

Course Learning Outcomes/Competencies

Upon successful completion, the student will be able to:

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

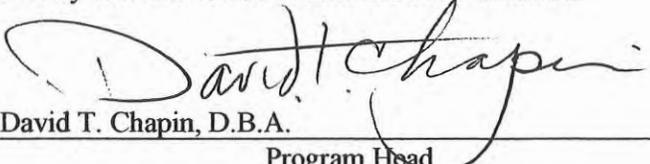
Verification

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


Don Linder
Authoring Instructor

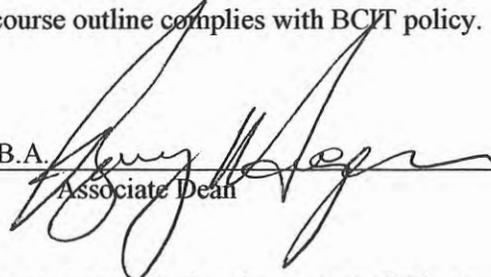
02/21/2007
March 2007
Date

I verify that this course outline has been reviewed.


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

02/22/07
March 2007
Date

I verify that this course outline complies with BCIT policy.


Barry Hogan, M.B.A.
Associate Dean

3/7/07
March 2007
Date

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

Instructor	Office Location	Office Hours	Contact Information
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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.
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.
Geraghty, B. (1998). *Visionary Selling: How to Get To Top Executives – And How to sell them When You're There.* New York; NY: Simon & Schuster.
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
Hansen, K. (2001). *A Foot in the Door.* Toronto: Ten Speed Press.
Hannan, M. (1999). *Consultative Selling.* New York, NY: AMACOM
Heiman, S. & Sanchez, D. (1998). *The New Strategic Selling.* NY: Warner Books.
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.
- Misner, I., & Morgan, D. (2001). *Masters of Networking*. Austin: Bard Press.
- 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.
- Sherlock, P. (1991). *Rethinking Business-to-Business Marketing*. Don Mills: Collier Macmillan.
- 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 **30%**

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

2. Executive Questions interviews **30%**

Due Date: Wk #7, April 30- May 6, In Lecture (No Late assignments please)

(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 #2.

Conduct three “Executive Questions interviews” with contacts in your practicum company 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.

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
- Were the questions appropriate for this contact level?
- What did you learn from the contact’s responses to the questions?
- Did you identify any additional questions that you should ask?

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, consider an area in your professional lives that needs improvement. Ask your interviewee (mentor) for their advice on how you could improve in this specific area.

The Conclusions section should include:

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

How could you improve the profits of this company?

If this were a sales situation, how would you sell to this company?

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

Compare & contrast the answers you received from your three contacts.

What did you learn from the different responses

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

Executive Questions - Appendices:

- Your written telephone scripts (used to obtain your meeting)
- Your contact letters/emails (three – one for each interview)
- 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 of the three people you interviewed (only 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.

Reports will be read, ranked and graded.

- The meaning of grades:
 - 28-30 Publishable Paper
 - 25-27 Outstanding/Excellent
 - 22-24 Excellent/Very Good
 - 19-21 Good
 - 16-18 Fair
 - 15 Pass
 - 14 -&-below /Fail

3. Lab Presentation 15%

Overview:

- You are to find an appropriate article or book that pertains to the consultative sales process. Your information can be from a variety of sources, such as books, journal articles, articles in current publications, internet etc. You are to write a one-page (single spaced) reaction paper and orally present your thoughts regarding the paper in class during our lecture or lab.

Tasks:

1. Write a one-page reaction paper. A reaction paper is your response to your reading - strengths, weaknesses, what worked, what didn't ring true, general observations, ideas for further study, etc.
2. You are to make an oral presentation in lecture or lab, which reflects your learning from the paper. Your thoughts can include how to implement this article in your practicum company, the ways in which you agree with the article, and areas where you disagree with the article.

Deliverable:

Hand in your reaction paper on the day of your oral presentation. (Value 5%)
Your oral presentation will not exceed 10 minutes. (Value 10%)

After your presentation your colleagues and instructor will critique your presentation.

4. Quizzes 15%

There will be no mid-term exam due to the brevity of the term. However, there will be three *short* quizzes throughout the course during the lecture periods.

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 19-23 Wk #1	<p>Introduction The Course Course content Instructor's expectations The Consultative Selling world versus the Transactional Selling world. <i>Describe the differences between transactional selling and consultative selling.</i></p>	<p>Review class notes and other pertinent information in preparation for Quiz #1</p> <p>Assign article #1</p>		<p>Student introductions</p> <p>Assign research on typical product & target customer (TPTC) from practicum</p>
March 26-30 Wk #2	<p>The roles and concerns of business executives/managers Questions to ask business executives/managers What are customers really buying? Ultimate outcomes</p> <p><i>Differentiate between the roles & concerns of line and staff business executives/managers. Describe The Roles Of Senior Executives Decide on the questions to ask senior customer executives. Develop an ultimate customer outcome for specific products.</i></p>	<p>Review class notes and other pertinent information in preparation for Quiz #1</p> <p>Assign Executive Questions project</p>		<p>Discuss article #1</p> <p>Define the Ultimate Outcome for the typical product</p>
April 2-6 Wk #3	<p>Distinctive Value Enhancing a product through services Your Customer's Customer Concept of business case/PIP Building the business case/PIP</p> <p><i>Describe how to differentiate products Define how to enhance a main product or service through selling associated services Describe the importance of a customer's customer Develop a business case/PIP</i></p>	<p>Review class notes and other pertinent information in preparation for Quiz #2</p>	<i>In-class Quiz #1</i>	<p>Develop a business case/PIP for TCPC</p>

Week of/ Number	Material Covered/ Learning Outcomes	Assignment	Due Date	Lab
April 9 -13 Wk #4	<p>Learning the customer's business Gaining attention with business executives Initial communication written & verbal</p> <p><i>Discuss the importance of knowing your customer's business, Create initial communications (written and verbal) to gain first meetings with customer business executives/managers.</i></p>	Review class notes and other pertinent information in preparation for Quiz #2		Develop Initial communication written & verbal for TCPC
April 16-20 Wk #5	<p>Intelligent Questioning using SPIN model Part I</p> <p><i>Describe how an intelligent questioning process will raise the customer's sense of urgency</i></p>	Review class notes and other pertinent information in preparation for Quiz #2	Group 1's Lab Presentation	Applying SPIN model to TCPC
April 23-27 Wk #6	<p>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</p> <p><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></p>	Review class notes and other pertinent information in preparation for Quiz #3	Group 2's Lab Presentation Quiz #2	Applying SPIN model to TCPC
April 30- May 4 Wk #7	<p>Targeting your customers. Choosing Prospective Partners Target Customer profile Buying influences. Response modes of buyers</p> <p><i>Describe The Process Required For Determining And Selecting Key Accounts</i> <i>Describe the roles of the four buying</i></p>	Review class notes and other pertinent information in preparation for your final exam	Group 3's Lab Presentation	Applying Buying influences to TCPC

Week of/ Number	Material Covered/ <i>Learning Outcomes</i>	Assignment	Due Date	Lab
	<p><i>influences</i> Define the importance of identifying the Response Mode of buying influences</p>			
<p>May 7-11 Wk #8</p>	<p>Proactive vs. reactive Plan the campaign Quarterback concept Managing Sales Success</p> <p><i>Develop an activity based business plan for a consultative sales territory</i></p>	<p>Review class notes and other pertinent information in preparation for your final exam</p>	<p><i>Group 4's Lab Presentation</i></p>	<p>Creating your Success Plan</p>
<p>May 14-18 Wk #9</p>	<p>Timing of executive involvement Partnering with the Technical Buyer The Consultative Sales Person</p> <p><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></p>	<p>Review class notes and other pertinent information in preparation for your final exam</p>	<p><i>Group 5's Lab Presentation</i></p>	
<p>May 21-25 Wk #10</p>	<p>FINAL EXAM Week of May 21st– 25th</p>		<p><i>Final exam</i> <i>Week of May 21st</i></p>	