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**MKT 361-01, 02**  
**SELLING & SALES MANAGEMENT**  
**Spring 2016**  
(3 semester hours)

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**Time & Location:** MKT 361-01 9:30-10:45 TTh, Business Building, Room 405

**Time & Location:** MKT 361-02 11:00-12:15 TTh, Business Building, Room 405

**Course**

**Prerequisites:** MKT 360 and Junior Standing

**Resources:**

Futrell, Charles M. (2011), *Fundamentals of SELLING: customers for life through service*, 12th ed., New York: McGraw-Hill/Irwin ISBN: 978-0-07-352999-8; MHID 0-07-352999-0

**Overarching philosophy:**

As your professor, I hope to engage you in the class to the extent possible. I will do this by incorporating sales role plays and frequent assignments and quizzes into the course.

As a general rule, Thursdays will be **“quiz days.”** The idea of frequent quizzes is to keep you engaged with the material and to keep you from falling behind.

Tuesdays, as a general rule, will be **“assignment days.”** Assignments are due at the beginning of class time on most Tuesdays and must be turned in through Murray State’s Canvas course management system. These assignments have several purposes:

- (i) to give you a “hands-on” application of the material we will be covering in the lecture and the reading material;
- (ii) to keep you engaged with the class; and
- (iii) to help you build your sales role play in a manner that will maximize its quality.

A large portion of the semester will be dedicated to your **“sales role plays.”** The purpose of the role plays is to:

- (i) deepen your knowledge by giving you a “hands-on” application of the material covered in the lecture and in the textbook;
- (ii) to help you begin developing the skill set that is necessary for a successful sales career; and
- (iii) to help you prepare for an entry-level job in the sales field.

***Catalog Description:***

A thorough study of the elements that contribute to success in the field of selling and sales management. In selling, attention will be given to researching and understanding the needs of business and retail customers, developing long-term relationships with customers, learning and applying the basic steps in the sales presentation, and negotiating with customers. Related to sales management, attention will be given to structuring and determining the appropriate size of the sales force, recruiting, selecting, motivating, compensating, training, evaluating salespeople, and supervising day-to-day sales operations. Prerequisites: MKT 360 and junior standing.

***Purpose of the Course:***

The purpose of this class is: (i) provide students with fundamental communication skills that will be useful throughout life, regardless of the career path chosen; (ii) prepare students for entry level sales positions by helping them develop the knowledge, skills, and abilities that are relevant to the sales process; and (iii) prepare students for corporate sales training programs.

***Course Objectives:***

At the conclusion of the semester, students will:

1. understand personal selling as a major function within the marketing and promotional mix of a firm. (Assurance of Learning Goal 1)
2. be familiar with the steps of the selling process (Assurance of Learning Goal 1)
3. be able to construct an effective sales presentation for a product or service. (Assurance of Learning Goal 2)
4. be able to execute a sales presentation by utilizing the selling skills discussed in class and in the textbook. (Assurance of Learning Goals 2 and 6)
6. demonstrate the ability to use information technology tools by turning in all assignments through Murray State’s “Canvas” learning management system (Assurance of Learning Goal 3)

**Assurance of Learning Goals**

[An AACSB-International Accreditation Requirement]

***Bachelor of Arts in Business (BAB) and Bachelor of Science in Business (BSB) programs:*** Graduates of the Bachelor of Arts in Business (BAB) and Bachelor of Science in Business (BSB) programs shall be able to:

Goal 1: Fundamental Knowledge

- Demonstrate a fundamental knowledge of the core business disciplines.

Goal 2: Problem-Solving and Decision-making

- Demonstrate effective problem solving and decision making skills in business situations.

Goal 3: Information Technology

- Apply information technology tools appropriately in the analysis of business problems.

Goal 4: Ethical Issues

- Perform a structured analysis of ethical issues in business.

Goal 5: Global and Multicultural Dimensions

- Demonstrate knowledge of the global and multicultural dimensions of the modern business environment.

Goal 6: Oral and Written Communication

- Communicate effectively in oral and written formats.

Goal 7: Foreign Language [Bachelor of Arts in Business Programs Only]

- Understand, speak, read, and write a second language at the intermediate level.

***Field and Clinical Experiences:*** None

***Instructional Activities:***

Classroom instruction will consist of lecture, class discussion, quizzes, and assignments related to the class. Sales role plays will be done as in-class activities and recorded for the instructor's review.

***Examinations:***

A total of **nine quizzes** will be given during the semester. Quizzes may consist of objective questions, problems, essay questions, or mini-cases in any combination. The specific composition of a given quiz will depend on the nature of the material to be covered and the learning objectives established for the course.

***Assignments:***

A total of **10 assignments** are due throughout the semester. These assignments are intended to familiarize students with the selling process and to help them build their sales role plays on a step-by-step basis. The first assignment asks the student, among other things, to identify the product s/he will be selling. That product will be the focus of all the future assignments. It will also be the product that will be sold during the sales role plays at the end of the semester.

All assignments must be turned in through Canvas.

Assignments that are turned in after the date and time due will not be graded and will be assigned a grade of -0-.

***Role Play Paper:***

The Role Play Paper is intended to help students prepare for their role plays by pulling their various components into a single document. It will also help the instructor grade the role play by clearly identifying its various components.

The role play paper must be turned in through Canvas.

***Sales Role Plays:***

Each student will conduct a sales role play. The **sales role play** will be conducted with another student in the class playing the role of the buyer. Each student is expected to play the role of the buyer for a fellow student who is playing the seller's role.

***Make-up quizzes:***

Make-up quizzes will be given at the professor's option (not automatically). It is anticipated that most make-up quizzes (if and when given) will be administered during the final examination period.

Students missing class due to a university-sanctioned event are the **EXCEPTION** to this rule. Those students will be allowed to take make-up quizzes at a time on which the student and instructor agree.

***Attendance policy:***

Regular classroom attendance is expected. Quizzes will be given on Thursdays and will often address material that was covered on Tuesday and the previous Thursday. Therefore, students must attend class on both days in order to do well in the course.

***Extra work:***

Students will not be allowed to perform additional work (beyond the course requirements) for the purpose of improving grades.

## ***Grades:***

The course grade will be based on the following:

Nine quizzes at 30 pts. each	270
Role play assignments:	
1 – Identify customer, product, and information gathering strategy	10
2 – Understanding Customer Needs and Wants	10
3 – Features Advantages Benefits (FAB)	10
4 – Sales Call Approach	10
5 – Product description	10
6 – Proof Statements	10
7 – Develop Visual Aids	10
8 – Handling objections and trial closes: real objections	10
9 – Handling objections and trial closes: smoke screen objections	10
10 – Closing the sale and exiting	10
Role play paper	25
Role play – buyer’s role	25
Role play # 1 – seller’s role (with another student as the buyer)	<u>100</u>
Total points	520

### Grading Scale:

A = 90 - 100%

B = 80 - 89.9%

C = 70 - 79.9%

D = 60 - 69.9%

E = < 60%

## ***Ground Rules for the Course:***

All assignments, including the role play paper, must be turned in through Murray State’s “Canvas” learning management system.

All assignments must be turned in before the start of class on the day the assignment is due. Late assignments will not be accepted. Assume, for example, that a student in the 9:30 TTh class turns in an assignment at 9:35 on the day the assignment is due. That assignment will not be accepted and a grade of “0” will be entered into the gradebook.

As a general rule, quizzes will be given on Thursdays and will address material that was covered on the previous Thursday and Tuesday. Therefore, students must attend class on both Tuesdays and Thursdays in order to do well in the course.

Make-up quizzes will be given at the professor’s option (not automatically).

reading from the role play script is **not allowed** when conducting the sales role play,. Sellers are not allowed to have anything on the desk in front of them (notes, visual aids, etc.). Visual aids will be placed on a nearby desk. They can be brought into the sales presentation at appropriate points and, then, returned

to the nearby desk.

- Those playing the role of the buyers in the sales role plays are allowed to use notes but are not allowed to share them with the sellers.
- 
- **Points will be deducted** from the role play grade if the seller (i) reads a script or follows an outline in any manner or (ii) fails to display the appearance, mannerisms, and/or attitude which would be expected of a professional salesperson. **Please expect such point deductions to be a substantial portion of the grade.**
- Your role-play project must be totally your own work. You cannot use or follow someone else's written or verbal project in any manner. If this occurs, it will be considered cheating and proper University disciplinary actions will be taken by the instructor.

You cannot role play the sale of any of the following products: (1) alcoholic beverages, (2) tobacco, or (3) firearms.

### ***Classroom Behavior:***

Behavior that is disruptive to the classroom experience will not be permitted. For example, students will not be allowed to disrupt the lecture by talking among themselves while the teacher is speaking.

Coming to class late disrupts the flow of the course and interferes with other students' learning experiences. It is also disrespectful to the other students as well as to the professor. Therefore, the instructor may choose to lock the classroom door after class has begun to minimize disruption.

### **AACSB's 25% Rule: This Course Counts Toward Undergraduate Business Hours:**

Business majors/areas include: Accounting, Business Administration, Computer Information Systems, Finance, International Business, Logistics and Supply Chain Management, Management, and Marketing. All other majors/areas are considered non-business.

Non-business majors are not permitted to complete more than 30 hours of business courses from the prefixes ACC, BPA, CIS, FIN, MGT, MKT, RES, and the course LST 240 without completing the Business Core Requirements. Courses with the following former Murray State business prefixes are considered business hours for purposes of this rule: BOA, BPA, BUA, CQM, and GBU.

If you plan to complete more than 30 hours of business courses from the above prefixes, you must contact the Center for Undergraduate Business Advising in the Bauernfeind College of Business for special permission.

## ◆ ACADEMIC HONESTY POLICY

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## ◆ NON-DISCRIMINATION POLICY STATEMENT

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of

services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, [\(270\) 809-3155](tel:(270)809-3155) (voice), [\(270\) 809-3361](tel:(270)809-3361) (TDD).

### **Web-Links to important College of Business documents:**

Students should be familiar with the University's Academic Honesty Policy as stated in the current MSU catalog. Also, be advised that it is the policy of the College of Business (COB) that all instances of academic dishonesty will be punished and the name(s) of the offender(s) will be reported to the Dean's Office. The honesty policy is posted in each classroom and at:

<http://www.murraystate.edu/cbpa/pdf/honesty.pdf>.

◆ Code of Ethics of the College of Business:

[http://www.murraystate.edu/Libraries/COB\\_Documents/Code\\_of\\_Ethics.sflb.ashx](http://www.murraystate.edu/Libraries/COB_Documents/Code_of_Ethics.sflb.ashx)

◆ Academic Honesty:

[http://www.murraystate.edu/Libraries/COB\\_Documents/Academic\\_Honesty\\_Policy.sflb.ashx](http://www.murraystate.edu/Libraries/COB_Documents/Academic_Honesty_Policy.sflb.ashx)

◆ Appeals and Grievance Procedure:

College of Business Link:

[http://www.murraystate.edu/Libraries/COB\\_Documents/Appeals\\_and\\_Grivance\\_Procedure.sflb.ashx](http://www.murraystate.edu/Libraries/COB_Documents/Appeals_and_Grivance_Procedure.sflb.ashx)

MSU Link: <http://www.murraystate.edu/Academics/RegistrarsOffice/AcademicAppeal.aspx>

◆ College of Business' 2009-2014 Strategic Plan:

<http://www.murraystate.edu/Academics/CollegesDepartments/CollegeOfBusiness/strategicplan0914.aspx>

<http://www.murraystate.edu/cbpa/strategic/>

***Special Assistance:*** Students requiring special assistance due to a disability should inform the instructor as soon as possible.

### ***Observance of religious holidays:***

All religious holidays will be respected to the greatest extent possible. If class assignment due dates, tests, or other requirements of this class conflict with your observation of a religious holiday, you must notify the instructor a minimum of two weeks in advance so that alternate plans/arrangements may be made. Such advance arrangements will insure that you are afforded equal opportunity and treatment with your fellow students.

### ***Changes in the syllabus:***

The class requirements, allocation of points, class schedule, or other aspects of the syllabus are subject to change as dictated by the needs of the specific class and any unforeseen circumstances that may arise.



Day/Date                      Classroom Activity

## WEEK 1:

T Jan 19      MSU Classes Begin

Chapt. 1 – The Life, Times, and Career of the Professional Salesperson  
(types of sales positions; types of employers; sales career paths)

Throughout the semester, I will be sending you a number of communications through Canvas and the university's e-mail system. Those messages will arrive at your murraystate.edu e-mail address.

Th Jan 21      Chapt. 2 – Relationship Marketing: Where Personal Selling Fits  
(production concept; selling concept; marketing concept; what is marketing?; the marketing mix; promotion mix; selling to end users vs selling to resellers; consumer vs. industrial goods; transaction selling, relationship selling, consultative selling, partnering)

Chapt. 4 -- Psychology of Selling: Why People Buy  
(Major topics include: features, advantages, and benefits; the consumer decision process)

Chapt 9 – Carefully Select Which Sales Presentation method to use  
(memorized presentation, formula selling presentation, need satisfaction presentation, problem-solution presentation)

## WEEK 2:

T Jan 26      Role play **assignment 1** due – identify customer, product, and information gathering strategy (10 pts.)

Chapt 4 -- PowerPoint - The Psychology of Selling: Why People Buy; Features, Advantages & Benefits

Th Jan 28      Quiz 1 over Chapt 1, 2, 4 & 9 (30 pts.)

Chapt 7 -- Prospecting—The Lifeblood of Selling  
(suspects, prospects, qualified prospects; the prospecting funnel; the leaking bucket; sources of prospects; when to ask for referrals; how to treat referrals; making appointments; keeping good records)

## WEEK 3:

T Feb 2      Role play **assignment 2** due -- Features Advantages Benefits (FAB exercise (10 pts.))

Chapt 7 -- Prospecting—The Lifeblood of Selling

Th Feb 4      Quiz 2 over Chapt 7 (30 pts.)

## WEEK 4:

**T Feb 9**      **Role play assignment 3 due -- Sales Call Approach exercise (10 pts.)**

Chapt 10 – The Approach; Begin Your Presentation Strategically  
(types of approaches, SPIN, types of questions – direct, nondirective, rephrasing, redirect)

Chapt 11 – Elements of a Great Sales Presentation  
(FAB; proof statements; visual aids; involving the prospect; persuasion through suggestion; similies, metaphors, analogies, and parables; dramatization; demonstration; handling interruptions; guidelines for group presentations)

**Th Feb 11**      **Quiz 3 over Chapt 10 (30 pts.)**

## WEEK 5:

**T Feb 16**      **Roll play assignment 4 due – Role play assignment 4 – Sales Call Approach; Discovering Customer Needs and Wants -- Discovering Customer Needs and Wants (10 pts.)**

Chapt 11 – Elements of a Great Sales Presentation  
(FAB; proof statements; visual aids; involving the prospect; persuasion through suggestion; similies, metaphors, analogies, and parables; dramatization; demonstration; handling interruptions; guidelines for group presentations)

**T Feb 16**      Lales Role Play videos on YouTube:

- [https://www.youtube.com/watch?v=qh4il\\_CQKJc](https://www.youtube.com/watch?v=qh4il_CQKJc)
- <https://www.youtube.com/watch?v=e9dERlaHXpl>
- <https://www.youtube.com/watch?v=CuHk4Z-iVJE>

**Th Feb 18**      **Quiz 4 over Chapt 11 (30 pts.)**

Chapt 12a – Types of Objections; Welcome Your Prospect's Objections  
(types of objections – real vs. hidden; stalling objections, no-need objections, money objections, product objections, source objections)

## WEEK 6:

**T Feb 23**    **Role play assignment 5** due – product description (10 pts.)

Chapt 12a -- Welcome Your Prospect's Objections  
(types of objections – real vs. hidden; stalling objections, no-need objections, money objections, product objections, source objections)

**Th Feb 25**    **Quiz 5** over the first Chapt 12 lecture covering “types of objections” (30 pts.)

Chapt 12b – Techniques for Meeting Objections  
(techniques for meeting objections – the dodge, pass up, rephrase as a question, feel-felt-found method, postponing objections, boomerang method, five-question sequence, direct denial, indirect denial, compensation or counterbalance, let a third party answer; trial closes; asking questions to smoke out objections)

## WEEK 7:

**T Mar 1**    **Role play assignment 6** due – proof statements (10 pts.)

Chapt 12b– Techniques for Meeting Objections; Welcome Your Prospect's Objections  
(techniques for meeting objections – the dodge, pas up, rephrase as a question, feel-felt-found method, postponing objections, boomerang method, five-question sequence, direct denial, indirect denial, compensation or counterbalance, let a third party answer; trial closes; asking questions to smoke out objections)

**Th Mar 3**    **Quiz 6** over over second Chapt 12 lecture covering “techniques for meeting objections” (Chapt. 12b) (30 pts.)

## WEEK 8:

**T Mar 8**    **Role play assignment 7** due – develop visual aids (10 pts.)

Chapt 13 -- Closing Begins the Relationship  
(When to close; buying signals; types of closes what to do when the prospect says “yes”; what to do when the prospect says “no”)

**Th Mar 10**    **Quiz 7** over Chapt 13 (30 pts.)

Chapt 15 -- Time, Territory, and Self-Management: Keys to Success  
(types of sales force structure; balancing territory size and sales potential; account analysis and time allocation; scheduling and routing; territory evaluation)

## WEEK 9:

T Mar 15 Role play **assignment 8** due – handling objections and trial closes: real objections (10 pts.)  
Role play **assignment 9** due – handling objections and trial closes: smoke screen objections (10 pts.)

Chapt 15 -- Time, Territory, and Self-Management: Keys to Success  
(Types of sales force structure; balancing territory size and sales potential; account analysis and time allocation; scheduling and routing; territory evaluation)

Th Mar 17 Quiz 8 over Chapt 15 (30 pts.)

Chapt 17 -- Motivation, Compensation, Leadership, and Evaluation of Salespeople  
(types of sales force compensation plans; sales management functions)

## WEEK 10:

Wednesday, Mar21 – 25, 2016 – **MSU Spring Break**

## WEEK 11, 12 & 13 :

T Mar 29 through April 14

Role play **assignment 10** due – closing the sale and exiting (10 pts.)

Chapt 17 -- Motivation, Compensation, Leadership, and Evaluation of Salespeople  
(types of sales force compensation plans; sales management functions)

Th Mar 31 Quiz 9 over Chapt 17 (30 pts.)

**Role play paper** due (25 pts.)

T Mar 31 In-class role play with another student as the buyer

## WEEK 12:

T Apr 5 In-class role play with another student as the buyer e buyer

Th Apr 7 In-class role play with another student as the buyer

## WEEK 13:

T Apr 12 In-class role play with another student as the buyer

Th Apr 14 In-class role play with another student as the buyer

## WEEK 14:

T Apr 19 In-class role play with another student as the buyer

Th Apr 21 In-class role play with another student as the buyer

## T WEEK 15:

Apr 26 In-class role play with another student as the buyer

Th Apr 28 In-class role play with another student as the buyer

## WEEK 16:

T May 3 In-class role play with another student as the buyer

Th May In-class role play with another student as the buyer

Final Exam for MKT 361-01 (9:30-10:45TTh) 8:00A.M. Wednesday, May 11

Final Exam for MKT 361-02 (11:00-12:15TTh) 10:30 A.M. Monday, May 9

## WEEK 17:

In-class role play with another student as the buyer

The in-class role plays will constitute the final exam.

It is anticipated that most or all make-up quizzes will be administered during the final exam period.

See final exam schedule at:

<http://www.murraystate.edu/academics/RegistrarsOffice/CalendarsAndScheduling/SPRFinalExamsSchedule.aspx>

**Role play assignment 1 – Identify customer, product, and information gathering strategy -- 10 pts**

1. Briefly describe the product you will be selling.
2. Briefly describe the individual and/or organization to which you will sell.
3. State in one or two paragraphs how you plan to gather information about (i) the product that you will be selling in your role play and (ii) the price for which the product will sell.

Note: The product you choose for this assignment will be the focus of all the future assignments. It will also be the product that you will be selling during your sales role play at the end of the semester. Of course, you can change products if you need to do so, but the basic idea is to choose one product and stick with it throughout the semester.

## Role play assignment 2 – Features Advantages Benefits (FAB) -- 10 pts.

1. State what you will sell.
2. Briefly describe the individual and/or organization to which you will sell.
3. List two features of your product along with each feature's main advantage and benefit. (Refer to page 114 of your text for FAB definitions.) For example:

Feature A:

Advantage of Feature A:

Feature A's benefit to Customer:

Trial Close:

Feature B:

Advantage of Feature B:

Feature B's benefit to Customer:

Trial Close:

4. Now, create a script of each FAB selling sequence. Incorporate a trial close after each FAB sequence. Use the examples on page 120 of your text as a guide. **Please use the same format for your assignment.** Be sure to use brackets and bold font to identify the feature, advantage, benefit sequence as per the text.

The examples presented in the text are reproduced below for you convenience.

### EXAMPLE:

Industrial salesperson to industrial purchasing agent: "This equipment is made of stainless steel. **[feature]**, which means it won't rust. **[advantage]**. The real benefit is that it reduces replacement costs, thus saving you money. **[benefit]**! That's what you're interested in-right **[trial close]**?"

### EXAMPLE:

Beecham salesperson to consumer goods buyer: "Beecham will spend an extra \$1 million in the next two months advertising Cling Free fabric softener. **[feature]**. Plus, you can take advantage of this month's \$1.20 per dozen price reduction. **[feature]**. This means you will sell 15 to 20 percent more Cling Free in the next two months **[advantage]**, thus making higher profits and pulling more customers into your store **[benefits]**. How does that sound **[trial close]**?"

### **Role play assignment 3 – Sales Call Approach -- 10 pts.**

1. State what you will sell.
2. Briefly describe the individual and/or organization to which you will sell.
3. You will be asked to roll play the **customer benefit approach/statement during the class.**

The approach should **include a few sentences of “small talk”** to help establish the dialogue. For example, you may observe a picture in the prospect’s office or refer to something you have in common.

A modified version of the examples presented on pages 311 and 314 of your textbook is presented below. Please use them as a guide.

#### **Example of customer benefit approach/statement:**

“Mr. Jones, thank you for taking the time to talk with me today. My name is Glynn Mangold and I am the new account representative for XYZ Corporation.”

“I can tell by the picture on your wall that you are a golfer. In what tournament did you win the trophy?”

“I am here today to tell with you about a new shipping and storage container which will reduce your costs by 10 to 20 percent.”

### **Role play assignment 4 – Discovering Customer Needs and Wants -- 10 pts.**

1. State what you will sell.
2. Briefly describe the individual and/or organization to which you will sell.
3. Develop a script in which you ask questions to uncover the buyer’s needs as they relate to your product. For example, a script for someone selling an e-reader may go something like this:

Seller: I notice that your backpack seems to be loaded down with books.

Buyer: Yes, most of my classes are on Tuesdays and Thursdays so I have to carry a lot of books around on those days.

Seller: Are they heavy?

Buyer: Yes, they are. And, carrying them around is causing some problems for me.

Seller: What kind of problems is it causing?

Buyer: Well, I’m feeling some pain in my lower back. I hurt it in a motorcycle accident a couple of years ago and it has been very sensitive ever since.

Seller: So, if you could avoid carrying all those books around, do you think your back would feel better?

Buyer: Yes, it would.

Seller: Would you like to hear about a way to reduce the pain in your back and save money at the same time?

Buyer: Of course I would!



### **Role play assignment 5 – Product Description -- 10 pts.**

1. State what you will sell.
2. Briefly describe the individual and/or organization to which you will sell.
3. Develop a role play script in which you tell the customer about the product. This should include the feature-advantage-benefit sequences developed in role play assignment 3, the price, and any other pertinent descriptive material.  
Please note: The script you develop should include (i) what the buyer will say and (ii) what you will say.

### **Role play assignment 6 – Proof Statements -- 10 pts.**

1. State what you will sell.
2. Briefly describe the individual and/or organization to which you will sell.
3. Develop scripts for **two proof statements** that you will use in your sales role play. Proof statements may address:
  - The customer's past experiences with the product
  - Guarantees
  - Testimonials (thank-you letters, etc.) – show the document itself
  - Company proof results
  - Independent research results

**Note 1:** If you choose to use a testimonial, it must be from a 3<sup>rd</sup> party. It cannot be your personal testimonial. Also, it has to be specific rather than general. For example, you cannot use “many people say...”

**Note 2:** Independent research results must be from an independent 3<sup>rd</sup> party.

Specify the type of proof statements you are using. For example,

**“The Guarantee:** *‘This is the best equipment that you can buy for your situation. If you are not 100% satisfied after you have used it for three months, I will return it to you.’*”

**Note 3:** You must use two different "types" of proof statements. For example, you cannot use two guarantees or two testimonials. However, it would be acceptable to use one guarantee and one testimonial.

See pages 346-348 of your text for more information about proof statements.

**Role play assignment 7 – Develop Visual Aids -- 10 pts.**

1. State what you will sell.
2. Briefly describe the individual and/or organization to which you will sell.
3. Turn in two visual aids you will be using in your role play. These visual aids may include pictures, product samples, sheets summarizing pricing and delivery terms, etc. The product itself can also be a visual aid. The exhibits in the appendix at the end of chapter 6 may give you some good ideas about visual aids that may be helpful. Specifically, you may want to look at

p. 210 – Exhibit A

p. 213 – Exhibit D

p. 213 – Exhibit E

p. 215 – Exhibit G

p. 349 – Section entitled “Visual Aids Help Tell The Story”

Note: Please do not "tell me" what the visual aids will be. Show them to me. If the visual aid is a product or a large item, please use a picture of the product or item for purposes of this assignment. Telling me what the visual aids will be, without showing them, will result in a grade of -0-.

**Role play assignment 8 – Handling objections and trial closes: Real Objections – 10 pts.**

1. State what you will sell.
2. Briefly describe the individual and/or organization to which you will sell.
3. Prospects pose a variety of objections. Many of these objections are identified on pages 376-384 of your text. Of these, the money objection is probably the most common. **For the purposes of your role play, the buyer is going to pose a money objection which is “I can’t afford it right now.”** Your job is to respond using one of the techniques identified on pages 385-394 of your text.
  - a. Write the buyer-seller dialogue for the objection. The buyer’s objection is provided.
  - b. Identify the objection handling technique from Chapter 12 that you are going to use to respond to the objection.
  - c. Then, script your response to the objection.
  - d. Finally, script the trial close you will use to determine if you have successfully overcome the objection.

See pages 394-397 of your text for more information about trial closes.

**Buyer’s objection [money objection]:** *“I can’t afford it right now.”*

**What objection handling technique are you going to use?** \_\_\_\_\_

**Buyer’s response:** *Script the buyer’s response here*

**Trial close:** *Script your trial close here*

**Role play assignment 9 – Handling objections and trial closes: Smoke Screen Objections -- 10 pts.**

1. State what you will sell.
2. Briefly describe the individual and/or organization to which you will sell.
3. Prospects sometimes do not want to reveal the real reason they are not buying (the real objection), so they pose an alternate objection that is really a smoke screen for whatever is holding them back. This smoke screen is called a hidden objection. When a prospect is using a smoke screen objection to cover a hidden objection, you must uncover the real objection if you are to have a realistic hope of closing the sale. You do this by asking probing questions.

For the purposes of your role play, the buyer is going to pose a stalling objection which is really a smoke screen for a hidden objection. The stalling objection is “I want to think it over.” Your job is to ask a probing question to uncover the real objection. When the prospect reveals the real objection, you respond by meeting the real objection and, then, using a trial close.

Note: The real objection the prospect uncovers should not be a money objection since that is covered in Assignment 8.

Write the buyer-seller dialogue for each objection. Then, script the buyer’s objection. Next, script the question you will use to probe for the real underlying objection. Then, identify the objection handling technique you will use to address the real objection. Finally, script the trial close you will use to determine if you have overcome the real objection or successfully addressed the buyer’s concern or question (see pages 394-397).

**Buyer’s objection [stalling objection]:** “*I want to think it over.*”

**Your probing question:** *Script your probing question here*

**Buyer’s response:** *Script the buyer’s response here* (should not be a money objection, since that is covered in Assignment 8)

**What objection handling technique are you going to use?** \_\_\_\_\_

**Your response:** *Script your response here*

**Trial close:** *Script your trial close here*

See pages 385-394 of your text for information about techniques for handling objections.

## **Role play assignment 10 – Closing the Sale and Exiting -- 10 pts.**

1. State what you will sell.
2. Briefly describe the individual and/or organization to which you will sell.
3. Develop a script in which you close the sale. See examples of various types of closes on pages 413-424 of your text.

Make certain you use a close that is appropriate, given your product and the rest of your sales presentation.

Use brackets to indicate the type of close.

Then, script the close.

Use the format below:

**Close** [*use this space to identify the type of close you are using*]: *Script the close here*

4. Next, develop a script in which you:
  - (i) reassure the prospect
  - (ii) state a follow-up plan
  - (iii) thank the prospect
  - (iv) shake hands
  - (v) exit

## Role Play Paper (25 pts.)

Role Play Paper (25 pts.) -- The Role Play Paper assignment is intended to help you prepare for your role play by pulling its various components together into a single document. It will also help your instructor to grade your role play by clearly identifying its various components.

Please complete your Role Play Paper by filling out the following form. **Please answer in the space that follows each question. Do not delete the question itself.**

After you have completed filling out the form, **please upload it to the Canvas learning management system for grading.**

1. Your name:
2. Date:
3. What product are you selling? **(role play assignment 1)**

Your answer:

4. Describe the individual and/or organization to which you are selling. **(role play assignment 1)**

Your answer:

5. Provide a script of the customer benefit sales call approach that you will be using. **(Role play assignment 3)**. In addition to the requirements of assignment 3, your script should also include a few sentences of “small talk” to help establish the dialogue.

Your answer:

6. Provide a script in which you uncover the buyer’s needs as they relate to your product. **(role play assignment 4)**.

Your answer:

7. Provide a script in which you tell the customer about the product. This should include the feature-advantage-benefit sequences developed in role play assignment 2, the price, along with any other pertinent descriptive material **(see role play assignment 5)**.

Your answer:

8. Provide scripts of two proof statements you will use in your sales role play. Specify the type of proof statements you are using. You must use two different "types" of proof statements. For example, you cannot use two guarantees or two testimonials. However, it is acceptable to use one guarantee and one testimonial. **(Role play assignment 6).**

Your answer:

9. Provide two visual aids that are being used in your role play. The product itself can be a visual aid. If you are using the product itself as a visual aid, please indicate that in lieu of the visual aid itself. **(Role play assignment 7).**

Your answer:

10. Provide a script of the buyer-seller dialogue for the real (money) objection **(role play assignment 8).**

Your answer:

11. Provide a script of the buyer-seller dialogue for the smoke screen (stalling) objection **(role play assignment 9).** Note: The real objection the prospect uncovers should not be a money objection since that is covered in Assignment 8.

Your answer:

12. Provide scripts for the close and exit. The script should include a reassurance for the prospect, a follow-up plan, a thank-you, a hand shake, and an exit. **(Role play assignment 10).**

Your answer:

**Role Play Scoring Sheet for Seller**

**Seller's Name:** \_\_\_\_\_

**Score**

**Entrance and discovery of needs: (10 pts.)**

- \_\_\_\_\_ 1. Greeting, handshake, smile
- \_\_\_\_\_ 2. Approach including "small talk"

\_\_\_\_\_

**Needs discovery: (10 pts)**

- \_\_\_\_\_ 3. Needs discovery

\_\_\_\_\_

**Sales presentation: (30 pts)**

- \_\_\_\_\_ 4. Product description and FAB sequence
- \_\_\_\_\_ 5. Visual aid # 1 (the product itself can be visual)
- \_\_\_\_\_ 6. Visual aid # 2
- \_\_\_\_\_ 7. Proof statement 1
- \_\_\_\_\_ 8. Proof statement 2 (must be a different "type" than proof statement 1)
- \_\_\_\_\_ 9. Price of the product included in presentation in an appropriate manner

\_\_\_\_\_

**Meeting a real objection: (10 pts)**

- \_\_\_\_\_ 10. Meeting the real (money) objection
- \_\_\_\_\_ 11. Trial close after the real (money) objection has been addressed

\_\_\_\_\_

**Meeting a smoke screen objection: (15 pts)**

- \_\_\_\_\_ 12. Meeting the smoke screen (stalling) objection with a probing question which uncovers the real objection
- \_\_\_\_\_ 13. Meeting the real objection when it is uncovered from the smoke screen (stalling) objection
- \_\_\_\_\_ 14. Trial close after the real objection has been uncovered and addressed

\_\_\_\_\_

**Close and Exit: (15 pts.)**

- \_\_\_\_\_ 15. Close
- \_\_\_\_\_ 16. Reassure the prospect, state follow-up plan
- \_\_\_\_\_ 17. Thank the prospect, shake hands, and exit

\_\_\_\_\_

**Overall: (10 pts)**

- \_\_\_\_\_ 18. Overall quality, smoothness and delivery of the presentation

\_\_\_\_\_

\_\_\_\_\_ **TOTAL POINTS (100 pts.)**

\_\_\_\_\_

Please note:

- Reading from your role play script is **not allowed**.
  - Sellers are not allowed to have anything on the desk in front of them (notes, visual aids, etc.).
    - Visual aids will be placed on a nearby desk. They can be brought into the sales presentation at appropriate points and, then, returned to the nearby desk.
- **Points will be deducted** from your role play grade if you (i) read a script or follow an outline in any manner or (ii) fail to display the appearance, mannerisms, and/or attitude which would be expected of a professional salesperson. **Please expect such point deductions to be a substantial portion of the grade.**



**Role Play Scoring Sheet for Buyer**

**Buyer's Name:** \_\_\_\_\_

	<b>Score</b>
_____ 1. Greeting, handshake, smile	_____
_____ 2. Appropriate responses to approach, product description, FAB sequence, visual aids, proof statements, and persuasive suggestions	_____
_____ 3. Appropriate articulation of the real (money) objection and appropriate response to the seller's trial close	_____
_____ 4. Appropriate articulation of the smoke screen (stalling) objection, appropriate response to the seller's probing question, appropriate response to the seller's trial close	_____
_____ 5. Appropriate response to the seller's close and exit	_____
_____ TOTAL POINTS	25

**Please note:**

- **Please note: The buyer is allowed** to use a script or outline to assist in playing the buyer's role. **The seller is NOT allowed** to use such assistive material.
- Points will be deducted from the grades of buyers who do not display the appearance, mannerisms, and/or attitude which would be expected of a professional.