Finance 420: Selling Financial Services  
Stephen F. Austin State University  
Spring 2019

Course Number:  Finance 420  
Course Title:  Selling Financial Services  
Time / Location:  9:30 am to 10:45 am Tuesday and Thursday  
               BU 453  
Instructor:  David R. Kaiser  
           Lecturer / Director, Chadwick Family Banking Program  
           McGee 303J  Kaiserdr@sfasu.edu  936-468-1664  
Office Hours:  Tuesday 2:00 to 5:00, Wednesday 8:30 to 12:30, Thursday 2:00 to 5:00  
               Or – By Appointment  
Communication:  I will communicate outside of class through E-Mail using your @jacks address (I do not check the email system contained in D2L).  

Catalogue Description and Credit Hours of Course:  
Selling Financial Services - A study of the theory and principles involved in selling financial securities and services with special focus on practical implementation of selling these products. Three (3) Credit Hours.  

Prerequisites:  
Prerequisites: FIN 333 (Introduction to Financial Management) and MKT 351 (Principles of Marketing).  

Text:  
SBN-13 978-0-9969963-5-8 ISBN-10 0-9969963-5-4  

A digital copy of the online textbook can be purchased from: www.textbookmedia.com  ($19.95)  
- Go to www.textbookmedia.com. Register. It will take about 60 seconds. You will be taken to My Account. You will see “You currently have no books to view.”  
- To find your book, click on Booklist. Locate the book and click on Pricing Details. You will have options for the format (e-book, PDF, and three print formats). Read the descriptions and make your choice.  
- Click on Add to Cart, then Checkout. Then you’ll see a page for Review Order. Once processed, e-book orders will be in My Account. Print orders may take up to seven business days, but you’ll have the online book immediately in My Account.
Learning Objectives of the Course:
- To build student’s knowledge and understanding of the principles and theory of selling products and services, with a practical emphasis on the banking/financial services industry.
- Develop the student’s ability to analyze internal and external strengths, weakness, opportunities and threats from the perspective of developing, implementing and executing a sales strategy.
- Provide the student with a basic understanding of the role and responsibilities of a professional sales person, and provide practice in practical application of principles studied.
- Provide students with opportunities to build their interpersonal skills in teamwork and in expressing themselves both orally and in writing.

Instructor’s Goal for This Course:
Success in any aspect of business hinges in a large part upon your ability to successfully sell your product, your company, your work, your vision, your ideas, and ultimately yourself. Regardless of which of these you are selling at any given time, the underlying philosophy behind success in selling remains consistent. This course is tailored to the banking industry and if you are going into the banking and financial services industry you will find this course to be invaluable. However, if your career path takes you elsewhere, the concepts presented in Selling Financial Services and the practical skills practiced can be universally applied across all professions.

Course Evaluation Process:
There will be two unit examinations and a final comprehensive examination. There will be a written research paper to turn in, and an oral presentation to be made on the research paper. There will be three written assignments to be turned in and weekly case preparation work. Grade weighting will be as follows:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Examination #1</td>
<td>20%</td>
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<tr>
<td>Examination #2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
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<tr>
<td>Research Paper and Oral Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Written Thought Assignments (4)</td>
<td>5%</td>
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<tr>
<td>Professionalism</td>
<td>5%</td>
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<tr>
<td>Participation (Attendance)</td>
<td>10%</td>
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</table>

Course grades are determined by applying the following scale to a students weighted average:

- 90% and above: A
- 80% to 89%: B
- 70% to 79%: C
- 60% to 69%: D
- < 60%: F

Missed Examinations:
No makeup examinations will be given. If you promptly provide me verifiable evidence that an examination absence is excused based upon SFA policy (the absence was caused because of health, family
emergencies, or student participation in approved university-sponsored events) the weight of the excused exam will be placed on the comprehensive final exam.

**Late Assignments:**
*No late assignments will be accepted for credit.* Professional success requires honoring commitments, meeting deadlines, and exceeding expectations.

**Attendance:**
Scheduling, time management and “showing up” are skills that are required to succeed professionally. Attendance in class is expected and will be taken each session. Attendance is required to earn participation credit, participation credit will be deducted for each class session missed. Excused absences will be reviewed on a case by case basis. Please be on time, late arrival is discourteous to others who managed to arrive on time and reflects poor time management skills. Avoid leaving the classroom early, unless previously agreed with the instructor.

**Professionalism:**
This class will include case based discussions of actual business situations and dilemmas as well as interactive role play activities. Differences of opinion are expected, expanding comfort zones, open discussion and taking of positions will be encouraged. Professionalism requires that interactions at all times remain polite, respectful, considerate and thoughtful. Personal attacks, rude behavior and intolerance/belittling will not be tolerated.

**General Administration:**
This course is intended to be a professional learning experience in a professional environment. Students are expected to come prepared to participate and contribute. Electronic devices should be silenced and put away for the duration of the class period.

**Class Preparation, Case Studies. Selling Labs:**
The class will be divided into 17 topical modules *Students are expected to review the materials and prepare for each.*

There are minor case studies associated with several of the modules. Small groups of students will be asked present the cases (all students will present at least one minor case during the course). The case questions will be reviewed in a discussion format in class. In addition, there will be three Harvard Business Review Cases (“major cases”) discussed during the course, students are expected to review the major cases prior to class and come prepared to discuss the case.

The class will include five “Selling Lab” sessions. These sessions will involve experimental and role play exercise designed to allow students to practice the skills being discussed throughout the class. These sessions are designed to be fun, but also to stretch students beyond their comfort zones.
**Written Thought Assignments:**

There are four written thought assignments due as stated on the Tentative Schedule. Written Thought Assignments counts for 5% of the course grade. Students will be asked to present the information contained in their Written Thought Assignments to the class in an open forum manner.

**Thought Assignment #1 – Article on Selling**  
**Assignment:** Locate and article on selling, briefly summarize the article and be prepared to discuss its contents. Turn in through D2L

**Thought Assignment #2 – Selling is Helping**  
**Assignment:** Write a short paragraph discussing why in a sales situation, the seller is providing a service to the buyer. Turn in through D2L

**Thought Assignment #3 – Keeping Problems From Escalating**  
**Assignment:** You will be asked to write short answers to seven questions exploring potential seller/buyer conflict situations. Turn in through D2L

**Thought Assignment #4 – Ethics in Selling**  
**Assignment:** Locate an article or story of unethical sales behavior (i.e. Wells Fargo’s false account scandal, Bernie Madoff’s Ponzi scheme). Write a short summary of the article, identify the ethical issues, violations and repercussions. Turn in through D2L

**Research Paper**  
Each student will turn in and present to the class a research paper based on a topic chosen from the attached list (other topics of the student’s interest will be accepted, subject to instructor approval). The topics will be selected by the date indicated in the Tentative Schedule. Topics are to be approved by the instructor in order to eliminate duplication. Students will be assigned to one of three submission/presentation blocks as indicated in the Tentative Schedule.

- The research paper should be in good manuscript form, utilizing proper grammar, spelling and punctuation.
- Your paper should be double spaced with a normal margin and be a minimum of five (4) pages and a maximum of seven (7) pages in 12 point Times New Roman type font.
- There must be a minimum of two research references (excluding the course textbook) from journals, books and other resources. Other references from blogs or non-reference material should be noted as such and kept to a minimum.
- A printed copy of the research paper should be turned in to the instructor (hard copy or D2L) on the date noted on the Tentative Schedule.
- The oral presentation of the research paper to the class will be on the Presentation Date noted on the Tentative Schedule. The presentation should include PowerPoint slides. The oral presentation should be no less than four minutes and no more than ten minutes. The presentation should clearly and concisely present the concepts advanced in your written presentation.
- The research paper and presentation will constitute 20% of your grade (weighted 50/50 between the written and oral portions of the project.

Presentations will be viewed by invited guests from the banking industry who will assist with topical feedback as well as grading.
Finance 420 - Suggested Research Paper Topics:
1. Affinity marketing to promote sales
2. Developing a marketing plan for financial products
3. Developing and advertising plan for financial products
4. Effective use of team selling in marketing financial products
5. Ethics in selling financial products
6. Good listening in the selling process
7. How customers perceive value versus cost
8. How selling impacts the bank's performance
9. Integrity in the selling process
10. Marketing financial products to ethnic groups
11. Overcoming objections in the selling process
12. Overcoming the fear of selling
13. Presentation styles for selling success
14. Product packaging to promote sales
15. Prospecting for bank customers
16. Sales/market research methods and techniques for commercial banks
17. Selling commercial lending products
18. Selling deposit products
19. Selling financial products to millennials
20. Selling mortgage products
21. Selling to build market share
22. Selling to protect market share
24. Closing techniques in the sale of financial products
25. Strategies for protecting your clients from advances by competitors
26. Techniques for developing financial product knowledge
27. The best training methods to become an outstanding salesperson
28. The differences between selling and marketing
29. The impact of negative media on the selling process
30. The impact of unsatisfied customers on image and market share
31. The importance of customer service in selling
32. The keys to success in the selling process
33. The power of data base marketing
34. The process used to develop successful selling strategies
35. The pros and cons of billboards in selling financial products
36. The pros and cons of newspaper advertising in selling
37. The pros and cons of public relations campaigns in selling financial products
38. The pros and cons of radio in selling
39. The pros and cons of telemarketing in selling financial products
40. The pros and cons of television in selling
41. The role of selling in the bank of the future
42  The role of the internet in selling financial products/services
43  The value of customer calling programs
44  The value of relationships in selling
45  Thinking like your customer/prospect to maximize sales
46  Time management in selling
47  Using contests and sweepstakes in selling
48  Using direct mail to develop sales
48  Using networking in selling financial products
50  Using service quality to support pricing premiums
51  Using surveys and questionnaires in selling financial products
52  What it takes to make a satisfied customer
53  Why customers buy products/services
54  Using viral internet strategies in marketing financial products and service
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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Module/Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1/22/2019</td>
<td>Tuesday</td>
<td>Course Overview / Module #1</td>
<td>Introductions, Syllabus handout, course objective, evaluation process, exams and homework, research project, class schedule. Nothing Happens Until Someone Sells Something</td>
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<tr>
<td>1/24/2019</td>
<td>Thursday</td>
<td>Module #2</td>
<td>Financial Sales - A Changing Environment</td>
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<td><em>Bring: Thought Assignment #1 - &quot;Article on Selling&quot; to Class</em></td>
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<td>1/29/2019</td>
<td>Tuesday</td>
<td>Module #3</td>
<td>Introduction to Selling</td>
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<td><em>Turn in Research Paper Topics (Presentation Dates Assigned)</em></td>
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<tr>
<td>1/31/2019</td>
<td>Thursday</td>
<td>Module #4</td>
<td>Selling Scope</td>
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<tr>
<td>2/5/2019</td>
<td>Tuesday</td>
<td>Module #5</td>
<td>Successful Selling Cycle</td>
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<td>2/7/2019</td>
<td>Thursday</td>
<td>Module #6</td>
<td>The Selling Officer</td>
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<tr>
<td>2/12/2019</td>
<td>Tuesday</td>
<td>Module #7</td>
<td>Prospecting</td>
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<tr>
<td>2/14/2019</td>
<td>Thursday</td>
<td>Guest Speaker</td>
<td>*Turn in: Thought Assignment #2 &quot;Selling is Helping&quot;</td>
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<tr>
<td>2/19/2019</td>
<td>Tuesday</td>
<td>Module #8</td>
<td>The Trusted Advisor</td>
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<tr>
<td>2/21/2019</td>
<td>Thursday</td>
<td>Test #1</td>
<td>Modules 1 through 8, Guest Speaker</td>
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<td>2/26/2019</td>
<td>Tuesday</td>
<td>Module #9</td>
<td>The Role of Pricing in Selling</td>
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<td>2/28/2019</td>
<td>Thursday</td>
<td>Selling Lab #1</td>
<td>Negotiation- Bargaining Simulation</td>
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<tr>
<td>3/5/2019</td>
<td>Tuesday</td>
<td>Module #10</td>
<td>Negotiation</td>
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<td>3/7/2019</td>
<td>Thursday</td>
<td>Module #11</td>
<td>Presentation Block #1</td>
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<td><em>Submit Papers and Present to Class</em></td>
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<tr>
<td>3/12/2019</td>
<td>Tuesday</td>
<td>Module #11</td>
<td>Presentation Block #2</td>
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<td><em>Submit Papers and Present to Class</em></td>
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<tr>
<td>3/14/2019</td>
<td>Thursday</td>
<td>Module #11</td>
<td>Presentation Block #3</td>
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<td><em>Submit Papers and Present to Class</em></td>
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<tr>
<td>3/19/2019</td>
<td>Tuesday</td>
<td>No Class</td>
<td>Spring Break - Starts Saturday March 16th</td>
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<td>3/21/2019</td>
<td>Thursday</td>
<td>No Class</td>
<td>Spring Break - Ends Sunday March 24th</td>
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<tr>
<td>3/26/2019</td>
<td>Tuesday</td>
<td>HBR Case #1</td>
<td>Can An Ethical Bank Support Guns and Fracking?</td>
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<tr>
<td>4/2/2019</td>
<td>Tuesday</td>
<td>Test #2</td>
<td>Modules 9 Through 11, HBR Case</td>
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<tr>
<td>4/4/2019</td>
<td>Thursday</td>
<td>Guest Speaker</td>
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<tr>
<td>4/9/2019</td>
<td>Tuesday</td>
<td>HBR Case #2</td>
<td>ACTC Customer Service Department</td>
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<td>*Turn in Thought Assign #3 &quot;Keeping Problems From Escalating&quot;</td>
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<td>4/11/2019</td>
<td>Thursday</td>
<td>Selling Lab #2</td>
<td>Module #12 Managing Problem Clients</td>
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<td>*Turn in Thought Assignment #4 &quot;Ethics in Selling&quot;</td>
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<td>4/16/2019</td>
<td>Tuesday</td>
<td>Selling Lab #3</td>
<td>Module #13 - Ethics in Selling</td>
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<tr>
<td>4/18/2019</td>
<td>Thursday</td>
<td>No Class</td>
<td>Easter Break - Start Thursday April 18th</td>
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<tr>
<td>4/23/2019</td>
<td>Tuesday</td>
<td>HBR Case #3</td>
<td>Sales Misconduct at Wells Fargo</td>
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<td>4/25/2019</td>
<td>Thursday</td>
<td>Guest Speaker</td>
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<td>4/30/2019</td>
<td>Tuesday</td>
<td>Module #14</td>
<td>Regulation and Compliance</td>
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<tr>
<td>5/2/2019</td>
<td>Thursday</td>
<td>Selling Lab #4</td>
<td>Module #15 The Sales Presentation</td>
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<td>5/7/2019</td>
<td>Tuesday</td>
<td>Selling Lab #5</td>
<td>Module #16 Always Be Closing!</td>
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<tr>
<td>5/9/2019</td>
<td>Thursday</td>
<td>Module #17</td>
<td>Class Wrap Up, The Future of Financial Sales / Managing Sales Teams</td>
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<tr>
<td>5/16/2019</td>
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<td>Final Examination Thursday May 16th at 8:00 AM to 10:00 AM, Comprehensive</td>
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Rusche College of Business - Syllabus Addendum

Program Learning Outcomes: Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses at http://www.sfasu.edu/cob/ug-plo.asp

Student Academic Dishonesty (University Policy 4.1) Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Definition of Academic Dishonesty. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as if it were one’s own work when is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or (3) incorporating the words or ideas of an author into one’s paper without giving the author credit. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Course Grades (University Policy 5.5) At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy related to active military service. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please refer to the complete policy at: http://www.sfasu.edu/policies/course-grades.pdf.

Students with Disabilities To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Room 325 in the Human Services Building, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to: http://www.sfasu.edu/disabilityservices/

Student Conduct (University Policy 10.4) Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at http://www.sfasu.edu/policies/student-conduct-code.pdf.) Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.