Unit Outline*

MKTG2240
Sales Management

Semester 2, 2011
Crawley Campus

Unit Coordinator
Dr Greg Brush

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction

The sales force plays an important role in linking customers to the firm. Sales people work towards generating revenue for the company and enhancing the product’s brand reputation. The key to selling is communication that creates trust. Therefore, this unit takes a professional communications perspective.

Many graduates find themselves in entry level positions where they will need to sell-to or service customers. Because of this, this unit approaches the topic from the salesperson’s perspective and focuses on understanding the sales process. This course will provide the principles and practical skills to allow graduates to be confident in planning and executing selling activities. In this unit you will be encouraged to develop sales and communication skills. Sales skills are useful for all types of jobs where you have to deal with customers (internal or external). These include jobs in marketing, management, engineering, architecture, agriculture, HR, medicine, education, accounting and finance.

It is often a daunting experience to cold-call a prospect, and to build a rewarding and trusting relationship with the people who are your customers. A large part of this course will be ‘hands-on’ and will assist you to improve your confidence and people skills.

Unit content

This unit will cover the sales process and customer account management through discussion of different theories on selling. The focus will be on interactions between the buyer and seller. These interactions are identified and analysed in order to allow the salesperson to design their communication to suit the buyer. This communication process seeks to identify the buyer’s problems, introduce your product as a potential solution for the problem, manage expectations and create value for the customer.

You will learn to handle and optimise key accounts, personal selling, relationship development, sales strategies and sales forecasting. This should lead to an appreciation for the role of the sales person and account manager.

The Goal of the unit

This unit aims to introduce students to the wonderful and necessary world of selling.
Learning outcomes

On completion of this unit, you should be able to:

- develop a sales planning report;
- give a sales presentation to customers;
- assess and evaluate different approaches to developing customer relationships;
- understand the importance of developing trust and building a customer orientation;
- have an appreciation of ethical selling and sales management.

Educational Principles and Graduate Attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- develop more effective communication skills through a class presentation on the findings of your team sales project and by responding to any questions that arise following that presentation;
- develop competencies to work more effectively in teams through the completion of a group case analysis project relating to your selected business context.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

Lectures are held each week and students are strongly encouraged to attend. Lectures will be where the theory and methods of sales management and personal selling are presented. As it is impossible to fully discuss all the aspects of a given topic within the lecture time provided, students are required to read the relevant chapter from the prescribed textbook prior to attending the lecture. Class time will be spent developing and expanding upon the material presented in the required text. A full course programme is provided in this outline.

The lectures will be recorded for electronic distribution. Additionally, power point slides for each session will be posted on WebCT prior to the lectures. Recordings on Lectopia are intended for revision and also where you are unable to attend a lecture. They should not be seen as a substitute to attending class. Class attendance and participation is especially important.

This unit uses a number of teaching strategies to facilitate student learning. The first seeks to develop good presentation and people skills. These skills are important because the sales function involves the interaction between buyers and sellers, often in the form of a sales pitch or presentation. In this unit, these communication skills are honed by developing and delivering a sales presentation in the tutorials (a major assignment); role playing using cases in the tutorials; and the presentation of a magic trick which helps to build confidence in presenting, and teaches students how to handle props and demonstrate a product (note: the magic trick is the product).
You will also be asked to polish your writing and document formatting skills. It is imperative that you are able to produce compelling, attractive and professional documents because sales people have to submit written sales presentations to clients. You will practice these skills by preparing and submitting a written sales call planning report.

You should prepare the cases and/or homework before attending the tutorial. To help with this preparation, there is a detailed weekly class activity list at the end of this document. Material from tutorial cases and discussions is examinable.

This unit uses the adult centred learning concept where the instructors and students learn together. You are responsible for your own learning. This means preparing and engaging in the class activities. In the course of your preparations, it is normal to have questions. I encourage you to pose these questions to your instructors. We will try to give you a good answer. If we do not know the answer, we undertake to find out the answer and get back to you.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit; The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online, is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it is listening to a lecture or getting involved in other activities, is an important part of the learning process. It is therefore important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’.

CONTACT DETAILS

We strongly advise students to regularly access WebCT and their student email accounts. Important information regarding the unit is often communicated on WebCT and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit Coordinator:</th>
<th>Greg Brush</th>
</tr>
</thead>
<tbody>
<tr>
<td>email:</td>
<td><a href="mailto:greg.brush@uwa.edu.au">greg.brush@uwa.edu.au</a></td>
</tr>
<tr>
<td>phone:</td>
<td>6488 1414</td>
</tr>
<tr>
<td>consultation hour:</td>
<td>Thursday 1500-1600</td>
</tr>
<tr>
<td>lecture times:</td>
<td>Thursday 1200-1400</td>
</tr>
<tr>
<td>lecture building &amp; room:</td>
<td>BUSN EYLT: Ernst and Young Lecture Theatre</td>
</tr>
</tbody>
</table>
**TEXTBOOK(S) & RESOURCES**

**Unit Website: WebCT**

**Required text**


**Software requirements**

Microsoft office (word, excel and power point) or equivalent. Access to internet
<table>
<thead>
<tr>
<th>Week #</th>
<th>Lecture/Topic</th>
<th>Tutorial exercises</th>
<th>Lecture text module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to personal selling and the sales process</td>
<td>No tutorials</td>
<td>Module 1 text and Appendix 1</td>
</tr>
<tr>
<td>2</td>
<td>Building trust and sales ethics</td>
<td>Read Case 1.2 Plastico, Inc + role-play (pp. 21-2 text)</td>
<td>Module 2 text</td>
</tr>
<tr>
<td>3</td>
<td>Understanding buyers</td>
<td>Ethics scale (p. 332 text)</td>
<td>Module 3 text</td>
</tr>
<tr>
<td>4</td>
<td>Communicating with customers</td>
<td>Read Case 3.1 Candoo + role-play (pp. 101-2 text)</td>
<td>Module 4 text</td>
</tr>
<tr>
<td>5</td>
<td>Prospecting and buyer information search</td>
<td>Exercise 4.2 (p. 351 text)</td>
<td>Module 5 text</td>
</tr>
<tr>
<td>6</td>
<td>Planning your sales approach and presentation</td>
<td>Read Case 5.1 text</td>
<td>Module 6 text</td>
</tr>
<tr>
<td>7</td>
<td>Making the sales call: A focus on value</td>
<td>Read case 6.1 text</td>
<td>Module 7 text</td>
</tr>
<tr>
<td>8</td>
<td>In-Class Mid-Semester Test (No formal lecture)</td>
<td>Who Wants to be a Millionaire Quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid semester break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Addressing concerns and earning commitment</td>
<td>Sales presentations begin</td>
<td>Module 8 text</td>
</tr>
<tr>
<td>10</td>
<td>Adding value: Enhancing and expanding customer relationships</td>
<td>Sales presentations</td>
<td>Module 9 text</td>
</tr>
<tr>
<td>11</td>
<td>Adding value: Self leadership and teamwork</td>
<td>Sales presentations</td>
<td>Module 10 text</td>
</tr>
<tr>
<td>12</td>
<td>Contemporary topics and exam overview</td>
<td>Sales presentations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Consultation (No formal lecture)</td>
<td>Exam revision tutorial</td>
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ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you with an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

This course uses student centred assessment where you have multiple ways of earning marks. The team project is used because in practical terms and in industry, this type of research project is often team-based. The coursework is formative and summative. Students are expected to reflect on the comments and observations about their project and, if desired, use these to improve subsequent work.

Students are also reminded that they need to attend all group sales presentations, even if they are not presenting. This exercise is an important aspect of student skill development and it is important that students participate in this exercise.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial exercises/activities</td>
<td>10%</td>
<td>Continuous</td>
<td></td>
</tr>
<tr>
<td>In-Class Mid-Semester Test</td>
<td>20%</td>
<td>Week 8 22nd Sept</td>
<td></td>
</tr>
<tr>
<td>Sales call planning report and presentation group project</td>
<td>20%</td>
<td>Written report due Mon 3rd Oct 4pm to Uniprint</td>
<td>Presentations given in tutorials in weeks 9-12.</td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
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<td></td>
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</table>

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Assessment components

Tutorial Participation (10%)

You will practice sales and communication skills. Your active participation during tutorials is seen as critical to developing these skills. Role playing exercises are considered an essential component of sales courses and will be conducted during tutorials. Students acting the roles will be randomly
chosen by the tutor at the beginning of the class – therefore all students need to prepare themselves for the role playing exercises. During the semester, all students will be chosen at least once for an acting role.

You will negatively influence your grade for tutorial participation if you miss tutorial classes. Students who miss more than 3 tutorial classes without adequate explanation (i.e. written evidence such as a doctor’s certificate) will receive a maximum mark of 4 for tutorial participation. Note that the grading of tutorials will follow in general terms the guidelines below (out of 10):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>An outstanding leader in class discussion. Is completely prepared for every class discussion and role playing exercise. Is able to answer every question posed by the instructor. Student frequently initiates stimulating dialogue and displays leadership when working in a group.</td>
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<tr>
<td>7-8</td>
<td>Consistent contribution in class discussions. Almost always prepared to discuss assignment topic in class. Participates actively in the role playing exercises. A regular initiator of class discussions and contributes to the role playing exercises. Interacts with classmates in a professional manner. Comments demonstrate preparation and indicate active listening.</td>
</tr>
<tr>
<td>5-6</td>
<td>Satisfactory participation. Responds to instructor’s comments and questions comments from classmates. Occasionally takes the lead in the role playing exercises.</td>
</tr>
<tr>
<td>4</td>
<td>Attended but rarely takes part in class discussion, role playing exercises and/or answers questions from the instructor (silent attendee).</td>
</tr>
<tr>
<td>0</td>
<td>Failure to attend tutorials.</td>
</tr>
</tbody>
</table>

**Mid-Semester In-Class Test (20%)**

This test will be a closed book exam held during the week 8 lecture time in BUSN EYLT: Ernst and Young Lecture Theatre. Questions will come from material outlined in the textbook, lecture materials and tutorials covered in the first seven weeks of class. Final format will be advised during term time.

**Sales Call Planning Report and Presentation – Group Project (20%)**

Groups of two or three students are required to produce a sales call planning report and give a sales presentation aligned with their sales report. You are asked to choose a B2B product or service on which to base your report and presentation. Examples of products and services include (but are not limited to): Copier systems, computer contracts, staffing services, catering services, outsourcing HR services, etc. You are encouraged to choose a good or service that allows your group to develop creative sales presentations. Sales people have to work in groups when selling to organisations. This team situation is devised to approximate the dynamics that occur in selling groups.

<table>
<thead>
<tr>
<th>Summary Sheet:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A brief summary sheet outlining the details of group members (email addresses included), the product chosen, the company you are selling for and the buyer firm you have targeted (background information). Please submit this summary sheet to your tutor in the Week 4 tutorial for approval. Late submissions will receive a 5% penalty on their written report per day late. Your tutor will post their permission or feedback on required changes on WebCT by the end of Week 4.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Buyer Firm background:</th>
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<tbody>
<tr>
<td>All groups are to bring to the week 7 tutorial a one page summary on the buying firm and industry that you are targeting. This information will then be forwarded to the rest of the tutorial group who will be acting as the buying firm during your sales presentation.</td>
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</table>
Sales Call Planning Report:

It is recommended you follow the requirements outlined in experiential exercise 6.3 on p. 373 of the Ingram et al. (2008) textbook. The sales report should be a maximum of 3000 words and make extensive use of tables and figures. Executive summary and references are not included in the word count. The Call Planning Report must be submitted to Uniprint by 4pm on Monday October 3.

Late submissions incur a 10% DAILY penalty. Delays in excess of 7 calendar days will result in a grade of ‘zero’. All late submissions must be hand delivered to the undergraduate student reception (Ground Floor – Business School). Do not send late assignments to Uniprint. Please remember to attach an Assignment Cover Sheet with your assignment. Please submit this report via the Uniprint web site www.uniprint.uwa.edu.au Click on “Student Assignments” and follow the instructions.

Sales Presentation:

It is recommended that you read modules 6&7 before planning your sales presentation. Each presentation should last between 12-15 minutes (including questions from the buyer). One mark will be deducted for each minute (or part thereof) for presentations exceeding 15 minutes. Presentations will be in tutorials in weeks 9 through 12. Your tutor will allocate presentation slots when they send back permission for you to proceed with your proposal.

Buyer firms (audience) will have the ability to ask questions during the last few minutes of the sales presentation. Audience members asking realistic and insightful questions will receive marks towards their tutorial participation assessment.

Marking criteria for the Sales Call Planning Report (15%) and the Sales Presentation (5%) are at the end of this document.

Final Exam (50%)

The final examination will be held during the end of semester examination period. It will be a closed book exam of 2 hrs + 10 min. More details on content and structure will be provided in class.

Submission of assignments

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Current Students web page http://www.business.uwa.edu.au/students/assessments

All assignments must be submitted via Uniprint. Please also email a copy of the assignment and presentation to your tutor and to the lecturer.

Student Guild

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Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au
UNIT STRUCTURE

Overview
Please read the following weekly schedule as part of the unit outline.

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**Week 1 – Introduction to Personal Selling and the Sales Process**

**Description:**
Selling is perhaps one of the oldest occupations in the world. Through the ages, the role of the sales person has changed to correspond with evolving needs in society, communication, globalisation, and information technology. Modern sales people have an important role within any firm. They are the people who link the firm to the customer and the customer to the firm. Often, the sales person is the only point of human contact between the firm and the people who buy its products.

As the only direct human link, it is imperative that the sales process function as well as possible. It is the job of the sales person to solve the customer’s problems in a valuable manner. This week, we introduce you to the functions of the sales process and provide a background into how sales people strive to build a rapport with their prospects.

Some people like to call successful sales people relationship builders. There are several stages to a selling relationship. The first is to build a rapport between the seller and the prospect. Over the longer term, the sales person will begin to know the prospect better. This will enable the sales person to tailor a product solution that will help the prospect work better, or help them solve problems that they face. If this solution works, we have a satisfied customer and this forms the foundation for building a relationship based on trust. Next week, we will cover trust building in more detail.

Over the longer term, the aim is to continually deliver value to the customer through constant conversation and monitoring of their business needs. In this area, sales people can help a customer grow or diversify their businesses through consultation. The consultative partnership is the highest level of personal selling.

**Learning outcomes:**
After completing this week’s class you should be able to:

- Describe the evolution of the sales process.
- Analyse the steps involved in the sales process.
- Describe the role of the salesperson within the organisation and society.

**Essential reading:**
Module 1 – Ingram et al. (2008)
You should also read appendix 1, Sales Careers to see where selling skills can lead you.

**Tutorial Exercise:**
There are no tutorials for this week.
Week 2 – Building Trust and Sales Ethics

Description:
An important part of the sales process is to build relationships. Why is it important to have trusting relationships with buyers? To answer this question we will look at the components of trust. From this understanding, we can begin to understand what sales people can do to begin developing trust with the buyer.

A sales person must proactively manage the customer’s orientation in the sales process. Customer orientation (needs and wants) can be ‘adjusted’ over time. However, in adjusting a customer’s orientation, sales people will sometimes be seen as being unethical, for example, “He sold me something that was too expensive for my needs”. In other cases, sales people may be exposed to situations where activities may be perceived as ‘illegal’. Therefore, it is important to discuss ethical and unethical practices. We will introduce you to ways to distinguish between the two.

Learning objectives:
At the end of class, you should be able to:
- Discuss the importance of trust.
- Develop strategies and actions to develop trust.
- Understand the differences between ethical and unethical practices.
- Analyse whether possible actions would be considered ethical/unethical

Essential reading:
Module 2 – Ingram et al. (2008)

Tutorial Exercises:
Read Case 1.2 – Plastico, Inc – including the role playing exercise on page 22.

Role play exercise 1 will be conducted based on case 1.2. Students will be chosen to play the roles of: Sharon Stone, Julie (Sharon’s sales manager) and Jim (an experienced sales professional). The three actors will role play the weekly sales meeting where Sharon reviews her sales call with David Kilne. The role play is expected to go for 5-10 minutes

Role play exercise 2 will follow that of the previous but rather than being within a western context will be within an eastern context (e.g. China, Hong Kong, Malaysia, Taiwan, and Thailand). Another three students will be chosen to role play this second scenario. The role play will emphasise the differences between western and eastern cultures during the sales process.

Actors will be chosen randomly, all students need to prepare for the case. Actors will be chosen at the beginning of the tutorial and have 10 minutes to prepare. It is expected that all students will be chosen for a role playing session over the course of the semester.
Week 3 – Understanding Buyers

Description:
Buyers don’t have needs, they have problems. It is the salesperson’s job to show the buyers how their products can solve these problems. Sometimes the problems are simple, for example, running out of paper for the printer. At other times, these problems are complex, such as having to implement a centralised copier management, roll-out and maintenance system.

There are many methods that sales people can use to help them better understand the buyer’s problem. These matrices will enable the sales person to determine which parts of the buyer’s problem that they can help solve. These models are introduced in the lecture and can be found in your text. These models can also be helpful in your everyday life and studies. They give you a formalised way to work out the root of problems and to find workable solutions.

Learning objectives:
After completing this week’s class you should be able to:

• Describe the buying process
• Analyse how the buying process and selling process interact
• Understand the buying decision process
• Describe the importance of clear communication

Essential reading:
Module 3 – Ingram et al. (2008)

Tutorial Exercises:
Before attending your tutorial complete the experiential exercise 2.1, Ethics Scale, on page 332 of your textbook.

Make a note of which situations you consider neither ethical nor unethical. Why did you reach these conclusions?

Which situation do you think is the most ethical and most unethical? Why? Justify your conclusions based on the American Marketing Association’s Code of Ethics (exhibit 2.5, p. 46).

Which situations are illegal? Why?
Week 4 – Communicating with Customers

A large part of trying to understand problems between buyers and sellers is in understanding how the buying-selling process works, and how these two parties interact. By now, the importance of good communication between buyers and sellers should be evident. Good communication is the first step towards solving the buyer’s problem; it helps the seller and buyer to arrive at a consensus about the nature of the problem. Once they both agree, the seller can begin to propose possible solutions.

The salesperson must be aware that different people prefer different styles of communication. Understanding the buyer’s preferred style enables the sales person to adapt their own communication style to suit.

To provide an effective sales service, the sales person must understand the different types of primary questions to ask buyers. They must also develop the ability to know what types of questions to use in specific situations. The seller must also plan, practice and use strategic questioning and role-playing when interacting with the buyer. This is part of the sales consulting process. These tasks and skills are the focus of our studies this week.

Learning objectives:
After completing this week’s class you should be able to:

• Explain the primary types of questions and how they are applied in selling
• Introduce the ADAPT questioning model
• Develop skills in questioning techniques to improve communication processes
• Develop and practice the effective listening sequence
• Understand non-verbal communication practices

Essential reading:
Module 4 – Ingram et al. (2008)

Tutorial Exercises:
Read Case 3.1 – Candoo Computer Corporation including the role playing exercise on page 101-3.

Role play scene 1 and 2 will go for 5-10 minutes each. Each role play will use the same students to play the roles. At the completion of the role plays, the actors will address questions 1-4.
Week 5 – Prospecting and Buyer Information Search

**Description:**
Prospective buyers may be hard to reach because they have never heard of your firm and are not looking for a new supplier. Additionally, they are constantly getting calls from salespeople and do not have the time to see them all. In many cases they have assigned ‘gatekeepers’ such as their administrative assistants to screen their calls.

In this type of environment it pays to plan your cold-calls. Strategic prospecting involves identifying qualified potential customers (prospects). Prospects are potential customers that meet or exceed your screening criteria. Usually, they are financially capable of buying your product, are able to truly benefit from what you are selling, you can get to them, and they have the power to buy or to support the buying decision.

There are many methods for finding qualified prospects. Successful salespeople will have an ongoing process where they are searching for and screening prospects. They may ask current customers for sales leads (referrals), buy lists, or get leads from non-competing sales people. During this research process, the sales person will gather information about the buyer and develop a profile of their prospect. This profile will then be used to design their sales presentation. This profile will include the buyer’s needs, motives and their present situation. The sales person will try to learn as much about the buyer as possible.

The material covered this week serves as the foundation for your main group assessment.

**Learning outcomes:**
After completing this week’s class you should be able to:
- Discuss why prospecting is a challenging task
- Devise ways to strategically prospect
- Develop a list of possible buyers for your offering.
- Analyse research strategies that would benefit the development of a customer list.

**Essential reading:**
Module 5 – Ingram et al. (2008)

**Tutorial Exercises:**
Role-play exercise for experiential exercise 4.2 on page 351 of Ingram et al. (2008). Complete the salesperson’s preparation form before your tutorial. The class will be broken into groups of 4-5. Each group will nominate a person to play the role of the Sonoco sales representative or the Lilly Fields buying representative. The audience will assess the questions that these actors choose to ask. The key issue is, “Did the Sonoco sales person manage to obtain enough/the right type of information about problems, needs and concerns from the Lilly Fields buying representative?” This issue will form the basis for the tutorial discussion after the role play.
Week 6 – Planning your Sales Approach and Presentation

Description:
First impressions are paramount in the trust building process. Research about first impressions finds that a person will make a decision on whether they like or dislike another person within the first 30 seconds of their first contact. Following this logic, unless you make a good first impression, you will have little chance of successfully selling to the buyer.

There are many ways to approach a prospect. Some of the more common methods include a scripted sales call, canned presentation, written sales proposal and organised sales dialogue. Depending on the selling context, each of these can be successful. The choice of method depends on the complexity of your product, the degree of tailoring that is needed, the preference of the buyer, the regularity of the purchase, the amount of time you have, and the amount and type of information you have collected on the buyer.

We will introduce templates and sequential models that will help you plan for making a good first impression. The rest is up to your ‘people’, writing and presentation skills.

Group Project:
You must hand your project summary sheet to your tutor in this week’s tutorial. Your topic will be approved on a first come first serve basis. Approval will be posted on WebCT along with your presentation time.

Learning outcomes:
After completing this week’s class you should be able to:
- Prepare for and organise a sales presentation.
- Understand the importance of preparation for customer contact.
- Understand and be able to write a customer value proposition statement.
- Understand how the different sales approaches fit within the selling process.
- Develop the skills to write and present sales proposals.

Essential reading:
Module 6 – Ingram et al. (2008)

Tutorial Exercises:
Read Case 5.1 – How to Prospect for New Customers

For this exercise Pete is based in Melbourne. Address the end-case questions; highlight the ‘actual’ Australian sources where information on prospective customers can be found. Specify the information Pete will need for his phone-call to a prospect. You will be put into groups of 4 or 5. One person will be Pete and another Sue. Pete and Sue will role play the telephone conversation. The audience will analyse how Pete approached this new customer. The group will then discuss their solutions to the case questions.

Finally, the tutorial class will be brought back together to go through the solutions to the case questions.
Week 7 – Making the Sales Call: A Focus on Value

Description:
This week we focus on making the sales call and creating customer value. Many customers make buying decisions based on the salesperson and therefore salesperson behaviour is critical. In a sales call, salespeople in particular need to focus on showing enthusiasm about the product, effective listening skills and an emphasis on positive selling. We will cover a number of important concepts that emphasise the creation of value for the customer. Among these are needs-gap analysis, which involves selecting appropriate customer offerings by assessing their needs, and benefit selling. The importance of encouraging buyer feedback and sales tools for maximising presentation effectiveness will also be covered.

Sales presentations are often made to small groups, such as a buying committee. You will also be introduced to sales tactics for selling to groups and handling questions in group presentations.

Check for approval of your summary sheets and presentation time on WebCT.

Learning outcomes:
At the end of this lecture, you should be able to:
- Describe the difference between features, and potential and confirmed benefits of a product. Know what roles these play in the sales presentation.
- Construct complete selling points using feature and benefit statements.
- Discuss the advantages of using response-checks in a sales presentation.
- Be familiar with the different presentation tools and sales aids, and how these increase the impact of the presentation.

From your reading, you should be able to:
- Delineate the four steps of the SPES process and be able to effectively use sales aids.
- Know some of the special considerations in making sales presentations to groups.

Essential reading:
Module 7 – Ingram et al. (2008)

Tutorial Exercises:
Read Case 6.1 – The New Salesperson

Please prepare for the questions following the case, and the role playing exercise.

You will be put into groups of 4-5. The tutor will choose two people, one for Lon and one for Perry. The audience will assess Lon’s solution to this tricky situation and determine if this approach will keep the distributor happy. Remember, implementing a successful recovery strategy builds closer relationships and develops customer loyalty.
Week 8 – In-Class Mid-Semester Test

Description:
This week you will sit the mid-semester test in our normal lecture time. There will be no additional lecture session this week. This will be a closed book exam held in BUSN EYLT: Ernst and Young Lecture Theatre. Questions will come from material outlined in the textbook, lecture materials and tutorials covered in the first seven weeks of class.

Final format will be advised during term time.

Essential reading:
No assigned reading

Tutorial Exercises:
Who wants to be a Millionaire Quiz

The tutorial will focus on a review of the course material to date. This will be in the form of a modified version of the Who Wants to be a Millionaire game. The class will be split into teams of four or five to play the game. Options including 50-50, ask the class (audience) and consult the textbook (as a substitute for phone a friend) are available.

This will be a good review exercise for the mid-term test.

Group Project:
Buyer Firm Background summary is to be emailed to the tutor by the end of this week.

In the mid-semester break your tutor with email the buyer background information to the tutorial class to allow you to prepare for the next 4 tutorials.
Week 9 – Addressing Concerns and Earning Commitment

Description:
Assuming that you have covered all of the bases and have made a compelling presentation, the buyer will almost always come up with some concerns about your proposal. Most times, the buyer will not commit to your sales proposal immediately. Using the material from Module 8, we will introduce you to ways to anticipate and address the concerns that will be raised by your prospect. There are also ways to elicit commitment to purchase, or at least to further talks, where hard-selling or pressure-selling is not required. You will be introduced to techniques where you are able to earn commitment from the buyer towards making an order.

Learning objectives:
After completing this week’s class you should be able to:
• Explain why it is important to anticipate and overcome buyer concerns and resistance
• Understand why prospects raise objections
• Describe the five major types of sales resistance
• Explain how the LAARC method can be used to overcome buyer objections
• Describe the traditional methods for responding to buyer objections
• List and explain the techniques for earning commitment and to enhance relationship building

Essential Readings:
Module 8 – Ingram et al. (2008)

Tutorial Exercises:
This is the first week of group sales presentations. The audience is the buyer and you need to prepare questions to ask the sales people concerning their presentation. Buyer background information was disseminated in the previous week to help you prepare. Pertinent and probing questions will gain higher marks for the tutorial participation assessment.
Week 10 – Adding Value: Enhancing and Expanding Customer Relationships

Description:
The sales process continues after the transaction has occurred. This is so that the salesperson can build long term commitment with a buyer. An important component of the continuing sales process is after sales service. This is a necessary component of the sales process that attempts to ensure that the customer is satisfied enough to come back again. This week we discuss strategies sales people can use to improve after sales service and resolve complaints that may have arisen.

Learning objectives:
After completing this week’s class you should be able to:

• Develop strategies to add further value on from the initial transaction
• Develop skills in handling complaints from customers

Essential Readings
Module 9 – Ingram et al. (2008)

Tutorial Exercises:
This is the second week of group sales presentations. The audience is the buyer and you need to prepare questions to ask the sales people concerning their presentation. Buyer background information was disseminated in the previous week to help you prepare. Pertinent and probing questions will gain higher marks for the tutorial participation assessment.
Week 11 – Adding Value: Self Leadership and Teamwork

Description:
This session will overview the 3T’s of sales success; task-oriented planning, technology and teamwork. We will cover effective self-leadership including setting goals and objectives; territory analysis and account classification; development and implementation of strategies and plans, utilisation of technology and automation and performance assessment.

A salesperson is also only as good as the team with whom they work. This lecture will discuss the benefits of sales teams and how to operate within a sales team environment.

Learning outcomes:
After completing this week's class you should be able to:
- Explain the five sequential steps of self-leadership
- Discuss the importance of thorough and effective planning
- Identify the four levels of sales goals and explain their interrelationships
- Describe two techniques for account classification
- Explain the application of different territory routing techniques
- Interpret the usefulness of different types of selling technology and automation
- Delineate six skills for building internal relationships and teams

Essential reading:
Module 10 – Ingram et al. (2008)

Tutorial Exercises:
This is the third week of group sales presentations. The audience is the buyer and you need to prepare questions to ask the sales people concerning their presentation. Buyer background information was disseminated in the previous week to help you prepare. Pertinent and probing questions will gain higher marks for the tutorial participation assessment.
Week 12 – Contemporary Topics and Exam Overview

Description:
This week’s lecture will overview some current hot topics in personal selling and sales management. This session will also provide an overview of the final exam and an opportunity for questions. More details on this session will be provided during the semester.

Learning outcomes:
To be advised

Essential reading:
To be advised

Tutorial Exercises:
This is the fourth and final week of group sales presentations. The audience is the buyer and you need to prepare questions to ask the sales people concerning their presentation. Buyer background information was disseminated in the previous week to help you prepare. Pertinent and probing questions will gain higher marks for the tutorial participation assessment.

Week 13 – Consultation

Description:
There is no formal lecture this week. The lecturer will be available for consultation during the lecture session.

Tutorial Exercises:
This week’s tutorial will focus on review exercises for the final exam. Sample questions will be provided and discussed in-class. If necessary any remaining group sales presentations will be conducted.
# Marking Criteria for Sales Call Planning Report (15%)

<table>
<thead>
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<th>Grade &amp; Comments</th>
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## Professional Report Structure
- Table of contents
- Letter of Transmittal (150 words)
- Discussion integrates sections together
- Report follows structure outlined in experiential exercise 6.3
- Clear Signposting – headings, intro sentences.
- Tables or Models used extensively for clarifying analysis

| 2% |

## Discussion
- Logical flow
- Ideas clear, well developed & relevant
- Discussion covers major points outlined in the profile
- Critical analysis of major sections of the report
- Accurately presents evidence to justify analysis
- Logical justification of analysis

| 12% |

## Style and Presentation
- Fluent & succinct
- Report shows creativity and style
- Effective paragraph structure
- Legible and professionally presented (typed)
- Correct grammar & spelling (use checks)
- Keeps to length
- Appropriate professional layout – (including spacing)
- References correct

| 1% |

Comments
### Marking Criteria Sales Presentation (5%)

<table>
<thead>
<tr>
<th>Grade &amp; Comments</th>
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<tbody>
<tr>
<td>Insufficient N</td>
</tr>
<tr>
<td>Some flaws P</td>
</tr>
<tr>
<td>Acceptable C</td>
</tr>
<tr>
<td>Quality work D</td>
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<tr>
<td>Excellent HD</td>
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**Issues raised**
- Provides supporting evidence
- Identifies major product features
- Identifies major benefits to buyer

2%

**Style and Presentation**
- Creative and persuasive presentation
- Provides ability for buyer to ask questions
- Effective presentation slide structure
- Professionally presented
- Keeps to timings
- Paced correctly to allow audience to follow the discussion

3%

**Comments**