

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Marketing

Course No. MK442

Title of Course: Advanced Selling

Date: 9/11/2018

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course): Advanced course that integrates and extends foundations of professional selling using experiential learning activities. (3 credit Hours)

II. Prerequisite(s): A grade of "C" or better in MK342 (Professional Selling)

Co-requisite(s): None

III. Purposes or Objectives of the Course (optional):

- A. Demonstrate effective qualifying of prospects, to include rapport and needs identification (via Sales Role Plays)
- B. Demonstrate effective sales presentations that add value, to include presentation, overcoming objections, and closing (via Sales Role Plays)
- C. Identify skills required for career opportunities in selling (via Prospecting and Career Fair Participation)

IV. Course Learning Outcomes (Minimum of 3):

- A. demonstrate proficiency in the professional selling process:
 - a. build rapport and connection with potential buyers (Introduction)
 - b. uncover buyer needs (Needs Identification)
 - c. present customized solutions that provide value (Presentation)
 - d. navigate concerns and assist in the final buying decision (Negotiation)
- B. identify specific sales positions and sales firms to begin a career.
- C. reflect on sales interactions (own and others) and provide constructive feedback.

V. Names of Faculty Qualified to Teach the Proposed Course:

- A. Dena Hale
- B. James Youn
- C. Sandy Sen

VI. Course Content or Outline (Indicate number of class hours per unit or section):

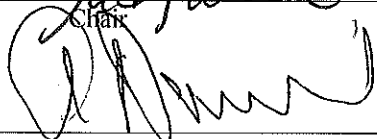
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|---|----|
| A. Review of the Professional Selling Process | 6 |
| B. Prospecting Skills to Connect | 9 |
| C. Sales Role Plays and Critiquing | 18 |
| D. Sales Competitions/Career Preparations | 12 |

Attach the following:

- copy of example class syllabus and course schedule.
- memo from Library Dean assessing available and needed library holdings and resources.
- memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature: 

Date: 11/5/18

Signature: 
Dean

Date: 11/5/18

Sample Class Syllabus

MK442 Advanced Selling

PROFESSOR:

Dr. Dena Hale

OFFICE LOCATION:

Dempster 268

OFFICE HOURS:

(added after semester schedule established)

CONTACT:

Office Phone: 573-651-5139;
email: dhale@semo.edu

COURSE WEB PAGE

This semester available through Moodle

PREREQUISITES:

Minimum of "C" in MK342

TEXT:

Professional Selling in the 21st Century by
Dietrich and Nichols, ISBN 9781524950262
1st Edition, Kendall Hunt, 2017

SUPPLEMENTARY READINGS:

SPIN Selling Fieldbook, by Neil Rackham, ISBN
9780070522350, McGraw-Hill, 1996

TEACHING METHOD:

Flipped Classroom: Module sections contain
weekly readings, quizzes, videos, forum
discussions, and role plays

CLASS MEETINGS:

(added after semester schedule established)

**CATALOGUE DESCRIPTION and CREDIT HOURS
of COURSE**

Advanced course that integrates and extends
foundations of professional selling using
experiential learning activities. (3 credit Hours)

GLOBAL COURSE OBJECTIVES (GCO):

Upon completion of this course, the student should be able to:

- A. Demonstrate effective qualifying of prospects, to include rapport and needs identification (via Sales Role Plays)
- B. Demonstrate effective sales presentations that add value, to include presentation, overcoming objections, and closing (via Sales Role Plays)

- C. Identify skills required for career opportunities in selling (via Prospecting and/or Career Fair Participation)

Course Learning Outcomes for MK442:

Upon completion of this course the students will be able to:

1. demonstrate proficiency in the professional selling process:
 - a. build rapport and connect with potential buyers (Introduction)
 - b. uncover buyer needs (Needs Identification)
 - c. present customized solutions that provide value (Presentation)
 - d. navigate concerns and assist in the final buying decision (Negotiation)

This CLO will be demonstrated via sales role plays and peer critiques

2. identify specific sales positions and sales firms to begin a career.

This CLO will be demonstrated via active participation in local and national career fairs.

3. reflect on sales interactions (own and others) and provide constructive feedback.

This CLO will be demonstrated via sales role play critiques, video recordings and reflections.

Expectations of Students:

1. Several categories of materials and/or activities are used in this course: textbook, role plays, sales competitions, video recording and peer critiques. Brief descriptions of these are provided below:
 - a. The **textbook** provides students a reasonably current and complete overview of the domain of professional selling from an application perspective.
 - b. **Role plays** are the central most important element in this course. You will be demonstrating each of the main areas of the professional selling process. This element is essential for success in professional selling and related careers.
 - c. **Sales competitions** are a critical element of this program. All students will be required to actively participate in at least one sales competition. Sales competition options include college, local, national and international levels. This also includes the DECA Sales Category competition and Department/College Internal Sales Competitions.

- d. **Role play recordings and critiques** will be utilized to enhance the learning experience. Students will watch team members' role plays and provide professional/constructive feedback. The focus is to help each other grow while enhancing your own ability as a coach.
 - e. **Career Preparation and Career Fairs** are part of most national and international competitions. Your goal is to obtain a career of your choice and represent Southeast. At a minimum, this area will be satisfied with active participation in the SEMissouri Career Expo.
 - f. **Other activities** may include group discussions, reflective write-ups, activities, resume workshops, etc. Such activities will be discussed in more detail in advance prior to being assigned to you.
2. Students with documented disabilities who may need academic adjustments or auxiliary aids or services for this course are encouraged to contact the Learning Enrichment Center, University Center, room 302, telephone 651-2273. We will make accommodations as needed where they can be made.
 3. **Students are expected to be responsible for monitoring their own progress in the course.** Please visit the course web page (Moodle) on a regular basis to ensure that all grades recorded are complete, accurate, and in agreement with your own records. It will be your responsibility to notify me of any discrepancies or errors.
 4. **Academic Integrity: All policies set forth by Southeast Missouri State University and the Harrison College of Business and Computing are binding upon all activities for this course and will be rigorously enforced. All homework, quizzes, and exams you turn in are to be uniquely your own work. Online quizzes and exams are to be taken absolutely by yourself without input or help from any other individual. Evidence to the contrary will result in sanctions in accordance with University and College of Business policies.**
 5. Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Judy Wiles, Chair, Department of Marketing. Her email is Jwiles@semo.edu.

Attendance

- The official University attendance policy, located at <http://www.semo.edu/responsible/redhawks/policies.html> :

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason. A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions

regarding the removal process should be directed to the Registrar. Attendance is required at all class meetings of developmental courses.

There are points available for class participation and there will be in-class activities. If you are not in attendance and you do not have a university-sanctioned absence then you will not be able to make up these types of in-class activities. Erratic and poor attendance will seriously reduce your participation grade. Leaving early without prior permission is inconsiderate and is counted as an absence for the class session. **Also remember that coming to class late is disruptive and shows poor time management on your part.**

Academic Honesty

- The official University academic honesty policy, located at <http://www.semo.edu/responsible/redhawks/policies.html> :

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the Code of Student Conduct. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism: *In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:*

1. *Presenting the exact words of a source without quotation marks;*
2. *Using another student's computer source code or algorithm or copying a laboratory report; or*
3. *Presenting information, judgments, ideas, or facts summarized from a source without giving credit.*

Cheating: *Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:*

1. *Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;*
2. *Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;*
3. *Works in a group when she/he has been told to work individually;*
4. *Uses unauthorized reference material during an examination; or*
5. *Have someone else take an examination or takes the examination for another.*

The "Protocol for Adjudicating Alleged Violations of Academic Honesty" and for appealing the results of a formal hearing are outlined in the Undergraduate Bulletin.

You will receive a zero on any assignments that are plagiarized. Depending on the type and severity of plagiarism that occurs, your actions may be reported to judicial affairs.

Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Disabilities

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

Accommodations are implemented on a case by case basis. For more information visit the following site: www.semo.edu/lapdss or contact Disability Support Services at 573-651-2273

Technology

- Some assignments may make use of Dropbox or the Forum. It is expected that students would have access to the internet and our university's portal to access such assignments. The instructor will communicate with you via your university email address. You should check your student email regularly.
- Cell phones, portable technology, and recording devices should be turned off and put away during the class. Cell phones should be turned off or on "vibrate" during the class.

Writing Effectively

- A common objective across the curriculum is the students' ability to write effectively. A link to the Center for Writing Excellence, located at <http://ustudies.semo.edu/writing>. The Center for Writing Excellence's Online Writing Lab (OWL), located at: <http://ustudies.semo.edu/writing/owl.asp>.

Other class policies are under the category of Expectations of Students.

COURSE CONTENT OUTLINE:

Class Hours:

A. Review of the Professional Selling Process	6
B. Prospecting Skills to Connect	9
C. Sales Role Plays and Critiquing	18
D. Sales Competitions/Career Preparations	12

GRADE DETERMINATION:

	<u>Component:</u>	<u>Weight:</u>
1.	Role Plays (4 total)	40%
2.	Attendance, Class Participation	20%
3.	Critiques and Reflections	30%
4.	Sales Competition	5%
5.	Career Preparation	5%
	TOTAL	100%

GRADING SCALE:

90 - 100% and ALL activities completed.	A
80 - 89%	B

70 - 79%	C
60-69%	D
59% and below:	F

The Tentative Course Schedule

Section/Date	Course Material/Topic	Assignment Outside of class time
WEEK 1	Introductions, Expectations, Visit to recording lab	
WEEK 2	Review of Overall Selling Process Introduction of Role Play Case Study (Scenarios)	<i>Read Appendix in textbook</i>
WEEK 3	Review: Prospecting Activities; Getting the Appointment and Pre-Qualifying; Social Styles; Form Selling teams	Read Chapters 1 & 2 in textbook First Recording Session in Labs during week
WEEK 4	Networking and Prospecting: Getting the Appointment, Securing the Meeting	Read Chapters 3 & 4 in textbook and SPIN Ch 1 & 2
WEEK 5	In Class Role Play Practice – Qualifying the Prospect (Rapport + Needs Assessment)	Read Chapters 5 & 8 in textbook and SPIN Ch 3 & 4
WEEK 6	Experiential: Recording of Qualifying meeting in recording Lab. Teams meet with Dr Hale after recording/feedback	Feedback on Role Play (Own and Team Member(s)) SPIN Ch 5
WEEK 7	Class Meeting – Discussion of Qualifying Stage Review of videos and critiques – Random selection or volunteers. Discuss ways to improve	SPIN Ch 6
WEEK 8	Review: Connecting FAB to SPIN Highly Effective Presentations and Negotiation	Read Chapter 6 in textbook
WEEK 9	In Class Role Play Practice – Presentation and Negotiation Phase (Connect FAB to SPIN; Overcome Objections & Close)	Read Chapters 7 & 9 in textbook and SPIN Ch 7 & 8
WEEK 10	*Career Fair Dates Affect deliver here – Speed Selling Activity using Career Expo Sponsors	Investigate/Research and Prospect Career Expo Sponsors
WEEK 11	Experiential: Recording of Presentation & Negotiation Teams meet with Dr Hale after recording/feedback	Feedback on Role Play (Own & Team Member(s))
WEEK 12	Class Meeting – Discussion of Presentation and Negotiation Stages of Selling Cycle; Random selection or volunteers. Discuss ways to improve	Read SPIN Ch 9
WEEK 13	Bring it all together – Life in Sales Why We Do What We Do	Read Chapters 10 & 11 in textbook
WEEK 14	In Class Role Play Practice: Full Sales Presentation: Adapting for a Variety of Social Styles	

WEEK 15	LIVE Role Play: Sample Scenarios, recording in labs as needed for practice	
WEEK 16	Final Exam	In classroom at university assigned day/time

*Schedule is adjusted for holidays, school breaks, Career Fair/Expos, Guest Speakers and Sales Competition Dates