

**THE UNIVERSITY OF TEXAS AT TYLER**  
**SOULES COLLEGE OF BUSINESS**  
**Spring 2023**  
**MARK4350.001 - PERSONAL SELLING**

**PROFESSOR:** Krist Swimberghe      **Office:** College of Business Building Suite 312.02 (third floor)  
**Office Phone:** (903)566-7346      **Office Hours:** Tue and Thu 10.00 AM – 11.00 am  
**Office email:** [kswimberghe@uttyler.edu](mailto:kswimberghe@uttyler.edu)      2.00 PM - 4.00 pm  
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**Classroom:** College of Business Building 103 – **Meeting Times:** Tuesday-Thursday: 8.00 - 9.20 am

**TEXT:** None

**COURSE DESCRIPTION:** A study of the selling process with emphasis on the economic aspects of salesmanship and the role of the salesman in buyer-seller relationships.

**PREREQUISITE REQUIREMENT:** Students are expected to retain (or to review on their own) the required knowledge/skills from the prerequisite course to be used in this class. The prerequisite class for MARK 4350 is MARK3311. The following is a list of the basic knowledge/skills needed from MARK 3311 for this class: four P's, segmentation, differentiation, targeting, positioning, and the marketing concept.

**COURSE OBJECTIVES:**

- To introduce the student to the industrial selling process, including the activities and techniques involved with each stage of the selling process.
- To provide students the opportunity to gain experience in applying these techniques through classroom role-playing and projects.
- To gain an appreciation for the professionalism needed to perform in the industrial selling field.
- To gain understanding of the career potential provided by the industrial selling field.

➔ Competencies to be demonstrated:

- Knowledge of basic marketing concepts and topics.
- Oral and written communication and presentation skills.
- Critical thinking and problem-solving skills.

➔ Outcomes to successfully complete this course include:

- Demonstrate the ability to successfully create and deliver a personal sales presentation to a prospected customer through the completion of role-playing projects.
- Demonstrate knowledge of the industrial selling process and the current sales environment through satisfactory performance on exams.

**TEACHING METHOD:** The core material will be presented using a lecture format. Relevant power point slides will be uploaded on Canvas prior to each class session. Students are required to download the slides and bring them to class. Additional instructional methods include in-class exercises, examinations and role plays.

**ATTENDANCE:** Students are expected to attend each class regularly **AND** on time. Attendance will be taken at the beginning of class and absences for students coming to class late will not be changed. **Any students missing more than 20% of total classes FOR ANY REASON will fail the course.**

**COURSE REQUIREMENTS:** (this is how you earn your grade)

- **P1 Sales Training:** 3 consecutive weeks of on-line modules leading to industry certification
- **Examinations:** Test material will be derived from both class discussions and the assigned book, even book material not covered in class. There will be a total of two (2) examinations. The examinations may consist of multiple choice, true/false questions, and short answer. Text messaging during an exam will be considered cheating and will result in a grade of zero (0) for the exam.
- **Make-up examinations:** Make-up exams must be arranged in writing before the established test date. Students are not allowed to miss a test and then ask for a make-up exam. You must make arrangements in writing with me before the test is given. Format and timing of the make-up exam are at the discretion of the professor. If you miss a project, you miss the points. No make-up for project points.
- **Projects:** Two individual role-playing projects will be assigned. The projects will cover the industrial selling process. The projects are discussed on a separate page.
- **Grading:**

P1 Sales Training @ 100 pts  
Examinations 2 @ 100 pts. each  
Project 1 @ 100 pts.  
Project 2 @ 300 pts.

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Total Possible Points = 700 = 100%

**Grading Scale**

A = 630 – 700  
B = 560 – 629  
C = 490 – 559  
D = 420 – 489  
F = 0 – 419

**SOULES COLLEGE OF BUSINESS STATEMENT OF ETHICS:** The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at the University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

**ACADEMIC DISHONESTY STATEMENT:** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a rule, scholastic dishonesty involves one of the following acts: Cheating, plagiarism,

collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligated you to report all observed cases of academic dishonesty to the instructor.

**DISABILITY STATEMENT:** If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 111 or phone 566-7079 (TDD 565-5579).

### **IMPORTANT COVID-19 INFORMATION FOR CLASSROOMS**

Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

### **RECORDING OF CLASS SECTIONS**

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

## CLASS SCHEDULE

## ASSIGNED READING

Week 1 (January 10 and 12)	Syllabus Overview Introduction to Personal Selling <b>January 12:</b> visit from Dr. Lorri Allen	Chapter 1
Week 2 (January 17 and 19)	Adjusting to the Dynamic Personal Selling Environment Prospecting and Qualifying	Chapter 2 Chapter 4
Week 3 (January 24 and 26)	Begin P1 Sales Training Planning the Sales Call Sales Presentation and Demonstration	Chapter 5 Chapter 6
Week 4 (January 31 and February 2)	Continue P1 Sales Training Negotiating and Sales Resistance Confirming and Closing the Sale	Chapter 7 Chapter 8
Week 5 (February 7 and 9)	Continue P1 Sales Training Following Up and Servicing the Account Exam 1 Preparation Project Day: Preparing for Project 1	Chapter 9
<b>Week 6 (February 14 and 16)</b>	<b>Exam 1 (100 Pts) Role Project 1 Presentations (100 Pts)</b>	
<b>Week 7 (February 21 and 24)</b>	<b>Role Project 1 Presentations</b>	
Week 8 (February 28 and March 2)	Ethical and Legal Considerations Understanding and Negotiating with Organizational Buyers Strategic Understanding of your company and products	Chapter 3 Chapter 10 Chapter 11
Week 9 (March 7 and 9)	Communicating Effectively with Customers Managing your Time and Your Territory	Chapter 12 Chapter 13
Week 10 (March 14 and 16)	SPRING BREAK (NO CLASSES)	
Week 11 (March 21 and 23)	Starting Your Personal Selling Career <b>Exam 2 Preparation Project Day: Preparing for Project 2 Exam 2 (100 Pts)</b>	Chapter 14
<b>Week 12 (March 28 and 30)</b>	<b>Project Day: Preparing for Project 2</b>	
<b>Week 13 (April 4 and 6)</b>	<b>Project 2 Presentations (300 Pts)</b>	

**Week 14**                      **Project 2 Presentations (300 Pts)**  
**(April 11 and 13)**

**Week 15**                      **Project 2 Presentations (300 Pts)**  
**(April 18 and 20)**

**Week 16**                      **Project 2 Presentations (300 Pts)**  
**(April 25 and 27)**

This is a tentative schedule, and the instructor reserves the right to make any changes as are needed.

## **PROJECT DESCRIPTIONS**

### **Project #1 (100 points)**

This project is intended for the student to make use of material previously covered in an attempt to remove the information from the abstract (book) and bring it into practical use (presentation usage). The project will cover the topics that comprise a section of the selling process. Each student must present. The project makes use of role-playing as described below.

**This is where you get to demonstrate your excellence in selling. The project will consist of whatever you consider necessary as the salesman/woman. It will begin with the minute you walk in the prospect's office and conclude with the ending of the sales meeting.**

The project is a sales call. You are making a sales call on the prospect. The first project requires that each student select a product/service to sell and a prospect to sell to. The sales call will start with the approach and end with the closing. The prospect will be another student.

The prospect will be responsible for providing objections and answering questions from the salesman/woman. The salesman/woman may provide the prospect with any background information necessary, so the prospect is educated in the product/service category.

The projects are to be performed in a professional manner with no exceptions. No laughing, giggling, squirming in your chair, or funny faces. Professional dress is not required for the first project but is required for the final project. The truth is that you will have to make numerous presentations once you are in the work force and the sooner you get comfortable with the idea the better.

An example of project 1: - sell baseball gloves to Hibbets Sports  
sell office furniture (desks) to Citibank

### **Project #2 National Collegiate Sales Competition Assignment (300 points)**

The second project requires you to put yourself in the place of a salesman/woman as described in the National Collegiate Sales Competition. Dr. Swimberghe will put himself in the place of the prospect as described in the National Collegiate Sales Competition.

Website which provides information about the product to be sold and videos of winning sales calls can be found on the following website of the national collegiate sales competition.

<http://coles.kennesaw.edu/ncsc>

### **IMPORTANT FOR ALL PROJECTS**

The projects will be performed in a professional manner. You are making a sales call. Grading will be based on the content of the call (covering the selling process) and the quality of the call (how well you perform the selling process). **A flawless sales call is rewarded with a grade of "A". Any mistakes in the sales call will result in a grade of less than "A".** You must rehearse the sales call. This is the only way to develop a smooth flow to the sales call. Previous experience suggests that most students get a letter grade of "C" or worse on their first project. For many this is due to a lack of professionalism during the sales call. They then have the potential to improve on the next one, but that is not a certainty. It is not unusual for poorly prepared students to make grades of "C's", "D's", and "F's" on their projects.

## Project Grading Rubric

Salesperson: \_\_\_\_\_

Grade: \_\_\_\_\_

### **APPROACH (Effectively gains attention and build rapport)**

- \_\_\_\_\_ Professional introduction
- \_\_\_\_\_ Salesperson gains prospect's attention
- \_\_\_\_\_ Effectively builds rapport
- \_\_\_\_\_ Smooth transition into needs identification

### **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)
- \_\_\_\_\_ 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)
- \_\_\_\_\_ Gain pre-commitment to consider the product/service and smooth transition to presentation.

### **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
- \_\_\_\_\_ 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/service
- \_\_\_\_\_ Effectively involves the buyer in the demonstration
- \_\_\_\_\_ Effective use of trial closes (follow-up questions to determine where buyer is in decision process)

### **OVERCOMING OBJECTIONS (OBJECTIVE: Eliminate concerns or questions to customer's satisfaction)**

- \_\_\_\_\_ 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

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

- \_\_\_\_\_ Persuasive in presenting a reason to buy
- \_\_\_\_\_ Asked for business or appropriate commitment from the buyer, given the nature of this particular sales call

### **COMMUNICATION SKILLS**

- \_\_\_\_\_ Effective verbal communication skills (active listening; restated, rephrased, clarified, probed for better understanding)
- \_\_\_\_\_ Appropriate non-verbal communication
- \_\_\_\_\_ Verbiage (clear, concise, professional)

### **OVERALL**

- \_\_\_\_\_ Salesperson enthusiasm and confidence
- \_\_\_\_\_ Product knowledge

### **COMMENTS:**