COURSE TITLE: Salesmanship and Sales Management

SEMESTER: Spring 2017

COURSE NUMBER: 51625-MKTG 4150.10

INSTRUCTOR: John Kostak

CLASS TIME: Wednesday 6:10PM - 8:40PM

BLDG/ROOM: Duques 353 (Extension of Funger Hall, GWU School of Business 2201 G Street NW, Washington, DC)

OFFICE HOURS: By Appointment Only

TELEPHONE: (304) 931-1961

INSTRUCTIONAL METHODS: Lecture and debate, facilitated exercises, role-play, group project, outside reading and observation

E-MAIL: jkostak@gwu.edu

REQUARED COURSE MATERIALS:
3. A wide selection of Sales and Motivation Thought Leadership content from David Stein, Tony Robbins and The Harvard Business Review (See related content links below under Detailed Description of Sales Plan Assignments)

ABOUT YOUR LECTURER:
John Kostak is a part-time Adjunct Lecturer at George Washington University and Shepherd University. He also directs the global vertical marketing program at BroadSoft and focuses on driving brand awareness, lead generation and sales Enablement to support their industry-focused initiatives. During his career, he has been responsible for corporate and marketing strategy, product development, branding, price strategy, international channels, IMC and marketing analytics. John is also the inventor of the 7i’s of Marketing Methodology and Workflow System and consults utilizing its principles and practices. The “7i’s” is a modern, agile framework to drive branding, innovation, and growth strategy.

In former roles, John was a marketing principal with BIISG, acting federal marketing director for cognitive computing-based Digital Reasoning and a channels marketing director for Verizon. Earlier in his career, he developed and led the sales and marketing teams of three successful start-ups in Stockholm, Silicon Valley and Boston. In 2001 John received an industry award from Dagans Industri for his collaboration involving
Dynamic Synchronous Transfer Mode and Streaming Media. A Washington, DC native, he holds a Master of Science in Technology Management from Georgetown University and a Bachelor of Science in Business Administration from West Virginia University.

Classic author Robert Louis Stevenson said: “Everyone lives by selling something!” Today, his words are truer than ever. Nearly 20% of all college students, regardless of major, start their careers in personal selling. It’s one of the fastest routes to the top because salespeople are the organization’s direct income generators and customer relationship managers.

COURSE APPROACH AND GOALS:
This course is designed to be interactive, experiential, and pragmatic as well as conceptual and creative. You’ll learn to recognize and effectively communicate with different personality types across cultures, enhance your communication skills (listening, observing, speaking, writing, reading, and body language), develop your ethical sensitivity in negotiating with people, make professional business-to-business sales presentations and demonstrations and further long-term, mutually beneficial relationships with prospects and customers.

UNIQUE CLASS ROOM FORMAT:
Half of the chapter reviews in class will be by “debate” format and the other half by traditional lecture style. Students will NOT know, until the beginning of each class, which of the chapters posted for that week’s class will be reviewed using the debate format. Students need to have a fluent understanding of each chapter that’s scheduled to be reviewed each week to be prepared for the debate format.
Participation is mandatory and critical class participation points are earned. The objective of the debate format is to immerse each student completely into the content and material being learned and give each student a real-time collaborative experience around the practical pros and cons of the conversation at hand. The student benefits by learning more dynamically and the whole class benefits as students enrich the learning environment through the art of abstract reasoning or the “what if” scenario.

Debate format description - each student must compete for a 2-minute speaking slot during the chapter review to either 1. Pose a challenge question to the topic or 2. Offer significant insight (enlightenment!) to the previous challenge question or current topic. Each student’s debate points will increase in value as the semester progresses. When entering the debate, the student is to raise their hand, stand up and give their full name when called upon and either pose a challenge question or offer an insightful answer or reasoning to the previous challenge question or current topic.

CLASS PARTICIPATION:
You are expected to attend all classes to successfully complete this course. If you don’t attend class, you cannot participate. It is recognized that absences may be unavoidable because of an illness or family emergency. In this event, students are expected to keep up with the readings and assignments. Your class participation grade will be an assessment of your attendance and your active participation. Active participation includes answering specific questions and/or adding your personal perspective to the lecture. There are several opportunities to offer personal examples of marketing interactions. The course is significantly enhanced by student participation, and that participation will be rewarded.
COURSE PERFORMANCE EVALUATION CRITERIA:

<table>
<thead>
<tr>
<th>COURSE DELIVERABLES</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Professional B2B Sales Presentation (Teams)</td>
<td>20%</td>
</tr>
<tr>
<td>Professional Sales Plan Assignments (Teams and Individual)</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Class Attendance and Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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COURSE GRADE SCALE:

93 - 100% A
90 - 92.9 A-
87 - 89.9 B+
83 - 86.9 B
80 - 82.9 B-
77 - 79.9 C+
73 - 76.9 C
70 - 72.9 C-
60 - 69.9 D
Below 60 - F

DETAILED DESCRIPTION OF B2B SALES PRESENTATION AND DEMONSTRATION (TEAM):
Professional B2B Sales Presentation and Demonstration (Teams) - Your team will assume that one of your prospects responded to your direct email campaign and you now have 15 minutes to present, overcome objections, and close the sale. For this class presentation, you'll be starting from Step 4 (Sales Presentation and Demonstration) of the 7 steps in the Personal Selling Process and covering Steps 4, 5 and 6 in your class presentation. You will need a detailed presentation plan, a list of potential objections and responses, and a cache of closes. You will present as a team, in class, during our final two weeks. During the presentation, you will identify the customer's needs and display how you will bring value through a strong value-proposition statement and how you will fulfill these needs. For this project, you will also produce and hand in a one-page executive summary and presentation materials. For a summary of all seven stages, please visit the last section of the syllabus, Personal Selling - Sales Presentation and Demonstration Guidelines.

Important Guidelines for your preparation and presentation of Steps 4 through 6 in the Personal Selling Process - Sales Presentation and Demonstration - Decide what balance you will need between an adaptive and a canned sales presentation. Keep your focus on prospect “benefits.” Product features and advantages are only important if you can translate them into meaningful benefits for prospects and customers. Be sure to prepare a strong demonstration of your product or service and try to get your prospect involved. Use audio-visual aids to enhance your sales presentation and demonstration (e.g., videos, slides, power point presentations, brochures, handouts, financial data, testimonials, and the like). Bring your presentation to life and make it more meaningful to prospects by using statistics, analogies, similes, metaphors, demonstrations, testimonials, personal experiences, and exhibits where appropriate. If selling to a business buying center, make sure that you present a business plan with financial data that shows how your product or service will help improve the prospect company’s profits. Remember, you must help your customers “sell through” to their customers. Negotiate Sales Resistance and Objections for “Win-Win” Agreements Anticipate and prepare responses for possible
prospect objections. Top salespeople keep a running file on typical objections. Know and use the process for uncovering and overcoming buyer objections. Try to determine whether objections are valid. Remember that most people are more concerned about "value" than price. Don't sell based on price alone unless you have no other options. Use sound negotiation strategies. Make effective use of value analysis and product life cost versus competitive products and services. Take special care in preparing to negotiate with prospects from other cultures. Know their negotiation styles and strategies.

Confirming and Closing the Sale: Start of the Long-Term Relationship

Apply your ABC's, i.e., Always Be Closing! Know the verbal and nonverbal signals indicating time for trial close. Use the principles of persuasion discussed in the text. Consider wherever appropriate each of the closing strategies. Remember, even if you seem to have lost the sale, you can still try the "lost sale close." Use an incentive, such as a cash discount or complementary product, to get the prospect to buy now. Be aware of the typical closing mistakes. Handle sales rejection professionally. Know what to do if the prospect doesn't buy. What prompt post-sale actions should you take?

**Team Presentation Grading Rubric** -

<table>
<thead>
<tr>
<th>Criteria</th>
<th>69% and under</th>
<th>70%+</th>
<th>80%+</th>
<th>90%+</th>
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<tbody>
<tr>
<td>Unacceptable (75%Team; 25%Individual)</td>
<td>No content is presented or content does not illustrate the situation analysis, marketing objectives, marketing budget, marketing strategies, marketing tactics and evaluation of performance. Every member of the team is required to participate.</td>
<td>Presentation provides a basic illustration of the situation analysis, marketing objectives, marketing budget, marketing strategies, marketing tactics and evaluation of performance. One or more members of the team did not participate.</td>
<td>Presentation provides a strong illustration of the situation analysis, marketing objectives, marketing budget, marketing strategies, marketing tactics and evaluation of performance. Every member of the team participated in the presentation.</td>
<td>Presentation provides a superior illustration of the situation analysis, marketing objectives, marketing budget, marketing strategies, marketing tactics and evaluation of performance. Every member of the team participated in the presentation.</td>
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<td>Developing (75%Team; 25%Individual)</td>
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<td>Competent (75%Team; 25%Individual)</td>
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<td>Exemplary (75%Team; 25%Individual)</td>
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**Detailed Description of Sales Plan Assignments (Both Team and Individual Work):**

**Sales Plan Assignment #1, Prospecting Plan (Team)** - Each team will build a plan for acquiring prospects who could be future customers (refer to pages 125-126 in your textbook for the elements of the prospecting plan). Describe your plan in an executive summary. Set objectives and allocate the time required (total about one page). Become familiar with prospecting techniques and choose one or more prospecting techniques (total about one page). Systematize the prospecting plan (identify 10 prospects) and evaluate the results (half page addressing how you would evaluate the results). For this exercise, each team will hand in a prospecting plan. **Assignment is due on the 1st of February.**

**Sales Plan Assignment #2, Prospecting Correspondence (Team)** - Develop an email letter to send to your prospect list to generate business prospects. In your prospecting letter, be sure to specify the benefits that your product, service or solution will offer the company, translate them into financial terms, provide proof of those benefits, request specific action, and supply an incentive to act promptly. For this exercise,
each team will hand in a one-page executive summary and printout of the prospecting correspondence. Assignment is due on the 8th of February.

**Article Review Reports (Individual)** - There will be two (2) article review reports due this semester, before mid-term and the other after mid-term (see calendar schedule below). The student’s reports are to be succinct, a minimum of 500 words and maximum of 750 words, double-spaced (roughly between 2 to 3 pages). The review should be a critical evaluation and provide a commentary as well as a summary. Clearly state your opinion in the form of a thesis statement, followed by your body paragraphs and a conclusion.

Students will present a 5-minute summary to the class regarding their article reviews, in addition to submitting the written reports. Students are to choose from any sales-related content from the following sales and motivation thought leaders in this industry:

Tony Robbins  [https://www.tonyrobbins.com/](https://www.tonyrobbins.com/)
David Stein  [http://davestein.biz/](http://davestein.biz/)

**Details about Mid-Term and Final Exam:**

**Mid-Term Exam** - the mid-term exam will focus on the textbook, assignments, and class lectures. The exam will be short essay, fill-in-the-blank, and multiple-choice questions. A make-up exam will be given in extreme cases and must be scheduled with the instructor prior to the scheduled exam time.

**Final Exam** - the final exam will be a non-cumulative exam administered during Final Exam week. The actual date and time are to be determined. The exam will focus on the textbook, assignments, and class lectures. The exam will be short essay, fill-in-the-blank, and multiple-choice questions. A make-up exam will not be given.

**Essay Rubric:** Criteria for a successful essay

1. focus on the issue (does the writing deal with the problem?)
2. evidence (does it support its position with adequate data?)
3. coherence (does the argument hold together and move forward?)
4. scope (does it deal with all important aspects of the problem?)
5. originality

   A= excellent performance on all five criteria
   B= above average on four or excellent on some but flawed on others
   C= average across the board or above average in part but with significant flaws
   D= below average across the board
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<thead>
<tr>
<th>WEEK</th>
<th>ASSIGNMENTS (DEADLINES ARE IN BLUE)</th>
<th>DATE</th>
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<tr>
<td>1</td>
<td>Review of the course format, syllabus and introductions&lt;br&gt;Review of a modern marketing methodology (the 7i's) and where professional selling fits&lt;br&gt;Break into teams and project discussion</td>
<td>1/18</td>
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<td>2</td>
<td><strong>Lecture/Debate, Chapter 1</strong> - Introduction to Personal Selling&lt;br&gt;<strong>Lecture/Debate, Chapter 2</strong> - Adjusting to the Dynamic Personal Selling Environment&lt;br&gt;Team Projects or Services Industry announced and recorded in class</td>
<td>1/25</td>
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<td>3</td>
<td><strong>Lecture/Debate, Chapter 3</strong> - Ethical and Legal Considerations in Personal Selling&lt;br&gt;<strong>Lecture/Debate, Chapter 4</strong> - Prospecting and Qualifying&lt;br&gt;Sales Plan Assignment #1, Prospecting Plan (Team)</td>
<td>2/1</td>
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<td>4</td>
<td><strong>Lecture/Debate, Chapter 5</strong> - Planning the Sales Call&lt;br&gt;<strong>Lecture/Debate, Chapter 6</strong> - Sales Presentation and Demonstration&lt;br&gt;Sales Plan Assignment #2, Prospecting Correspondence (Team)</td>
<td>2/8</td>
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<tr>
<td>5</td>
<td><strong>Lecture/Debate, Chapter 7</strong> - Negotiating Sales Resistance and Objections</td>
<td>2/15</td>
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<td>6</td>
<td><strong>Lecture/Debate, Chapter 8</strong> - Confirming and Closing the Sale&lt;br&gt;1st Article Review Reports Due (Individual)&lt;br&gt;1st Article Review Stand up Summaries (Individual) - Schedule TBD</td>
<td>2/22</td>
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<td>7</td>
<td><strong>Lecture/Debate, Chapter 9</strong> - Following Up and Servicing the Account&lt;br&gt;Mid-Term Review&lt;br&gt;1st Article Review Stand up Summaries (Individual) - Schedule TBD</td>
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<td>8</td>
<td>Mid-Term Exam (Chapters 1-9)</td>
<td>3/8</td>
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<td>9</td>
<td>Spring Break - No Class</td>
<td>3/5</td>
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<td>10</td>
<td><strong>Lecture/Debate, Chapter 10</strong> - Understanding and Negotiating with Organizational Buyers</td>
<td>3/22</td>
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<td>11</td>
<td><strong>Lecture/Debate, Chapter 11</strong> - Strategic Understanding of Your Company, Products, Competition, and Markets&lt;br&gt;2nd Article Review Reports Due (Individual)&lt;br&gt;2nd Article Review Stand up Summaries (Individual) - Schedule TBD</td>
<td>3/29</td>
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<td>12</td>
<td><strong>Lecture/Debate, Chapter 12</strong> - Communicating Effectively with Diverse Customers&lt;br&gt;Review Presentation PPT Format&lt;br&gt;2nd Article Review Stand up Summaries (Individual) - Schedule TBD</td>
<td>4/5</td>
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<td>13</td>
<td><strong>Lecture/Debate, Chapter 13</strong> - Managing Your Time and Your Territory&lt;br&gt;<strong>Lecture/Debate, Chapter 14</strong> - Starting Your Personal Selling Career&lt;br&gt;Final Review</td>
<td>4/12</td>
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<td>14</td>
<td>Professional B2B Executive Briefings by Teams</td>
<td>4/19</td>
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<tr>
<td>15</td>
<td>Professional B2B Executive Briefings by Teams&lt;br&gt;Final Exam (Chapters 10-14) Final time and date to be determined</td>
<td>4/26</td>
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<td>16</td>
<td>Final Exam Week between Monday, May 8 - Tuesday, May 16</td>
<td>TBD</td>
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COURSE POLICIES:
Readings. Students are expected to read the assigned chapters prior to class, and thus be fully prepared to participate in class discussions.

Class Participation. Class attendance is required; any student who arrives late will be marked as absent. Please do not ask to be signed in after the class has started, and any student found signing in another student will be excused from the class. The reason is that you are expected to attend class and you are responsible for the academic consequences of absence. You are responsible for obtaining notes for any material missed due to class absence. Students are responsible for completing assignments, obtaining notes and any handouts, and keeping themselves informed of any announcements made in class, irrespective of attendance.

Tardiness. Being on time to each class period is important. Late arrivals are extremely disruptive and unprofessional. Students who are more than 5 minutes late without making prior arrangements with the instructor will be counted as absent. If you are habitually tardy, this will result in a 0% class-participation grade. Other unacceptable class conduct includes early departures, sleeping in class, reading extraneous material in class, and initiating/participating in sidebar discussions. Distractions. All cell phones and other electronic devices must be turned off during class hours. Laptops are permitted if these are used for note-taking.

Written Submissions. Handwritten papers will not be accepted under any circumstances. The quality of your writing, precision of thought, organization, and appearance of work will be factors considered in grading. Typographical errors or misspelling will result in a lowering of your grade. Please proofread all papers or projects.

Due Dates. As in the business world, due dates will be strictly enforced. Papers are due at the end of the class on the specified date. An unavailable computer or printer is not an excuse. All papers must be completed or a failing grade will be assigned. All assignments are due on the dates indicated on the syllabus. Late assignments or emailed assignments will not be accepted, unless you receive prior approval from me.

Make-up Exams. Make-up exams will only be permitted as required by University Policy. Therefore, you must have a University-approved excuse (e.g., doctor’s excuse or University-sponsored event). You must notify me 24 hours prior to the scheduled exam to explain why you’re missing the exam (and provide the University-approved excuse when we meet the next time as a class). Once proper documentation is provided, a makeup exam date will be scheduled. Exam answer keys will be made available once all students have taken the exam.

Grade Appeals. Any questions or appeals about grades must be made in writing within seven days after the assignment has been graded.

Cheating. No form of bribery, cheating, lying, or plagiarism will be tolerated. This applies to exams, quizzes, and assignments. All students are expected to adhere to the University’s Code of Academic Integrity. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code.

Accommodations/IEP. Any student with special needs (e.g., documented learning or
Communication:
- Syllabus is subject to change and students will be notified immediately of any changes.
- For non-urgent matters, email is best (use the above email address).
- For truly urgent matters, text or call me at 1.304.931-1961. I will respond as soon as I can.
- Office hours are as indicated above.

Personal Selling - Sales Presentation and Demonstration Guidelines:
One of the major objectives of the Personal Selling course is to help you learn how to communicate more effectively (with special emphasis on listening skills) in carrying out the seven steps of professional sales presentations. If you can role play a successful sales presentation in class, you can do it in the “real world” for a career as the various salespeople selling widely different products in the videotapes have demonstrated.

In our classroom environment, you may not be able to carry out all the sales presentation steps. So, you’ll need to step outside your salesperson role temporarily to set up some of the steps — most likely prospecting, qualifying, and the post-sale follow-up. You can take the role of an off-stage moderator at the beginning and again at the end of your sales presentation to set-up or explain these needed selling stages. Your sales presentation/demonstration should be no longer than 15 minutes. After 15 minutes, I will hold up a sign in class that says: TIME. Below is an outline that can help you in preparing for and making the sales presentation.

First, choose a product or service to sell in a “business-to-business” selling situation. Keep in mind that business customers are mainly interested in “profits,” so you’ll need to not only tell us the benefits of the product but also provide detailed financial data (e.g., product discounts for different order sizes, suggested prices to their customers, expected sales revenue, profit margins, anticipated costs, and net profits). Don’t forget to cover life cycle product costs as well as upfront or going-in costs. Try to carry out all seven major steps of the professional selling process. Remember to use trial closes whenever appropriate.

1. Prospecting and Qualifying
Who is your prospect? If you’re making your sales presentation to the entire class, tell us what role you want us to play. For example, you might decide that you want the members of the class to play the roles of middle-aged people interested in estate planning. If you prefer to make your sales presentation to just one buyer, you can choose a classmate (preferably ahead of time) to play the role of a consumer or buyer for an organization. Try to develop profiles of your target prospects, i.e., demographics and psychographics.

2. Planning the Sales Call
Tell us how you qualified your prospect on the four criteria — need, authority, money, and eligibility. What sources did you use to gather information about the prospect in preparation for the sales call, e.g., consumer credit bureaus (such as Experian or TransUnion), or for business customers (Dun & Bradstreet, Standard & Poor, Value Line, and various electronic directories and databases).
3. Approaching the Prospect
Tell us how you obtained the sales call appointment with the prospect. Did you use some form of “seeding” or “pre-notification”? What is your objective for this sales call? What approach strategy will you use to greet the prospect? Consider your body language (facial expression, body posture, and handshake) and when to present your business card. Try to make a professional approach to your prospect in class. Some experts claim that the first twenty seconds are critical to the long-term relationship when meeting someone new, so do your best in class to make your approach positive.

4. Sales Presentation and Demonstration
Select your sales presentation. Decide what balance you will need between an adaptive and a canned sales presentation. Keep your focus on prospect “benefits.” Product features and advantages are only important if you can translate them into meaningful benefits for prospects and customers. Size up your prospect’s communication style (e.g., driver, expressive, amiable, or analytical) and flex your own style. Clues to a person’s communication style can be found in office layout, personal dress, pace and focus of talk. Be sure to prepare a strong demonstration of your product or service and try to get your prospect involved. Use audio-visual aids to enhance your sales presentation and demonstration (e.g., transparencies, videos, slides, power point presentations, brochures, handouts, financial data, testimonials, and the like). Bring your presentation to life and make it more meaningful to prospects by using statistics, analogies, similes, metaphors, demonstrations, testimonials, personal experiences, and exhibits where appropriate. If selling to a business buying center, make sure that you present a business plan with financial data that shows how your product or service will help improve the prospect company’s profits. Remember, you must help your customers “sell through” to their customers. Make sure that you make contact with as many members of the buying center as you can.

5. Negotiate Sales Resistance and Objections for “Win-Win” Agreements
Anticipate and prepare responses for possible prospect objections. Top salespeople keep a running file of typical objections. Know and use the process for uncovering and overcoming buyer objections. Try to determine whether objections are valid. Remember that most people are more concerned about “value” than price. Don’t sell based on price alone unless you have no other options. Use sound negotiation strategies. Make effective use of value analysis and product life cost versus competitive products and services. Take special care in preparing to negotiate with prospects from other cultures. Know their negotiation styles and strategies.

6. Confirming and Closing the Sale: Start of the Long-Term Relationship
Apply your ABC’s, i.e., Always Be Closing! Know the verbal and nonverbal signals indicating time for a trial close. Use the principles of persuasion discussed in the text. Consider wherever appropriate each of the closing strategies. Remember, even if you seem to have lost the sale, you can still try the “lost sale close.” Use an incentive, such as a cash discount or complementary product, to get the prospect to buy now. Be aware of the typical closing mistakes. Handle sales rejection professionally. Know what to do if the prospect doesn’t buy. What prompt post-sale actions should you take?

7. Follow-Up: Provide Customer Service and Build the Relationship
Understand and use customer follow-up strategies. Know how to handle customer complaints. What can you do to achieve total customer satisfaction and loyalty?

Good luck on your personal selling presentation/demonstration!