

# Spring 2012

# MARKETING 4600

## ADVANCED SELLING STRATEGIES

Tues-Thurs: 9:30 – 10:45am, or 11:00 – 12:15pm, plus other scheduled activities\*

\* this course requires out of class time meetings for the various role-play assignments.

Instructor:	Dr. Jim Eckert		
Office Location:	3248 Schneider Hall		
Office Hours:	Tues-Thurs: 3:30-5:00pm Wednesday: Noon-2pm*	or make an appointment	
	<small>* Wednesday office hrs are often interrupted by role-plays</small>		
Telephone:	387-5799	Not my preferred communication method	
E-Mail:	<a href="mailto:jim.eckert@wmich.edu">jim.eckert@wmich.edu</a> (best method to contact me)		
Course URL:	<a href="http://www.partnerbuilding.com/4600">http://www.partnerbuilding.com/4600</a>		

**Assigned Reading Materials:** There is no assigned text for the course; however, there is a required course packet. Information on course pack availability will be distributed at the start of the semester.

**Professionalism:** Students should deal with conflicts professionally, that is, notify the instructor at the earliest point possible and take responsibility for the impact of the conflict. In addition, the class periods should be considered professional meetings, thus, students will be expected to be there, be prepared and actively participate in each session.

**Academic Integrity:** You are responsible for making yourself aware of and understanding the policies and procedures in the current Undergraduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. **NOTE:** Any student found guilty of academic dishonesty (as determined by the Office of Student Conduct) will receive an E in the course and will be required to retake the course to graduate.

**“Extra Credit”:** No additional or make-up assignments will be given. All students will be evaluated by the same set of standards, on the same assignments, over the same schedule.

**Grades:** Grades belong to you and represent the instructor’s evaluation of your performance on the assignments of the course. They will not be altered or negotiated based on non-performance issues such as (but not limited to) effort, time constraints, academic standing and/or past performance. The grading scale for the course is documented below. The assignments that make up the graded content of the course are briefly reviewed on pages two and three of this syllabus and fully reviewed via the full-length assignment descriptions posted on the course web page. If after reviewing these full-length assignment descriptions you are still unclear of the grading standards and/or expectations for an assignment, please contact me to seek such clarity. Caution: due dates on assignments are not negotiable and late assignments receive zero points.

GRADING SCALE – 2500 POINTS TOTAL IN COURSE				
Grade	Points Range (%)		Grade	Points Range (%)
A	2500 – 2300 ( 92%)		C	1899 – 1750 ( 70%)
BA	2299 – 2175 ( 87%)		DC	1749 – 1625 ( 65%)
B	2174 – 2050 ( 82%)		D	1624 – 1500 ( 60%)
CB	2049 – 1900 ( 76%)		E	BELOW 1500

## **MKTG 4600 - ASSIGNMENT DESCRIPTIONS:**

The course assignments are designed to help each student meet the course objectives (see last page of this syllabus) and to provide the instructor with a consistently applied set of criteria by which to evaluate each student's performance in the course. Your grade will be based solely on your performance on these assignments. Each of the course assignments is briefly highlighted below. Significantly longer descriptions of each assignment can be found on the course web site. For each assignment you should carefully review these more complete assignment descriptions (and any other coordinating material) and strictly follow the requirements of that assignment. The longer assignment descriptions should make the intent, specific requirements, and the grading standards of each assignment clear. If you have any concerns or questions related to any of these assignments please address them to me in a time frame that is due date appropriate.

KEY: Status: IND = Individual Assignment, TEAM = Team Assignment

Notes: Total Points in the Course are 2500

Assignments are listed basically in Due Date order – but please pay special attention to the course schedule on pages 6 and 7 of this syllabus for the exact sequence and order.

ASSIGNMENT	DESCRIPTION	STATUS	POINTS	DUE DATE	
In-Class Quizzes	Quizzes at the beginning of class designed to ensure all students have read and processed the assigned readings (30 points each)	IND	220	9 Quizzes Beginning Jan 12	
	<p><b>NOTE1:</b> Students who score below 15 on an individual quiz, will receive a 0 for that quiz. In other words, if you don't know at least 50% of the material you get zero points!</p> <p><b>NOTE2:</b> Students who score above the 220 point total (possible 270 points if you score 30 on all the quizzes) will get to keep those points as extra credit.</p>				
60 Second Personal Pitch	Each student will introduce themselves and make a pitch as to why a sales organization should be interested in hiring them	IND	20	Jan 10	
Code of Ethics - Resume	One-page, fully professional document that presents each student's ethical pledge on one side and fully professional resume on side two	IND	40	Jan 12	
Purposeful Research Assignment	Using the concepts from Chapter 6, students will research a company and the main contact at that company documenting useful insights about both.	IND	30	Jan 17	
Spotlighting	Each student executes a 1-2 minute impromptu presentation on the topic of the day. There is also a paper form due.	IND	80	4 dates begin on Jan 17	
NetSuite Take Home Quiz	Using video tutorials of NetSuite, students will complete a take-home quiz on NetSuite. This process will jump start the learning process for NetSuite, our product for the semester.	IND	30	Jan 19	
Sales Cheat Sheets (3)	Three sales cheat sheets will be completed. This is a one-sheet (2-page) summary of key concepts done in a graphically pleasing way.	IND	40 points each	Jan 24 Jan 31 Feb 7	
Student to Student Phone Call Assignment	Student-to-student practice of an appointment setting phone call. A scorecard will be completed and turned in.	TEAM (Activity) IND (Report)	20	Monday Jan 23	
Appt. Setting Phone Call Assignment	Student-to-Dr Eckert role-play of an appointment setting phone call. Designed to have students practice good phone call technique within a realistic situation.	IND	100	Wednesday Jan 25 (One 7 minute time slot per student)	
In-Class Team Role-Plays	SELLER: Each team will play sellers in these short in-class role-plays focusing on a single selling skill. Dr. Eckert will play customer.	TEAM	100	3 Dates Jan 26 Feb 2 Feb 9	
	FEEDBACK: Each Team will be called upon to offer feedback to the role-play seller teams.	TEAM	40		

ASSIGNMENT	DESCRIPTION	STATUS	POINTS	DUE DATE	
NetSuite Role-Play	Teams will be sales reps for Netsuite calling on buyers in a single call format (needs ID thru final close). Calls will be captured on video.	TEAM	250	Feb 14 (one 30 minute slot per team)	
NetSuite Role-Play Review	A structured review of the team performance from the NetSuite Role-Play session.	IND	50	Feb 21	
Job Offer Case	Chance to apply the negotiation preparation techniques to a job offer scenario.	IND	30	Feb 28	
Negotiation Case Prep Sheet	In preparation for the student-to-student negotiation case on March 13 each student will complete a preparation worksheet	IND	30	March 1	
Negotiation Case + Report	Two person, assigned teams will negotiate, one student playing buyer and the other playing seller.	TEAM (activity) IND (Report)	40	March 13 (Negotiation) March 15 (Report Due)	
Sales Call #1	Two person, self-selected student teams will make a 30 minute needs ID call on Dr. Eckert as customer. Students will select a 45 min. block of time to complete this.	TEAM	400	March 19-21 (Team selects 45 min time slot)	
Call #1 Review	A structured critique of the Needs ID sales call based off of the video of the call.	IND	50	March 27	
Relationship Building Plan	Each student will create a relationship building plan for three people they believe will be key to their early career success.	IND	40	March 29	
Call #2 Practice Call	Each team will do a dry run of Call #2 to a buyer. This is designed to help the teams get the kinks out of their approach.	TEAM	50	April 3	
Call #2 Practice Call Review	Each team will execute a review of their practice call with an improvement plan for their actual call #2 as part of that.	TEAM	50	April 5	
Sales Call #2	Continuation of Call #1 – now you and your teammate are back for a 45 minute presentation-to-close call with Dr. Eckert as customer. Students will sign up for a 1 hour time block to complete this call.	TEAM	600	April 9-12 (Team selects 1 hr. time slot)	
Call #2 Review	Same structure as the Call #1 critique – just based off of the Call #2 video.	IND	50	April 17	
Early Career Cheat Sheet	A chance to craft a front-back, laminated document that you can carry with you into your “real job” to help you remember all the great things you learned in the SBM program.	IND	60	April 19	

## **Grading Approach**

Each assignment will be graded on two levels.

- **According to Standard**. Each assignment has a fully detailed assignment description that goes with it, and within this assignment description there are grading standards. I will re-read the assignment description myself before grading the assignment and apply these grading standards.
- **Competitive**. For each assignment I will judge each student's work against the work of their classmates. Thus, you will not only have to meet all the assignment's standards to do well, but you will also have to outperform your classmates to receive the top grades. This component of the grading has the biggest influence when we are doing the role-play style assignments like Spotlighting, the phone call, and all of the team role-plays.

## **Grading Procedures**

When I look at each assignment I often use multiple step procedure to the grading. I will often start by putting a non-number evaluation on the assignment (see my usual + thru – scale below), and then when I am done, I sort by this assessment and then using the combined Standard/Competitive approach, assign final numbers to the assignment. I have found this procedure helps me remain consistent in the grading across students and sections.

- + Excellent to standard and top tier competitively.
- √+ Strong to Standard and above average competitively
- √√ Average to standard and average competitively
- √- Sub-par to standard and below the performance of other students
- Poor to standard and weak competitively

## **OTHER POLICIES**

### **1. Formatting ALWAYS counts**

For all written assignments, your document formatting will always count as part of the grade. Students should carefully review the “business document formatting tips” document on the course web site and at minimum apply these standards. In addition, individual assignments often have specific format requirements that are addressed in that assignment's description document. These additional formatting requirements should be strictly followed.

### **2. Attendance Policy**

It is expected that you will attend every class in this course. Attendance will be taken every day. Students can miss one class without penalty, after that each miss costs the student 15 points. There is no limit to how many points you can lose, except for the number of class periods.

There are no acceptable excuses for missing class, so save your free miss for a job interview or the flu. Otherwise, plan to be in class ready to make it a productive experience for you, me, and your classmates.

Extraordinary circumstances that impact attendance will be dealt with on a case-by-case basis. However, I have found few situations to truly be extraordinary.

### 3. Turning In Assignments:

- All assignments are due at the start of class unless otherwise noted.
- Late assignments will be treated as missing and will earn zero points. Assignments become late as soon as I stop collecting them.
- When turning in an assignment via email (which is **ONLY** allowed when pre-approved by Dr. Eckert) you must use the subject line "**4600 Assignment**". Failure to use the appropriate subject line will cause you to lose 20% of the points for the assignment.
- Assignments slid under (or over) my door will be thrown out and no points will be earned.

### 4. Individual versus Team Assignments

- Individual Assignments are to be completed by the individual student. While teamwork and collaboration are valued, in the case of these assignments such behavior should be minimal and thus the original content level of each individual assignment turned in by each student should be very high. Turning in an individual assignment that is not substantially your own has two serious problems:

Academic Dishonesty: If I believe what you have handed in is not your work I will refer you to the office of student conduct without hesitation.

No Learning: This is the capstone course in the major you selected, so taking shortcuts does nothing to help you master the skills and knowledge required for your short and long term academic and career success. The short version: it just doesn't make sense!

- Team Assignments are to be completed in a balanced way by the team members involved. Grades earned will be identical by all team members. If your team has significant issues with this distribution then these concerns should be brought to my attention.

### 5. In-Class Phone Use Policy

We will treat each class period like a business meeting, thus it is expected that you will turn off and stow your phone away in your pocket, backpack or purse. Texting is not an appropriate class time activity, as it is not an appropriate business meeting activity. You will survive 80 minutes without your phone. **Each "phone" incident will be penalized by a 5 point reduction in your grade. Phone incidents include ringing phones, audibly buzzing/vibrating phones, texting during class, and other phone based class disruptions.** There are a few times where I will ask you to use your phone as a calculator or as a timer, those incidents are exempt from this policy. This policy applies to me as well so if I violate this policy all students in attendance that day will receive 5 bonus points.

### 6. Mental Participation in Class

It is expected that you will attend physically, but also mentally, each day. It is strongly encouraged that you take notes and use that process as an engagement strategy. **Great salespeople are note-takers.** This habit should be started in class, and it will have the side benefit of keeping you more mentally focused during class and better ready to successfully complete the course assignments. I will make a point on picking on those that seem mentally disengaged and if this describes you on a regular basis I will consider it equivalent to missing a class in the grading procedure.

**MKTG 4600 – INTENDED COURSE SCHEDULE** (Changes will be announced in class)

<b>Date</b>	<b>Topic</b>	<b>Readings/ Video</b>	<b>What's Due</b>		
Tues 1-10	Course Welcome		<b>60 second Personal Pitch</b>		
Thurs 1-12	Selling Intro	C1-C2-C3	<b>Q1</b>		<b>Code of Ethics</b>
Tues 1-17	Prospecting & Research	C4 + V2 C6	<b>Q2</b>	<b>SP</b>	<b>Purposeful Research Assignment</b>
Thurs 1-19	Appointment Setting	C5 + V3	<b>Q3</b>		<b>NetSuite Take-Home Quiz</b>
Monday 1-23	<b>Student-to-Student Phone Call Feedback Form Due by 4pm to Marketing Dept Office</b>				
Tues 1-24	Purposeful Questioning I	C7 + V6 C8 + V7	<b>Q4</b>	<b>SP</b>	<b>PQ Cheat Sheet</b>
Wed 1-25	<b>Appointment Setting Phone Calls – 9am – 7pm</b> Each student will sign up for one 7 minute time slot during this time frame.				
Thurs 1-26	Purposeful Questioning II	<b>In-Class Role-Play #1 – Needs ID</b>			
Tues 1-31	Presenting I	C9 + V8	<b>Q5</b>	<b>SP</b>	<b>Presenting Cheat Sheet</b>
Thurs 2-2	Presenting II	<b>In-Class Role-Play #2 – Presenting</b>			
Tues 2-7	Objections & Closing I	C10 + V9 C11 + V10/11	<b>Q6</b>	<b>SP</b>	<b>Objections/Closing Cheat Sheet</b>
Thurs 2-9	Objections & Closing II	<b>In-Class Role-Play #3 – Objections &amp; Closing</b>			
<b>Tues 2-14</b>	<b>NO CLASS – NetSuite Role-Plays 9am – 1pm, 5-10pm</b>				
Thurs 2-16	<b>NO CLASS: Career Fair</b>				
Tues 2-21	Negotiation Basics	C16 + V13			<b>NetSuite Role-Play Review</b>
Thurs 2-23	Negotiation Potential and Preparation	C16	<b>Q7</b>		
Tues 2-28	Negotiation Preparation	C16			<b>Job Offer Case</b>
Thurs 3-1	Bargaining	C16			<b>Negotiation Prep Worksheet</b>
<b>SPRING BREAK</b>					
Tues 3-13	In-Class Student-to-Student Negotiation				<b>Must Attend Class to Negotiate</b>
Thurs 3-15	Call #1 Prep Day				<b>Negotiation Case Report</b>

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>What's Due</b>	
Mon 3-19	<b>Call #1:</b> 9:00 9:45 10:30 11:15 7:00 7:45 8:30 9:15	1:30 2:15, 3:00, 4:00, 4:45	<b>Each Team will select one 45 minute time slot in order to execute Call #1 in room 1150 Schneider Hall.</b>  <b>Call should be planned to last 30 minutes, the other 15 is for logistics &amp; feedback</b>	
Tues 3-20	<b>NO CLASS</b> <b>Call #1:</b> 9:00 9:45 10:30 11:30, 12:15. 6:00, 6:45, 7:30, 8:15			
Wed 3-21	<b>Call #1:</b> 9:15 10:00 10:45 11:30 1:30 2:15, 3:00, 4:00, 4:45			
Thurs 3-22	Relationship Building I	C15 + V12	<b>Q8</b>	
Tues 3-27	Relationship Building II			<b>Call #1 Review</b>
Thurs 3-29	Call #2 Prep			<b>Relationship Building Plan</b>
Tues 4-3	<b>NO CLASS</b> Call #2 Practice Calls - Times TBD			
Thurs 4-5	Trust	C13 & C14	<b>Q9</b>	<b>Call #2 Practice Call Feedback</b>
Mon 4-9	<b>Call #2</b> 9:00, 10:00, 11:00 1:00, 2:00, 3:00, 4:00, 6:30, 7:30, 8:30			<b>Each Team will select one 60 minute time slot in order to execute Call #2 in room 1150 Schneider Hall.</b>  <b>Call should be planned to last 45 minutes, the other 15 is for logistics &amp; feedback</b>
Tues 4-10	<b>NO CLASS</b> <b>Call #2</b> 9:00, 10:00, 11:00, 12:00 6:00, 7:00, 8:00			
Wed 4-11	<b>Call #2</b> 9:00, 10:00, 11:00, 1:00, 2:00, 3:00, 4:00, 5:00			
Thurs 4-12	<b>NO CLASS</b> <b>Call #2</b> 9:00, 10:00, 11:00, 12:00			
Tues 4-17	Role-Play Wrap-Up	Review Role-Play Experience		<b>Call #2 Review</b>
Thurs 4-19	Course Wrap-Up	Game Plan for Early Career		<b>ECCS</b>

## **MKTG 4600 – What you have gotten yourself into:**

### **Course Philosophy:**

I treat this course as one of the two capstone classes in the SBM major (4700 is the other). With that in mind I make a few assumptions:

- **You Want to Be Here:** I assume each of you selected SBM as your major because you want to start your career in sales, and thus you want to have classes that prepare you for that. That is why I have designed all of the course assignments to be part of that direct preparation for your chosen career. Thus, I fully expect enthusiastic effort will be given by each and every one of you. If you have no enthusiasm for this course I believe you have chosen the wrong major.
- **You Will Work Hard & Make this Course a High Priority:** Most of you are just months away from graduation and the dreaded start of your tenure in the real world (you know the one that involves 8am meetings and full-time business attire!). I also know that success in that world takes hard work. Well, guess what, success in this course requires hard work also. I fully expect this course to challenge you and to keep you extremely busy. And I expect that you will put this course near the top of your priority list because of its relevance to success in that real world. If you do not devote significant time and energy to this class you should expect to perform poorly in the course. And I will boldly take that one further: if you don't work hard and master the skills required to do well in this course, you will have a much more difficult start to your career as well.
- **We are in this Together:** You, I and all your classmates are part of the SBM Program. That means we are in this together. For me that means that I will strive to get involved in your education and not let you slack or otherwise succumb to the common illness known as senioritis! Call it tough love if you will. In addition, I am perfectly willing to offer support and guidance with your career choices and job hunt – all you have to do is ask for that help. For you that means never forgetting you are a SBM'er and thus conducting yourself in a SBM Program enhancing way. It also means being a strong team player with your classmates, striving to enhance and add value to their experience through your efforts. Translated into action that means attending class – both physically and mentally! It means being a great partner for the sales calls. It means being respectful of each other and helping each other master the required knowledge & skills (within the bounds of academic honesty of course). The SBM Program is something pretty special and we should all remember that and act in ways to ensure that!

### **Course Objectives: I will keep this simple and to the point.**

- Master the skills necessary to be an effective salesperson.
- Understand the world of the professional seller better and gain a stronger comfort level with that world.
- Grow as an individual, gain confidence, and have fun.