JEFFERSON COLLEGE
COURSE SYLLABUS

MGT132
PERSONAL SELLING

3 Credit Hours

Last revised by: Cindy M. Rossi, Ph.D.
Curriculum Committee Approval Date: May 13, 2013

Minor Revision or Update by: Cindy M. Rossi, Ph.D.
Date: September 12, 2017

Dena McCaffery, Ed.D. Dean Career and Technical Education
Chris DeGeare, M.Ed., Division Chair Business & Technical Education
MGT132 Personal Selling

I. CATALOGUE DESCRIPTION

A. Pre-requisite/Co-requisite: Reading proficiency

B. 3 Credit Hours

C. Personal Selling will examine selling as a process that provides benefits to both buyers and sellers. The course places emphasis on retail and industrial presentations. (F,S,O)

II. EXPECTED LEARNING OUTCOMES WITH ASSESSMENT MEASURES

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>Demonstrate the proper methods of motivating clients, conducting and completing sales transactions</td>
<td>In-class exercises, discussion, and papers</td>
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<tr>
<td>Analyze client motivation and some of the known reasons customers buy products</td>
<td>In-class exercises, discussion, and papers</td>
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<tr>
<td>Demonstrate their ability to sell a retail and industrial product to the class</td>
<td>In-class presentation and discussions</td>
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<tr>
<td>Define selling as an extension of marketing, list the opportunities of a career in sales, and explain relationship strategy</td>
<td>In-class exercises, discussions, quizzes, and tests</td>
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<tr>
<td>Explain communication styles, describe personal ethics and value, and list sources of product information</td>
<td>In-class exercises, discussions, and tests</td>
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<tr>
<td>Describe product positioning, the buying process, and prospecting</td>
<td>In-class exercises, discussions, and tests</td>
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<tr>
<td>Define the six step presentation plan, how to create value added presentations, and the effectiveness of using visual aids</td>
<td>In-class exercises, discussions, and presentations</td>
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<tr>
<td>Develop how to negotiate buyer concerns by building long-term partnerships with customers</td>
<td>In-class exercises, discussions, and presentations</td>
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III. OUTLINE OF TOPICS

A. Personal selling: a definition and a philosophy
   1. Personal selling in the age of information
   2. Personal selling as an extension of the marketing concept
   3. Evolution of consultative selling
   4. Evolution of strategic selling
   5. Evolution of partnering
   6. Values creation—the new selling imperative

B. Personal selling: opportunities in the age of information
   1. Personal selling in the age of information
   2. Your future in personal selling
   3. Employment settings in selling today
   4. Learning to sell

C. Creating value with a relationship strategy
   1. Developing a relationship strategy
   2. Thought processes that enhance your relationship strategy
   3. Verbal and nonverbal strategies that add value to your relationships
   4. Conversational strategies that enhance relationships
   5. Strategies for self-improvement

D. Communication styles: managing selling relationships
   1. Communication styles—an introduction to managing selling relationships
   2. Communication-style model
   3. Minimizing communication-style bias
   4. Achieving versatility through style flexing

E. Ethics: the foundation for relationships in selling
   1. Making ethical decisions
   2. Factors influencing the ethics of salespeople
   3. A personal code of ethics that adds value

F. Creating product solutions
   1. Developing a product solution that adds value
   2. Becoming a product expert
   3. Know your company
   4. Know your competition
   5. Sources of product information
   6. Adding value with a feature-benefit strategy

G. Product-selling strategies that add value
   1. Product positioning—a product selling strategy
   2. Redefining products in the age of information
   3. Product-positioning options
H. The buying process and buyer behavior
1. Gaining customer strategy
2. Consumer versus organizational buyers
3. Achieving alignment with the customer’s buying process
4. Understanding the buying process of the transactional, consultative, and strategic alliance buyer
5. Understanding buyer behavior

I. Developing and qualifying a prospect base
1. Prospecting
2. Prospecting requires planning
3. Sources of prospects
4. Qualifying the prospect
5. Organizing your prospect information
6. Developing a prospecting and sales forecasting plan

J. Approaching the customer
1. Planning the pre-approach
2. Developing the six-step presentation plan
3. The approach

K. Creating the consultative sales presentation
1. Consultative sales presentation
2. Need discovery activities that create value
3. Selecting solutions that add value
4. Need satisfaction—selecting a presentation strategy
5. Developing a persuasive presentation strategy that creates value
6. General guidelines for creating value-added presentations

L. Creating value with the sales demonstration
1. Importance of the sales demonstration
2. Planning demonstrations that add value
3. Proof devices for effective demonstrations

M. Negotiating buyer concerns
1. Negotiating buyer concerns and problems
2. Common types of buyer concerns
3. General strategies for negotiating buyer concerns
4. Specific methods of negotiating buyer concerns
5. Closing the sale and confirming the partnership
6. Guidelines for closing the sale
7. Specific methods for closing the sale
8. Practice closing
9. Confirming the partnership when the buyer says yes
N. Servicing the sale and building the partnership
   1. Building long-term partnerships with customer service
   2. Current developments in customer service
   3. Customer service methods that strengthen the partnership
   4. Partnership-building strategies should encompass all key people
   5. Partnering with an unhappy customer

IV. METHOD(S) OF INSTRUCTION

A. Lectures
B. Videos
C. Internet
D. Power Point

V. REQUIRED TEXTBOOK(S)

ISBN: 9780133543384

VI. REQUIRED MATERIALS

A. Use of personal products for presentations
B. DVD Disc for presentations
C. Flash Drive

VII. SUPPLEMENTAL REFERENCES

A. Assigned current events for discussion
B. DVD Disc for presentations

VIII. METHOD OF EVALUATION (STUDENT)

A. Weekly Discussion/Papers 150 Points
B. Mid-Term and Final Tests 200 Points
C. One Class Retail Video Presentation Mid-Term 100 Points
D. One Class Industrial Video Presentations
   End of Semester 200 Points

E. Attendance 100 Points

Total 750 Points

A = 675-705
B = 600-674
C = 525-599
D = 450-524
F = 449 and Below

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Technology Center 101; phone 636-481-3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College Website http://www.jeffco.edu).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.