#### McCoy College of Business Administration TEXAS STATE UNIVERSITY

**Department of Marketing Professional Selling – 3358 Spring 2024  
*(Updated 1-10-24)***

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| **INSTRUCTOR:** | Mrs. Vicki L. West | **TELEPHONE**: | 245-3224 (Office) |
| **OFFICE:** | MCOY 419 | **E-MAIL**: | [vw03@txstate.edu](mailto:vw03@txstate.edu) |
| **LECTURE:** | T-Th 9:30, 11:00, 12:30 | **WEB**: | <http://vickiwest.wp.txstate.edu/> |
| **OFFICE HOURS:** | M – 12:00-3:00 T-TH 2:00-3:30 & by appointment via phone, email, or in person in office 419 | **SALES CENTER:**  **SALES CENTER OFFICES:**  **SALES CENTER WEBSITE:** | txstsalescenter.com  3rd floor - 322-A  [www.txstsalescenter.com](http://www.txstsalescenter.com) |

### COURSE DESCRIPTION:

A study of professional selling includes strategically planning professional selling calls, building, and strengthening both oral and written communication skills, and learning the entire sales process with three action learning experiences. The course also examines cultivating relationships, strategic alliances, and partnering skills to provide total sales quality to companies, suppliers, and customers.

**COURSE MATERIALS:** Required Textbook: Selling: Building Partnerships, **11th Edition** by Castleberry ISBN: 9781260682953 Publisher: McGraw-Hill Format: (Rental) or Paperback, BryteWave Format or Purchase Link to Bookstore: <https://www.bkstr.com/texasstatestore/product/selling--building-partnerships--rrmcg--189852-1>

### LEARNING OBJECTIVES:

This course will introduce you to professional selling skills. All sections of the text will be covered, including:

|  |  |
| --- | --- |
| The field of selling (rewards, duties, ethics & diversity) | 15% |
| Sales related technology & problem-solving skills | 30% |
| The partnership process, including critical thinking | 15% |
| Special Applications, including individual & group assignments | 40% |

### SKILLS AND KNOWLEDGE YOU ARE EXPECTED TO BRING INTO THIS COURSE:

A general knowledge of the marketing field obtained in Principles of Marketing

**PREREQUISITES:** Marketing 3343

### COURSE POLICIES:

1. **INSTRUCTIONAL METHODOLOGY:** Instruction will be face-to-face. Both individual and teamwork assignments comprise the learning experience**. The Interview Express event on Thursday, March 21st, 2024, will be held in person, and preparation and attendance are required and a portion of your grade.**

**It is very important to check the syllabus every week**. In the event of changes out of the control of the professor, such as harsh weather, the instructional delivery method may be adjusted.

1. **ATTENDANCE:** On a 100-point system, **4 points** will be deducted for each class period missed up to two (2) absences either in the face-to-face or online sessions (if weather dictates). Thereafter, **10 points** will be deducted for each absence. Attendance will be taken every class period. We will begin immediately when the class period is scheduled to start. The attendance grade is worth 5% of the overall grade. If you are late, it is your responsibility to correct the daily attendance record**. All classes will be IN-PERSON,** per university guidelines.

Cell phones, computers, and tablets are allowed in face-to-face classes. **You must be in your physically assigned seat promptly at the beginning of class, or you will be counted absent.** Leaving class during lectures and talking during lectures are acceptable with a valid reason.

### COURSE REQUIREMENTS:

**Assignments:** Professional Selling involves two group team presentations & three examinations. There is also an individual written assignment, a team written assignment and a preparation and participation grade for the Interview Express event. See below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Examinations:** |  | | |
| First examination | 10% | Written corporate Sales Presentation | 15% |
| Mid-term | 10% | Oral corporate Sales Presentation | 10% |
| Role Play Sales Presentation | 15% | Attendance | 5% |
| Sales Letter | 15% | 3rd/Final Examination | 15% |

Interview Express Preparation & Participation, including professional appearance 5%

**Note:** A portion of both the role play sales presentation & the corporate presentation includes submitting partner evaluation forms. **Each student’s partner evaluation forms are due on the day of their role play and corporate presentations. Any students NOT turning in their partner evaluations will have five points deducted from their grade.** If partners receive inadequate scores from their partners due to poor quality work or limited participation in the assignment, their grade will also be negatively impacted.

**Make-up Examinations**: In order to be eligible for a make-up examination, you must present a written physician’s excuse and complete the examination **within one week**. A grade of “0” will be assigned until the examination is completed. For illness related absences accompanied by a doctor’s excuse, the policy will be adjusted accordingly.

**Grade Evaluation:** Please refer to detailed information for all assignments. 100-90=A; 89.9-80=B; 79.9-70=C; 69.9-60=D; 59.9 & below=F

All graded coursework will be retained for at least one semester. Appeals for course grade assigned will be considered for **only one year** beyond one semester after completion of the course.

### OTHER:

**STUDENT TEAMS**: **You may choose your own partners (you and two partners for a total of three partners per group)** and the same team will be your partners the entire semester, unless otherwise noted. You may choose to sit beside your partners if that is convenient for you. **Canvas** will be used throughout the semester, and the instructor will also use email to communicate with you. The instructor will remain available six days a week for 10 hours daily by email, Zoom, or mobile phone to answer questions. The mobile phone number will be given on the first day of class.

The **Sales Center offices** will remain open four days a week, except for Fridays, unless the situation changes.

Handouts, grades, and announcements can be found on Canvas. You must have a Texas State computer account to access Canvas. Also, you must have a Texas State account in order to receive emails from the instructor**. It is recommended to turn on all the notifications on Canvas so you receive an email anytime an update is made on Canvas. It is highly recommended that you check your Texas State email daily.**

**Please turn on the email notification for the “Announcements” feature on Canvas as this is the medium that will be mainly used for class announcements.** Please be sure to check your Canvas app and university e-mail accounts regularly for messages from the professor as **not checking student-assigned university canvas and e- mail accounts are acceptable excuses for being unaware of any e-mailed message the professor may have sent to students, individually, or to the class as a whole.**

### TECHNOLOGY:

#### Your computer should have:

* Speakers or headphones and a camera, either built-in to the computer or connected through a USB port
* High-speed internet connection
* Access to software that is commonly used for accessing readings, completing assignments, and communicating with the course instructor;
* The ability to download software programs necessary for class participation and proctored exams. Such programs may include Zoom, ProctorU, Respondus, Skype, GoogleMeet, and others.
* Contact ITAC for any questions about technology resources for Texas State students, including access to a large catalog of software and technology services.

#### Students should also have the ability to:

* Download and install software or plug-ins such as Adobe Reader, including anti-virus software;
* Use Bobcat mail, including attaching and downloading documents and other files from emails;
* Save files in commonly used word processing formats (for example, .docx, .rtf) and converting files to PDF;
* Copy and paste text and other items on a computer;
* Save and retrieve documents and files on your computer;
* Understand the basic functionality of video conferencing and chat;
* Use search engines and understand reliable sources of information;
* Know how to navigate through a learning management system(Canvas)

**SEATING ARRANGEMENTS IN CLASSROOM:** You may choose your own seat, and then you will sit there for the entire semester to streamline recording attendance.

**University/College Policies**

1. **DROP:** Dropping means that the student will remain enrolled in at least one hour in the current semester. A "W" will be automatically assigned if the drop procedure is completed on or before **11:59 p.m. on March 26, 2024**. After this deadline the student will be unable to drop individual classes and will receive the grade earned in the course (see G/PPS 02.12 for a list of grades). It is suggested that students consult the instructor prior to dropping from the class.
2. **WITHDRAWAL:** Withdrawal means that the student is going to zero hours for the current semester. A "W" will be automatically assigned if the withdrawal procedure is completed on or before **11:59 p.m. on March 26, 2024**. After this deadline, the student may withdraw on or before **11:59 p.m. on April 18, 2024.** If the student is passing the class on the official date of withdrawal, a "W" grade will be assigned. If the student is failing the class on the date of withdrawal, a "U" grade will be assigned.
3. **ACADEMIC HONESTY**: Submission of any work for a grade for which unauthorized help has been received is termed academic dishonesty and will be grounds for a failing grade in the course. "Unauthorized" is a term used here to designate stealing, copying (with or without permission), collaboration with other individuals, or sharing programming code outside of sanctioned group activities. Students are strongly encouraged to refer to the Texas State student handbook, available at <http://www.dos.txstate.edu/handbook.html> for policies related to academic dishonesty. **This instructor views any such act as a clear violation of ethical standards and will take appropriate disciplinary and punitive action.**

**Financial Aid**

Federal regulations require students to meet certain minimum academic and attendance standards in order to remain eligible for financial aid assistance. Other program-specific requirements may also exist. Additional information is available at [www.finaid.txstate.edu](http://www.finaid.txstate.edu/).

**Student Accommodations**

The [Office of Disability Services (ODS)](https://www.ods.txstate.edu/) provides reasonable accommodations to qualified students with disabilities.  Faculty are responsible for implementing accommodations based on the office’s process, assessment, and formal recommendations per [UPPS 07.11.01, Disability Services for Students](https://policies.txstate.edu/university-policies/07-11-01.html).  Please note that although students with ODS accommodations may discuss alternatives with instructors if they are unable to attend a face-to-face class, a faculty member is **not** required to accommodate a request that represents a fundamental alteration to the delivery methods of a course or program.

Student requests for modifications outside of the ODS process may be considered by a faculty member, but there is no requirement to make modifications.

**Our Mission and Our Shared Values**

[2023-2029 Texas State University Plan](https://universityplan2023.avpie.txstate.edu/overview/Texas-State-Mission--Goals--and-Initiatives-.html):

Mission

Texas State University is a public, student-centered research institution dedicated to excellence, discovery, and innovation. We create new knowledge, embrace a diversity of people and ideas, foster cultural and economic development, and educate our students to participate fully and freely in the communities of Texas, the nation, and the world.

Shared Values

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

* Teaching and learning based on research, student needs, and the free exchange of ideas in a supportive environment;
* Research and creative activities that encompass the full range of academic disciplines;
* Meaningful student engagement built on active involvement, accessibility, and international educational experiences;
* The cultivation of university community that consistently practices integrity, civility, compassion, and respect;
* A shared commitment to creating a sense of belonging across unique communities, identities, ideas, and contributions;
* A welcoming spirit and a global perspective
* Dedication to service and leadership for the public good;
* Responsible stewardship of our resources and environment; and
* Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve locally and globally

**Health and Wellbeing**

The Dean of Students Office manages [Here to Help](https://www.dos.txst.edu/services/heretohelp.html) to assist students experiencing crises or emergencies or displaying concerning behaviors. Submissions are received directly by the Dean of Students Office’s [CARE Center](https://www.dos.txst.edu/services/DOS-CARE-Center.html). This process takes an individualized and holistic approach to assessing submissions and determining an appropriate course of action or referral based on the information provided in the submission.

The [Counseling Center](https://www.counseling.txstate.edu/)provides counseling, telemental health, and educational workshops and videos for students.  For students, the [Student Health Center](https://www.healthcenter.txstate.edu/)provides evaluation and medical management of these common mental health issues and others.

[Bobcat Balance](https://www.hr.txst.edu/worklife/bobcatbalance.html) serves the legal, financial, and mental health needs of faculty and staff.  [LinkedIn Learning](https://itac.txst.edu/support/online-training.html) is available to all faculty, staff, and students and includes resources on well-being, career development, time management, and other skills and knowledge.

**Student Absences and Absence Notification**

Faculty have discretion in managing student absences, including those due to illness. Faculty members determine appropriate arrangements for students who miss class. Please refer to [UPPS 02.06.03](https://policies.txst.edu/university-policies/02-06-03.html) and [UPPS 02.06.01](https://policies.txst.edu/university-policies/02-06-01.html) for absences related to student participation in university-sponsored events and religious holy days.

For faculty who ask students requesting excused absences to contact the Dean of Office, students should be directed to the information available on the Dean of Students’ Absence Notifications webpage. Students should only be referred to the Dean of Students’ Office if they are unable to complete the on-line request due to access limitations or emergencies/crises. For questions, contact the Dean of Students Office at (512-245-2124.

**Class Instruction Modes and Substantive Interaction**

Classes will be fully implemented in the instruction mode that appears on the spring 2024 Schedule of Classes in [Catsweb](https://www.catsweb.txstate.edu/). In all courses, faculty members provide regular and substantive interaction with students. This interaction is instructor-driven, content-oriented, frequent, and consistent throughout the semester.

**Statement on Civility in the Classroom and Instructional Settings**

Civility in instructional settings is fundamental to an effective educational process and is everyone’s responsibility. The university’s shared values, sense of community, and collective commitment to respect, civil dialogue, and the free exchange of ideas are the cornerstones of successful teaching and learning. If students have questions about appropriate behavior in a particular class, they should address them with their instructor first. Although rare, disciplinary procedures may be implemented for refusing to follow an instructor’s directive, disrupting classroom activities, posting offensive comments on class discussion boards, or disregarding university policies. For more information regarding conduct in the classroom, please review policies at [AA/PPS 02.03.02](https://policies.txstate.edu/division-policies/academic-affairs/02-03-02.html), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct,](https://studenthandbook.txstate.edu/rules-and-policies/code-of-student-conduct.html) number II, Responsibilities of Students, Section 2.02: Conduct Prohibited.

**Academic Integrity and Student Conduct**

* [Code of Student Conduct](https://studenthandbook.txstate.edu/rules-and-policies.html)
* [The Honor Code](https://www.txstate.edu/honorcodecouncil/Academic-Integrity.html)

**Instructor Absences**

Faculty who are absent from class coordinate with their department chairs/school directors to ensure continuity of instruction. In some cases, a faculty member teaching face-to-face may transition to remote learning for a brief period by using Zoom, Teams, Canvas, or other tools. For extended absences, another faculty member may be asked to assume responsibility for the class. Deans and chairs/directors may contact the Office of the Provost for support or guidance. Provisions for faculty sick leave are found in UPPS 04.04.30, Section 3, Sick Leave Procedures.

**Emergency Management**

In the event of an emergency, students, faculty, and staff should monitor the [Safety and Emergency Communications web page](https://safety.txstate.edu/). This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures. Faculty, staff, and students are encouraged to sign up for the [TXState Alert](https://www.police.txstate.edu/campus-safety/sign-up-for-txstate-alerts.html) system.

**Sexual Misconduct Reporting (SB 212)**

Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX office. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university and system policy. Please access the webpage of the [Office of Equal Opportunity and Title IX](https://compliance.txst.edu/oeotix/)for more information.

### COURSE OUTLINE

**MKT 3358 – Professional Selling Syllabus**

**Spring 2024**

**Date Topic Chapter**

**1/16 T** Introduction to class and the sales center - Selling and Salespeople 1  
 Introduction to the Sales Center  
 Introduction of Students

**1/18 Th** Ethical and Legal Issues in Selling 2

Explanation of ethical dilemmas – Fill out Matrix

**1/23 T** Turn in Ethical Dilemma Matrix (Chapter 2 and Introduction of Chapter 3) 2-3

**1/25 TH** Chapter 3 and Midwest Surgical Case 3

**1/30 T** Using Communication Principles Lecture & Film 4

**2/1 TH** Finish Chapter 4, as needed, & Introduce Social Style Matrix Chapter 5 4-5

**2/6 T** Chapter 5 – Social Style Matrix 5

**2/8 TH** Dress for Success Lecture *(Supplements Chapter 4)* **(Potential Corporate Partner Visit)**

**2/13 T** **“How to”** a professional business-to-business role-play  
 **(Potential Corporate Partner Visit)**

**2/15 TH Turn in companies for role play** - Finish Chapters 1-5 as needed  
(Potential Corporate Visit – 9:30 class only)  
**RESUME INSTRUCTIONS &** **STAR APPROACH - INTERVIEWING**

**2/20 T**  **FIRST EXAMINATION 1-5  
 (Potential Corporate Partner Visit)**

**2/22 TH** Prospecting 6

Planning the Sales Call 7

**Explain Sales Letter Assignment - *(Allows weeks of preparation time)***

**2/27 T** Chapter 8: Making the sales call 8-10

Chapter 9: Strengthening the presentation

Chapter 10: Responding to Objections

**2/29 TH** **MIDTERM 6-10  
*(Potential Corporate Partner visit)***

**3/5 T** **ROLE PLAY PRESENTATIONS (2)** ***(Potential Corporate Partner Visit or Partial Chapter Lecture***

**3/7 TH** **ROLE PLAY PRESENTATIONS (3)  
*(Potential Corporate Partner Visit***

**3/10-3/17** **SPRING BREAK - March 10 – March 17, 2024**

**3/19 T** **ROLE PLAY PRESENTATION (3)- VOTE: Role Play Winners**

**3/21 TH INTERVIEW EXPRESS EVENT- Off Site  
BRING RESUMES – PART OF THE GRADE**

**Note: Do NOT be late to other classes OR leave other classes early. All classes are important. Details will follow about timing if you have a class before/after the event**

**3/26 TH** **CORPORATE PRESENTATION “HOW TO”**

**3/28 T** **Sales Letters Due**   
Obtaining Commitment **(Potential Partner Visit** ) 11

**4/2 T** Managing Your Time & Territory 15

**(*Potential Corporate Partner Visits)***

**4/4 Th** **CORPORATE PRESENTATION WORKDAY (in class)**  
 \*(Personal assistance from graduate students/professor for each group-verify thesis sentences)

**4/9 T** **CORPORATE SALES PRESENTATIONS (Written & Oral due)**

**4/11 Th** **CORPORATE SALES PRESENTATIONS (Written & Oral due)**

**4/16 T** **CORPORATE SALES PRESENTATIONS (Written & Oral due)**

**4/18 Th** **CORPORATE SALES PRESENTATIONS (Written & Oral due)**

**4/23 T** Managing within your company 16  
Disruptive Sales Technology Presentation

Direct Link: [https://txst.yuja.com/V/Video?v=5211230&a=955084135](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftxst.yuja.com%2FV%2FVideo%3Fv%3D5211230%26a%3D955084135&data=05%7C01%7Cvw03%40txstate.edu%7Ce0366f6bc1954b2d56f308da65e667cc%7Cb19c134a14c94d4caf65c420f94c8cbb%7C0%7C0%7C637934337497488259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=3PT8dYi9zxmgmXyFG8mMWa7yidp4e0TCtjmb3nRGci0%3D&reserved=0)

***(Potential Partner Visits)***

**4/25 TH** Managing your career 17

**Last Class Day – Semester Wrap-up Finish Chapters, as needed**

**5/1-5/8** **FINAL EXAMINATIONS Chapters 11, 15, 16, 17**

### ROLE PLAY JUDGING SCORE SHEET

**Salesperson: Judge #: Round #: Time Limit: 20 minutes**

**Base your scoring on how you feel an experienced salesperson should perform. Score each item on a 0 to 10 scale with 10 being the best possible score and 0 the absence of the skill or behavior being evaluated. You may use tenths of a point in your scoring (i.e., 1.3, 5.6, etc.). Our computer-scoring program will do the averaging and weighting and compute the final score.**

**5 % APPROACH (Effectively gains attention and builds rapport)**

Professional introduction

Salesperson gains prospect’s attention Effectively builds rapport

Smooth transition into needs identification

#### 25% NEEDS IDENTIFICATION (OBJECTIVE: Obtain a clear understanding of customer’s situation in order to prepare a customized presentation)

Uncovered decision process (decision criteria, people involved in decision process)/**THESIS S.**

Effectively determined relevant facts about company and/or buyer

Effectively uncovered needs of the buyer (discovered current problems, goals, etc.)

Asked effective questions that brought to the buyers' attention what happens to company or the buyer when problems continue (helped convert implied needs to explicit needs). **QUANTIFY**

Gain pre-commitment to consider the product/service and smooth transition to presentation)

#### 25% PRODUCT/SERVICE PRESENTATION (OBJECTIVE: Persuasively match your product’s benefits to meet needs of the buyer)

Presented benefits-based upon needs of buyer instead of only features of the product/service.

Logical, convincing presentation (display a strategy to communicate and persuade; Clearly understands needs "hot buttons" of prospect and concentrates on those needs)

Used appropriate/professional visual aids Effectively demonstrated product

Effectively involves the buyer in the demonstration

Effective use of trial closes (follow-up questions to determine where buyer is in decision process)

#### 15% OVERCOMING OBJECTIONS (OBJECTIVE: Eliminate concerns or questions to customer’s satisfaction) (2 Additional Steps – 1. Thank you 2. Empathy

Initially gains better understanding of objection (clarifies or allows buyer to clarify the objection). Effectively answers the objection

Confirms that the objection is no longer a concern of the buyer

#### 10% CLOSE (OBJECTIVE: Take initiative to understand where you stand with buyer now and for the future)

Persuasive in presenting a reason to buy (**Try to bring in the financial component)**

Asked for business or appropriate commitment from the buyer, given the nature of this particular sales call. (**For small businesses, push for decision). Large businesses may need more time)**

### 15% COMMUNICATION SKILLS

Effective verbal communication skills (active listening; restated, rephrased, clarified, probed for better understanding, etc..)

Appropriate non-verbal communication Verbiage (clear, concise, professional)

### 5% OVERALL

Salesperson enthusiasm and confidence Product knowledge

### SALES TEAM EVALUATION FORM

**(Must be turned in with both the role play and corporate presentation – on day you present)**

**Your Name: Team Member Name:**

**Perfect Score = 100 My score of my teammate =**

1. **Group Attendance:** Did the member observe group attendance policies; did they attend all meetings; spend more or less time on the project?

Minimum Time 1 2 3 4 5 6 7 8 9 10 Maximum Time

1. **Technical Knowledge**: Did the member possess information and understanding of duties and responsibilities necessary for successful completion of the project?

Knowledge Insufficient 1 2 3 4 5 6 7 8 9 10 Knowledge Effective

1. **Planning & Organization:** Did the member schedule and coordinate work effectively; did they turn in work on time?

Unable to schedule/coordinate work 1 2 3 4 5 6 7 8 9 10 Scheduled effectively

1. **Decision Making & Judgment:** Did the member possess the ability to analyze situations, weigh alternatives, and determine the proper course of action?

Ineffective decision making 1 2 3 4 5 6 7 8 9 10 Effective decision making

1. **Productivity & Work Quality:** How much work was performed; what was the quality of work performed; was the work good quality or poor

Low productivity/quality of work 1 2 3 4 5 6 7 8 9 10 High productivity/quality

1. **Effectiveness under Stress:** What was the member’s ability to handle work situations when facing time pressures and/or personal problems/opposition?

Not effective 1 2 3 4 5 6 7 8 9 10 Effective under stress

1. **Communication(s):** Did the member have the ability to comprehend and/or originate both written and oral material; did they effectively exchange ideas and encourage two-way communications with other group members? Ineffective communications 1 2 3 4 5 6 7 8 9 10 Effective communications
2. **Human Relations:** Was the member sensitive to other’s needs; were they able to use personal skills effectively to achieve objectives and get ideas accepted; did they work well with others, gaining favorable attention and respect? Does not work well 1 2 3 4 5 6 7 8 9 10 Works well with others
3. **Problem Solving:** Was the member able to define the problem specifically and offer workable solutions; were they able to obtain necessary information and then make timely, well-reasoned judgments?

Unable to analyze problems 1 2 3 4 5 6 7 8 9 10 Able to analyze problems

1. **Leadership:** Was the member effective in directing the work of others to attain group objectives; did they motivate others to perform their duties and assume responsibility for group work activities?

Ineffective motivator 1 2 3 4 5 6 7 8 9 10 Effective motivator

**NOTE: Print and turn in on the day of your presentation. You evaluate each of your partners, not yourself. Remember: a grade deduction occurs if you are late submitting your Partner evaluations.**

### GRADING RUBRIC FOR SALES LETTERS

To help you fully understand your overall grade on the sales letters, here is exactly how your grade is determined. Here is how the grading system works:

#### CONTENT - 50% of grade (50 points out of a total of 100 points)

1. Did you follow the **sales process steps**, as outlined in the video lecture? 1st paragraph - attention/approach-**10 pts**;

2nd paragraph -need-**10 pts**;

3rd section - Feature/Evidence/Benefits-**15 pts**; and 4th paragraph - last paragraph – **close-5 pts.**

#### Overall: (10 pts.)

1. Did you meet possible **objections** throughout and **establish credibility** throughout?
2. Did you focus on this theme – “What you can do for the **employer**?”

#### PUNCTUATION & GRAMMAR - 50% of grade (50 points out of a total of 100 points)

0 or 1 error Perfect score of 50 points

2 errors 40 points/out of a possible 50 points

3 errors 30 points/out of a possible 50 points

4 errors 20 points/out of a possible 50 points

5 errors 10 points/out of a possible 50 points More than 5 errors 0 points/out of a possible 50 points

**Note:** A **perfect score** on content (**50%-see above**) **AND** Punctuation and Grammar (**50%-see above**) will result in 100 points, a perfect score, worth 10% of your total overall course grade. Employers will generally eliminate any letter and/or resume with more than 1 typo or mistake.

### COMMON ERRORS:

\*Grammar and punctuation, including:

1. Using that instead of who – check rule
2. Misspelled words
3. Using commas inappropriately
4. No understanding of parenthetical expressions
5. No understanding of number rules
6. No understanding of ; and : rules

**Note:** There is a general lack of adherence to proper punctuation and grammar rules. The fault lies with a possible lack of practice (not your fault, but it is now your problem to fix) and a possible lack of rigor in learning grammar and punctuation which will really hurt your chances to go up the promotional ladder.

Executives who make it to the top usually have executive presence, a professional appearance and demeanor, and strong oral and written skills.

### SUGGESTIONS FOR IMPROVEMENT:

* Go to: Tips of the Week on Canvas and save these easy tips
* Buy a Grammar Smart Book – under $10.
* Find a good website with all the grammar and punctuation rules that are easy for you to access
* Practice reading the Wall Street Journal – perfect grammar and punctuation
* Read out loud after you write a sentence/paragraph
* Mentally “buy in” to how very important written skills are, even in e-mails

### CORPORATE SALES PRESENTATION WORKSHEET

**(Not to be handed in)** – Use for Corporate presentation, Not Role-play You must follow Selling Process Steps given in class.

(*Updated 2024)*

* 1. List 2-3 topics you are considering selling in the Corporate Sales Presentation.
  2. What are the **benefits** of your product/service/idea? *(Remember the definition of benefit is how exactly it helps the potential customer – provides quality product, saves time, saves money, etc.)*
  3. How will you **establish need?** *(Take the opposite of your benefits to determine need, i.e. if you are selling seat belts, you would need to establish through appropriate sources the # of traffic injuries/deaths. This would set up a “problem or need” that would have to be solved).*
  4. How will you **prove each benefit** identified in question 2? (*Refer to text for benefit definition. Also, Benefit 1, 2 and 3 should each have a, b & c as supporting points).*

Benefit 1:

A.

B.

C.

Benefit 2:

A.

B.

C.

#### (Continue on depending on number of benefits you present – not more than 4)

* 1. How will you **gain attention** in the first 1 minute of the oral presentation?
  2. How will you **establish credibility?**
  3. How will you **meet objections** to your product/service/idea?
  4. What are your **visual aids?**

#### Are your sources on the bottom of your PowerPoint AND in the written presentation?

* 1. How will you **close** the presentation?

# CORPORATE SALES PRESENTATION GUIDELINES

## Professional Selling 3358

**(*Updated 2024)***

# WRITTEN PRESENTATION

**Format** - All of the following pages should be **separate pages**: Title Page; Executive Summary (1-2 pages stating who, what, why, when, and where--much like the synopsis of a book); History of your company (1 pages – **preferable to use a timeline**); Business Philosophy (short statement like a mission statement); Officers of the company (and sales team, if appropriate), and actual presentation (5-6 pages using selling process steps given in class); Financial References; Footnotes, and Bibliography. **Be sure thesis (benefit) statement is in the Executive Summary, body of the presentation, and close**. Use MLA style for organization of sources (See Writing—A College Handbook, 2nd edition, by Heffernan and Lincoln, or check the library for MLA style).

**Cover Page**- Name, Class day, and Time. EX: Joe Smith, Susan Jackson, etc. T-Th 9:30

**Details-** No typographical errors, misspelled words, sentence fragments, etc. Double spaced, 15 pages or more in length.

**Sources-** You must have **three separate references**. EXAMPLES: Dun and Bradstreet, Wall Street Journal, Moody’s, Forbes, Nation's Business, Consumer Reports, Harvard Business Review, etc. Your sources depend on your topic. **NO unsupported claims**.

# ORAL PRESENTATION

**Format-** Adapt your written presentation to your oral format. Use the Selling Process steps in your textbook and those given in class. Use an outline format (for yourself, not to be handed in to me**). No notes or reading!!! PowerPoints are your guide.**

**Details**-Visual aids are strongly encouraged. We will go over this in class (15-20 minutes in length).

## Presentations under 15 minutes will receive a grade deduction.

**Grading**-The multi-attribute model you will be judged on includes the traits of: Enthusiasm (70 points); Organization (60 points); Appearance (50 points); Ambition (40 points); Persuasiveness (30 points); Verbal Skills (20 points); and Sociability (10 points). A perfect score is 280 points. The standard 90%, 80%, 70%, 60% scale is used for grading. **Two letter grades will be deducted if you present a late presentation**. (Oral and/or written) **If your oral presentation cannot be rescheduled due to lack of available times, you will receive an F. If your written presentation is more than one week late, you will receive an F**. **Points deducted for poor partner evaluations or failing to submit partner evaluations.**

## Extra Information

The topic you choose is your decision. Check with me if you are uncertain. Examples of past presentations (both oral & written) are available online. **Also, I will go over an entire presentation in both formats in class for your information.**

### CORPORATE SALES PRESENTATION – ORAL VERSION GUIDELINES

#### Professional Selling - Vicki West

##### (Updated 2024)

1. Choose a company to represent – must be an **existing company** so you can get **real data** to support your claims.
2. Try to choose a company that has a **distinctive competency**. Small or mid-size, private firms can work just as well than large multi-national corporations.
3. Figure out the 2-4 benefits that your company gives to customers that can be easily articulated in 1, 2, 3 fashion,

i.e. excellent quality, upgradeability, and excellent customer service (from the Midwest Surgical Case in C. 3 – the gamma knife sale).

1. Corporate customers may be “fictitious.” It is preferable to use real customers.

**Remember the selling process steps**: (For a 20-minute corporate presentation)

**Attention – 1-2 minutes** - can be anything from a statistic, a video, a commercial, and a surprising fact – limitless ways to get attention. Make it appropriate to your corporate audience. **Thesis sentence in this section somewhere.**

**Credibility – 2-3 minutes** – This is all about your company and why it is great.

How long in business, sales records, 3rd party testimonials, periodicals ratings (Consumer Reports rankings, etc.). There are limitless ways to get credibility. Make it appropriate to your corporate audience. See online example on my webpage.

**Need – 3-5 minutes** – This is the most difficult section. You must take the opposite of your benefits and create a problem. For example, if your benefit is superior quality and that benefit has three (3) components, one of which is focusing capability (remember the gamma knife example), you would have to find statistics on **problems** with surgical gamma knives not performing well, **or why the focusing capability of the knife is extremely important. What you are doing in this section is taking all of your benefits and taking the antithesis of the benefits to “set up the problem.”** This is no sale if there is no “need.” In other words, we do not care about excellent quality (focusing ability) of a gamma knife for brain surgery unless we understand its importance and/or past problems. Here is a complete example (taken from the Chapter 4 gamma knife case).

**Example Thesis sentence:** We, at Midwest Surgical, believe we can provide the following three benefits to the Toronto Medical Center’s neurosurgery department:

1. An excellent **quality** knife 2. **Upgradeability** features 3. Excellent **customer service**.

So take the opposite of excellent quality, which is poor quality, and set that scenario up with supporting documentation. Then, set up the problem of obsolescence. Then set up poor customer service. If you go online and use these key words, you will get thousands of references. Try “poor quality – surgical devices” and so on. Then you have statistics and **proof** that there is a need or problem. You will probably have to try several keywords to get what you need. Remember, **excellent corporate salespeople have documentation**!! You must back up your claims with data from reputable and relevant sources.

**Now, here is your thesis sentence again**. Remember, you said the thesis in the attention phase, then build credibility and need, now you are ready to prove your claims.

**FEB step - 7-10 minutes** - Depending on what you are selling, often you focus only on benefits and evidence. It depends on whether you are selling tangible products, or services, or intangible ideas.

1. An excellent Quality knife – (Benefit 1 – followed by supporting evidence) - **EXAMPLE**

1a. Superior focusing ability **OR** whatever feature you are selling 1b. Auto-Alignment feature **OR** whatever feature you are selling 1c. Other support for quality

1. Upgradeability feature – (Benefit 2 – followed by supporting evidence) - 2a. Describe how it works

**EXAMPLE**

2b. Talk about timeframe for obsolescence

2c. Life cycle cost – to illustrate that **being more expensive initially can lead to longer term savings, which is called Lower Total Cost of Ownership**

2d. Competitors’ comparison

1. Excellent customer service – (Benefit 3 – followed by supporting evidence)

3a. Discuss other companies & your success with handling their service 3b. Testimonial from other hospital personnel

**EXAMPLE**

3c. Phone call from happy customers

3d. Handling of disaster scenarios if problems occur

**CLOSE – 1-2 minutes**

**Thesis sentence again** to reinforce your key benefits. Also, outline the “next step.”

Sometimes, use visual aids here, or throughout, depending on appropriateness for corporate customer.