Course: MKT/ENT 324-01, Professional Selling, Spring 2020  
Class Times: W 6:00-8:50.  
Instructor: Dr. James S. Boles (Jim)  
Communications: Email preferred, include class in subject line  
jsboles@uncg.edu; 336-334-4413  
Office Hours: M/W Noon – 2:00 or by Appointment, Room 444.

Text: SELL 6 (2020) by Ingram, LaForge, Avila, Schwepker and Williams, ISBN 9781337408004

Course Description: This course examines the role of personal selling in the business process and how salespeople carry out their duties in a variety of business settings ranging from new business development for a start-up to sales with major existing firms with a substantial sales history. It will review the different aspects of the sales task and will cover how to accomplish these tasks effectively and efficiently. The sales principles covered in this course are relevant for both large and small sales and for use in entrepreneurial settings as well as more traditional corporate sales force settings. The course will require considerable interaction. The course will utilize the following learning activities.

1) Required readings.
2) Classroom role plays and discussions.
3) Observational learning via role plays and presentations.
4) Lectures.
5) Guest speakers from both large and small firms.
6) Open discussions about various sales-related issues.
7) Interactive assignment on direct selling.

Getting to Know You: To help me more quickly learn your name for the accurate evaluation of participation, please do the following. Both count towards participation.
• Upload your photo to Canvas.
• The SECOND DAY OF CLASS bring TWO copies of your resume (one with photo).

**Important Notes**

1. The exam consists of questions from the text, lecture and videos. If you don’t attend class, then you will miss a great deal of the material on the exams.
2. While slides **ARE** posted on Canvas. It is VERY important to attend class since a considerable amount of value-added activities occur during class-time.
3. Office hours are available each week for review of slides and questions.
4. **Quality**, not **quantity**, is important for class participation and oral presentations. However, don’t assume that everything you say is a “quality” comment.

**Learning Objectives**

Students need the following **skills and abilities** for this course.

1. Identify/improve areas in your time management process.
2. Modify her/his presentation to match the social style of a specific buyer.
3. Use listening skills to determine buyer needs.
4. Use various types of ADAPT/SPIN questions.
5. Interpret the meaning of various forms of non-verbal communication.
6. Use and identify various aspects of non-verbal communication that can be used to enhance the sales presentation.
7. Present a product/service effectively in a face-to-face sales setting ranging from a new product/new firm sales encounter to selling an existing product to a customer.
8. Understand and apply the principles of direct selling with a team recruitment plan, customer sales plan and in-class sales simulation with nutritional supplements.

Students need to learn and practice the following aspects of the **buying process**.

1. Identify the steps in the complex buying process typically used for big-ticket items and/or new purchases.
2. Identify different types of customers and the critical purchasing factors that will most influence their buying decision whether your firm is an entrepreneurial firm or a business with a long history of sales success.
3. Identify the types of organizational buying decisions and what a salesperson must do to be seriously considered in these buying situations – these actions can vary -- particularly if you work for a small, entrepreneurial firm with little history.
4. Identify the types of organizational buying decisions and what a salesperson must do to be seriously considered in these buying situations.
5. Identify the different people that can be involved in a purchase and their potential role in the buying center/decision.
6. Can select the most effective entry point into a prospect’s buying process.

Students must master the following components of the selling process.

1. Identifying the stages of the selling process from prospecting through follow-up.
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 and how these can vary for different firms – ranging from a start-up organization to a well-established business.
4. Use a questioning process like SPIN (Situation Problem Implication Need) or ADAPT (Assessment Discovery Activation Projection Transition) to identify buying issues.
5. Identify the purpose of an RFP (Request for Proposal) and the various issues involved in responding to one – especially the length of time your firm has been in business.
6. Identify various negotiation pressure tactics and know how to respond to them.

**Five Keys to Successful Semester**

1. **Read each chapter prior to its discussion in class.** This will help you keep up with the course. It will also make you familiar with key concepts that will be discussed.
   - You may be “cold-called” on some of the material to make sure that you are keeping up (while you will not like this, it does make sure that you are keeping up with the readings).
   - Prepare for guest speakers. Bring printed copy of questions.

2. **Attend class.** You are paying for this class and should attend. Slides ARE NOT posted on Canvas, so you will miss key points and important discussions. Many exam questions come from the Professor on items NOT included in the text.

3. **Ask questions and speak up during class.** Class discussions are intended to encourage dialogue. If a question is asked, you should speak up. Class time is your opportunity to ask questions and get further clarification on concepts.
4. **Look out for selling everywhere you go.** As you go about your day, be aware of sales professionals and their pitches.
   - What does their body language and non-verbal language convey?
   - Are they asking appropriate questions to uncover needs?

5. **Actively participate.** Preparation of assignments and sales pitch will require work outside of class. This should be fun and further your understanding of key concepts.

**Attendance**
The more you show up, the more you learn. If you don’t attend class, your participation grade will reflect this.

**Inclement Weather**
This class will follow UNCG’s policy on delays and cancellations due to weather.

**Academic Accommodations**
The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at [https://ods.uncg.edu/](https://ods.uncg.edu/) or by calling 336-334-544 or visiting them in Suite 215, EUC.

**Academic Integrity**
Students are expected to recognize their responsibility to uphold the Academic Integrity Policies of UNCG. Failure to do so will result in Academic Integrity Sanctions as stipulated by the university. You are encouraged to review these policies at [http://academicintegrity.uncg.edu/complete/](http://academicintegrity.uncg.edu/complete/).

**Religious Observance**
The University allows for 2 excused absences each academic year for religious observances required by the faith of the student. Students requesting a religious absence must notify the instructor of each absence **14 days in advance** of the date of the religious observance. The request must state in writing the nature of the religious observance and the dates. Student's participation must be confirmed in writing by an official of the religious organization. Assignment/tests that a student may miss due to notice of a required religious observance,
instructors may require the student to complete the test or assignment in advance of the originally scheduled date of the test or assignment. The requirement for students to make such requests for excused absences applies only to days when the University is holding class (see the University’s announcement for further details).

**Health and Wellness**

Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at [https://shs.uncc.edu/](https://shs.uncc.edu/) or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

**Grading**

Grades shown in Canvas **DO NOT** include all items and is **NOT** a true representation of your grade. You can calculate your grade by completing the Excel sheet in Canvas.

<table>
<thead>
<tr>
<th>Item</th>
<th>%</th>
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<tbody>
<tr>
<td>Exam I (Chapters 1-5)</td>
<td>20%</td>
</tr>
<tr>
<td>Exam II (Chapters 6-10)</td>
<td>20%</td>
</tr>
<tr>
<td>Card Sales (ten cards per student)</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation (bio, six thank you notes, speaker questions, Trailhead)</td>
<td>10%</td>
</tr>
<tr>
<td>Sales Presentation (individual)</td>
<td>25%</td>
</tr>
<tr>
<td>Final</td>
<td>15%</td>
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</tbody>
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**Grading Scale**

Final grades, which will be rounded up, will be assigned as follows:

<table>
<thead>
<tr>
<th>Value</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>80-82</td>
<td>B-</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>77-79</td>
<td>C+</td>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>70-72</td>
<td>C-</td>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>73-76</td>
<td>C</td>
<td>61 - 0</td>
<td>F</td>
</tr>
</tbody>
</table>

**Value**

- **Outstanding Excellence**
- **Mastered material**
- **Tagged the bases**
- **Unsatisfactory**
- **Unacceptable**
**Exams**

Questions on these exams will require a student to attend class, take good notes on the lectures/presentations and read the textbook to answer them effectively.

- Midterm I - 50 multiple choice questions, Chapters 1-5.
- Midterm II - 50 multiple choice questions, Chapters 6-10.
- Final Exam – details will be provided later in the semester.

**Make-up Exams**

Only given if arranged prior to the exam or due to illness. If provided for an illness, students must provide a note from a physician on letterhead with a signature before a make-up exam will be given. If a student fails to appear for an exam or make-up exam, they will receive a grade of **zero**.

**Auto-Bell (KK) Sales Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Item</th>
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</thead>
</table>
| 50 points | 0 certificates = 0 points  
Each certificate sold = 5 points  
Sell ten certificates to earn 50 points.  
Will receive BONUS points if sell more than ten!! |

Selling is the best way to practice!! Each student has a quota of ten Auto-Bell gift certificates which cost $20 each. Thus, selling these will help your grade and raise money for the North Carolina Sales Institute to help support it student-centered activities. Students will purchase the cards by paying in cash or with a check written to the ‘North Carolina Sales Institute’. Purchase cards before/after class from your instructor or from Terri Sparks during normal
business hours in Bryan 441. By the way, outstanding performance on this can be “positioned” on your resume to look very good!

**Assignments**

Four personal assignments are due to Canvas (highlighted in yellow on calendar.) Each person must submit their response to each assignment by the assigned time on Canvas. To ensure fairness to all students, late work will NOT be accepted and will receive a grade of ‘0’.

**Class Participation Grading Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Item</th>
</tr>
</thead>
</table>
| 10 points | • Upload photo to Canvas.  
• Second day of class bring two copies of your printed resume (one with attached photo). |
| 20 points | Class participation. |
| 20 points | Turn in five handwritten notes to the professor (noted in red on calendar). |
| 20 points | SPEAKER QUESTIONS – research the companies coming to speak. Answer the questions posted on Canvas. Bring a printed copy of the questions the day the speaker comes to class. |
| 30 | Trailhead |

**Thank You Notes**

Salespeople need to be able to absorb and summarize the important points covered in a meeting. They should also be able to write a decent thank you note. This note should be nicely formatted and well-written, but most importantly the note should summarize the key ideas raised in the class. Hint: The best time to write the thank you note is right after class. Five thank you notes are due throughout the semester.

**Speakers**

Bring a printed copy of your questions. Refer to Canvas for dates QUESTIONS.

**Trailhead**

Go [https://trailhead.salesforce.com/en/home](https://trailhead.salesforce.com/en/home) and register. Students will be required to complete two modules – ‘Sales Cloud Essentials’ and ‘Build Your Sales Career’, which are worth 1,600 points. Select other modules to earn 2,000 points for full credit. Upload a certificate showing the number of points earned. Upload certificate by Wednesday, March 25, 2020.
Sales Presentation

Individual sales presentations. Students must develop presentation materials, which should be professional and easy to use. The presentation materials should be like what you would develop if you were selling to a real buyer. Dress appropriately.

- 15-minute pitch. Presenters should be prepared for questions/objections.
- Another student presenting that day will act as the buyer.
- Sales overview, buyer profiles and grading rubric will be uploaded to Canvas.
- PRACTICE your pitch before you present in class. Time yourself. You will receive point deductions for going too far under the 15-minute limit – which is a hard time limit.

Class Expectations

As instructor, I have the following responsibilities:

1. Come prepared to every class.
2. Create a mutually respectful classroom environment.
3. Provide examples of how sales professionals close deals in B-C and B-B environments.
4. Be available to students to review slides and answer questions.
5. Role play sales situations.

As students, you have the following responsibilities:

1. Turn off your phone so you can focus on the lecture. Your phone is smart enough!
2. Come prepared to every class by reviewing previous notes and reading the material.
3. Treat others (including the instructor) with respect.
4. Ask questions when you don’t understand.
5. If you are concerned about your grade or progress, schedule an appointment.
<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 1/15</td>
<td></td>
<td>Course Introduction and expectations; Sales presentation over-view; Sales Assignment: Auto-Bell Introduction of class members/selling team formation; Chapter 1</td>
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<tr>
<td>Wed. 1/22</td>
<td></td>
<td>Sales Report Video #1; Turn in thank you note 1 Chapter 2 Lecture Chapter 3 Lecture</td>
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<tr>
<td>Wednesday 1/29</td>
<td></td>
<td>Sales Report Video #2 Chapter 4 Lecture Spin Selling Exercise Turn in thank you note 2</td>
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<tr>
<td>Wed. 2/5</td>
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<td>Sales Report Video #3 Chapter 5 Lecture Turn in thank you note 3</td>
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<tr>
<td>Wed. 2/12</td>
<td></td>
<td>Chapter 6 Lecture Turn in thank you note 4 Test 1: Last 1:15 of class</td>
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<tr>
<td>Wed. 2/19</td>
<td></td>
<td>Turn in thank you note 5 Video #4 Chapter 7 Lecture</td>
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<td>Wed. 2/26</td>
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<td>Chapter 8 Lecture</td>
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<td>Wed. 3/4</td>
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<td>SPRING BREAK</td>
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<td>Wed. 3/11</td>
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<td>Chapter 9 Lecture</td>
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<tr>
<td>Wed. 3/18</td>
<td></td>
<td>Video #5 Chapter 10 Lecture</td>
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<tr>
<td>Wed. 3/25</td>
<td></td>
<td>Sales Call Review Session: Test 2 Last 1:15 of class</td>
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<tr>
<td>Wed. 4/1</td>
<td></td>
<td>Presentation Preparation No scheduled class</td>
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<tr>
<td>Wed. 4/8</td>
<td></td>
<td>Sales Presentations</td>
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<tr>
<td>Wed. 4/15</td>
<td></td>
<td>Sales Presentations</td>
</tr>
<tr>
<td>Wed. 4/22</td>
<td></td>
<td>Sales Presentations</td>
</tr>
<tr>
<td>Wed. 4/29</td>
<td></td>
<td>Final Class; Review for final exam</td>
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<tr>
<td>Friday May 1</td>
<td></td>
<td>Final Exam</td>
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