Finance 4320: Selling Financial Services
Stephen F. Austin State University, Fall 2021

Course Number: Finance 4320

Course Title: Selling Financial Services

Time / Location: 9:30 am to 10:45 am Tuesday and Thursday

Location: BU 458

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 primarily through E-Mail using your @jacks address. Please use kaiserdr@sfasu.edu to contact me. I will also utilize the “News” feature in D2L to for class related announcements. (Note: Please do not use the email system contained in D2L as I do not regularly monitor that system).

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 3333 (Introduction to Financial Management) and MKT 3351 (Principles of Marketing).

Textbook:
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.
Other Reading and Learning Materials:
Background reading information for each module will also be made available within each Module in D2L. Students are expected to review the preparation materials for each section prior to class.

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, weaknesses, 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.

SACS Credit Hour/Contact:
FIN 4320 "Selling Financial Services" (3 credits) meets twice each week (Tuesday/Thursday) in 75 minute segments for 15 weeks and also meets for a two hour final examination. The class is divided into topical modules, with each module requiring advance preparation and study. Four written "thought assignments" are turned in and used to guide topical discussions. There are major case study reviews designed to highlight key issues which require advance preparation. There are "selling labs" in which students participate in hands on role play activities highlighting the material being studied. Students complete three mid-term examinations and one comprehensive final examination. Students prepare a research report requiring independent research on a relevant topic, students are required to complete an oral presentation of their findings to the class and invited industry representatives. These activities require a minimum of 6 hours each week to prepare outside of classroom hours.

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 written assignments to be turned in and weekly class preparation work, including some limited group work outside of class. Grade weighting will be as follows:

| Examination #1 | 18.0% |
| Examination #2 | 18.0% |
| Final Examination | 18.0% |
Research Paper and Oral Presentation 20.0%
Pre-Case Work & Thought Assignments (12) 15.0%
Participation (Attendance) & Professionalism 11.0%

100.0%

Course grades are determined by applying the following scale to a student's 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:
Professional success in selling financial products and services requires honoring commitments, meeting deadlines, and exceeding expectations. *Late assignments will generally not be accepted for credit.*

Attendance:
Scheduling, time management and “showing up” are professional skills that are required to succeed in financial products sales. *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.

Methods of Attending:
The course will be offered in a “Face to Face” classroom format. With pre-approval, students may attend class via Zoom Live Stream. Contact the instructor prior to class for approval and sign-in information.

*Special considerations for Live Stream* - Students attending via Live Stream are expected to:
- Have sufficient technology to actively participate in class
- Participate from a professional location without distractions
- Be logged on prior to the start of class and remain logged in during class time period
- Have a working microphone, muted except when orally participating
- Have a working camera, on at all times during the course
- Actively participate and contribute in discussions and activities

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.

**Pandemic Administration:**
This class will follow the university guidelines as may be issued to related to COVID-19. As guidelines are
issued and policies presented, we will modify the class structure and activities as may be necessary to
comply with university policy.

**Class Preparation, Case Studies, Thought Assignments, Selling Labs:**
**Class Preparation:** The class will be divided into 13 topical modules. Students are expected to review the
materials and prepare for each session.

**Case Studies:** There will be seven Harvard Business Review / Ivey Business School cases discussed during
the course. These cases are designed to provide a practical application of the topics being studied.
Students are expected to review the cases prior to class, prepare answers to case preparation questions,
come prepared to discuss the case and participate in the discussions. Group work outside of class will be
required in two case studies. *Case study preparation assignments are to be turned in through D2L prior
to class.*

**Selling Labs:** 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.

**Thought Assignments:** There are four written thought assignments due as stated on the Tentative
Schedule. *Thought assignments are to be turned in through D2L prior to class.* Students will be asked to
present the information contained in their Thought Assignments to the class in an open forum manner.

**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 will be based upon a broad sales topic and should clearly tie the broad sales
topic to the specifics of financial sales.
- 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 four (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 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 copy of the research paper should be turned in to the instructor (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 which should be turned in to the instructor (D2L) on the date noted on the Tentative Schedule.
• The oral presentation should be no less than five 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 60/40 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.

Suggested Topics: Note, these are suggested topics, if you are interested in researching and presenting a topic that is not included in the list below please select item “0” other topics of interest and provide the instructor with information on the topic. Turn in your Top Three choices through Drop Box D2L by the due date.

0 Other topics of interest to the student – approved in advance by the instructor
1 Affinity marketing programs to promote sales of financial products
2 Developing a marketing plan for financial products
3 Developing an advertising plan for financial products
4 Effective use of a team approach in selling financial products
5 The role of ethics in selling financial products
6 The power of “good listening” in the financial selling process
7 Selling value versus price in a financial sales situation
8 How sales culture impacts the financial performance of a financial institution
9 The power of integrity in the financial sales process
10 Marketing financial products to ethnic groups
11 Techniques for overcoming objections in the financial sale process
12 Overcome the Fear of Selling – coaching your financial sales team to success
13 The financial sales presentation; the critical step between prospecting and closing
14 Product packaging to promote financial sales
15 Strategies and key actions to ensure successful prospecting for financial sales clients
16 Sales/market research methods and techniques as the foundation for successful financial sales
17 Strategies for selling commercial loans; meeting the prospects key needs
18 Strategies for selling investment products; meeting the prospects key needs
19 Selling financial products to millennials
20 Strategies for selling home mortgage products; meeting the prospects key needs
21 Sales Leadership: Creating a sales culture that will build market share
22 Sales Leadership: Structure your sales culture to protect market share and retain clients
23 Technology: Using viral internet strategies in marketing financial products and services
24 Keys to financial sales success: Closing techniques in the sale of financial products
25 Sales Leadership: Strategies for protecting your financial clients from advances by competitors
26 The Sales Professional: Techniques for developing financial product knowledge
27 The Sales Professional: The best training methods to become an outstanding financial salesperson
28 The differences between selling and marketing
29 Sales Leadership: Management of negative social media comments
30 The impact of unsatisfied customers on image and market share
31 The importance of customer service in selling financial products
32 The Sales Professional: The keys to success in the selling process
33 Sales Leadership: Using data base marketing in financial sales
34 The Sales Professional: The process used to develop successful financial sales strategies
35 The pros and cons of billboards in selling financial products
36 The pros and cons of newspaper advertising in selling financial products
37 The pros and cons of public relations campaigns in selling financial products
38 The pros and cons of radio in selling financial products
39 The pros and cons of telemarketing in selling financial products
40 The pros and cons of television in selling financial products
41 The role of selling in the financial services firm of the future
42 The future role of the internet in selling financial products/services
43 Sales Leadership: Using customer calling programs to protect and grow market share
44 The Sales Professional: The value of relationships in selling financial products
45 The Sales Professional: Thinking like your customer/prospect to maximize sales
46 The Sales Professional: Time management techniques in selling
47 The sales professional: Using networking in selling financial products
48 The sales professional: What it takes to make a satisfied customer in financial sales
49 Why clients buy financial products/services
50 The Sales Professional: Leveraging high service quality to support premium pricing
51 The Sales Professional: What it takes to make a satisfied customer
52 Current events in the news impacting the field of financial sales

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

Academic Integrity (4.1) Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your own guidelines for academic integrity as appropriate. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in
multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**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 to aid in achieving a better grade on a component of a class; (2) the falsification or invention 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-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](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/](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](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.

**Mental Health**: SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student mental health and wellness. Many of these resources are free, and all of them are confidential.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Module</th>
<th>Topic</th>
<th>Assignments - Turn In Prior To Class Through D2L</th>
<th>Class Period #</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24/2021</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. <strong>&quot;Nothing Happens&quot;</strong></td>
<td>锤 定 Turn in Prior To Class Through D2L <strong>&quot;Nothing Happens&quot;</strong></td>
<td>1</td>
</tr>
<tr>
<td>8/26/2021</td>
<td>Thursday</td>
<td>No Class</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>8/31/2021</td>
<td>Tuesday</td>
<td>Module #2</td>
<td>Why Study Financial Sales</td>
<td>Turn In (D2L):  Thought Assignment #1 - &quot;Article on Selling&quot;</td>
<td>3</td>
</tr>
<tr>
<td>9/2/2021</td>
<td>Thursday</td>
<td>Module #3</td>
<td>Selling Scope &amp; Selling Cycle</td>
<td>Turn In (D2L):  Research Paper Topic First, Second, Third Choice</td>
<td>4</td>
</tr>
<tr>
<td>9/7/2021</td>
<td>Thursday</td>
<td>Module #4</td>
<td>Selling Officer and Prospecting</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>9/9/2021</td>
<td>Thursday</td>
<td>Module #5</td>
<td>The Trusted Advisor</td>
<td>Turn In (D2L):  Thought Assignment #2 &quot;Selling is Helping&quot;</td>
<td>6</td>
</tr>
<tr>
<td>9/14/2021</td>
<td>Tuesday</td>
<td>Module #6</td>
<td>The Role of Pricing in Selling</td>
<td>Turn In (D2L):  Pre-Case work - Downs Construction Mini Case</td>
<td>7</td>
</tr>
<tr>
<td>9/16/2021</td>
<td>Thursday</td>
<td>Module #7</td>
<td>Selling Lab #1: Managing Problem Clients</td>
<td>Turn In (D2L):  Turn in Thought Assignment #3 &quot;Keeping Problems From Escalating&quot;</td>
<td>8</td>
</tr>
<tr>
<td>9/21/2021</td>
<td>Tuesday</td>
<td>Guest Lecture</td>
<td>To Be Determined</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>9/23/2021</td>
<td>Thursday</td>
<td>Test #1</td>
<td>Modules 1 through 7, Guest Lecture</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>9/28/2021</td>
<td>Tuesday</td>
<td>Module #8 Case Study</td>
<td>1) Can An Ethical Bank Support Guns and Fracking? - Culture and Vision</td>
<td>Turn In (D2L):  Pre Case work - Guns and Fracking</td>
<td>11</td>
</tr>
<tr>
<td>9/30/2021</td>
<td>Thursday</td>
<td>Module #8 Case Study</td>
<td>2) SlowLink Customer Service Department - The Ten Service Issues</td>
<td>Turn In (D2L):  Pre Case work - SlowLink Customer Service</td>
<td>12</td>
</tr>
<tr>
<td>10/5/2021</td>
<td>Tuesday</td>
<td>Module #8 Case Study</td>
<td>3) A Difficult Hiring Decision at Central Bank - Hiring the Right people</td>
<td>Turn In (D2L):  Pre Case work - A Difficult Hiring Decision</td>
<td>13</td>
</tr>
<tr>
<td>10/7/2021</td>
<td>Thursday</td>
<td>Module #8 Case Study</td>
<td>4) Commerce Bank - Extreme Sales/Service Culture</td>
<td>Turn In (D2L):  Pre Case work - Commerce Bank</td>
<td>14</td>
</tr>
<tr>
<td>10/12/2021</td>
<td>Tuesday</td>
<td>Module #8 Case Study</td>
<td>5) Sales Misconduct at Wells Fargo - Sales Culture Gone Wrong</td>
<td>Turn In (D2L):  Pre Case Work - Wells Fargo</td>
<td>15</td>
</tr>
<tr>
<td>10/14/2021</td>
<td>Thursday</td>
<td>Module #8 Case Study</td>
<td>6) First Financial Group - Designing a Sales Incentive Program</td>
<td>Turn In (D2L):  Group Decision Project</td>
<td>16</td>
</tr>
<tr>
<td>10/19/2021</td>
<td>Tuesday</td>
<td>Test #2</td>
<td>Module #8 and Guest Speaker</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>10/21/2021</td>
<td>Thursday</td>
<td>Module #9</td>
<td>Presentation Block #1  <strong>With Guest Bankers</strong></td>
<td>Block #1 Submit Papers and Power Point (D2L), Present to Class</td>
<td>18</td>
</tr>
<tr>
<td>10/26/2021</td>
<td>Tuesday</td>
<td>Module #9</td>
<td>Presentation Block #2  <strong>With Guest Bankers</strong></td>
<td>Block #2 Submit Papers and Power Point (D2L), Present to Class</td>
<td>19</td>
</tr>
<tr>
<td>10/28/2021</td>
<td>Tuesday</td>
<td>Module #9</td>
<td>Presentation Block #3  <strong>With Guest Bankers</strong></td>
<td>Block #3 Submit Papers and Power Point (D2L), Present to Class</td>
<td>20</td>
</tr>
<tr>
<td>11/2/2021</td>
<td>Tuesday</td>
<td>Module #9</td>
<td>Presentation Block #4  <strong>With Guest Bankers</strong></td>
<td>Block #4 Submit Papers and Power Point (D2L), Present to Class</td>
<td>21</td>
</tr>
<tr>
<td>11/4/2021</td>
<td>Thursday</td>
<td>Module #9</td>
<td>Review of Presentations <strong>With Guest Bankers</strong></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>11/9/2021</td>
<td>Tuesday</td>
<td>Module #10</td>
<td>Selling Lab #2: Negotiation- Bargaining Simulation</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>11/11/2021</td>
<td>Thursday</td>
<td>Module #10</td>
<td>Negotiation in Selling</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>11/16/2021</td>
<td>Tuesday</td>
<td>Module #11</td>
<td>Selling Lab #3 - Ethics in Selling</td>
<td>Turn In (D2L):  Thought Assignment #4 &quot;Ethics in Selling&quot;</td>
<td>25</td>
</tr>
<tr>
<td>11/18/2021</td>
<td>Thursday</td>
<td>Module #12</td>
<td>Selling Lab #4 - Always Be Closing</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>11/23/2021</td>
<td>Thursday</td>
<td>No Class Thanksgiving Break</td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>11/25/2021</td>
<td>Thursday</td>
<td>No Class Thanksgiving Break</td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>11/30/2021</td>
<td>Tuesday</td>
<td>Guest Lecture</td>
<td>To Be Determined</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>12/2/2021</td>
<td>Thursday</td>
<td>Module #13</td>
<td>Course Conclusion- Managing Sales Teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of 12/6/2021</td>
<td>Final Exam</td>
<td>Final Examination - Comprehensive: Date and Time TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>