
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 customer 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.
- Define relationship selling and name three things that enhance it.
- Describe how value-added selling strategies enhance the customer experience.
- 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 win-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.
- Discuss the influence of the ethical dimensions on relationships in selling.
- Describe the factors that influence the ethical conduct of sales personnel.
- Compare legal versus ethical standards.
- Explain how role models influence the ethical conduct of sales personnel.
- Discuss the influence of company policies and practices on the ethical conduct of sales personnel.
- Explain how values influence behaviour.
- List three general guidelines for developing a personal code of ethics.

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.

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- 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.
- Explain three commonly accepted theories that explain how customers make buying decisions.
- Discuss the psychological and group 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.
- Describe three ways to discover individual's buying motives.
- Identify and describe six buying centre roles.
- Discuss the importance of developing a prospect base.
- Identify and assess important sources of prospects.
- Explain common methods for organizing prospect information
- Describe criteria for qualifying prospects.
- 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 pre-approach.
- 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.

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- 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 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.
- Discuss the specific methods 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.

III. TOPICS:

1. Personal Selling Today: Introduction and Overview Ch. 1
2. Communication Styles Ch. 4
3. Ethics: The Foundation for Relationships in Selling Ch. 5
4. Creating Product Solutions Ch. 6
5. Developing Product-Selling Strategies Ch. 7
6. Understanding Customer Behaviour Ch. 8
7. Developing a Prospect Base Ch. 9

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8. Approaching the Customer Ch. 10
9. Negotiating Buyer Concerns Ch. 13
10. Closing the Sale and Confirming the Partnership Ch. 14

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Selling Today – Canadian 4th Edition Manning, Reese and Mackenzie.
Prentice Hall 2003

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V. EVALUATION PROCESS/GRADING SYSTEM:

Three tests equally weighted at 25% for a total of 75% of the Final Grade.

One Case Study weighted at 25% of the Final Grade.

Missed Tests and Assignments not submitted by the Due Date will be assigned a grade of zero.

Tests

Students can expect tests to be practical in nature. Tests will be multifaceted (there will be a variety of measurement devices). Test material may include video supplements, handout material and library reserve readings.

The following semester grades will be assigned to students in postsecondary courses.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50% - 59%	1.00
F	49% 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 limited to situations with extenuating circumstances giving a student additional time to complete the course without academic penalty	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty	

VI. SPECIAL NOTES:

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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.

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.

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.

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.

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Code No.**Attendance:**

Students are expected to attend all scheduled classes. Attendance will be taken for each class on a sign in basis starting shortly after the semester begins. Students will be advised when the process is to begin.

In all cases, attendance of less than 80% of the scheduled classes is not acceptable.

Submitting Assigned Work:

All assignments, projects, questions, etc. must be submitted to the professor at the beginning of class on the due date. Once the class starts, any assignment, etc. which has not been submitted will be considered late. If no class is scheduled on the due date, students are required to deliver the assignments, etc. to the professor's office, by the deadline time. Assignments, etc. may be submitted in advance; normally assignments, etc. will not be accepted after the stated deadline. If a student wishes consideration for a late submission, he/she must make this request in a formal typed letter (hard copy) providing an explanation. If the assignment is accepted late, a penalty will be assessed. Assignments, etc. will not be accepted late once those which were submitted on time have been graded and returned to students..

It is the student's responsibility to ensure that the professor gets his/her completed assignment, etc. Do not place the assignment, etc. in the professor's mailbox and do not deliver it to his/her office during class.

Return of Students' Work:

Tests, quizzes, assignments, etc. will be returned to students during one of the normal class times. Any student not present at that time must pick up his/her test, etc. at the professor's office within three weeks of that class. Tests, etc. not picked up within the three weeks will be discarded. End of semester tests, etc. will be held for three weeks following the end of the semester. If they have not been picked up within that three-week period, they will be discarded.

Students are required to retain their tests, quizzes, assignments, etc. in the event that there is a disagreement with the mark received and the mark recorded by the professor. If the student is not able to present the instrument in question, the professor's recorded mark will stand.

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Classroom Decorum:

Students will respect the diversity and the dignity of those in the classroom. Student will respect the professor's right and duty to teach and students' right to learn without interference. Students who cause any interference with the objectives of the class will be asked to leave the classroom and will not be permitted to return until he/she commits in writing, typed, (a formal letter) that he/she will conduct themselves appropriately in the classroom. This letter will be addressed to the professor.

If a student is asked to leave the classroom a second time, he/she must make an appointment with the Dean who will decide if the student will be permitted to return to class. The Dean will be given a copy of the above letter.

In the event that a student is asked to leave the classroom a third time, he/she will not be permitted back to the classroom for the rest of the semester. The Dean will also decide if any other action needs to be taken.

Students attending this class do so to study Small Business Management. Therefore, no other activity will be permitted. Student's who wish to engage in other activities will be asked to leave the classroom, as described above.

Other inappropriate behaviour includes, but not limited to, sleeping in class, or appearing to be sleeping in class, putting feet (foot) on the furniture, writing on the furniture, talking or otherwise communicating privately with other students, have a cell phone on during class, etc.

It is the professor's intention to maintain proper classroom decorum at all times in order to provide the best possible learning and teaching environment.

Only those who are properly registered in this course or those invited by the professor are permitted in the classroom.

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