experiential study of the entire relationship selling process in consumer and business-to-business selling environments, from prospecting to follow-up using problem-solving selling strategies, practices and techniques. (Junior standing required)

A successful salesperson needs to be customer oriented, knowledgeable and skilled. This course is concerned with developing abilities in these areas, together with an understanding of how theory translates into practice. For the majority of companies, professional personal selling continues to be one of the most important aspects of the overall marketing effort. However, in the modern business world, the salesperson’s role is constantly changing. Trends such as increasing buyer expertise, intensifying domestic and foreign competition, rising customer expectations and revolutionary developments in communications technology mean that successful salespeople need to be more customer-oriented, knowledgeable and skilled than ever before.
Course Structure

This course uses a combination of teaching and learning methods including lecture, discussion, weekly quizzes and an ‘action-learning’ assignment (learning by doing).

The Action Learning Assignment (ALA) is an integral part of this course. The class will be divided into small groups and each group will work on a specific project on behalf of a host company. Consequently, each group will be expected to do significant work outside of class and to keep the instructor fully informed about their activities representing the Lutgert College of Business.

Teaching Philosophy

I believe that learning is an active pursuit. Hence, I use a variety of tools to facilitate a collaborative learning environment. My tools include lectures, PowerPoint slides, cases and examples, discussions, in-class and out of class exercises and short quizzes. I expect students to come to every class, prepared to actively participate in class discussions.

We will treat learning as a collaboration. You will need to prepare for class and make thoughtful contributions to discussions that advance interaction. Pose questions to other students, wonder out loud, contribute insights from your own experiences. There are rarely right answers or bad questions. We will work together during class time to facilitate understanding of the subject.

Learning Outcomes

Students who successfully complete this course should be able to:

1. Articulate the role of personal selling as part of a company’s promotional mix.
2. Articulate professional selling as a step-by-step process, including all the key principles, concepts, tools and techniques it incorporates.
3. Demonstrate the ability to prepare for, plan and execute a sales presentation.
4. Explain how the theory translates into the practice of professional selling.
5. Demonstrate an ability to self-evaluate, analyze and reflect upon what constitutes effective versus ineffective sales presentations.

6. Analyze and evaluate the usefulness of various selling theories, tools and techniques within differing sales scenarios.

7. Collaborate and work effectively as part of a team.

8. Communicate selling experiences in written and verbal forms.

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**Resources**


**Readings:**


**Other Resources:** To be downloaded from *Canvas* as directed by the Instructor.

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**First Week Quiz**

In addition to the above course requirements, the Federal government and FGCU require verification of your enrollment through answering a few simple questions on Canvas. You need to complete a very brief ‘quiz’ on Canvas by Wednesday, AUGUST 24. The quiz asks how you expect this course to contribute to your professional ambitions. You may use the syllabus while answering the questions.

You don’t gain points for completing the quiz but not completing it on time deducts 2% from your total grade.
Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Weekly quizzes on theory</td>
<td>15%</td>
<td>Friday class each week</td>
</tr>
<tr>
<td>Individual interview report</td>
<td>10%</td>
<td>Friday Sept 9</td>
</tr>
<tr>
<td>Group report</td>
<td>25%</td>
<td>Friday Nov 4</td>
</tr>
<tr>
<td>Individual journal</td>
<td>15%</td>
<td>Monday Nov 14</td>
</tr>
<tr>
<td>Group presentation</td>
<td>10%</td>
<td>In class — TBA — Nov 2-18</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>Friday Dec 9, 7:30-9:45 a.m.</td>
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</table>

Assessment Details

Weekly quizzes on theory
Each Friday class will include a short quiz. The purposes are to test learning outcomes 1, 2 and 4, ensure that you keep up and ensure that I understand where you are in understanding the material. We will have at least 10 quizzes. You will know your score before you leave class. We will count your best 8 scores.

The quizzes use the Socrative student response system. This requires that you have a device with you for accessing socrative.com on the Internet. Go to www.socrative.com. Click on Student Login. Sign into room: COSTLEY4328.

Individual interview report
This assignment necessitates that you interview a professional salesperson (of your choice) about their ‘typical’ daily activities and the selling skills and abilities that underpin these activities. Write a short report on your main findings entitled: What does it take to become a successful XXXXX salesperson? (XXXX represents the company name.) The report should be no more than 1200 words (excluding an appendix).

A short report format requires a logical structure with a series of sub-headings together with an Executive Summary, a Table of Contents and a copy of your interview questions included in an Appendix. Because this is a report based on an interview (not the marketing literature), a Reference List is not normally required.

The purposes of this assignment are to enable students to acquire insights into the role of selling from a practitioner’s perspective and to gain experience in preparing for and executing an interview.
Assessment criteria for this report: structure and content.

Group report

The purposes of this assignment are to facilitate an understanding of how the theory translates into practice and to give students an opportunity to plan and execute a ‘real-life’ sales presentation. The group report is based on the Action Learning Assignment.

Action Learning Assignment:

The class will be divided into small groups. Each group is responsible for finding a ‘host firm’ that sells a B2B product/service (subject to approval by the instructor). The assignment is for each group to attempt to sell this product/service on behalf of their host firm. This task involves finding a prospective customer, booking an appointment, then preparing and carrying out an actual sales presentation. Each group is required to submit a written report to the instructor. The report should outline all the details of the group’s selling experience, with particular emphasis on highlighting:

1. A detailed description of each stage of your planned sales presentation to the customer (including steps gone through, selling scripts and sales aids employed, etc.).
2. What happened (i.e., actual vs plan)?
3. What worked well, and why? What did not work well and why?
4. How your sales presentation and overall performance could have been improved.
5. What you learned.

Report format: A formal report is required, which includes an Executive Summary, Table of Contents, a logical structure with a series of sub-headings, an Appendix and a Reference List. There is no word limit for this report. (As a guide, approximately 2500 words.)

Assessment criteria for this report:

- Writing style — e.g., clear, concise and ‘businesslike,’ a good standard of English, appropriately referenced, etc.
- Report format — e.g., logical, well-structured and organized, comprehensive in coverage, appropriately detailed appendix, etc.
- Content — e.g., evidence of adequate planning (information-gathering, script development, completed skill acquisition exercised, etc.), evidence of selling processes, tools and techniques appropriately applied, etc.
- Analysis — e.g., depth of reflection/diagnosis, thoughtfulness, well-argued/justified, practical, innovative/creative, customer-focused, etc.
Whether a sales presentation results in a sale or no sale will have no bearing whatsoever on any student’s grade.

Individual journal
This assignment asks you to record your thinking and reflections during this course in order to encourage a deep, personal engagement with course learning. Write one ‘diary style’ and ‘reflective’ journal entry per week of approximately 250-500 words. Each entry should relate to one of the ten lecture topics; hence you should have at least ten journal entries in total. In each entry, address what — for you personally — was the most interesting aspect of the topic for that week and, most importantly, why was it interesting for you?

Assessment criteria: thoughtfulness and self-insight

Group presentation
The purposes of this assignment are to facilitate a student’s ability to design and execute a seminar-style presentation and to enable student colleagues to learn from others’ experiences. Each group will present their ‘selling experience’ to the rest of the class. All presentations should be titled: Two Key Lessons We Learned from our Action Learning Assignment. Each group member is required to participate in the presentation. Specific dates will be advised. (Note: Whether a sales presentation results in a sale or no sale has no bearing on any student’s grade.)

Assessment criteria:
- Use of visuals — e.g., well-designed/chosen visuals, complementary to points being verbalized, appropriateness of photos, diagrams, slides and/or other ‘props’ etc.
- Individual presentation/communication style — e.g., voice projection/clarity, eye contact, enthusiasm, audience connection, etc.
- Structure and flow — e.g., logical, well-organized, teamwork, creativity, etc.

Final exam
The final exam is scheduled for Friday December 9, 7:30-9:45 a.m.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
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Grading Scale: It is expected that grades will be assigned on a straight scale. However, curving may be undertaken if necessary.
**Topics**

**Topic 1:** Role of Selling in Modern Business  
- How important is selling as an element of a company’s marketing mix?

**Topic 2:** The Psychology of Selling  
- What do we really need to understand about our interactions with customers in order to make that sale?

**Topic 3:** Sales Prospecting and Appointment-Making  
- Why is prospecting often called the ‘lifeblood’ of the professional salesperson’s world and how can we maximize our selling opportunities?

**Topic 4:** Pre-Sale Preparation  
- What do we need to do before we meet up with a prospective customer?

**Topic 5:** The Sales Presentation — Opening  
- In that first meeting, how can we make the best possible first impression?

**Topic 6:** The Sales Presentation — Interviewing  
- How can we uncover all of the customer’s specific needs and wants?

**Topic 7:** The Sales Presentation — Matching  
- How can we match, as closely as possible, the customer’s requirements with the benefits of our offer?

**Topic 8:** The Sales Presentation — Closing  
- In what ways can we go about gaining the customer’s agreement to go ahead and buy from us?

**Topic 9:** The Sales Presentation — Objection-handling  
- How can we make the most of an objection, and in such a way that it benefits the customer?

**Topic 10:** The ‘Inner-Game’ of Personal Selling  
- What does it take to become a highly successful ‘elite’ sales professional?
<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topics</th>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>August 17, 2016</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>August 22</td>
<td>Role of Selling in Modern Business</td>
<td>• Futrell, ch 1, 2</td>
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<td></td>
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<td>• Reading A, B</td>
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<tr>
<td>August 29</td>
<td>The Psychology of Selling: Key Concepts</td>
<td>• Futrell, ch 3, 4, 5</td>
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<tr>
<td>September 5</td>
<td>Sales Prospecting &amp; Appointment-Making</td>
<td>Monday - no class</td>
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<tr>
<td></td>
<td></td>
<td>• Futrell, ch 6</td>
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<td></td>
<td></td>
<td>• Reading C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual Interview Report is due</td>
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<tr>
<td>September 12</td>
<td>Pre-Sale Preparation</td>
<td>• Futrell, ch 7</td>
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<tr>
<td>September 19</td>
<td>The Sales Presentation: Opening</td>
<td>• Futrell, ch 8</td>
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<td></td>
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<td>• Brooksbank, ch 1</td>
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<tr>
<td>September 26</td>
<td>The Sales Presentation: Interviewing</td>
<td>• Futrell, ch 9, 10</td>
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<td></td>
<td></td>
<td>• Brooksbank, ch 2</td>
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<tr>
<td>October 3</td>
<td>The Sales Presentation: Matching</td>
<td>• Futrell, ch 11, 12</td>
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<td></td>
<td></td>
<td>• Brooksbank, ch 3</td>
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<tr>
<td>October 10</td>
<td>The Sales Presentation: Closing</td>
<td>• Brooksbank, ch 4</td>
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<tr>
<td>October 17</td>
<td>The Sales Presentation: Objection-Handling</td>
<td>• Brooksbank, ch 5</td>
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<td>October 24</td>
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<tr>
<td>October 31</td>
<td>Group Presentations</td>
<td>Group Report is due</td>
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<td>November 7</td>
<td>Group Presentations</td>
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<tr>
<td>November 14</td>
<td>Group Presentations</td>
<td>Individual Journal is due</td>
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<td></td>
<td>The Inner-Game of Personal Selling</td>
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<tr>
<td>November 21</td>
<td>TBA</td>
<td>Thanksgiving week</td>
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<tr>
<td>November 28</td>
<td>Course Review</td>
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<tr>
<td>Friday, December 9</td>
<td>Final Exam</td>
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<td>7:30 a.m.</td>
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The schedule may be adjusted. If any changes are made, they will be announced in class and/or sent to you by e-mail. The column under “Additional Information” contains reading assignments for discussion in the weeks indicated. Reading the assignments before class will enhance your ability to learn from the class activities and contribute to collaborative learning.

**Academic Behavior Standards and Academic Dishonesty**

FGCU’s stated policies on academic honesty will be strictly enforced. Students are expected to have read, be familiar with and follow these policies.

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

Students must only submit materials that are their own creation and include attribution for any ideas or language that is not their own. All sources used in the preparation of an assignment and all direct quotes must be clearly identified. No materials are to be submitted in more than one course without the prior written permission of each instructor.

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**University Nondiscrimination Statement**

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC’s phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.
Disability Accommodations Services

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930.

Student Observance of Religious Holidays

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Library Resources

Main page: http://library.fgcu.edu/
Tutorials & Handouts: http://library.fgcu.edu/RSD/Instruction/tutorials.htm
Research Guides: http://fgcu.libguides.com/
Faculty Support: http://library.fgcu.edu/faculty_index.html
Contact: http://library.fgcu.edu/LBS/about/contactus.htm