



A POLYTECHNIC INSTITUTION

School of Business

Program: Marketing Management

Option: Professional Sales and Marketing

Course Number: 4427
Course Name: Consultative Sales

Start Date:	March 17, 2008	End Date:	May 23, 2008
Total Hours:	40	Total Weeks:	10
		Term/Level:	4B
		Course Credits:	2.5
Hours/Week:	4.0	Lecture:	2.0
		Lab:	2.0

The prerequisites for MKTG 4427 (Consultative Sales) is: MKTG 2243 - Sales Skills

Course Description

In consultative selling, making the sale is important, but the real focus is on providing expertise, which enables customers to improve company operations and productivity. Students will be able to improve their customer's productivity by learning the roles of the consultative sales representative. The students will learn how to assist their customers recognize significant problems in their operations and define the value of solving those problems

Evaluation

1. Final Exam	20
2. Executive Questions Interviews	20
3. Group Project Article	20
4. Sales Simulations	30
5. Participation	10
TOTAL	100%

- Failure to achieve 50% or more on the combination of exams (quizzes & final) and individual assignments, will require 0 being assigned for all other projects and assignments, resulting in a failing grade for this course.
- Missing more than 10% of classes without prior arrangement and consent of your instructor may result in a grade of 0% being assigned for your final exam, equating to a failing grade for this course.


Course Learning Outcomes/Competencies

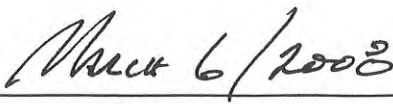
Upon successful completion, the student will be able to:

1. Describe the roles of senior executives.
2. Decide on appropriate questions to ask senior customer executives.
3. Develop an ultimate customer outcome for specific products.
4. Describe how to differentiate products.
5. Define how to enhance a main product or service through selling associated services.
6. Describe the importance of a customer's customer.
7. Develop a business case/profit improvement plan for key accounts.
8. Discuss the importance of knowing your customer's business.
9. Describe how an intelligent questioning process will raise the customer's sense of urgency.
10. Distinguish between Personal Wins and Business Results.
11. Describe the process required for determining and selecting key accounts.
12. Describe the roles of the four buying influences.
13. Define the importance of identifying the Response Mode of buying influences.
14. Develop an activity based business plan for a consultative sales territory.
15. Describe when to engage with senior executives in the buying process.
16. Describe specific methods of moving beyond technical buyers into a consultative sale.

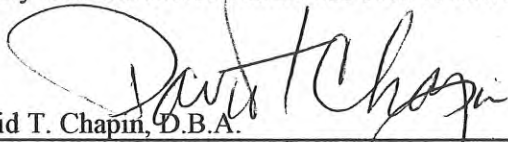
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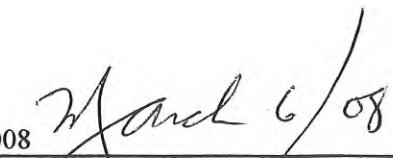
I verify that the content of this course outline is current.


Don Linder
Authoring Instructor

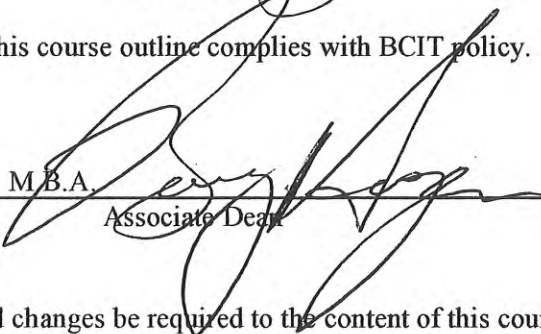
March 2008 
Date


I verify that this course outline has been reviewed.


David T. Chapin, D.B.A.
Program Head

March 2008 
Date

I verify that this course outline complies with BCIT policy.


Barry Hogan, M.B.A.
Associate Dean

March 2008 
Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

Instructor
Don Linder

Office
Location

Office Hours

Contact Information
Work Office: 451-8192
dlinder@my.bcit.ca
Home Office: 925-4153
don_linder@majorclients.com

SE6-370I Monday 10:30 – 11:30 and
1:30 to 2:30 by appointment

Learning Resources

Required:

There is not a required text for this course; therefore, it is imperative that you attend lectures. BCIT's attendance policy will be enforced for all labs and lectures.

Recommended:

Internet web sites:

<http://www.huthwaite.com/>
<http://www.millerheiman.com/>
<http://www.majorclients.com/>
<http://www.raintoday.com/index.cfm>
<http://sellingtobigcompanies.com/>
<http://www.holdencorp.com/>
<http://www.vitoselling.com/>
<http://www.complexsale.com/>

Books:

Bonoma, T. (1982 May-June). *Major sales: Who really does the buying?* Harvard Business Review, pp. 111-119.
Chapin, D. (1997) *The impact of listening skills on sales success*. Ann Arbor, Mich.: University Microfilms Inc.
Chapin, D. (1998) *How to play it by ear with your clients*. The SoundingBoard, 86(9), p.18.
Covey, Stephen R., *The Seven Habits of Highly Effective People*
Cowper, David, Haynes, A. & Cowper, Donald. (2002). *Mega-Selling*. San Francisco: Jossey-Bass.
Fitzgerald, M. (2004). *Mission Impossible: Creating a Mission for Life and Work*. Vancouver: Quinn Publishing.
Frare, B. (2000). *Partner Selling*. Holbrook, Massachusetts: Adams Media Corp.
Freese, T. (2001). *Question Based Selling*. Naperville, Illinois: Sourcebook Inc.
Gladwell, M. (2002). *The Tipping Point: How Little Things Can Make a Big Difference*. New York, NY: Little, Brown & Co.
Gouillart, F. & Sturdivant, F. (1994 Jan./Feb.) *Spend a Day in the Life of Your Customers*, Harvard Business Review, pp. 116-125
Hannan, M. (1999). *Consultative Selling*. New York, NY: AMACOM
Heiman, S. & Sanchez, D. (1998). *The New Strategic Selling*. NY: Warner Books.
Holden, Jim, *The Selling Fox*,
Konrath, J. (2006), *Selling to Big Companies*, Dearborn Publishing
LaGrossa, V., & Saxe, S. (2000). *The Consultative Approach: Partnering for Results*. San Francisco: Jossey-Bass
Levitt, T. (1983 Sept-Oct). *After the sale is over...* Harvard Business Review, pp. 87-93.
Mackay, H. (1988). *Humanize your selling strategy*. Harvard Business Review, pp. 36-46.
Manning, G., Reece, B., & MacKenzie, H. (2002). *Selling Today: Building Quality Relationships*. Toronto: Prentice Hall.
Miller, R. & Heiman, S. (1999). *Conceptual Selling*. New York, NY: Warner.

- Miller, R. & Heiman, S. (2002). *Successful Large Account Management*. New York, NY: Warner.
- Page, Rick, *Hope is Not a Strategy*
- Rackham, N. (2000). *SPIN Selling*. New York: McGraw-Hill.
- Rackham, N. (2000). *SPIN Selling Field Book*, New York: McGraw-Hill.
- Rackham, N., Friedman, L., & Ruff, R. (1999). *Getting Partnering Right: How Market Leaders are Creating Long-term Competitive Advantage*. Toronto: McGraw-Hill.
- Sallie, S., Sperry, J., & Reese, S. ((2003). *Seven Keys to Managing Strategic Accounts*. Toronto: McGraw-Hill
- Schell, M. (2003). *Buyer-Approved Selling*. Marketshare: Vancouver.
- Shifflett, Alan. (2001) *Major Account Strategies: Breaking the Six-Figure Barrier in Consultative Selling*. Boca Raton, Florida: St. Lucie Press.
- Shonka, M. & Kosch, D. (2002). *Beyond Selling Value*. Chicago IL: Dearborn Trade Publications.
- Weiss, A. (2000). *Getting Started In Consulting*. San Francisco: Jossey-Bass
- Wilson, L. (2000). *Stop Selling and Start Partnering: The New Thinking About Finding and Keeping Customers*. Essex Junction, VT: Oliver Wright Publications

Information for Students

Assignments: Late assignments, lab reports or projects will **not** be accepted for marking. Assignments must be done on an **individual basis** unless otherwise specified by the instructor.

Makeup Tests, Exams or Quizzes: There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Exams and Quizzes: must be written on scheduled dates at scheduled times. Please ensure that you are available to write exams and quizzes at the appointed times

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance: The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent. Missing more than 10% of classes without **prior** arrangement and consent of your instructor may result a grade of 0% being assigned for your final exam, equating to a failing grade for this course. Attendance will be taken in Lectures and Labs.

Illness: A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

Attempts: Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

Course Outline Changes: the instructor may change the material or schedule specified in this course outline. If changes are required, they will be announced in class.

All Assignments Must Be Completed: Students must complete every assignment in order to successfully complete the course. Assignments will be considered completed when all components of the assignment have been submitted. Failure to complete any one assignment will result in a grade of zero for all assignments.

Back-up Copies: Students must be prepared to provide the instructor with a second copy of any submission. (Please keep a back-up copy of your assignments.)

Future Reference: This course outline may assist you in the future to receive credit for all or part of a course from another post-secondary institution or from a professional organization. It is therefore recommended that you keep this course outline in a safe place for future reference.

Professionalism: As colleagues in the Professional Sales & Marketing Option we are expected to dress, act, and behave in a professional manner.

Industry Standards: All assignments, presentations, exams and quizzes will be judged using industry standards.

Assignment Details

1. Final Exam 20%

All course material for the term (labs, lectures, readings, guest lectures, etc.) will be examinable.

2. Executive Questions interviews 20%

This Executive Questions assignments is a rare and very valuable opportunity to interact with , learn from, and impress senior executives/managers.

Due Date: Wk #7 In Lecture (Since you have six weeks to complete this project , there should be no late assignments. Under exceptional circumstances, late assignments will be accepted with a late penalty)

(This Is An Individual Assignment)

Overview:

Prepare a memo report for this assignment. The memo report is the most common format used for short informal reports. Memos reports have headings, such as:

To: **Date:**
From: (Set:)
Subject: (centred, bolded, highlighted, & underlined)

Like longer reports, memo reports have internal headings, visual aides and a short introductory paragraph. Memo reports do not have an Executive Summary, a Table of Contents or an Index.

Executive Questions Interview – Task:

Select three questions from the list of Executive Questions presented in Lecture or create appropriate questions yourself.

Conduct three “Executive Questions interviews” with contacts in your practicum company (or other company with the approval of the instructor) using the selected questions

The contacts should be in **different functional areas** of the company and should be at **different levels** if possible.

- *At least one of your Executive Questions Interviews must be conducted with a President, other “C-Level” executive or a General Manager of your practicum company or other suitable major organization. Not all interviews have to be conducted in person. If it’s necessary to have a telephone interview in order to reach a higher level executive, that will be acceptable.*

The body of your memo report will consist of an Introduction, three Interviews sections and a Conclusions section.

The Introductions section should include:

- A short narrative giving Company background and some information regarding the company

The three Interviews sections of your memo report should be titled:

- Executive Questions Interview I
- Executive Questions Interview II
- Executive Questions Interview III

and should contain information such as:

- The level and job responsibilities of the contact interviewed

- What additional questions should you have asked given this rare opportunity?
- What did you learn from each interview

The Interviews section of your memo report *should consider:*

- As sales professionals we all need to be improving our sales expertise. Prior to your Executive Questions Interviews, determine an area in your professional life that needs improvement. Ask your interviewee for their advice on how you could improve in this specific area.

The Conclusions section should include:

How did your knowledge of the company's business improve after your interviews?

How could you improve the profitability of this company?

If this were a sales situation, how would you sell a significant product/service to this company?

Discuss the consultative (key account) strategies used by the company.

Compare & contrast the answers you received from your contacts.

What did you learn from the different responses

What were your major "learnings" from the Executive Questions assignment?

Executive Questions - Appendices:

- The "Executive Questions" that you used for your interviews.
- On the day of the interviews - thank you letters/emails (three – one for each interview)
- Business cards (or copies) of the three people you interviewed (only required if the interview is in person)

Executive Questions – Grades:

Grades will depend both on the "degree of difficulty" attempted (i.e. level of responsibility of contacts) as well as the quality of the report. In the Interviews section, your focus should be on *What did you learn from the contact's responses to the questions?* as opposed to the contact's actual response. A high quality Conclusions section is key to high marks for this project.

3. Group Project article (Consultative Sales) 20%
(This Is A Group Assignment)

Overview:

- Using the assigned article *Spend a Day in the Life of Your Customer* determine how you could apply the four key rules "Becoming Market Focused: a Few Rules" to **two (2)** actual companies with which you are familiar. These two companies should be drawn from the Practicum or DS Project companies with which members of your group are involved.

Tasks:

1. Write a report on applying the key rules to each company. List who the customer's customers are for each company. Describe how applying these rules would help each company become more successful.
2. Make an oral presentation of your findings in lab, using appropriate audio-visual aids.

Deliverable:

The specific group assignments and further details on the project will be provided in Week #1.

After your presentation your colleagues and instructor will critique your presentation. Marks on this assignment will be determined based on the quality of your presentation (effective use of visual aids, content, response to questions, etc.) as well as the quality of your written report

4. Sales Simulations 30%

During Lecture and Lab, there will be two sales simulations wherein sales teams will be required to research specific potential customers, develop and execute an initial sales conversation to diagnose the customer's possible needs. The sales team will then have to present a solution to the customer.

The customers will be industry people either representing their actual companies or a simulated company. The specific group assignments and further details on the project will be provided in Week #2.

5. Participation 10%

Participation in lectures is mandatory.

The structure of the labs is "experience-based learning." "Experience-based learning" requires that all members of the Set demonstrate a sense of professionalism and willingness to participate.

The participation grade for both lectures and labs will be based upon the degree to which the student:

- Arrives on time
- Asks questions which are relevant and thoughtful
- Volunteers and contributes valuable ideas to discussions
- Demonstrates ability to focus attention on the task at hand
- Is able to refocus on the task at hand and to be considerate of other students (for example, being quiet and listening at the appropriate times)
- Demonstrates professionalism and willingness to participate in role-plays and lab exercises
 - Enhances the learning environment of fellow students
 - Quality of any short lab assignments that are graded

Using the above criteria participation will be graded at the end of each lab and lecture. Participation will be ranked and rated on a 10-point scale.

Schedule

Please note: This is a tentative schedule. Some topics may be given additional consideration, some may be given less, should some exceptional learning opportunities be presented during the term we will take full advantage of them. Hence, there is a need for some flexibility; this schedule is subject to change at the discretion of the instructor. Should changes be required to the content of this course outline, students will be given reasonable notice.

Week of/ Number	Material Covered/ <i>Learning Outcomes</i>	Assignment	Due Date	Lab
March 17-21 Wk #1	Course content Instructor's expectations Keys to the Consultative Selling world Distinctive Value Basic Business Cases	Assign Group project		Basic business cases
March 24-28 Wk #2	The roles and concerns of business executives/managers Questions to ask business executives/managers What are customers really buying? Ultimate outcomes <i>Differentiate between the roles & concerns of line and staff business executives/managers.</i> <i>Describe The Roles Of Senior Executives</i> <i>Decide on the questions to ask senior customer executives.</i> <i>Develop an ultimate customer outcome for specific products.</i>	Assign Sales Simulation #1		Define the Ultimate Outcome for the target customer/typical product (TCPC)
March 31- April 4 Wk #3	Distinctive Value Enhancing a product through services Your Customer's Customer Concept of business case/PIP Building the business case/PIP <i>Describe how to differentiate products</i> <i>Define how to enhance a main product or service through selling associated services</i> <i>Describe the importance of a customer's customer</i> <i>Develop a business case/PIP</i>	Assign Sales Simulation #2		Perform Part I - Sales Simulation #1
April 7 -11 Wk #4	Learning the customer's business <i>Discuss the importance of knowing your customer's business.</i>			Perform Part II - Sales Simulation #1
April 14-19 Wk #5	Applying Intelligent Questioning using SPIN model Part I <i>Describe how an intelligent questioning process will raise the customer's sense of urgency</i>	Perform Part I - Sales Simulation #2		Applying SPIN model to TCPC

Week of/ Number	Material Covered/ <i>Learning Outcomes</i>	Assignment	Due Date	Lab
April 21-25 Wk #6	Applying Intelligent Questioning using SPIN model Part II Understanding their business needs & linking your solution to their need. Logic vs. emotion Win/Result concept. WWII-FM <i>Describe how an intelligent questioning process will raise the customer's sense of urgency</i> <i>Distinguish between Personal Wins and Business Results</i>	Perform Part II - Sales Simulation #2		Applying SPIN model to TCPC
April 28- May 2 Wk #7	Targeting your customers. Choosing Prospective Partners Target Customer profile Buying influences. Response modes of buyers <i>Describe The Process Required For Determining And Selecting Key Accounts</i> <i>Describe the roles of the four buying influences</i> <i>Define the importance of identifying the Response Mode of buying influences</i>	Submission date for Executive Questions interviews		Applying Buying influences to TCPC
May 5-9 Wk #8	Managing Sales Success Proactive vs. reactive Plan the campaign Quarterback concept <i>Develop an activity based business plan for a consultative sales territory</i>	Submission date for Group Project Assignment		Creating your Success Plan
May 12-16 Wk #9	Timing of executive involvement Partnering with the Technical Buyer The Consultative Sales Person <i>Describe when to engage with senior executives in the buying process</i> <i>Describe specific methods of moving beyond technical buyers into a consultative sale.</i> <i>Define the key roles and characteristics of a Consultative Sales Person</i>			
May 19-23 Wk #10	FINAL EXAM			