

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Personal Selling and Influence

CODE NO. : MKT212 **SEMESTER:** 3

PROGRAM: Business 2035

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DATE: June /16 **PREVIOUS OUTLINE DATED:** Sept/15

APPROVED: "Colin Kirkwood" June /16

	DEAN	DATE
TOTAL CREDITS:	4	
PREREQUISITES:	None	
HOURS/WEEK:	4	

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

9. Chapter 9: Developing and Qualifying Prospects and Accounts
10. Chapter 10: Approaching the Customer with Adaptive Selling
11. Chapter 11: Determining Customer Needs with a Consultative Questioning Strategy
12. Chapter 12: Creating Value with the Consultative Presentation
13. Chapter 13: Negotiating Buyer Concerns
14. Chapter 16: Opportunity Management: The Key to Greater Sales Productivity
15. Integrating Social Media in Personal Selling

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:

Performance and Involvement	10%
Tests	40%
Assignments/Project	<u>50%</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/Tests:

Students can expect tests to be practical in nature. Exams will be multifaceted including case analysis, situational analysis, practical application of techniques and definitional type questions. Test 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.