

COMM344 Listening: A Relational Approach to Sales

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TEXT: Print articles from links posted on Canvas.

COURSE DESCRIPTION:

Students in this course explore the appropriate attitudes and relevant listening skills needed to develop work relationships. Because listening and empathy have a positive effect on sales performance and buyer satisfaction, students learn to speak into buyer listening preferences, and share more listenable stories. Students discover in theory and practice that effective communication begins with listening: competent communicators work harder to understand than to be understood.

STUDENT LEARNING OUTCOMES (SLO):

1. Define listening processes, purpose, and preferences.
2. Explain how your listening preferences will impact a sales call.
3. Demonstrate an ability to speak into buyer listening preferences.
4. Demonstrate how to be listenable when sharing stories with buyers.

NCA LEARNING OUTCOMES IN COMMUNICATION (LOC):

LOC 3: Interpret communications scholarship

Apply communication scholarship

LOC 4: Adjust messages while in the process of communicating

Critically reflect on one's own message after the communication event

LOC 5: Engage in active listening

Enact in mindful responding to messages

LOC 6: Perform verbal and nonverbal communication behaviors that illustrate self-efficacy

Evaluate personal communication strengths and weaknesses

LOC 8: Respect diverse perspectives and the ways they influence communication

Adapt one's communication in diverse cultural contexts

ASSIGNMENTS:

In-Class Activities	60
Online Discussions: Seller Listening Habits/Preferences	60
Role-plays: Buyer Listening Habits/Preferences	80
Storytelling Activities: Salesperson Listenability	<u>100</u>
	300

COURSE EXPECTATIONS (for you and me):

1. **Prepare for class:** use reading notes to complete *in-class activities*.
2. **Come to office hours:** discuss assignment criteria ahead of time *to avoid missing due dates*.
3. **Account for absences:** share homework with someone to *bring to class in your absence*.

GRADING SCALE:

282 - 300	94-100%	A	222 - 230	74-76%	C
270 - 281	90-93%	A-	210 - 221	70-73%	C-
261 - 269	87-89%	B+	201 - 209	67-69%	D+
252 - 260	84-86%	B	192 - 200	64-66%	D
240 - 251	80-83%	B-	180 - 191	60-63%	D-
231 - 239	77-79%	C+	≤179	< 60%	F

ACADEMIC INTEGRITY:

Academic dishonesty in any form is a serious offense. Academic dishonesty includes, but is not limited to, cheating on exams or quizzes; submitting another's work as your own, in whole or in part; failing to correctly cite any sources used; and falsifying documentation. All written and oral assignments must be your original work and may not be submitted concurrently with another class without specific written permission of both instructors. Academic dishonesty will not be tolerated, and may result in failure on the assignment or in the course. It is your responsibility to know what constitutes academic dishonesty; ignorance of the policy is not a valid excuse. Please see *The Source Handbook* (pp. 9 – 10) for specific college policy. If you are not sure what constitutes plagiarism, please address these questions before the assignment is due.

STUDENT SERVICES:

Student disability and reasonable accommodation statement

Manchester University, in compliance with federal guidelines, is committed to assuring students with disabilities equal access to programs and activities however, it is the student's responsibility to self-disclose the disability. Students who feel they may need an accommodation based on the impact of a disability should contact Mia Miller, the Disability Support Coordinator, to establish eligibility and to coordinate reasonable accommodations. Students whose accommodation requests are approved will be provided with confidential letters to deliver to their professors. Each letter verifies the disability and documents the need for auxiliary aids and services and/or academic adjustments/accommodations. Students are encouraged to meet with each professor early in the semester to discuss academic implications as they relate to each specific course and to request appropriate accommodation. The Disability Support Services office is in the Success Center (second floor of the Jo Young Switzer Center) and can be reached by phone at 260-982-5888 or 260-982-5499 to schedule an appointment.

Medical emergency evacuation schedule

Students should speak to the instructor immediately if (1) they may require medical attention during class, or (2) they have a disability, chronic condition, or a temporary injury that may limit or affect their ability to evacuate the classroom/building in an emergency. The student and the instructor should discuss the student's specific needs and the types of precautions that should be made in advance of such an event. In the event of a fire or other situation requiring emergency evacuation, students with ambulatory disabilities are to go with or without assistance to the nearest stairwell area. Faculty and staff will assist with evacuation management efforts until such time as the Campus Safety and/or Police and Fire Departments arrive on the scene to assist in student evacuation from the building. Elevators are not to be used for evacuation by any persons.

Students who need special arrangements in the event of an evacuation should also register with Audrey Hampshire as early as possible in the semester to help facilitate the provision of needed emergency assistance.

Title IX reporting requirements

Manchester University is committed to fostering a safe community where the infinite worth of all individuals is respected. Title IX and institutional policy prohibit discrimination on the basis of sex and gender identity. Consequently, sexual misconduct—including harassment, domestic and dating violence, sexual assault, and stalking—is also prohibited at Manchester. Faculty, staff and administrators encourage anyone experiencing sexual misconduct, dating/domestic violence, or stalking to talk to someone about what happened, so they can get the support they need and Manchester University can respond appropriately. If you wish to speak confidentially with a Manchester employee/on-campus representative about an incident of sexual misconduct, please contact:

MU Counseling Services (260-982-5306)

MU Health Services (260-982-5306)

MU Campus Pastor (260-982-5243)

North Manchester Campus Victim Advocate (260-563-4407)

Off-campus resources include the following:

Hands of Hope (Service to North Manchester Campus-24/7 Hotline 260-563-4407)

Fort Wayne Sexual Violence Treatment Center (Service to both Fort Wayne & North Manchester Campuses-24/7 Hotline 260-423-2222)

YWCA of Northeast Indiana (Domestic Violence & Sexual Violence: 260-447-7233)

If you wish to file a report of sexual misconduct, please contact:

Dean of Student Experience/Title IX Coordinator Allen Machielson at 260-982-5052 or/and Manchester University Campus Safety (260-982-5999). If you have questions about institutional policies and procedures regarding sexual misconduct, please contact the Title IX Coordinator. If you would like to make a police report contact the North Manchester Police Department (260-983-8555) or Fort Wayne Police Department (260-472-1222).

You can learn more about Title IX and survivor support at the following websites:

<https://www.manchester.edu/about-manchester/university-priorities/title-ix> & <https://www.manchester.edu/student-life/care-initiative/care-initiative-home>.

TENTATIVE DAILY SCHEDULE: *Changes will be announced in class and posted in Canvas*

Week	Topics & Assignments Due	Readings Discussed
<i>SLO 1</i>	<i>Define listening processes, purposes, and preferences</i>	
8-29	Introduction to the Course Listening Processes & Purposes	Worthington & Fitch-Houser Book Chapter on Reserve in the Library
9-3	Salesperson Listening in the Extended Relationship Active Empathic Listening Scale Analysis	Pryor, Malshe, & Paradise Article
9-10	Listening Habits/Preferences ECHO Profile Analysis	ECHO Validation Research
<i>SLO 2</i>	<i>Explain how your listening preferences will impact sales calls.</i>	
9-17	Salesperson Empathy & Listening Company (Seller) and Customer (Buyer) Analysis International Day of Listening: Provide Free Listening for MU	Aggarwal et al. Article
9-24	Using Active Empathic Listening to Build Relationships Online Discussion: Seller Listening Preferences Initial Post (9-26) / Peer Response (9-28)	Drollinger Article
<i>SLO 3</i>	<i>Demonstrate an ability to speak into buyer listening preferences.</i>	
10-1	Buyer Expectations Sales Situations for CV & RV Buyer Listening Preferences	Kaski et al. Article
10-8	<i>Fall Break Day</i> Sales Situations for AL & CL Buyer Listening Preferences	
10-15	The Impact of Sales Contests on Customer Listening Role-play Rehearsals	Koehl, Poujol, & Tanner Article
10-22	Role-plays: Buyer Listening Preferences	
<i>SLO 4</i>	<i>Demonstrate how to be listenable when sharing stories with buyers.</i>	
10-29	Listenability as a Tool for Advocacy Peer Feedback for Your Story	Rubin Article
11-5	Personal Inner Values (Compassionate Communication) Record Your Story	Manning et al. Article
11-12	Science & Sanity of Listening Share Your Story with Another College	Cline Article
11-19	<i>Thanksgiving Break</i>	
11-26 & 12-3	Tell and respond to stories Storytelling: Salesperson Listenability	
12-11	Finals Week: Respond to Story from Another College	

ASSIGNMENTS

Each assignment builds on the previous one: moving from an awareness of how we listen to speaking into the listening preferences of others.

ONLINE DISCUSSION: SELLER LISTENING HABITS/PREFERENCES

Purpose: To help you understand your listening preferences, so that you can adapt to others' listening preferences. This reflection prepares you to learn from others in the classroom and workplace.

Tasks:

1. Access **ECHO Listening Profile** and take the survey.
2. Explain your **listening preferences** (*connective, reflective, analytical, and conceptual*) to a classmate.
3. Choose a company you would like to work for (e.g., Zimmer) and then identify a buyer (e.g., Parkview Hospital). Provide seller (you as Zimmer sales person) **organizational values** and **product features** and buyer (Parkview purchasing as buyer) **organizational values** and **product needs**.
4. Create an **initial post** that cites a **specific ECHO suggestion** from your listening habits profile. For example, if one of your listening preferences is *conceptual* (Ideas), first choose a buyer's preference that is different, such as *connective* (People). Then discuss how you will use one of the suggestions, "try to keep an agenda to the conversation that has a structure and clearly defined goals to curb the possibility of drifting into prolonged ideating" (ECHO, 2017, p. 6) to interact with the buyer. Use specific examples from your buyer and seller analysis to help you create a realistic sales situation.
5. Find a peer who posted about interacting with a buyer with one of your listening preferences. Provide a **response** that cites a **specific ECHO challenge** from your listening habits profile. For example, if your listening preferences is *conceptual* (Ideas) and your peer's is *connective* (People), then you can help your peer by explaining what challenges you have working with people who preference is *connective* (People). You might explain how hard it is to "try to keep an agenda to the conversation that has a structure and clearly defined goals to curb the possibility of drifting into prolonged ideating" (ECHO, 2017, p. 6). Use specific examples from your peer's sales situation to create a helpful response.

Criteria:

1. Earn points for a buyer & seller analysis that includes **links to websites** that explain buyer and seller **organizational values** and **product/service details**.
2. Earn points for an **initial post** that cites a **specific ECHO suggestion** and explains **how to interact with a buyer who has a different listening preference**. In addition, write a **response to a peer** that cites a **specific ECHO challenge** and suggests **what might be helpful when interacting with a buyer whose listening preference is similar to yours**.

ROLE-PLAY: BUYER LISTENING HABITS/PREFERENCES

Purpose: To demonstrate how you can speak into buyer listening preferences in specific sales contexts. This practice prepares you for training simulations and job interviews.

Tasks:

1. Create a **sales situation including competitor analysis** with the product analysis you completed for the online discussion. For example, if you were in sales for Midwest Poultry, you would complete a competitor analysis for Chick Magic, providing links to their website. In addition, identify your Kroger buyer's concerns, such as timely delivery, insurance, recalls, and price increase/decrease notification. Your peers will be given this information so that they can more accurately play the role of your buyer.
2. Identify specific **ECHO suggestions** for buyer interactions with each of the four listening preferences, then complete a **planning grid** that explains how each of these suggestions will help you be ready to address buyer's concerns.

3. Provide and utilize peer feedback for **adapting to buyer's listening preference** during role-play rehearsals.
4. Buyer will draw a listening preference unbeknownst to you during your **sales situation role-play**.

Criteria:

1. Earn points for completing a competitor analysis that includes **links to websites**.
2. Create a planning grid with **explanations of how the ECHO suggestions** will help you be ready to **address buyer's concerns**.
3. Earn points for **providing** and **utilizing** peer feedback for how to **adapt to buyer's listening preference**.
4. Earn points for **adapting to listening preference** and **addressing concerns** during a role-play.

STORYTELLING: SALESPERSON LISTENABILITY

Purpose: To demonstrate how you can include others' listening preferences in the stories you share. This practice prepares you for training simulations and job interviews.

Tasks:

1. Listen to **2 stories** on the *Moth Radio Hour*: <https://themoth.org/radio-hour> and identify how the story was told so that you could **understand** and **remember** the story.
2. Develop a story that includes your **strengths** and **relevant work experiences**: one that you might share with an employer and/or buyer in the future.
3. Begin the **5-minute story** with an attention grabbing opener, followed by details that set the scene (who, what, when, where). Include suspense, action, humor, and a memorable ending. Avoid clichés.
4. Provide and utilize **peer feedback**. Note if there are enough details to "paint" a vivid picture and provide specific suggestions if not. Find wording that will resonate with employers and buyers, and help eliminate unnecessary detail. Encourage vocal emphasis on words (people, places, things) to make the story "stick."
5. **Audio record** your story and submit to Google Docs. And, **present** your story to the class. Learn your story so that posture and gestures underscore vocal emphasis.
6. Listen and **respond** to a student story from another college.

Criteria:

1. Earn points for identifying what is **understandable** and **memorable** about *Moth* stories.
2. Earn points for **providing** and **utilizing peer edits** before audio recording your story.
3. Earn points for **presenting** your story to the class.
4. Earn points for **responding** to student story from another college.