

UGA - SPRING 2009  
**COURSE SYLLABUS**  
**ACCOUNT MANAGEMENT AND PROFESSIONAL SELLING**  
**MARK 4210, Section 91 – 539**  
MWF 11:15 – 12:05 – Sanford 209

**INSTRUCTOR**

Tucker Cox, 132 Brooks Hall; tel - 404-822-8894 (mobile), [tuck1930@uga.edu](mailto:tuck1930@uga.edu); office hours - MW 3:00 – 5:00; drop-ins encouraged; to make sure that you see me and eliminate a wait, please make an appointment.

**PREREQUISITE - MARK 3000**

Any student not meeting the prerequisite will be administratively withdrawn from class.

**REQUIRED MATERIALS**

*Professional Selling: A Trust-Based Approach, 4th Edition* by Thomas N. Ingram, Raymond W. LaForge, Ramon A. Avila, Charles H. Schwepker Jr. and Michael R. Williams, Thomson South-Western, Mason, Ohio, 2008. ISBN 13:978-0-324-53809-0

**REFERENCES**

Advertising Age  
Harvard Business Review  
Journal of Personal Selling and Sales Management  
Sales and Marketing magazine  
Selling Power magazine  
Wall Street Journal

**COURSE DESCRIPTION**

This course studies the fundamental “building blocks” of professional selling. Focus is on developing and maintaining customer relationships, building trust and sales ethics, understanding buyer behaviors, developing communication skills, strategic prospecting, problem identification, needs assessment, value analysis and value-based selling, sales presentations and self-leadership. Both analytical and sales/selling skills are developed.

**COURSE OBJECTIVES/EXPECTED LEARNING OUTCOMES\***

Upon completion of this course, the student should:

- Analyze the integration of this selling within a company’s structure
- Apply prerequisites of successful professional selling which are rooted in honest dealings with customers, understanding needs and communication skills
- Be able to effectively work on a team and understand the relationship of teambuilding to the partnering concept
- Have appreciably improved his/her listening skills and know how to continue developing them
- Have significant increased critical sales communication skills and know how to continue progressing
- Know the fundamentals of producing and delivering effective sales proposals and presentations
- Perform basic sales prospecting
- Understand the importance of long term relationships with customers
- Understand what selling really is
- Understand why and how organizations make buying decisions

\* in alphabetical order

## TOPICAL OUTLINE\*

- Addressing concerns and earning commitment – anticipate and negotiate concerns and resistance, securing commitment and closing
  - Building trust and sales ethics
  - Communication skills – collaborating, questioning, listening, giving information and nonverbal communication
  - Expanding customer relationships and building goodwill – assess and assure customer satisfaction, building partnering relationships-expand customer involvement
  - Introduction to selling and sales people – sales process, sales careers, qualifications and skills required for success
  - Leadership and team building skills
  - Making the sales call – creating and communicating values, needs-gap analysis, creating value, benefit selling
  - Planning, sales dialogues and presentations
  - Prospecting and identifying sales opportunities,
  - Understanding buyers, the buying process, analyzing customer opportunities and identifying needs, understanding communication styles
- \* in alphabetical order

## EVALUATION METHODS

Final course grades will be based upon your performance on the following:

Item	%
Exam 1	15.0
Final exam	20.0
Quizzes – 4	15.0
Case analysis & presentation - team	10.0
Team role play & presentation	15.0
Other assignments – homework, etc.	10.0
Contribution, individual role plays	15.0
Total	100.0%

Excessive absences void the grading criteria. Missed quizzes receive a grade of zero. See “Exams, Quizzes and Make-up Policy” and “Attendance Policy.”

Letter grades will be assigned using the following cut-off points (no rounding up)

A	>= 93	B <sup>-</sup> (B minus)	80 – 82.99	D	60 – 69.99
A <sup>-</sup> (A minus)	90 – 92.99	C <sup>+</sup> (C plus)	77 – 79.99	F	<60
B <sup>+</sup> (B plus)	87 – 89.99	C	73 – 76.99		
B	83 – 86.99	C <sup>-</sup> (C minus)	70 – 72.99		

## EXAMS, QUIZZES AND MAKE-UP POLICY

Exams are in a multiple choice and scenario format. Exams may have optional essay questions for extra credit. They cover assigned readings from the text, material presented in class and selected articles. Make-up exams will be given for legitimate absences. Quizzes – announced or pop-up – are on current assignments. No make-ups for quizzes.

## WRITTEN ASSIGNMENTS

Must be typed, double spaced and submitted in hard copy; e-mail not accepted.

## CASES

Each team will analyze the assigned case from the text. The analysis will be presented to the class using PowerPoint. Each team member will participate in the presentation. The analysis will include A) situation overview; B) sales issue and C) evaluation and recommendation. The team will distribute to each class member a one page summary of A, B and C. Maximum time allowed – 20 minutes. Dress – business casual.

## CLASS PARTICIPATION AND CONTRIBUTION<sup>1</sup>

This is a hands-on, participation course, conducted on a role play/ personal demonstration / lecture / discussion / case and individual or group presentation format. The quality and amount of learning will depend on your interaction with the instructor and your classmates. You are expected to be familiar with assigned reading and role plays prior to coming to class. You should be able to elaborate on topics discussed and intelligently respond to questions. Help create a valuable and enjoyable learning experience by asking engaging questions, actively participating in class discussions and sharing your knowledge and intellectual curiosity with your classmates. Your contribution will be determined by the quality of your participation and role plays according to the following criteria:

- A-level – attends all classes; consistently well-prepared; initiates discussions, high-quality involvement in class conversations; comments are insightful. Shares knowledge. Well prepared for role plays, which illustrate course material in action.
- B-level – actively responds to questions; consistent and regular involvement in class discussions; occasionally leads; always well prepared. Shares ideas with classmates. Well prepared for role plays, which illustrate course material in action.
- C-level – only responds to questions; most answers are correct; preparation is modest. Prepared for role plays.
- D or F-level - little involvement in class discussions, vague or inaccurate responses to questions demonstrate no preparation, inadequate understanding of course material or no critical thinking. Not prepared for role plays.

## ROLE PLAYS

*INDIVIDUAL (10-15 minutes max)* - complete preparation for these roles prior to the first class of each week. The instructor may ask you to play the assigned role.

*TPRP – TEAM PRESENTATIONS AND ROLE PLAYS* - Your instructor will discuss this assignment in class.

## ATTENDANCE POLICY

Per UGA policy, “Students are expected to attend classes regularly.”<sup>2</sup> This is not a theory course. Most of the learning takes place in the classroom. Attendance is mandatory. Absences due to illness that are substantiated with a physician’s note are legitimate; other types of notes do not count. For a religious holiday, inform your instructor in advance in writing via email. Other legitimate absences include, but are not limited to family funeral, serious illness, death of a family member, jury duty, and official university activities. Weddings, social events, family trips, work conflicts, academic advising appointments, or missing class due to undocumented illness, e.g., “aches and pains,” are not legitimate. Arriving or leaving unreasonably late/early is an absence. If you must arrive late or leave early, inform the instructor. Take a seat close to the door. Enter/exit quietly. More than three absences, excluding legitimate ones, results in a one percentage point reduction in your final grade – no exceptions; do not ask. For example, if a student’s average for all assignments for the entire semester is 80%, the final mark would be 79%.

---

<sup>1</sup> Ideas for some of this section are from the website of Prof. Deepak Sirdeshmukh of North Carolina State University, [www4.ncsu.edu/~dsirdes/courses/services%20marketing%20mab.pdf](http://www4.ncsu.edu/~dsirdes/courses/services%20marketing%20mab.pdf), Google, visited Jan 3, 2007 (not accessible on Jan 8, 2009); and Evelyn H. Daniel, Professor, School of Information and Library Science, University of North Carolina at Chapel Hill, <http://ils.unc.edu/daniel/237/resources06.html>, Google, visited 08 Jan 2009.

<sup>2</sup> See General Academic Regulations and Information, Course and Credit, Class Attendance at [bulletin.uga.edu/fall2001/bulletin/acad/Courses.html](http://bulletin.uga.edu/fall2001/bulletin/acad/Courses.html), visited 06 Jan 09

Excessive absences void the grading criteria. They may cause a substantial reduction in a student's grade, including failing the course. "A student who incurs an excessive number of absences may be withdrawn from a class at the discretion of the professor."<sup>3</sup> While there is no hard and fast definition of "excessive," a general guideline is missing more than 5 classes, including legitimate absences. We have a collective responsibility to "develop an intellectual community within an environment that fosters respect and integrity among its members."<sup>4</sup> Working on puzzles, other assignments, internet surfing, sidebar conversations, sleeping and behavior that is inconsistent with The University of Georgia Code of Conduct or the Terry College of Business's standards is improper and intolerable. If it persists, your instructor may withdraw you from the course in compliance with UGA policy.

### **ACADEMIC INTEGRITY**

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. View the entire policy at [http://www.uga.edu/ovpi/honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/honesty/culture_honesty.htm) . All members of the University Community are responsible for knowing the policy and procedures on academic honesty. Specifically for this class, all exams, quizzes, and homework assignments are to be individual work, unless otherwise expressly stated. For each in-class exercise, the exercise instructions will clearly indicate whether the assignment is to be individual or group work. Each of the following illustrates a violation of the policy. I will institute academic dishonesty procedures if any of these activities occur.

- Cutting and pasting from websites and any other digital media that you did not create
- Failing to provide proper citations in any written submission
- Reading another student's paper during an exam
- Allowing another student to read your paper during an exam
- Using any materials or any source other than your own knowledge during an exam
- Including the name of a person who is not present on a submitted group activity
- Collaborating (discussing approaches, possible answers) on homework assignments or cases, unless it is a group assignment
- Copying someone else's homework
- Submitting, as your own work, any research or writing that was not performed solely by you
- Having a cell phone visible during an exam period
- Having an open backpack or loose papers visible during an exam period

### **WITHDRAWAL**

The University assigns a grade of WF (withdrawal failing) to any withdrawal after March 24, 2009. A student withdrawing on or prior to March 24 earns a WP (withdrawal passing) or WF, depending on the average of assignments to date based on the grading criteria. It is your responsibility to read and understand the University's withdrawal policy.

### **LATE WORK**

Not accepted – earns a grade of zero.

### **GRADED WORK**

Keep your graded papers. Back up offline all electronic copies of your documents related to this course.

---

<sup>3</sup> Ibid

<sup>4</sup> The University of Georgia Code of Conduct, section I, Introduction, Purpose <http://www.uga.edu/judicialprograms/code.htm>, Google, visited 03 Jan 2008.

Double-check the calculation of all scores on all work. In the event of a dispute about a mark, you are responsible for providing the graded document the instructor returns to you. In the absence of a source document, the grade that the instructor maintains is official.

### **TENT CARDS**

Please prepare a tent card with your printed name dark enough and large enough so that your instructor can read it and become familiar with you by name as quickly as possible. Place your tent card in front of your desk for every class session.

### **CHANGES TO THIS SYLLABUS**

The syllabus is a general plan for the course. It is subject to change, for example, dates for guest speakers, which depend on their schedule.

### **OPEN DOOR POLICY**

I am available to discuss your course performance, career advice, future course selections or any other issue. Feel free to either make an appointment or drop in. I regularly review resumes and write letters of recommendations for students. Please let me know how I can help.

Course Schedule - MARK 4210 – sp08 – MWF 11:15 – 12:05  
The schedule will change as outside speakers talk to the class

<b>Date</b>	<b>Topic and assigned reading</b>			<b>Case and team presentations &amp; role plays</b>
Jan 09- 16	Course intro, mod 1 - overview of personal selling, appendix 1 – sales careers, intro to Mod 2			
Jan 19 – 23	Jan 19 – no class – MLK birthday Mod 2 – building trust and sales ethics (cont'd)			1/23 - case 1.1 Biomed, Inc., p 20 – Alpha Dawgs
Jan 26 – 30	Mod 2 – cont'd Mod 3 – understanding buyers			1/30 case 2.1 – Schmidt Business Forms, p 57 – The Athenians
Feb 02 – 06	Mod 3 – understanding buyers (cont'd) Mod 4 – communication skills			2/06 – Case 2.2 Sales Ethics: A Case Study, p 59 – Bold Believers
Feb 09 - 13	Mod 4 – cont'd			2/13 case 3.1 Condo computer Corporation, p 101 – Morning Calm
Feb 16 – 20	Mod 5 – strategic prospecting and preparing for sales dialogue			2/20 case 4.1 Pre-Select, Inc, p 134 – Rightly Tenacious
Feb 23 – 27	Mod 6 – planning sales dialogues and presentation			<b>02/25 – exam 1 mods 1 thru 5</b>
Mar 03 – 06	Sales dialogues and presentation (cont'd) Mod 7 – making the sales call: creating and communicating values			03/06 case 5.1 How to Prospect for New Customers, p 157 – Smooth Sailors
Mar 09– 13	Spring break			
Mar 16 – 20	Mod 7 (cont'd); Mod 8 – addressing concerns and earning commitment			
Mar 23 – 27	03/23 - Mod 8; TPRP <sup>5</sup>	03/25 – Mod 8; case 6.1	03/27 - TPRP	Role play for each team TBA 03/23 - Veni Vidi Vici; 03/25 case 6.1 – Thundering Herd; 03/27 - Grace & Truth
Mar 30 – Apr 03	03/30 - TPRP	04/01 – Mod 9; case 7.2	04/03 - TPRP	03/30 – Rightly Tenacious; 04/01 case 7.2 – The Cosmopolitans; 04/03 - Bold Believers
Apr 06 – 10	04/06 - TPRP	04/08 – Mod 9; case 8.1	04/10 - TPRP	04/06 – Smooth Sailors; 04/08 case 8.1 – American Rebound; 04/10 – Alpha Dawgs
Apr 13 – 17	04/13 - TPRP	04/15 – Mod 10; Case 9.1	04/17 - TPRP	04/13 – Morning Calm; 04/15 case 9.1 – Veni Vidi Vici; 04/17 – Thundering Herd
Apr 20 – 24	04/20 - TPRP	04/22 – Mod 10; case 10.2	04/24 - TPRP	04/20 – The Cosmopolitans; 04/22 case 10.2 – Grace & Truth; 04/24 – American Rebound
Apr 27, 29	04/27 - TPRP	04/29 - Final exam review		04/27 – The Athenians
<b>May 04</b>	<b>Final exam – 12:00 – 3:00 – Sanford 209</b>			

<b>Other Assignments – prepare before first day of class for the week; submit written assignments on Friday of the week</b>	
1/9-1/16	Read/prepare – <u>Building Professional Selling Skills</u> (BPSS), scenarios A & B, pp 17-18
1/19-1/23	Complete BPSS, trust building worksheet, #2, pp 54-55; prepare for role plays #3 or 4, pp 55-56
1/26-1/30	BPSS # 4, p 97 – complete the “Communication Styles Survey.” Answer questions 5(a) thru (d), p 99.

<sup>5</sup> TPRP = team presentations and role plays

<b>Other Assignments – prepare before first day of class for the week; submit written assignments on Friday of the week</b>	
	BPSS #7, p 100 – take the Kiersey KITS –II. <sup>6</sup> Answer questions 7 (a) through 7 (d) Prepare for role play #6, p 99.
2/2-2/6	BPSS #1, p 129. BPSS #2, p 130 – submit written answers to questions and prepare for role play on p 132 that is associated with BPSS #2.
2/9-2/13	Read/prepare for role play #4, p 132.
2/16-2/20	Read/prepare role play #3, p 155 – Northwestern mutual BPSS #5, Go to act.com. Click on “Visit the Demo Center” on the left-hand side of your screen. Click on “View the ACT! feature tour.” Watch the feature and answer questions 5(a) and 5 (b).
2/23-2/27	Read/prepare for role plays #2 and 3, p 178
3/03-3/06	BPSS #3, p 205. BPSS #5, p 207 Epson’s Presenters Online – visit this website (presentersonline.com). Complete the exercise for your own benefit. No written submission required.
3/16-3/20	Prepare to answer BPSS #2, p 229. Read/prepare role plays 3 and 4, p 230.
3/23-3/27	Read/prepare role plays 1 and 2, pp 254-255
3/30-4/03	
4/06-4/10	
4/13-4/17	BPSS 1, pp 287-288- complete the “Time Management Skills Worksheet.” Read/prepare for role plays #3 and 4, pp 290-291
4/20-4/24	For your own benefit, complete the “Time Activity chart” on pp 289-290 – no written submission required.

<sup>6</sup> At keirse.com, place cursor over “Take the KITS-II.” Click “Click to take sorter.” Complete the required information; click on “Take the Keirse Temperament Sorter-II Personality Assessment.” Follow the instructions on the screen.