MKTG 4600 – Advanced Selling Strategies

In-Class Role Play Assignment

THE TASK:

Student groups will take on the role of salespeople and execute a role-play within the class covering a limited amount of the selling process (e.g. just presenting, or just needs ID). Another student group will be a feedback group for the sellers. The role-plays themselves will take no more than 9 minutes with the entire experience including logistics and feedback capped at 15 minutes. In a given class period we will repeat this process either four or five times.

THE SCHEDULE

The table below lays out the schedule. Each team has been assigned the seller role once and the feedback role once. The scenarios for these role-plays can be obtained from the course web site.

Topic & Date	Scenarios / Teams		
	Scenario	**Sellers**	**Feedback**
ROLE-PLAY #1 **Needs ID** See syllabus for date	**Scenario 1**	**Teams 1 & 4**	**Teams 2 & 5**
	Scenario 2	**Teams 7 & 10**	**Teams 8 & 11**
ROLE-PLAY #2 **Presenting** See syllabus for date	**Scenario 3**	**Teams 3 & 6**	**Teams 1 & 4**
	Scenario 4	**Teams 9, 12 & (14)**	**Teams 7, 10* & (13)**
ROLE-PLAY #3 **Objections/Closing** See syllabus for date	**Scenario 5**	**Teams 2 & 5**	**Teams 3 & 6**
	Scenario 6	**Teams 8, 11 & (13)**	**Teams 9, 12 & (14) or 10***

Groups in parenthesis will go when necessary depending on the number of groups in a semester.
* If there is a group 14, then group 10 goes on Scenario #4, if no group 14 then group 10 goes on scenario #6.

THE ROLES:

Students will need to work together as a team to prepare for their participation in this exercise. There are two roles for each scenario, the sellers and the feedback group. Dr. Eckert will play the customer in each case. Each role, and the tasks associated with it are documented below.

- **SELLER ROLE**: The team should review the scenario and familiarize themselves with the product and then prepare and execute the portion of the sales call assigned for that day (e.g. needs ID, presenting, or objections/closing). The seller group will be judged by how well they use the tools (e.g. PQ Worksheet, Presenting Worksheet, ROI Analysis, etc.) and models/techniques (e.g. VPC+, CRC, PQ, CLAP, Etc.) associated with their topic and how well they communicate and function as a sales team. 70% of their performance review will be based on how well the team executes the models and uses the tools, while 30% of their performance review will be based on the general communication skills, professionalism, and teamwork.

  Dr. Eckert will score each seller team based on the specific models, techniques and tools that are relevant to the topic being covered. The feedback and grades will be returned to the team during the next class period.

- **FEEDBACK ROLE**: The feedback team will be responsible for providing grounded feedback to the seller team. This role will require the team to prepare and bring to class a one-page scorecard that offers at least seven categories of scoring, with at least five of those being focused on the actual course tools or models. An example might be a feedback category for the objections role-play that judges how well the seller team clarified the objections. An example of a non-course model judgment category might be their use of good body posture and gestures.

  When preparing this scorecard the feedback team should clearly document the elements they will judge and as part of that, cite the course pack (chapter-page number) to indicate the course material they are referencing. The citing is not necessary for the non-course model categories. The feedback team should create a five point scale for each of their scoring categories and anchor each end of the scale with a description of the behavior it represents. A full example of what I am referring to is below.

Scorecard Example for Objections/Closing						
Successfully handled the "not now" problem (Chapter 11, Pages ###)						
Punted immediately to a vague "next meeting"	1	2	3	4	5	Circled back first, then did other elements in recommended order

Again, you would need to come up with <u>seven such judgment categories</u> for your scorecard that are relevant for the topic you are offering feedback on. You should make your scorecard look professional and easy to follow and leave room for you to add written comments. <u>Both</u> members of the feedback team should have a blank copy of the scorecard to fill out as the seller group role-plays. The two scorecards will get collected by Dr. Eckert, reviewed and then returned to both the feedback and seller group at the next class.

In addition to documenting your feedback on the scorecard you created, you will be asked to offer verbal feedback to the buyer group. This can obviously be closely connected to your scorecard but can also offer other feedback as you see fit.

The feedback group's grade will be based on how well done their scorecard is and how constructively they offer both written and verbal feedback to the group. The feedback group should not assume they will receive full points unless they have created a relevant and well grounded scorecard and offered useful and insightful feedback to the sellers and thus the entire class.

<u>FINAL THOUGHTS</u>

This assignment should be useful to all students, even those not scheduled for the day as the techniques, models and tools used (or not used) will be the ones each sales team will need to use during the other role-plays later in the semester. To that end, all students in the audience should be paying careful attention to the exercise and I will be randomly calling on students to offer feedback. Unprepared and unresponsive students will be treated as absent that day and lose their attendance credit for the day.

If you have any questions, please contact the instructor.