
Course Name

Code No.**I. COURSE DESCRIPTION:**

This course emphasizes oral and written selling communication skills. Emphasis will be on interpersonal influence building skills and relationship building.

LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

For evaluation purposes evaluation outcomes are approximately equal. Upon successful completion of this course, the student will demonstrate the ability to:

1. Develop a personal selling philosophy for the new economy.Potential Elements of the Performance:

- Describe the contributions of personal selling to the information economy.
- Define personal selling and discuss personal selling as an extension of the marketing concept.
- Describe the evolution of consultative selling from the marketing era to the present.
- Define strategic selling and name four broad strategic areas in the Strategic/Consultative Selling Model.
- Describe the evolution of partnering and discuss how it relates to the quality improvement process.
- Describe how personal selling skills contribute to work performance by knowledge workers.
- Discuss the rewarding aspects of a personal selling career.
- Describe the opportunities for minorities and women in the field of personal selling.
- Identify the four major sources of sales training.

2. Develop a relationship strategy.Potential Elements of the Performance:

- Explain the importance of developing a relationship strategy.
- Define partnering and describe the partnering relationship.
- Identify the four key groups with which the salesperson needs to develop relationship strategies.
- Discuss how self-image forms the foundation for building long term selling relationships.
- Describe the importance of the double-win relationship.
- Identify and describe the major nonverbal factors that shape our sales image.
- Describe the conversational strategies that help us establish

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relationships.

- Explain how to establish a self-improvement plan based on personal development strategies.
- Discuss communication style bias and how it influences the relationship process.
- Explain the benefits derived from an understanding of communication styles.
- Identify the two major dimensions of the communication-style model.
- List and describe the four major communication styles in the communication-style model.
- Learn how to identify your preferred communication style and that of your customer.
- Learn to overcome communication style bias and build a strong selling relationship with style flexibility.

3. **Develop a product strategy.**

Potential Elements of the Performance:

- Explain the importance of developing a product strategy.
- Describe product configuration.
- Identify reasons why salespeople and customers benefit from thorough product knowledge.
- Discuss the most important kinds of product and company information that salespeople use in creating product solutions.
- Describe how knowledge of competition improves personal selling.
- List the major sources of product information.
- Explain the difference between product features and buyer benefits.
- Demonstrate how to translate product features into buyer benefits.
- Describe positioning as a product-selling strategy.
- Discuss product differentiation in personal selling.
- Explain how today's customer is redefining the product.
- Describe how to position products at various stages of the product life cycle.
- Explain how to position your product with a price strategy.
- Explain how to position your product with a value-added strategy.
- Describe the four dimensions of the total product.

4. **Develop a customer strategy.**

Potential Elements of the Performance:

- Discuss the meaning of a customer strategy.
- Describe the complex nature of customer behaviour.

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- Discuss the social and psychological influences that shape buying decisions.
- Discuss the power of perception in shaping buying behaviour.
- Distinguish between rational and emotional buying motives.
- Distinguish between patronage and product buying motives.
- Explain the three commonly accepted theories that explain how people arrive at a buying decision.
- Describe three ways to discover individual customer buying motives.
- Explain the importance of developing a prospect base.
- Identify and assess important sources of prospects.
- Describe criteria for qualifying prospects.
- Explain common methods for organizing prospect information.
- Name some characteristics that are important to learn about customers as individuals and as business representatives.
- Describe the steps in developing a prospecting and sales forecasting plan.

5. **Develop a presentation strategy.**

Potential Elements of the Performance:

- Describe the three prescriptions that are included in the presentation strategy.
- Describe the role of objectives in developing the presale presentation plan.
- Discuss the basic steps of the preapproach.
- Explain the merits of a planned presentation strategy.
- Describe the nature of team versus one-person presentation strategies.
- Explain the purpose of informative, persuasive and reminder presentations.
- Describe the six main parts of the presentation plan.
- Explain how to effectively approach the customer.
- Describe five ways to convert the prospect's attention and arouse interest.
- Describe the characteristics of the consultative sales presentation.
- Explain how to determine the prospect's needs.
- Discuss the use of questions to determine needs.
- List and describe three types of need-satisfaction presentation strategies.
- Present general guidelines for developing effective presentations.
- Discuss the important advantages of the sales demonstration.
- Explain the guidelines to be followed when planning a sales

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demonstration.

- Complete a demonstration worksheet.
- Develop selling tools that can strengthen your sales presentation.
- Discuss how to use audiovisual presentations effectively.
- Describe the common types of buying concerns.
- Outline the general strategies for negotiating buyer concerns.
- Describe ways to deal effectively with buyers who are trained in negotiating.
- Describe the proper attitude to display toward closing the sale.
- List and discuss selected guidelines for closing the sale.
- Explain how to recognize closing clues.
- Discuss selected methods for closing the sale.
- Explain what to do when the buyer says yes and what to do when the buyer says no.
- Explain how to build long term partnerships with customer service.
- Describe current developments in customer service.
- List and describe the major customer service methods that strengthen the partnership.
- Explain how to work effectively with customer support personnel.
- Explain how to deal effectively with complaints.
- Explain how to improve customer service through self-evaluation.

III. TOPICS:

1. Personal Selling and the Marketing Concept
2. Career Opportunities in Selling Today
3. Creating Value With a Relationship Strategy
4. Communication Styles: Managing the Relationship Process
5. Creating Product Solutions
6. Developing Product-Selling Strategies
7. Understanding Buyer Behaviour
8. Developing a Prospect Base
9. Developing a Presentation Strategy
10. Creating a Consultative Sales Presentation
11. Custom Fitting the Sale Demonstration
12. Negotiating Buyer Concerns
13. Closing the Sale and Confirming the Partnership
14. Servicing the Sale and Building the Partnership

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Selling Today – Canadian 2nd Edition Manning, Reese and Mackenzie.
Prentice Hall 2000

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Code No.**V. EVALUATION PROCESS/GRADING SYSTEM:****Three tests Equally weighted****100%**

Test Number One (topics 1 – 5 above)

Test Number Two (topics 6 – 10 above)

Test Number Three (topics 11-14 above)

Tests – Students can expect tests to be practical in nature. Tests will be multifaceted (there will be a variety of measurement devices) and limited to 50 minutes. Test material may include video supplements, handout material and library reserve readings. All tests are designed prior to the beginning of the semester and instruction is designed to reinforce test material.

Quizzes and Assignments - In addition to the formal testing mentioned above, quizzes and assignments would reinforce each chapter. These quizzes and assignments would be 'self check' in nature to reinforce the concept that students are responsible for monitoring their progress and to provide direct and immediate performance feedback.

Class Preparation - Students should read and reflect on text material before coming to class. A tentative timetable is distributed with this outline in order to encourage planning your reading and study schedule.

Missed Quizzes – Students who miss a test or tests should be prepared to provide a written explanation of their absence. An alternative (different but comparable test) will be administered to students who have a reasonable explanation for their absence before the end of the semester. Students in most cases will only be allowed to rewrite one missed test during the end of the semester. Permission to rewrite the test may be denied to students who do not provide a reasonable explanation for absence or who by lack of attendance (less than 80%) have demonstrated an unacceptable work effort. An 'E' (see attendance below is not included in the attendance calculation).

Attendance – Students are required to attend class on a regular basis because this behaviour is consistent with the "real world." Missed classes deprive others of your insight and perspective, and you are deprived of their insight and perspective. Modern business practices and learning principles support the concept of participation. Attendance is recorded daily as 'P' – present, 'A' – absent or 'E' – absent with a written explanation. To be excused, students must provide an acceptable written and dated explanation of their absence – one note for each absence either before the absence (if it can reasonable be anticipated) or within a day or two upon returning. This note should be computer generated in a memo format. As a general guide, absences that are acceptable in the work world will be acceptable in the classroom. A verbal explanation is always appreciated but it is considered insufficient to change your attendance record from an 'A' to an 'E'. Chronic absenteeism may require further documentation (evidence).

Behaviour – Student behaviour should respect the diversity and the dignity of others in the class.

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<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

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Code No.Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

<include any other special notes appropriate to your course>

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.