

I. COURSE DESCRIPTION:

This course provides the students with in-depth knowledge of all essential relationship selling opportunities in the information economy. The material is organized around the four pillars of personal selling: relationship strategy, customer strategy, product strategy and presentation strategy. Students will develop skills that can be utilized in selling products or services in the business sector.

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 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 behavior.
- 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.

- 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 behavior.
- 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.
- 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. Relationship Selling Opportunities in the Information Economy
Chapter 1
2. Evolution of Selling Models That Complement the Marketing Concept
3. Ethics: The Foundation for Relationships that Create Value
4. Creating Value with a Relationship Strategy
5. Communication Styles: A Key to Adaptive Selling Today
6. Creating Product Solutions
7. Product-Selling Strategies That Add Value
8. The Buying Process and Buyer Behaviour
9. Developing and Qualifying Prospects and Accounts

10. Approaching the Customer with Adaptive Selling
11. Determining Customer Needs with a Consultative Questioning Strategy
12. Creating Value with the Consultative Presentation
13. Negotiating Buyer Concerns
14. Opportunity Management: The Key to Greater Sales Productivity

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Selling Today – Canadian 7th Edition Manning et. al. Pearson Publishing
ISBN: 978-0-13-315685-0

V. EVALUATION PROCESS/GRADING SYSTEM:

Mid-term Exam	30%
Final Exam	30%
Participation	10%
Assignments/Project	<u>30%</u>
Total	100%

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

No individual re-writes for missed tests.

Exams

Students can expect exams to be practical in nature. Exams will be multifaceted including case analysis, situational analysis, practical application of techniques and definitional type questions. Exam material includes supplements.

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	49.9% 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	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Students attending this class do so to study Personal Selling and Influences; therefore, no other activity will be permitted. Students who wish to engage in other activities will be asked to leave the classroom, as described above.

Cell Phones must be turned off during class time. If a student does not follow this policy they will be asked to leave the classroom.

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.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. ***It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.***

Students are expected to attend all scheduled classes. Attendance will be taken for each class on a sign in basis. In all cases, attendance of less than 80% of the scheduled classes is not acceptable.

Return of Students' Tests, Exams and Assignments:

Exams, Tests and assignments 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 or assignment at the professor's office within two weeks of that class. Tests and assignments not picked up within the two weeks will be discarded. End of semester tests and assignments will be held for two weeks following the end of the semester. If they have not been picked up within that two-week period, they will be discarded.

Students are required to retain their tests and assignments 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 test/assignment in question, the professor's recorded mark will stand.

1. 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.
2. 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.
3. Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

4. Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. Communication:
The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. Academic Dishonesty:
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.