

**The College of New Jersey  
School of Business**

**MARKETING 371-01 Professional Selling  
Spring 2011 Tuesday/Friday 10-11:50; BB 224**

**Office Hours:** Tuesday and Friday 1:00-2:00 PM; or Wednesdays 4:00-6:00 in BB232.

**Textbooks:** ABC's of Relationship Selling through Service, Futrell, McGraw Hill – Irwin, 10<sup>th</sup> edition, ISBN 13 9780073225739

Note: Read the chapters and cases before the class begins!! Go to student text websites and take advantage of the practice quizzes:

[http://highered.mcgraw-hill.com/sites/0072471549/student\\_view0/](http://highered.mcgraw-hill.com/sites/0072471549/student_view0/)

[http://highered.mcgraw-hill.com/sites/007310132x/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/007310132x/student_view0/index.html)

Power point slides are available on my “Labdata” drive and SOCs.

**Course Prerequisites:** MKT 201

**Course Overview**

All of us are selling when we attempt to persuade others. For instance managers must sell their plans to superiors. One of the more important skills for managers, especially marketing managers, is the ability to interact well in interpersonal contacts and communicate persuasively to marketing and non-marketing personnel. Accountants sell their services to clients. Bankers sell financial services to potential clients. We attempt to build and maintain business relationships with suppliers and customers. However, effective persuasion and relationship building requires an understanding of key communication principles and development of skills to implement those principles. These skills are essential for those who make careers in sales. In addition to improving your selling skills, this course has specific objectives in terms of increasing your knowledge base of professional selling and the management of personal selling.

This course should help dispel some common misconceptions about professional selling as a career. The first misconception is that selling is a poorly paying and unrewarding career for a college graduate because of the typical student's exposure to only retail and telemarketing selling. The second misconception is that an individual must have a certain personality type to be a successful salesperson. The third misconception is that professional selling is dominated by cold calls, scripted pitches, and high pressure tactics to get the order.

This course is designed to begin the student's preparation to be a consultative seller, reflecting the shift from transaction oriented selling to relationship building selling. Consultative salespeople need high levels of listening, analytical, and negotiation, and problem solving skills in addition to communication skills.

## **Course Objectives:**

1. To review and reinforce student understanding of the relationship between the target market and the marketing mix in order to put personal selling into perspective as an element of the promotion mix and the marketing mix.
2. To develop an understanding of the nature, role, functions, and rewards of personal selling as well as the skills and activities necessary to be a successful salesperson. This understanding will include the activities that must be conducted prior to the selling interaction, during the interaction, and post-sales activities.
3. To improve communication skills (listening, questioning, adapting, and persuading) in order to enhance career advancement, regardless of job position.
4. To understand the process of business- to- business selling including pre-call planning, developing call objectives, developing a clear understanding of the customer's situation, offering solutions to customer problems, strengthening the presentation, handling objections, obtaining commitment, negotiation, and strengthening the business relationship.
4. To learn and apply concepts concerning customer relationship building and maintaining long – term partnering relationships.
5. To learn how to use technology to effectively manage account call time, implement a customer relationship management program, and territory management.

## **Important Questions:**

1. What skills do I have to have to be an effective and professional salesperson?
2. What must I do to develop those skills?

## **Learning Methods and Assessment:**

During this course, students will be view video sales interactions. To develop and understanding of good communication and selling principles, students are expected to critique the salesperson's activities.

Exams will measure understanding of communications principles, the selling principles, sales planning, presentation principles, objection-handling principles, closing principles, and relationship building principles.

Case write-ups will measure understanding of the appropriate application of selling principles. Non-written case discussions in class will also develop and measure this understanding.

Students will make a formal videotaped role-playing sales presentation and participate in in-class role playing sessions in order to demonstrate understanding of the principles covered in the course. The role-play represents 30% of your grade. Further guidelines and examples are provided in this syllabus.

The knowledge base of selling principles will be developed by text readings and class discussions. To develop this knowledge base the student must do more than act as a passive learner and actively participate in class discussions. Class participation represents 15% of your grade. To receive a grade of A, the student must participate actively in each session and demonstrate a thorough knowledge of the subject matter assigned for the session and back up opinions with persuasive evidence indicating an good grasp of key selling concepts. Lower participation grades

will be given to students with less active participation and whose comments fail to demonstrate adequate understanding of these concepts. Remember attendance is not the same thing as participation, but it is not possible to participate if you don't attend a class.

### **Course Requirements:**

Students are expected to read material assigned for a particular session before coming to class. This will allow the instructor to cover only the most salient or difficult points of a chapter in the classroom. The most successful students in any course are typically those who prepare outlines of chapters including key concepts, their definitions, and examples of those concepts. This type of preparation not only improves understanding of lectures and class participation, but significantly improves test scores and selling exercises.

You should recognize from the very beginning that there is much more material in your reading assignments than it is possible to cover in class. Lectures will only touch on some of the most important issues. Thus, although tests tend to place somewhat more emphasis on topics that are covered in both the text and in class, the focus of the tests is on the core material from your reading.

Students are expected to take all examinations on the dates scheduled. Make up exams will only be given if there is a family or medical emergency. Written documentation is required in both cases. Make up exams scheduled for any reason will include only essay type questions.

### **Cases and Case Write-ups**

Cases for discussion and for write-ups are at the end of text chapters. Class discussion and your write-up should be based on the discussion questions at the end of the case. The page limit for the case write-ups is 5 double spaced typewritten pages. **The case write-ups are due on the date noted in the syllabus. You are responsible for reading the schedule and being prepared. The instructor is not going to remind you of assignments. Late assignments are docked 1 letter grade for each day late.** If the student has a compelling reason to miss class, the write-up is due on or before the class period. E-mailed cases are possible, but not preferred.

Guidelines:

Most cases have questions at the end of the case to guide discussion. If there are numbered questions, please answer the questions in order, identifying which question you are answering. The criteria for evaluation of cases is: (1) the thoroughness with which the student identifies the core selling concepts relevant to the particular situation and applies those concepts in the answer (concepts from that chapter and previous chapters), (2) the use of specific facts or numbers to bolster the persuasiveness of the selling encounter, (3) avoiding generalities and meaningless platitudes in the answer, and (4) the depth of the answer, providing sufficient detail and avoiding superficial statements. A grade of A would be given to those students whose case write-ups exhibit high levels of thoroughness in the demonstration of understanding and applying appropriate selling concepts, depth, accuracy, persuasiveness, and use of specifics. A grade of D or F would be given to those students whose write-ups are superficial, indicate a

misunderstanding of selling concepts, incorrectly apply a concept to a situation, are poorly written, and rely on vague generalities or platitudes as evidence of a conclusion or to support a recommendation.

## **Role Play Assignments for Sales Presentations**

Role Playing is used to develop your skills and confidence in making successful sales presentations. There will be two types of role-play exercises: in class role-play exercises based on the role play scenarios in the back of the book and a graded role-play with a partner based on selling either NetSuite CRM contact management software (<http://www.netsuite.com>) or Automatic Data Processing (ADP). The class will be split into two groups (alphabetically with the first group (students with last names beginning with the letters A-L) selling NetSuite and the second group (students with last names beginning with the letters M-Z) selling ADP. Information about selling Netsuite is at the website.

To view actual role plays selling Netsuite go to:

<http://coles.kennesaw.edu/ncsc/>

and click on the 2010 winners tab and select one of the student's names to view his/her role play.

To view actual role plays selling ADP go to:

<http://rbisaleschallenge.wpunj.edu/home/competition/>

and click on Sales Call Roleplay videos

Sufficient feedback will be provided as a result of a non-graded in class role play to help students prepare for taped role-plays. **You are not expected to dress professionally for the in-class role play, but are expected to dress professionally for your formal taped role play. If you are absent on the day scheduled for this rehearsal in class, you will miss the opportunity to rehearse. Please make sure that your partner is present on that day.**

At the end of this syllabus is the role play evaluation form. You should become very familiar each item on this form. A grade of A is awarded to students who do omit any of the key items on the form and score well on the items on the form. A grade of F is the result of major omissions of the key elements of a sales presentation as indicated on the form. You should rehearse your role play and have a friend check your role play to ensure that you did not miss key elements.

For the graded exercise: First, students are paired to form buyer/seller teams. Your role as a buyer is merely to your portion of your partner's dialogue (script). Students will be given an opportunity to form their own team or they will be assigned a partner.

For those students selling Netsuite, pick as a customer any company with a field sales

force (non-retailer). Your prospect (or customer/buyer) profile will be different from your partner's even if you are selling the same product. It is suggested that you select a product or service company for which you have access to sufficient information on a website so that you can easily develop a complete set of facts and figures for your buyer profile and aid your presentation. It is easier to select a publicly traded large firm which has a website.

For those students selling ADP, assume your buyer is an owner of a small business with about 50 employees.

For information not readily available online, make up the information in your profile (e.g. buyer's name, personality, etc.). Your buyer profile will be different from your partner even if you are selling the same product. The only role of your partner is to act as a buyer in the scripted role-play at the end of the semester. You can develop information about NetSuite or McKesson from their websites.

**Examples of the written materials that accompany the role-play are available on the SOCS website for the course and in the textbook.**

The quality of these dialogues depends on the quality of the steps leading up to their preparation including:

**Draft Customer (or Prospect) Profile due 9/14.**

**Draft Product Profile (NetSuite or McKesson) due 9/21.**

**Draft FAB Outline due 10/5.**

**Draft of role-play 10 objections and how you would effectively respond to them due 11/19.**

**Draft Dialogue due 11/16.**

**Failure to turn in the above assignments on the date due will result in a 1% deduction from your final grade.**

**In-Class rehearsal of your Role Play: Starts 4/6. The order of presentation will be determined by a lottery. If you (as buyer or seller) fail to be present on your assigned day, one letter grade will be deducted from your participation points.**

**Taping of your role play must be completed by 12/10. If you wait until two days before the deadline you may have problems getting your role-play taped on my recorder. There will be a sign up sheet outside my office.**

**Failure to turn in assignments on time makes it difficult for the instructor to provide feedback to you in a timely manner in order to adequately prepare for the next stage in the process.**

You will be expected to demonstrate sales skills during role-plays in class and during video taping sessions. Details will be discussed in class. The best guide is the evaluation sheet available in this syllabus.

Suggestions on preparing your role play exercise are available will be provided. Remember these key points

1. Select a customer/prospect that will make the sale challenging. Choosing a publicly traded firm with a good website will make it easy for you to get information to prepare your customer profile. If some information is not available, feel free to make it up.
2. Work as a team from the start and begin practicing your dialogue as it is being formed.
3. Begin incorporating the cost/benefit concepts into your dialogue early.
4. Understand and use the Features, Advantages, Benefits Approach.
5. Make sure you incorporate sufficient questions of the buyer to understand the buyer's firm

before your formal presentation of F.A.B. And remember to use probing questions as follow up questions and to use plenty of trial closes and confirmation questions.

5. Listen carefully to your buyer's objections and respond appropriately with one of the methods discussed in class and the text. Ask a question to understand the objection before you answer it.

6. Remember that the buyer is expected to be a knowledgeable professional. If the sale is too easy, you can't demonstrate crucial sales skills such as objection handling and closing skills.

7. Start working early. Don't procrastinate.

8. **No role-plays will be graded until all written assignments associated with the presentation have been submitted.** All written materials must be grammatically correct, well organized and documented.

### **Taping of Sales Presentations**

**Each team will make 2 presentations. Each team member will have their own customer profile and act as both a buyer and a seller. You must dress in a professional fashion (interview attire) and not visibly use any notes for the videotaped role play! You might place your notes or script in a binder and act as though you are making notes. It is not necessary to wear professional attire for the in-class role play.** In addition, you should use supporting materials, such as samples, fact sheets, brochures, etc. You are required to videotape the presentation (outside of class), which will be graded by the instructor (and possibly a professional salesperson, sales manager, or sales trainer). Each individual presentation should be at least 15 minutes (maximum 20 minutes). (Note: Please arrange to borrow a Video recorder in order to accomplish the videotaping if you do not plan on using the instructor's equipment). Make sure that you carefully consider this time limit when preparing your dialogue.

### **Time Management**

Time Management is a key consideration in the life of a professional salesperson. In order to complete this course successfully you will be required to develop a time management program of your own. Start early in the semester. Lay out your daily and weekly goals ahead of time. Keep up with the reading and other assignments. Keep your dates with other team members and do your share of the work. This course can be fun and it can pay off in your future.

### **Class Participation and Preparation**

1.) Every student is expected to read the assigned material. Class participation is expected. Students may be called in random order to add to class discussion. If you have not read the chapters and cases your grade will suffer. An excessive number of absences (3+) will negatively influence the participation component of your final grade for the course. **Class participation represents 15% of your grade. If you believe that is it unfair to penalize you for lack of participation in class discussions, you have the option to drop the course. It is not productive to complain about a poor participation grade at the end of the course if you choose not to participate in daily class discussions. Please note that attendance is a necessary, but not sufficient, condition to receive credit for participation!**

2.) If you miss a class, obtain all handouts, notes, etc. from a friend. **Do not ask the instructor if anything important happened on the day you missed!**

3.) If you put your student ID on the Scantron sheets, I will post grades on my office door by student ID. If you do not want your grade posted, don't fill in the student ID information on the Scantron. I will return all exam printout data on the class day after the exam. I will e-mail commonly missed questions with the answers and the text pages where the question is discussed. We will not use class time to debate about appropriate answers to the questions. If you believe your answer is better than the test bank, answer e-mail me your arguments, citing the appropriate text quotation

4.) Makeup exams will only be given in the case of a documented personal emergency or obligation.

5.) Due dates for assignments are as stated. **It is your responsibility to manage your time and your life. The only exception is some dire tragedy/personal obligation. Ten percentage points will be deducted from the grade for each day late.**

6.) **Turn off (not just mute) cell phones and all electronic devices prior to class.** You are not to use Laptops or any other electronic devices during class. Do not walk out of class to take cell phone calls. You are not to use electronic devices during class.

7.) Show up for class a few minutes before the scheduled start of class. It is rude and disrespectful to be late.

## Course Requirements      Grading

Sales Presentation Role Play	300	A	93.3-100%
2 Personal Selling Exams	275	A-	90.0-92.9%
(Multiple choice questions)		B+	86.6-89.9%
		B	83.3-86.5%
Cases	275	B-	80.0-83.2%
		C+	76.3-79.9%
		C	73.3-76.2%
		C-	70.0-73.2%
		D+	66.6-69.9%
		D	63.3-66.5%
		D-	60.0-63.3%
		F	< 60%
Class Participation	<u>150</u>		
(See "Course Requirements" for discussion of assessment)			
Total Point Score	1000		

### Late Assignment Penalty

1% will be subtracted from the final grade for each instance an role play assignment (Product profile, Customer profile, FABs, Objections/Answers, or Dialog) is turned in after the deadline (for a maximum penalty of 5% if all are turned in late).

## **The Case Study Method Preparing Case Study Reports**

The case study method will be used in this course to provide practical scenarios in which to demonstrate various situations. Each assigned case will be discussed in class and all students will be expected to have read the assigned case. Cases should be read by first skimming over the material and reading discussion questions at the end of the case. Then a second reading should be done to carefully identify the issues and separate fact from opinion and then answer the questions at the end of the case.

## **SCHEDULE OF EVENTS**

**There will be guest speakers (or guest lecturers in my absence), who are sales managers, with a variety of types of firms who will speak to the class this semester. The dates will be announced. Please visit the firm's web site prior to class in order to ask good questions. In the past, students have received interviews, internships, and jobs from these firms.**

**In addition to the guest speakers scheduled for this class, it would be a good idea to attend sessions of the other section (Tuesday at 6PM in room 224) where different guest speakers will discuss their firms and job opportunities. The list of guest speakers will be updated and available on SOC's and my Labdata folder.**

**Note: Read the chapters and cases before the class begins!!**

Visit the text web-sites prior to class:

[http://highered.mcgraw-hill.com/sites/0072549289/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0072549289/student_view0/index.html)

9<sup>th</sup>. Ed.:

[http://highered.mcgraw-hill.com/sites/007310132x/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/007310132x/student_view0/index.html)

Go to the glossary and check your understanding of key terms.

Visit the websites by clicking on links and expand your understanding.

Take the on-line quiz to test your understanding of the key concepts and definitions.

### **Tuesday 8/31**

Syllabus

#### **Selling as a Profession:**

**Ch.1** The Life, Times, and Career of the Professional Salesperson, **including Appendix**

Understand the role of selling in the firm's marketing effort, the role of selling today, the rewards of a selling career, the potential of a selling career for you, critical factors in success in selling,



and the role of selling in building relationships.  
Video-“Day in the Life” 2 salespeople

Friday 9/3

### **Ch. 3: The Psychology of Selling: Why People Buy**

Understand the psychology of selling; adapting to personality type; understanding the difference between features, advantages, and benefits

**Tuesday 9/7: no class; Monday schedule of classes.**

Friday 9/10

**Provide instructor with your partner’s name and the customer (Company) that you have selected (different from your partner’s customer) to whom you will sell your product (Netsuite or McKesson). The company can be any organization of your choosing, but it should be an organization with a field sales force (if selling Netsuite) or any independent drug store (if selling McKesson drug wholesales services). For Netsuite, it is easier if you pick an organization with a website in order to obtain information. You can make up some (or all) of the information for the customer/prospect profile.**

### **Ch. 4: Communication for Relationship Building: It's Not All Talk**

Understand communication fundamentals, body language, barriers, the critical importance of trial closes, levels of listening, building active listening skills (take the listening self-inventory and have a friend fill it out about you).

Also read Chapter 9 pages 285-288;290-292. This material may be used for the first test.

**Tuesday 9/14**

**Provide customer/prospect profile (see example on SOCS or in textbook)**

Case 4.1 Skaggs Manufacturing: be prepared to discuss answers to questions (non-written).  
(p143)

**Ch 5 Sales Knowledge: Customers, Products, Technologies**

Sales Knowledge: Customers, Competitors, Products, Technologies

Sources of sales knowledge and organizing sales knowledge

**Friday 9/17**

**McBath Women’s Apparel and Franks Drilling Service (Written Cases-about 2-3 pages/case) (p.188, 190)**

**Make sure you are thorough and completely answer the questions at the end of the case and demonstrate a good understanding of the chapters and appendix.**

**Appendix A: Sales Arithmetic and Pricing**

Types of prices, discounts, markup and return on investment, cost versus value

**Tuesday 9/21**

**Provide Product Profile (NetSuite or McKesson)**

**Ch 6: Prospecting: The Lifeblood of Selling**

The sales process (ten steps), the prospecting methods, be prepared to provide your answers to questions at end of case.

**Friday 9/24**

**Ch. 7: Planning the Sales Call Is a Must!**

Sales call planning importance, call objectives, four planning steps, the customer profile and planning sheet, the customer benefit plan, the prospect's 5 mental steps in buying

Discuss Case 7.2 Machinery Lubricants, Inc. (p244)

**Guest speaker: Jeff Boniello, News America; They will be at the career fair.**

**Tuesday 9/28**

**Test 1: Ch. 1-7**

**Multiple Choice and one essay question (50% of exam grade, if the grade for the essay portion is higher than the multiple choice portion)**

If you have been paying attention in class discussions to the emphasis of this course you should have a good idea of how to prepare for the essay question.

**Friday 10/1**

**Ch. 8: Carefully Select Which Sales Presentation Method to Use**

**Characteristics of presentation strategies/methods (structured to customized), need satisfaction and problem-solution presentations, phases of negotiation**

**Tuesday 10/5**

**Draft FAB Outline due (see discussion and examples on pp. 309 and 317 of the text. You should have 10+ features)**

We will have a lottery to determine the order of in-class role plays for the next 3 sessions. If you are absent on this day, ask your partner for the day of your role-play and the product you are selling. Do not ask me.

**Ch. 9: Begin Your Presentation Strategically**

Determining the approach (situational, introductory, complimentary, premium, demonstration, showmanship, question, customer benefit, curiosity, opinion, shock; the SPIN multiple-question method; types of questions (direct, nondirective, rephrasing, redirect), suggestions for making a good first impression (re-read Ch 4 appendix, dress for Success)

We will discuss interview strategies. Yes, an interview is a sales call (selling yourself). Read text pages 469 to 482 and materials in my Labdata folder "For Any Student/Career Search."

**Go to the RBI Sales Challenge web-site <http://rbinationalsaleschallenge.com/Results>**

Click on Speed Selling for examples of a 2 minute elevator speech.

**Friday 10/8 In-class Role Play (See Appendix A)**

**In-class Role Play (See Appendix A)**

Students expected to prepare to act as a salesperson for one of the selling situations 1)-Cereal, 2A) MPEG recorder, 2B) ACT software, or 3) copier in Appendix A (p.459-466). We will have a drawing on 10/5 to determine the order of your role play and which of the role play situation that you would be prepared to assume. The Instructor will act as buyer. Each role play should take about 10-15 minutes, so 7-8 students can be expected to participate in each class.

We will have another lottery to determine the order of the in-class role plays of your formal role plays. Although the in-class role plays are not specifically graded, poor performance will be reflected in your class participation grade. Good performance requires that you adequately prepare, including written material used for handouts (such as a value analysis or profit planner. For students selling the cereal see the profit planner examples on page 181.

### **Tuesday 10/12 In-class Role Play**

Students who did their role play in the last class: view your video that I sent you in an e-mail and provide me with a filled in critique sheet with your assessment of your performance and thought on improvement. Hand this in at the next class after your role play.

### **Friday 10/15 In-class Role Play**

Students who did their role play in the last class: view your video that I sent you in an e-mail and provide me with a filled in critique sheet with your assessment of your performance and thought on improvement. Hand this in at the next class after your role play.

### **Tuesday 10/19 Fall break**

### **Friday 10/22**

**Guest lecturer; Richard Ruff, Regional Manager, South NJ, for Hilti Corporation ([Richard.Ruff@Hilti.com](mailto:Richard.Ruff@Hilti.com)) Pay close attention, take good notes, and prepare a 2 page report on the subjects discussed. It is due the next class. Failure to turn in this report will receive the same penalty as a late assignment on your final grade.**

### **Tuesday 10/26 In-class Role Play**

Students who did their role play in the last class: view your video that I sent you in an e-mail and provide me with a filled in critique sheet with your assessment of your performance and thought on improvement. Hand this in at the next class after your role play

### **Friday 10/29**

#### **Ch.10: Elements of a Great Sales Presentation**

Purpose, 3 essential steps, the sales presentation mix, visual aids, demonstrations, technology, goal model, the ideal presentation

**Be prepared to answer the sales application questions at the end of the chapter**

### **Tuesday 11/2**

#### **Continue discussion of Chapter 10**

**Case 10.2 Major Oil, Inc. (written case; p. 332)**

### **Friday 11/5**

**Guest lecturer; Pay close attention, take good notes, and prepare a 2 page report on the**

**subjects discussed. It is due the next class. Failure to turn in this report will receive the same penalty as a late assignment on your final grade.**

### **Tuesday, 11/9**

#### **Ch.11: Welcome Your Prospects Objections**

What are objections, when do prospects object, points to consider in meeting objections, 6 categories of objections, techniques for meeting objections, using technology to respond, after meeting the objection

**Draft of role-play 10+ objections and how you would effectively respond to them.**

### **Friday 11/12**

#### **Ch 12: Closing Begins the Relationship**

Timing, buying signals, criteria for a good closer, frequency of closing, difficulties, essential of closing, 12 keys, techniques (manipulative and non-manipulative), the business proposition

Be prepared to answer the sales application questions on p. 404

**Case 12.3 Furmanite Service Company (Written Case)**

### **Tuesday 11/16**

#### **Ch. 13: Service and Follow-Up for Customer Retention**

Importance of service and follow-up, relationship marketing and customer retention, 8 steps to increase sales to your customer (account penetration), proper handling of complaints

**Draft Dialogue due (see example on SOCS)**

**We will have a lottery today to determine the order of your in-class presentation of your role play. Make sure that you do not fail to attend class when you or your partner is to conduct the role play. Absences will result in lower class participation grades.**

**Even if you are not scheduled to do a role play on a particular class day, you need to attend class. You will improve your understanding of good selling principles by observing and critiquing your classmates. This will also improve your ability to answer the essay question(s) on the final exam. During these class sessions there will also typically be a 20 minute presentation by a sales manager, which will be beneficial for your understanding to course concepts and your career planning. Absences will result in lower class participation grades.**

**After your role-play in class you should schedule a time on the sign-up sheet outside my office to tape your role play (2<sup>nd</sup> floor conference room). Don't wait until the last two days before the tapes are due or you may not be able to find an available time. You can tape on your own equipment but you must turn in either a standard size DVD-R disk or a CD-R disk with a format that can be played on Windows Media Player (e.g. AVI or WMV).**

### **Friday 11/19**

**Guest lecturer; Pay close attention, take good notes, and prepare a 2 page report on the subjects discussed. It is due the next class. Failure to turn in this report will receive the same penalty as a late assignment on your final grade.**

**Tuesday 11/23**

**Continue Discussion of Chapter 13.**

In-Class scripted role plays. Students should attend to critique Sales Presentations. This is important in order for you to learn how to improve your own role play and aid other students in improving theirs.

**Friday 11/26**

In-Class scripted role plays.

**Ch: 14:** Time, Territory, and Self-Management: Keys to Success

Sales force organization, purpose of territories, quotas, account analysis, time allocation, return on time invested, route planning

**Tuesday 11/30**

. In-Class scripted role plays and continuation of discussion of Chap. 14

Review of chapters 8-14

**Friday 12/3**

In-Class scripted role plays.

Review of chapters 8-14

**Tuesday 12/7**

In-Class scripted role plays.

Review of chapters 8-14

**Friday 12/10**

Review of chapters 8-14

In-Class scripted role plays.

**Last Day for taping role-play**

**No role play will be graded until all written assignments associated with the presentation have been submitted.**

**The final exam will cover Chapters 8-14). The essay portion of the exam (50% of the total grade if the grade for the essay is higher than the multiple choice portion) will ask you to duplicate the following role play assessment form.**

Role Play Assessment Salesperson\_\_\_\_\_

Rating on a scale of 1-5 (1=Very Poor, 5=Excellent)

### Approach (5%)

- \_\_\_\_\_ Gained attention with appropriate approach given the situation and the social style of the prospective customer (referral, product, question, etc.)
- \_\_\_\_\_ Appropriate level of small talk/relationship building
- \_\_\_\_\_ Asked permission to ask questions about needs
- \_\_\_\_\_ Set an agenda
- \_\_\_\_\_ Smooth transition to needs discovery.

### Problem and Needs Discovery (30%)

- \_\_\_\_\_ Uncovered decision process and decision criteria
- \_\_\_\_\_ Asked appropriate Situation (S) questions-relevant company facts
- \_\_\_\_\_ Asked appropriate open-ended questions-to discover needs and goals
- \_\_\_\_\_ Probed in sufficient depth after questions to those questions
- \_\_\_\_\_ Asked appropriate Problem (P) questions
- \_\_\_\_\_ Adequately discovered prospect's needs
- \_\_\_\_\_ If selling to a reseller, adequately discovered consumer needs, target market profile
- \_\_\_\_\_ Discovered other members of buying center (if applicable)
- \_\_\_\_\_ Discovered roles/purchase criteria of other members of buying center (if applicable)
- \_\_\_\_\_ Discovered satisfactions/dissatisfactions with competitive product/service
- \_\_\_\_\_ Demonstrated good diagnosis of customer problem (did not confuse symptoms for problems)
- \_\_\_\_\_ Displayed active listening skills (e.g. paraphrasing questions, confirming questions)
- \_\_\_\_\_ Asked appropriate Implication (I) questions-to indicate what happens if problems continue
- \_\_\_\_\_ Established a specific cost to customer's problem in terms of lost/desired revenue or \$ value of excessive costs
- \_\_\_\_\_ Did not begin presentation before adequate needs discovery
- \_\_\_\_\_ Asked appropriate Need-Payoff (N) questions
- \_\_\_\_\_ Gains pre-commitment to consider the product/service and smooth transition to presentation

### Presentation (25%)

- \_\_\_\_\_ Restated and confirmed purchase criteria before FAB discussions
- \_\_\_\_\_ Adequately translated features to advantages to benefits
- \_\_\_\_\_ The benefits emphasized fit the priority the customer established
- \_\_\_\_\_ Adequate evidence presented for all claims
- \_\_\_\_\_ Got prospect involvement (reading material, trying product, demonstration)
- \_\_\_\_\_ Used appropriate material to strengthen presentation (references, case examples, market research data, lap-top, brochures, ad support, price list, etc.)
- \_\_\_\_\_ Did not interrupt buyer
- \_\_\_\_\_ Adequately quantified the solution (cost-benefit, ROI, payback, discounted cash flow, before-after)
- \_\_\_\_\_ Seeks feedback and used trial closes, checked agreement on major points (e.g. how does that sound to you?)

\_\_\_\_\_ Demonstrated good product knowledge

Overcoming Objections 15% (objective: eliminate concerns or questions to buyer's satisfaction)

\_\_\_\_\_ Did not argue with prospect

\_\_\_\_\_ Asked adequate number of open-ended, probing, restating, confirming questions to confirm understanding of objection

\_\_\_\_\_ Used appropriate methods (variety) to address concern (reinstatement of agreed upon purchase criteria/weighting, summary balance-sheet, feel-felt-found)

\_\_\_\_\_ Uses evidence to address issue

\_\_\_\_\_ Seeks feedback as to whether concern addressed; turn to a trial close

(Did that address your concern? Do you see our products ability to address your needs?)

Closing (10%)

\_\_\_\_\_ Uses a variety of appropriate methods (direct, summary of agreed upon purchase criteria/weighting, FAB, cost benefit; balance-sheet)

\_\_\_\_\_ Persuasive in presenting a reason to buy.

\_\_\_\_\_ Realistic commitment asked

\_\_\_\_\_ Sufficient post-close discussion (If yes next steps, post sales service; next steps)

Communication Skills (10%)

\_\_\_\_\_ Effective verbal communication skills (active listening, restating, rephrasing, clarifying, and probing)

\_\_\_\_\_ Appropriate non-verbal communication (posture, eye contact, mirroring)

\_\_\_\_\_ Sales call was organized, flowed logically, and was persuasive

\_\_\_\_\_ Verbiage (clear, concise, professional; avoided taboo words like "sell," "just," "price," or "objection")

Overall Appearance/Impression (5%)

\_\_\_\_\_ Professional dressed

\_\_\_\_\_ Displayed self confidence

\_\_\_\_\_ Demonstrated enthusiasm (did not talk in a monotone)

\_\_\_\_\_ Good choice of words: Absence of: "you guys," "umms," "uhs," "you know," "like," etc.

\_\_\_\_\_ Good eye contact

\_\_\_\_\_ Did not talk too fast

#### **Automatic Data Processing (ADP) ([www.adp.com](http://www.adp.com))**

Automatic Data Processing, Inc. (ADP) is one of the largest providers on business outsourcing solutions to employers and vehicle dealerships around the world. We bring 60 years of unrivaled industry experience to the marketplace.

ADP serves about 570,000 organizations in over 60 countries, including nearly

400,000 small business clients and about 27,000 vehicle dealerships. Over 80 percent of FORTUNE 500 companies and over 90 percent of FORTUNE 100 companies use at least one of ADP's services.

Revenues in 2009 were \$9 Billion and ADP currently employees 45,000 employees worldwide. ADP is 1 of 4 companies in the US to be Triple A-rated by Standard & Poor's and Moody's.

ADP serves the marketplace through its two strategic businesses - Employer Services and Dealer Services.

**Employer Services (ES)**

ADP Employer Services is committed to servicing the needs of employers- from recruitment to retirement - so they can focus on what they do best. ADP ES serves approximately 545,000 organizations, and provides industry-leading solutions to employers of all sizes, by delivering broad HR outsourcing solutions that help to maintain regulatory compliance and control costs.

Employer Services serves the marketplace through the following dedicated business units:

- **National Account Services:** For employers with more than 1,000 employees
- **Major Account Services:** For employers with 50 to 1000 employees
- **Small Business Services:** For employers with less than 50 employees
- **ADP TotalSource:** A Professional Employer Organization (PEO) for small and mid-size organizations
- **ES International Services:** For employers of all sizes
- **Payroll –** Accurate and on-time delivery of paychecks or vouchers (direct deposit).
- **HR Services –** Human Resource assistance in employee handbooks, background checks, hiring/firing procedures, and other HR related functions.
- **Time & Labor Management -** Fully integrated time clocks to ADP online payroll. Time stamps will occur either by the use of electronic timecard, online login, or thumb recognition.
- **Tax and Compliance –** Fully outsourced tax depositing and filing to all federal and state agencies. ADP electronically moved over \$1 Trillion I client funds in 2009.
- **Insurance Services -** Integrated workers compensation and health benefit administration. Eliminates audits and manual reports for workers compensation and spreads out cash flow from yearly fees to per payroll fees. All insurances are adjusted throughout the year to be real-time accurate.