



Mktg 3741 Fundamentals of Selling Spring 2012

Sections: 2:00-2:50 MWF LSBE 225

Prerequisites: Mktg3701 or Mgt3701, LSBE candidate or college consent.

Professor: Dr. Stephen B. Castleberry
385L LSBE Building
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E-MAIL: scastleb@d.umn.edu (This is the best way to reach me)
WWW: <http://www.d.umn.edu/~scastleb>
Power Point slides are on our Moodle page

Office Hours: 3:00-4:00 MW or by appointment

Course Catalog Description:

Theory and practice of personal selling as used by organizations to develop long-term partnerships with customers. Emphasis on marketing, planning, communication, and presentation skills.

Course Textbook: Selling: Building Partnerships 8th Edition, Castleberry & Tanner 2011, McGraw-Hill Irwin. You can also get this electronically through CourseSmart as an eTextbook, online or downloadable.

Grade Determination: (You choose one option by sending me an email by February 1, or you'll automatically use Option A. Once selected, you cannot change your option.):

DEFAULT (Option A)

Role Play	20%
Exam One	25%
Final Exam	25%
Course Participation	30%

Option B

Role Play	35%
Exam One	15%
Final Exam	20%
Course Participation	30%



Note: Assignments are due online at Moodle. No credit for late assignments or assignments not posted on Moodle.

Course Outline

Date	Topic	Chapter assigned See Moodle for homework assignments
1/18	Introductions	
1/20	Selling and Salespeople	1
1/23	Ethics/Legal Issues	2
1/25	Effective Communications	4
1/27	Effective Communications (cont)	
1/30	Guest Speaker Bill Watson, Northwestern Mutual	Answer scenario provided.
2/1	Adaptive Selling Role Play Proposal Due at very beginning of class	5
2/3	Prospecting, Finding a Job	6, 17
2/6	Prospecting, Finding a Job (cont)	
2/8	Planning the Sales Call	7
2/10	Making the Sales Call	8
2/13	Exam One (Ch 2, 4-7)	
2/15	Making the Sales Call (cont)	
2/17	Strengthening the Presentation	9
2/20	Strengthening the Presentation (cont)	
2/22	Objections	10
2/24	Commitment	11
2/27	Guest Speaker	Answer scenario provided.
2/29	Role Play Paper Due at very beginning of class	
3/2	Discuss role plays	
3/5	Practice Role Plays (no classroom work)	Prepare practice role play
3/7	Practice Role Plays (for your own product/service)	
3/9	Practice Role Plays (for your own product/service)	
3/12- 3/16	SPRING BREAK Be safe out there!	
3/19	Guest Speaker	Answer scenario provided.
3/21- 4/27	Role plays – 8 minutes each	Read Chapters 13-15 and complete the simulation on the days you are not in class

4/30	Building Partnerships	Ch 13, 14
5/2	Time and territory management	Ch 15
5/4	Course Summary	
FINAL	Final Exam	

Chapters Not Covered

Several chapters will not be formally covered in class. It is highly recommended that students read all of these chapters. They will not be on the exams.

- Chapter 3. This is basically a chapter about buyer behavior. All marketing majors take a complete course that covers consumer behavior. If you've not yet had your course in consumer behavior, you might want to read this chapter.
- Chapter 12. An excellent chapter on how to engage in formal negotiations.
- Chapter 16. Explains how a salesperson fits within the organization he/she works for. Guest speakers will be covering this material.

Role Plays

Role playing scenarios will be, as much as possible, totally "real world." Students should expect that anything that could happen in the real world will happen in these role plays. Students should study the real world situations provided on my web page:

http://www.d.umn.edu/~scastleb/real_world_selling_situations.html

It is strongly suggested that students practice extensively before the role play. Here is a suggested sequence:

- 1) practice alone, working on your opening, needs identification questions, and organizing your final portfolio,
- 2) practice with your best friend, providing him/her with a list of objections you anticipate might come up in the role play,
- 3) practice with at least two other people, providing them with a list of objections you anticipate might come up in the role play, [**Note: Time your practice role plays. At 8 minutes stop. That will help you see that 8 minutes goes very, very quickly!**]
- 4) if you have done steps 1-3, consider going through a practice role play with Castleberry. You will have to plan ahead for this. This can not happen on the same day as your presentation. And Castleberry will ask if you've done the first three suggested steps.

Course Participation

This includes such items as the following: attend class (arriving on time), turn in homework as required, be prepared to intelligently discuss assigned material (as demonstrated by quality of class discussion and pop quizzes), be prepared to participate in class activities, speak respectfully to class members and to me, serve as a well-prepared participant during in-class exercises and role plays, provide significant written and oral feedback that is constructive during in-class role plays and presentations, provide complete status reports as required, write timely thank-you's to our guests, complete the simulation, other assignments, etc. Note that course participation occurs both inside and outside the classroom.

Written Role Play Paper Assignment

Examples of papers from prior students are online on my web page. Please note that from time to time I make minor adjustments in the layout or requirements of papers. Thus, use the online examples to help see what types of information can be included, but always follow the precise instructions provided here.

The paper has two distinct parts, Part I and Part II. Follow the directions given precisely.

Here's how you will turn the paper in to me:

1 copy of the whole paper (parts 1 and 2) stapled together. You will turn this in to me on the due date.

1 copy of just part 1 (stapled) YOU WILL GIVE THIS TO YOUR BUYER IN CLASS on the due date.

1 copy of just part 2 (stapled). You will turn this in to me on the due date.

Paper – Part I

- Maximum length allowed for Part I is 3 typed pages-single spaced is okay. Be clear and concise.
- Include the bolded phrases below and follow my outline exactly.
- Don't use complete sentences (e.g., Use "In business for 20 years" instead of "We have been in business for the past 20 years").
- Include your name and product/service name at the top of each page.

I. My product and firm

A. Product/service (also list your product's name here)

Outline information about the product/service you are selling (what it is, how it works, how the buyer would use it). This should be written in easy-to-understand language (e.g. don't copy this out of a brochure or technical product description). Don't list the pros and cons of your product here.

B. My company (also list your company's name here)

Outline information about the company you are representing (e.g. number of plants/offices, image, size, anything else that will be helpful for the buyer to know).

II. My buyer

A. The buying firm and the buyer (also list the buying firm's name here)

Outline information about the company you are selling to. Give enough information so that the buyer can understand what the buying firm does and what product/service it is currently using (that you will replace with your product/service). **Remember to include the title (and brief job description) of your buyer.**

B. Buyer's needs

1. Buyer's Needs – Outline information about your buyer's needs with regard to your type of product as far as you understand them now [They may change based on my instructions to the buyer]. You must provide enough information for the buyer to answer your needs identification questions (the ones you will ask at the beginning of the role play) and generally understand the situation. You will not be able to ask any questions during the role play that the buyer has not been informed about in your paper. Note: you will be better off if you only list about two basic needs.

2. Buyer's Customer's Needs – If you're selling something that will be resold (e.g., you are selling Hunts Ketchup to Sam's for them to sell to the public), include here the needs of your customer's customers (e.g. person who walks into Sam's to buy ketchup).

C. What you've done so far with this buyer and the buyer's firm

Outline information about what you have done with this buyer to this point (e.g. results of previous meetings or phone conversations; material you have sent them to look at; conversations you have had with someone else in this buyer's organization).

III. The buyer's options

Provide enough information so that the buyer can easily understand his/her options.

A. Your own product/service – (Put actual name here. Include prices.)

Strengths and weaknesses. Use a table format.

B. Direct competitor number one – (Put actual name here. Include prices.)

Strengths and weaknesses. Use a table format.

C. Direct competitor number two – (Put actual name here. Include prices.)

Strengths and weaknesses. Use a table format.

IV. Objectives

Outline your goals for this meeting (the presentation you will have in class). *Make sure they are specific, realistic, and measurable.*

A. Primary goal

B. Minimum goal (make sure it is something you can absolutely for sure accomplish)

C. Optimistic goal

Paper – Part II

- Maximum length allowed for Part II is 4 typed pages-single spaced is okay. Be clear and concise
- Include the bolded phrases below and follow my outline exactly.
- Don't use complete sentences (e.g., Use "In business for 20 years" instead of "We have been in business for the past 20 years").
- Include your name and product/service name at the top of each page.

I. Objections

- Include an exhaustive list of all possible objections (minimum of 20).
- Number them (1,2,3,....).
- Use single space.
- Use 1st person form of pronouns and verbs (e.g., "I don't like . . .").
- Objections should fit on one page (use size 10 font and reduce page margins if necessary).
- These must be very specific to the scenario you have set up (e.g., not just something like, "The value does not exceed the cost.").
- You **must** include here the good things about your competitor's products and the bad things about your product.
- This must **not** include the objections listed at the website "Real World Selling Situations and Some Possible Solutions"

II. Responses

- Starting on the next page of your paper tell how you would helpfully respond to each of the objections you just listed.
- Use 1st person style.
- Number them to correspond to the numbers on the "List of Objections" page.

Evaluation of the Paper

Written paper is part of course participation, although not formally graded.

IF YOU NEED ANY HELP PLEASE COME TO SEE ME.

Dr. Stephen B. Castleberry's Policies

Last update: December 15, 2011

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Please read these carefully and ask me if you have any questions. If I do not hear from you in writing by the end of the first week of class, I assume you agree to abide by all of the policies and items stated here. Policies can change during the semester. The online version is always the most current one. If I change policies I will inform the class via an email message.

Please read this list of policies with an open mind. Every single professor has policies; I'm just willing to share all of mine with you up front, so there are no surprises on your part.

I. Grades and Academic Integrity

1. Sorry, but I don't curve grades and there really aren't any opportunities for extra credit. For example, papers can't be rewritten, after they have been graded, in order to improve your grade.

2. Final course grade will use the following breakdown:

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D+ 67-69 D 60-66 F 59-0.

Here are the University of Minnesota standards (from official UM publications):

A -- achievement that is outstanding relative to the level necessary to meet course requirements.

B -- achievement that is significantly above the level necessary to meet course requirements.

C -- achievement that meets the course requirements in every respect.

D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.

F -- Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I) Academic dishonesty: academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course. Become familiar with all aspects of the student conduct code (e.g., plagiarism will not be tolerated).

I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between myself and the student.

3. "Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at www.d.umn.edu/assl/conduct/integrity. This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders." EPC Statement

4. "The instructor will enforce and students are expected to follow the University's Student Conduct Code (<http://www.d.umn.edu/assl/conduct/code>). Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, doing email, or surfing the Internet on your computer instead of note-taking or other instructor-sanctioned activities." EPC Statement

5. I destroy exams, papers, assignments, grading notes, and anything else that pertains to how I calculated your grade thirty days after the grades are posted (as per university guidelines) due to space limitations. If you wish to review anything that relates to your grade, you should do so before the date I have described above.

II. Workload

University of Minnesota standard (source: from official UM publications). “For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom in order to get a grade of C.”

III. Disabilities

(Source: UM required statement) “It is the policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements - such as time limited exams, inaccessible web content, or the use of non-captioned videos - please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Please call 218-726-6130 or visit the DR website at www.d.umn.edu/access for more information.”

IV. Student's Personal Responsibility and Courtesy

— Learn to take initiative. If you don't understand something in class, even if all your classmates are quiet, you go ahead and ask your question. Also, learn to take initiative while working on projects by checking handouts, class notes, the textbook, and help screens before asking me. In the business world it is unprofessional to demonstrate laziness by not looking at available resources for answers before asking your manager for help. Don't get me wrong, I want to teach you, but I also want you to learn how to use information available to you, rather than feeling that it's your right to be 'spoon-fed.' One sales manager has this rule: he won't answer a salesrep's question until that rep has looked at least two places for the answer to his/her question. I think that's a good rule: please tell me where you've already looked for the answers as you ask me your question about the project.

2. Video or audio taping of class sessions is not allowed without the written consent of Dr. Castleberry. Also, posting or distribution of notes/handouts/exercises/exams/quizzes/slides without written permission is not allowed.

3. ABSENCES. Subpoenas, jury duty, military duty, religious observances, verified illness, bereavement and intercollegiate athletics are excused absences. Students are responsible for informing Dr. Castleberry of the excused absence. Students should notify Dr. Castleberry ahead of time when at all possible, and written verification for all excused absences is required.

4. Each student is expected to be professional: attend class (arriving on time), turn in written case writeups and exercises as required, be prepared to intelligently discuss assigned cases and text material (as demonstrated by quality of class discussion and pop quizzes), be prepared to participate in class activities, speak respectfully to class members and to me, serve as a well-prepared participant during in-class exercises and role plays, provide significant written and oral feedback that is constructive during in-class role plays and presentations, provide complete status reports as required, etc. Students who do not demonstrate professionalism in these ways may have their final grade in the class lowered.

5. If you arrive late you're responsible for getting counted as present --otherwise you'll be counted absent. If an attendance roster is circulated, it is your responsibility to make sure you sign up on the roster.

6. SPEECH. I expect all speech between students and between myself and students to be respectful. I do not allow or condone oral or written “speech that is intended to degrade, intimidate, or incite violence or prejudicial action against a person or group of people based on their race, gender, age, ethnicity, nationality, religion, sexual orientation, gender identity, disability, language ability, moral or political views, socioeconomic class, occupation, appearance, mental capacity,”¹ etc. If you find that someone has engaged in such speech that I'm not aware of, please call it to my attention at once. This comes from an official UMD statement by Chancellor Martin in October 2009: “The University of Minnesota Duluth is dedicated to maintaining a positive learning and working environment for our students, faculty, and staff. The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed,

religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Both instructors and students have a fundamental obligation to regard the instructional setting as a place for civil, respectful behavior. Thus, the manner in which all parties interact within the classroom must respect our collective commitment to the rights and freedoms of all participants. For example, student behavior that is disrespectful, harassing, or aggressive is grounds for removal from the classroom.”

7. Please turn off (or turn to vibrate) your cell phone while in class. Do not use your cell phone during class. If you have an important call, please leave the classroom to handle it.

8. You are certainly welcome to use your laptop in class to take notes and read along with the PowerPoints I provided electronically. But you're not allowed to play games, instant message, or do anything that might disrupt your classmates or me.

V. Assignments

1. Computers are notorious for losing files and data. Print your results often. Save your work often, and if you're working in a team, make sure all team members have identical copies of all files that are on disk. Work turned in late due to computer problems is not excusable-- print your results, save your work often, and learn to work sooner rather than at the last minute.

2. Any papers or assignments not turned in directly to me, must be time/date verified: have the departmental secretary, or a professor initial next to your time/date notation before placing the assignment in my mailbox.

3. I'm a stickler for promptness because managers beg me to help students learn the importance of meeting deadlines. Thus, I do not accept late homework assignments. Course papers turned in late will result in lower grades: five points if it is turned in late on the due date; an additional ten points for every additional day or part of a day {Monday-Friday} that it is late.

4. Assignments should be free of misspelled words, poor phrasing, and improper grammar. I generally count off one point for each such error. That means your paper can be perfect in terms of content, but still receive a very poor grade (e.g., 17/100). Also, please follow all directions and required outlines precisely as I reserve the right to count off 1 point for each occurrence of not following directions precisely (e.g., no page numbers when page numbers were required).

5. The MKTG department has a policy on term papers and the use of papers/topics from other classes. For paper assignments or projects, you may not use a topic or a paper that you have used in a previous class without my approval. Please see this web page for more information:

http://www.d.umn.edu/lsbe/marketing/marketing_policyinfo.php

6. Avoid plagiarism in assignments. The MKTG. department has a policy on plagiarism:

http://www.d.umn.edu/lsbe/marketing/marketing_policyinfo.php

Plagiarism will result in penalties that can include a zero on the assignment or being expelled from the university. I will be using Plagiarism Prevention software in this course (turnitin.com).

7. After many attempts to make it work, I will no longer review complete drafts of your paper. I usually have examples of papers online for you to review and study and will also be happy to answer specific questions you might have about your paper or my expectations.

8. All assignments, papers and the video-tape of any presentations you engage in become my property and may be used in future classes (without grades of course) as examples or cases or as part of an exercise and so forth. However, this is NOT the policy in my ethics courses for personal mission statements. If you object to such use you must initiate a request in writing to me before handing in your paper or giving your presentation that will be videotaped. I will respect all such requests.

9. To save class time, I occasionally return graded assignments and homework in class by passing around the graded papers and letting students find their own papers in the stack. Thus, other students will see your grade on these homework assignments. If you have concerns about this policy, please let me know via email within the first seven days of class and I will return your assignments in a different way. Note that I will NOT return exams or major

projects in this manner.

VI. Course Prerequisites

The prerequisites in this course, as listed in the class schedule and the UMD catalog, are in force. Students who have not met the prerequisites should inform me immediately.

VII. Adaptations

The syllabus and these policies are subject to revision. Revisions will be announced in class or by email. Please check your email often.

It is my desire to be sensitive to the values of individual students. If you are asked to engage in an assignment or classroom exercise that goes against your values and beliefs, please let me know within twenty-four hours for assignments and right away for any in-class exercise. I will then arrange some alternative assignment or exercise.

VIII. Exams

1. There will be no make-up examinations for in-semester exams and no exams can be taken early.
2. If you miss one or more of the exams, that weight will be shifted to the final exam and your final exam may be different from those who didn't miss any of the in-semester exams. Please note that this is not an attempt to penalize you. It simply reflects the fact that it is impossible to easily create a make-up exam that is comparable to the one your peers took. If you want to appeal this procedure and you have a very unusual situation, please see me before the exam you will miss.
3. If you miss the final exam and **ONLY IF** you have a legitimate written excuse, you will be provided a comprehensive essay examination covering both the textbook and notes.

IX. Communicating with Me (some of these come from Instructional Development magazine)

1. Email is the best way to reach me outside of class time. I make every attempt to check it often M-F from 8-5, and will answer you as soon as I possibly can. Don't count on a reply during the weekends or at night, although I often do reply during those times. I will respond to all emails within 48 hours, excepting weekends and holidays.
2. I expect you to use your UMD email account and check your email on a regular basis (e.g., at least every 24 hours) to see if I am communicating with you and/or the class as a whole.
3. When you email me, please put your class number in the subject line. Don't forget to identify yourself completely in the body of the email (full name and class). I have no idea who's writing me if it is just signed "Jen" or the like. If your email doesn't include those elements, I might delete it (I get a lot of spam) or I might not reply right away. I always respond to an email with at least a "thanks" reply so you know that I got it. Please use proper etiquette when communicating with me (e.g., avoid using ALL CAPS, no hostile messages). And if you're like me, you'd probably be wise to review your message before hitting the send button to make sure it reads well, and you DID include that attachment, etc.

X. Some important things about me

1. Not for pride, but for establishing a proper working relationship with you in the course, I prefer to be called 'Dr. Castleberry.' As you walk across the stage and accept your diploma, my name changes to Steve.
2. I'm committed to providing you with the latest theory and practice from the real-world. I'm dedicated to helping you improve your skills and will work hard to help you be successful. I want to follow your career throughout your

entire lifetime and provide counsel and help along the way.

3. My contract calls for me to spend 50% of my time in teaching activities (giving lectures to various groups, preparing for lectures, working with students, advising students, reading to keep current, grading papers and exams, etc.), 35% time in conducting academic research, and 15% in service to the university, community, and the academy. Please understand if I am not available for you during every minute during the week -- I must meet all of my teaching responsibilities as well as the obligations to my other constituents.

4. It is my goal to always provide the quickest feedback and grades possible on exams, papers, presentations. Unless otherwise stated, it is my goal to provide such feedback in the next class session after you turn in the item to be graded. For large papers it will be my goal to return them within seven days.

5. I encourage constructive comments about my teaching methods, style, delivery, and layout of the course. You are welcome to chat with me or email me with any concerns you may have. I do make changes every semester on the basis of student feedback. You will also be asked to provide formal anonymous feedback near the end of the semester.

6. Disclaimer -- I do not claim that all of my comments in this class or all of the materials in my overheads, handouts, exercises, slides, etc. are my own thoughts. In fact, in most cases they reflect the discussions, thoughts, research, and published work of others. That is part of my job as a teacher -- to expose you to the thoughts of others. As much as possible I will attribute appropriate authorship of ideas. However, where the textbook, readings, cases, etc. provide such attribution and reference citations, I assume you will use those as your source for the original attribution, and I will likely not repeat this information in class. If you ever have any questions, please do not hesitate to ask. In all cases, I want to make sure that the original thinker is given proper credit.

Also, be aware that in my selling classes, I will be using the textbook for which I am coauthor. I earn royalties for any new books that are sold, but I donate all of those royalties to charity; thus, I'm not making any money when you adopt my textbook.

7. A 'Southern' Translation Guide [Look on the bright side -- you're getting to experience cultural speech diversity]
Long "a" sounds like short "e" (e.g. mail sounds like mell, fail sounds like fell, whale sounds like well).
Short "I" sounds like long "e" (e.g. still sounds like steel).
Long "I" can sound like just about anything! Sometimes it is not pronounced at all, sometimes it picks up whatever vowel it is near, sometimes it sounds like "ah" or short o". For example, right will sound like riahrt.

Endnotes:

i.Source: http://en.wikipedia.org/wiki/Hate_speech