COMMERCE 4ME3 - SALES MANAGEMENT
Fall 2020 Course Outline
Marketing
DeGroote School of Business, McMaster University

COURSE OBJECTIVE

This course focuses on examining the essential functions of a `Sales Professional' in today's business environment. With the emerging nature of global and fiercely competitive markets, the onus is on the sales team, within most business organizations, to provide that vital edge. Good personal selling skills allow sellers to secure business by helping customers problem solve and meet new challenges / leverage opportunities, sellers develop and maintain relationships and therefore align with buyers by creating value for both parties. This course introduces students to key theoretical frameworks for a sound foundation in the `science of selling face-to-face' and offers opportunity to experience the practical application of learnt concepts in a controlled setting. The course will prepare students to become effective, ethical and strategic business-to-business sellers.

INSTRUCTOR AND TA CONTACT INFORMATION

Mandeep Malik
Associate Professor
Office: DSB 228

malikm@mcmaster.ca

TA: TBA

COURSE ELEMENTS

Credit Value:	3	Team skills:	Yes	IT skills:	No	Global:	No
Avenue:	Yes	Verbal skills:	Yes	Numeracy:	Yes	Political:	No
Participation:	Yes	Written skills:	Yes	Innovation:	Yes	Social:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	Yes

COURSE SUCCESS SKILLS

Growth mindset; Curiosity; Analytical ability; Good interpersonal skills; Information mining skills; Interest in persuading and influencing people; Good Planning and Time Management; Effective Collaboration and Team work skills.

COURSE DESCRIPTION

The primary purpose of this course is to acquaint students with the essential concepts and practices in B2B buying and selling. Selling is about dealing with customers and their needs, and it has less to do with the product or service than is commonly believed. The course therefore has a focus on customer decision process and an influence approach for each stage of buying. It will be taught using a mix of classroom workshops, guest lectures and observation in a work setting. Role-plays will be used to give practice in analyzing customer types, solving typical sales problems, and developing a consultative selling approach. The course attempts to maximize `sales practice time' by using an online simulation.

COURSE CHALLENGES

1. Sharpen your ability to work thoughtfully in face-to-face interpersonal transactions.
2. Test your persuasion skills and presentation skills in role-play situations and refine your argumentation skills and `public speaking' confidence
3. Learn through self critique and meaningful critique of peer ideas in class debates
4. Learn using the process of information search, information analysis and opinion development - also including disagreement / debate during all class discussions

LEARNING OUTCOMES

This course will help you to:
1. Understand the basics of professional selling practices, as they need to be applied today
2. Develop a strong foundation in the customer decision process for business buying and the related B2B sales process
3. Gain the knowledge and skills for a typical entry level sales position in the B2B environment

EVALUATION

Components and Weights

Participation in Class Discussions... .... 20% (*Individual*)
Leading Class Discussion.. 05%
Completion of Job Shadowing Report 15%
Sales Role Play - One 05%
Sales Role Play - Two.. 10%
Sales Role Play - Final.. 25%
Performance in Online Learning Project...................................... 20% (*Individual*)
TOTAL 100%

<u>IMPORTANT: STUDENT EVALUATION METHODS ARE SUBJECT TO CHANGE</u>

COURSE DELIVERY

LEARNING ACTIVITIES	DELIVERY	DESCRIPTION	TOOL(S)
Live Lectures / Discussions	Synchronous	Live discussion led by the professor and includes student led topic presentations	**Zoom**
Online Simulation	Asynchronous	Momentium Gaming Based Simulation	**Emz2 – at your own pace based on defined timelines**
Readings	Asynchronous	Students will read and prepare for in-class discussions	**Required book**
Group Work	Asynchronous	Work in groups to complete job shadowing report and role play exams.	**At each group's discretion**

REQUIRED BOOK AND REQUIRED ONLINE LEARNING RESOURCE

Visit www.emz2.com and sign up for an online sales training resource that will challenge you with a new B2B sales situation in each session and help you to develop the skills to solve buyer problems in face-to-face consultative selling situations. Your online progress will be tracked and you will be coached by the Class TA. ***THE COST PER STUDENT IS $85***

BOOK: 'SELL THE WAY YOU BUY' by David Priemer ($9.95 Kindle Edition or $20.79 paperback Amazon.ca)

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #9 in the term. Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

A. CLASS CONTRIBUTION

This course will rely heavily on `EMPOWERED LEARNING' – involving students in case discussions and in-class exercises on the topic of the day. As such it is imperative that you prepare for each class – this will determine the take home value of this course to you and impact your learning as well as that of your peers.

- Participation will be assessed through engagement in asynchronous discussion (either through Flipgrid or on Avenue to Learn) and through attendance and participation in synchronous meetings through Zoom.

- This is a shared learning environment with your peers and the professor, so please come prepared to engage in thoughtful discussion about assigned readings, class content, work and personal experiences as dialogue and active reflection are important to learning. Preparation for class will ensure deeper learning for you and sharing with your classmates, as well as hearing and respecting your peer's perspectives creates a rich learning environment.

- Participation also includes contributing to other students learning by creating a respectful space where people can openly explore, test, and challenge ideas. Thus, you are expected to contribute to the creation of a constructive learning environment. This includes active participation in large and small group discussions, asking questions, sharing experiences, reflecting on links to practice and challenging your preconceptions and stereotypes. Important to remember that constructive contributing does not mean dominating the discussion.

- We will engage in problem solving conversations related to students developing selling skills and emerging sales professional identity. Audio and video access are required for learning and assessing these skills and to assist instructor / TA with assessing participation during online classes. This audio and video presence enable productive conversation and classroom community building.

Interim contribution marks will be available through the TA about halfway through the course. Come to see me then if your mark is low, or well before if you are concerned that it might be low. The key to high participation grades is making a quality contribution to every class. Marks will be awarded on both quality and consistency.

Absence from class is a serious matter, since you obviously cannot participate if you're not there. If there are legitimate reasons for you to miss class, you need to provide documentation to the Academic Programs Office.

Putting the student into the role of a teacher

This I believe makes our senior students look deeper into the subject matter. They are forced to clarify their thinking and understandings since they must explain to their peers the subject matter or question, they are researching.

I do not want students to sit in class and take notes or listen to a discourse. The proposition / rationale I offer is simple – see every topic as an opportunity to `sell an idea', understand its relevance, research it from multiple perspectives and then lead a class discussion. You will learn how to understand audience needs, to present a value proposition, to engage others in a meaningful dialogue, and how to overcome their resistance to new ideas – if you do this repetitively, and improve, you are in essence developing your sales ability. You will move beyond purposeless reading, note taking and memorization to higher levels of learning that require clarification, expansion, and interpretation. This methodology I believe helps you understand and integrate the material better

GROUP WORK

Groups will consist of two students. They will operate as a buyer seller team for Role Play 2 and as a sales team of two for the Final Role Play Exam (this may change based on student needs or instructor choice given the nature of exam). Please note that 60% of your mark in this course is based on teamwork so choose your partner wisely. On or before September 22nd, 2020 you are required to advise the TA of your team details. Job shadowing assignment will be completed as a team – **so even though you will job shadow individually, you will submit one report comparing and contrasting the two different experiences.**

OBJECTIVES OF THE GROUP

The purpose of asking you to work in groups is to allow you to experience the process of addressing sales problems and tasks with a partner – this is a reality you may be faced with in the field. Given the complexities encountered in selling, most technology and industrial product companies encourage teams to work on key/major accounts. Sometimes these teams are a combination of sales specialist and technical specialist, other times they may be sales manager and an executive. Today, I believe the sales professional and his or her buyer work as a team too. In the real world team formations have many different objectives. This classroom partnership will allow you to learn how to manage this process more easily, when you are faced with it in the working world. It will help you in areas like relationship building, communication, building trust, division of tasks, respect, handling conflict and motivating others to meet mutually agreed upon `win-win' goals.

Using Role Play Simulations

This is the main stay of the sales course and is used as an examination tool too. It is the reason students self select themselves out of the course and it is also the reason many students are motivated to take this class. Role-plays are fun, competitive, LIVE problem solving challenges that you can embrace. Depending on the stage of the course each aspect of the business-to-business sales process is role-played independently and cumulatively. I try to minimize risk by assigning you into teams of buyer-seller-observer. You can get instantaneous feedback using tools validated by practitioners. In preparation we review, understand and analyze case studies of buyer seller interactions, and discuss the power of words, tone, body language and more. These cases help us solve the small mysteries of human interaction. The ongoing Q&A keeps you thinking on your feet, arguing, debating, referencing intuition but then exploring the science.

B. Hand-in Assignment

Length and Appearance

Job Shadowing Report: No more than ten pages (10 pages) plus any appendices that you choose to include. (Appendices consist of information that supports the main content of your report but is too detailed or voluminous to include in the body). Appendices not referred to in the body of the report will not be marked.

In terms of appearance, your objective is to write reports using business standards. That means, your submissions should be typed and double-spaced, should have one inch margins all around and should employ a font size of no smaller than twelve points. Whole numbers ten or less should be written in words. *Good English grammar and spelling count* so edit carefully.

Timing

Written assignments will be accepted for grading only on or before the assigned due date and time. Please do not wait until the day the report is due to complete it. Viruses, printer problems, file or disc problems, etc. should all be detected and corrected before the due date.

C. Project Details

Job Shadowing Assignment Report (due October 27th) – This report will be based on your job shadowing experience and that of your partner – **you will, however, submit a group report that contrasts the two experiences and reviews the sales calls witnessed in relation to concepts discussed in class**. You are required to job shadow a Sales Representative or a Sales Executive, in a B2B environment. This should be a one-on-one, `in-field' experience in which you are witnessing face-to-face customer calls. Ideally, you should arrange it such that you get to **witness a minimum of three different customer interactions at different stages within the sales cycle**. Members within a group must also choose two different companies – however these can be within the same industry sector.

You can substitute `Job Shadowing' with practitioner interviews. Each team member will conduct an interview with TWO salespeople in TWO different firms. Use interviewing guidelines below–

1. Why did you choose a career in selling?

2. What have you found to be the most satisfying element of your job in sales? What is the most dissatisfying element that you've experienced in this role?

3. Do you work using a company or personal code of ethics? Can you share how this affects your work?

4. Given the products / services that you sell, what are the most important reasons why people buy your product (service). How do you conduct NEEDS Analysis?

5. What are the key Features and Benefits of the value proposition offered by this firm?

6. What is role of advertising, direct marketing, social networking, social media, direct customer contact, or other media in your sales strategy?

7. How do you prospect for new customers? How often? Please give examples of techniques that you now use to find new customers.

8. Before making a sales call, what steps do you take to prepare yourself for the meeting?

9. Every salesperson has his/her own selling style. What techniques do you use that you believe sets you apart from other salespersons?

10. If you could change anything to make your job easier, what would it be?

REFERENCE – Adapted from MAR 3400 Professional Selling Syllabus at Lutgert College of Business. Instructor – Norm Stern

Final Role Play Test (in the weeks of December 7th and 14th unless otherwise arranged given exam schedule) – The situation, product / service and guidelines will be provided at least two weeks prior to the scheduling of the final test. It is typical in this test that you undertake a team selling effort to the buyer (played by the instructor or an external representative). It is possible that this role play be videotaped for our records. Your skills will be tested on each stage of the buying and selling process and you must demonstrate a good ability to apply / execute all selling steps. As a team you will have up to 45 minutes (subject to change) face-to-face with the buyer. In most instances the buyer will be quite cooperative, easy to deal with and interested in what you represent.

CAUTION - You will be evaluated as a team and as individuals; so it is quite possible that if equal distribution of sales effort is not evident then you will not earn the same mark. Please keep in mind the grading will change if it is observed that parts of your pitch are not realistic or not professionally executed. For example a poor opening / introduction or an unexpected illogical argument during the process could earn you a FAIL even though other elements are properly executed. Besides the overall grading, your mark will also be adjusted using a scale of 0-10 with zero representing `highly unlikely to buy' and ten as being `motivated to purchase'.

PREPARING FOR ROLE PLAY ONE

This is a short role play to give you early feedback on your understanding of and ability to apply skills taught in class. You will be given TWO scenarios and asked to interact with a simulated client in those two scenarios. Each interaction will be limited to the *first three to five minutes* of a buyer-seller interface and you will only be required to demonstrate a skill set limited to making a first impression, building affiliation and creating interest such as to have a longer interaction with the simulated client. This role-play test will be scheduled outside of class time with the TA / Instructor and will be limited to testing you on essentials taught in the first five weeks of the course. You will be given feedback right after the test is completed.

PREPARING FOR ROLE PLAY TWO

Within your groups you will be required to form a buyer-seller team and develop a scenario for a selling situation depicting introduction/opening, needs analysis, very basic discussion around a solution and close of meeting. It may reflect elements of objection handling or dealing with 'early' customer resistance. You will then enact this role-play, only in the presence of your TA / instructor and will be graded based on the situation presented, and your performance. These scenarios can be discussed and validated with the instructor beforehand – see attached. You are encouraged to use presentation material or product literature or demo equipment to make the role-play as realistic as possible. PLEASE DO NOT USE 'PRETEND' LITERATURE FOR THIS PURPOSE. USE REALISTIC PRODUCTS AND REALISTIC BROCHURES / ACTUAL SALES LITERATURE WHERE POSSIBLE. Use of laptop / tablet based presentations is encouraged.

DETAILED GUIDELINES FOR ROLE PLAY TEST TWO

This selling situation role-play will give you an opportunity to demonstrate your understanding of the buying and selling process and apply the key skills required for sales success. Please design your role-play using the following suggestions:

1. Develop a scenario of a business-to-business selling situation lasting no more than 25 minutes. Use simple products or services, for example – selling televisions to a university; selling cellular phone plans to a business for their service team; selling computers to a small business owner; selling a commercial cleaning service; selling the services of a chartered accounting firm to a small business.

2. You should assume that you are meeting this buyer for the first time, in their office for a pre-arranged meeting. Cold calls are also acceptable. It is fair to assume elements like you are meeting this buyer based on an inquiry made by him/her or their firm, and that the person you are calling on is a decision-maker. **All assumptions must be mentioned in an observer brief sheet - a half page summary of the situation you are going to demonstrate** to the TA/instructor. See attached prep document.

3. The role-play should demonstrate the essential early steps in the sales process including, *opening, questioning to identifying needs and very basic product proposition*. If you see time as a constraint, it is possible to close the call with agreement on the next proposed action; however, such sales calls must <u>at least</u> demonstrate effective opening and needs analysis early on in the buying process / sales process.

4. Please try to obtain and use brochures for the products you are representing in the role-play. You are allowed to develop your own professional looking brochures, letters of reference or any other supporting documents / resources. NOTHING SHOULD BE LEFT TO OUR IMAGINATION. ALL SUCH SALES TOOLS MUST BE REALISTIC. You can bring along product samples for demonstration.
5. <u>You should not be reading from or referring to a script.</u> The role of the buyer should be well defined and the process should demonstrate a two-way interaction in which the buyer is participating actively. Otherwise both members of the group will lose marks.

6. Please dress for business and know that the role-play is assessed as a professional business meeting. Any `un-business like' behaviour will have a negative impact on your marks. Ideas that do not appear logical or realistic will not be accepted.

7. You will be judged on your ability to apply sales skills learnt in class, this includes - demonstration of a good understanding and adeptness at the buying and selling steps, communication/presentation skills, usage of sales tools, effort put in developing such tools and realism of the business situation.

GUIDELINES FOR THE JOB SHADOWING REPORT

1. Consider starting with a backgrounder on the company, the structure of their sales organization, their current market position versus competition and overview of their industry. Include some details on recruitment criteria for entry-level sales roles.

2. Comment on their target customer, overall `sales strategy', the recommended sales process and the external /internal factors that impact the sales cycle. Comment on how the sales force is empowered - for example, marketing support, CRM systems used, the training that they are given, compensation structure, performance incentives etc.

3. Compare what you witnessed during the day with what we discussed in class – use learnings from the online simulation and reference the text to analyze the effectiveness of the interactions that you viewed. Consider the sales style of the individual, contrast theory to practice and offer observations. Depending on what you witnessed you may like to comment on specific aspects of the sales process - buying role of person met, multiple buyers, needs analysis technique etc. Make recommendations for change.

4. Use the sales history of the individual you were shadowing to draw learning for the new sales person from an experienced hand. Comment on success factors, typical problems encountered and other market experiences.

5. You are encouraged to source and attach recruitment advertisements for sales positions in this organization, product literature used, marketing messages to find new customers etc.

Grading will be based on the following parameters:

Background Info on Company (Audit of Sales organization): 15%
Understanding of the B2B sales practices and the sales process witnessed: 25%
Analysis of findings – contrast of two companies given product, customer, industry: 40%
Correlation to classroom / text /online simulation (including references): 15%
Format and Creativity: 05%

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at: www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to: www.mcmaster.ca/academicintegrity.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or another course component. Please refer to the policy and procedure on the DeGroote website at the link http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/

EXTREME CIRCUMSTANCES

The instructor and university reserve the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Reasonable notice will be given with explanation and the opportunity to comment on changes. Changes will be communicated through regular McMaster communication channels such as McMaster Daily News, Avenue to Learn, and/or McMaster e-mail. It is the responsibility of the student to check these channels regularly during the term and to note any changes.

ONLINE COURSE COMPONENTS

In this course we will be using Zoom, email for communication, Avenue to Learn and an online simulation provided by an external firm - `Momentium' by e=mz2. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster University e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS, OR SPIRITUAL OBSERVANCES (RISO)

A student who requires academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the ***RISO*** policy. A student should submit their request to their Faculty Office **normally within 10 working days** of the beginning of the term in which they anticipate a need for accommodation **OR** to the Registrar's Office prior to their examinations. A student should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests. A student who requires accommodations to meet a religious obligation or to celebrate an important religious holiday must make their requests **as early as possible**. If you need **scheduled health care** (e.g., rehabilitation after an accident or wisdom teeth removed), do not schedule it opposite a class and then seek accommodation. A student should not design their class schedule to **create a conflict between two courses**. If they do, an instructor is not obligated to provide any accommodation.

COPYRIGHT AND RECORDING

Students are advised that lectures, discussions, presentations, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary and analytical work, **including** lectures and discussions by University instructors.

The recording of lectures, discussions, presentations, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXPECTATIONS ON STUDENT CONDUCT

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions with all of our living, learning, and working communities. These expectations are described in the ***Code of Student Rights & Responsibilities*** (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, ***whether in person or online.***

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with University functions on online platforms (e.g., use of Avenue to Learn, Zoom, etc.) will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 4ME3 will be considered to be an implicit acknowledgement of the course policies outlined above and as follows, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf

CLASS SCHEDULE

Date	Topic	Essential Readings for Student Led Discussion	Methodology
Week 1	Participant Introductions and course success skills. Discuss course outline and projects **Online Learning Resource**		**Presenter: Marguerite Zimmerman, CEO e=mz2**
Week 2	The Personal Buying Process and Selling Process to facilitate effective buying	Chapter 1 and 2 Articles 1 and 2 (Two teams)	
Week 3 **REGISTER ON www.emz2.com and complete first session**	Organizational Buying; Buying Centres in Organizations	Chapter 3 Articles 3 and 4 (Two teams)	In-class case study
Week 4	Relationship Management in Selling;	Chapter 4 Article 5	
Week 5	Prospecting and Pre-Sale Preparation. The Sales Approach – Opening and Developing a Sale	Article 6	In-class practice role plays on Opening a Sales Meeting (first Buyer Seller interaction)

			NOTE: These role plays are not graded
Date	**Topic**	**Readings**	**Methodology**
Week 6	Methods for Needs Analysis The Questioning Approach - SPIN Selling	Chapter 6	
Week 7	SPIN Method for Needs Analysis		In-class practise role plays. NOT GRADED.
Week 8	The Sales Presentations, Product Demonstration and Persuasion through Effective Feature Benefit Analysis	Chapter 5 Article 7, 8 and 9	
Week 9	Meeting and overcoming customer objections	Chapter 7	
Week 10 **COMPLETED ALL SESSIONS OF MOMENTIUM**	Sales Negotiation Process	Article 10	
Week 11	Closing a sale and Post – sale support	Article 11	
Week 12	Decision making with objectivity		*IN CLASS EXERCISE*

NOTE: THE COURSE SCHEDULE IS SUBJECT TO CHANGE. FLEXIBILITY WILL BE APPLIED TO BRING IN INDUSTRY SPEAKERS AND DEFINE TOPICS BASED ON PARTICIPANT LEVELS AND INTEREST.

READINGS –

1. `Dismantling the Sales Machine’ HBR November 2013
2. **http://dialogmarketingservices.net/pdf/Creating_Real_Value_Customers.pdf**
3. `A six-stage model of the buying process for ERP software’ Verville and Hallington, Industrial Marketing Management, 32 (2003) 585 – 594
4. `Making the Major Sale” Shapiro, Posner HBR, July – August 2006, 142-148
5. `End of Solution Sales’ Harvard Business Review, July-August 2012
6. `Rapport Management During Exploration Phase of the Salesperson-Customer Relationship’ Campbell, Davis and Skinner, Journal of Personal Selling & Sales Management, vol. XXVI, no. 4 (fall 2006), pp. 359–370.
7. `Customer Value Propositions in Business Markets’ HBR March 2006
8. `Capturing the Value of Supplementary Services’ Anderson and Narus, HBR Jan 1995
9. `Rethinking Customer Solutions’ Tuli, Kohli and Bharadwaj, Journal of Marketing, Vol 17 (July 2007) 1-17
10. `Executing Profitable Sales Negotiations: Selling Value Not Price’ D’Andrea, Industrial and Commercial Training, Vol 37, No. 1, 2005, 18-24
11. `Do Closing Techniques Diminish Prospect Trust’ Hawes, Strong and Winick, Industrial Marketing Management 25,349-360 (1996)

Proposal for Team Role Play 2

Names of Your Team Members (Two members per team – One Buyer and One Seller)

I. Name of the company you will be representing: ______________________________

II. Product or service you will be selling (include a brief description so I can understand what you are selling—don't just list a brand name):

III. Name of the company you will be selling to and please do provide details on the buying situation – type of buyer, competition, nature of purchase, buyer familiarity with this product / service etc.: _________________________________

IV. What do you hope to accomplish in this **25-minute** interaction?

V. What key assumptions should we be aware of?

NOTE: You may choose almost any B2B product or service to sell. After you submit your proposal I will then either approve or disapprove your product/service. Please note that my approval does not mean that you have chosen a particularly great product or that you will have no trouble presenting it. Approval simply indicates that you are allowed to proceed.

UNDERSTANDING MY GOALS, MY APPROACH TO LEARNING AND THIS COURSE

Why am I here? What is my motivation and goal in taking this course?

Do I believe that learning to sell will add to my portfolio of qualifications to succeed in life? How so?

What responsibility am I willing to take to have a meaningful learning experience?

What part must I play to ensure that my peers have a positive learning experience and contribute effectively to our classroom environment?

How do I propose to act on being an active, engaged, self-directed and collaborative learner?