



School of Business & Creative Design

Marketing and Management Department

Course Outline – Spring 2014

Course Code: MKT 3403

Course Title: Selling

Prepared By: B. Butkus

Date: June 2010

Revised By: B. Butkus

Date: December 2013

Approved By: Yvonne Clarke, Associate Dean

Prerequisite: MKT 1014 or MKT1003 and MKT2003

Corequisite: None

Prerequisite for: None

1. Course Description

This course emphasizes the development of selling skills and self-confidence required to perform in today's business world. Major topics include the importance of the selling function to all types of organizations, steps in the selling process, consultative selling and relationship building, needs assessment and ethical issues in selling. Emphasis is placed on planning, preparation, and delivery of an effective sales presentation.

2. General Education and Essential Employability Skills

This course provides the following provincial Essential Employability Skills:

- #1: Communication
- #2: Numeracy
- #3: Critical Thinking and Problem Solving
- #4: Information Management
- #5: Interpersonal
- #6: Personal

Is this course approved as a General Education course?

No

Yes

Students should refer to their program's restricted General Education courses for final determination.

3. Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Outline the job activities of salespeople.
2. Identify the steps in the selling process.
3. Identify why, what, and how people and organizations buy and the factors that affect their purchase decisions.
4. Identify the elements of and barriers to communication.
5. Recognize alternate prospecting methods.
6. Develop a customer benefit plan.
7. Prepare pre-call reports for a product/service.
8. Develop and execute an effective sales presentation utilizing communication skills in approaching a prospect, uncovering needs, answering objections, and recognizing when and how to close a sale.
9. Describe the components of effective territory management.

4. Course Objectives

(The number in brackets at the end of each objective refers to the learning outcome from section 3.)

		<i>Learning Outcome Reference Number</i>
Unit 1	Selling as a Profession	
1.1	Define personal selling and describe its unique characteristics as a marketing communications tool.	[1]
1.2	Discuss the alternative approaches to personal selling and the respective roles of salespeople.	[1]
1.3	Understand the sales process as a series of interrelated steps.	[2]
1.4	Explain the importance of trust and how it is earned.	[1,2,3,4]
1.5	Relate the importance of ethics to success in personal selling.	[1,2,3,4,5,6,8,9]
Unit 2	Preparing for Successful Sales Relationships	
2.1	Categorize types of consumer and business buyers.	[3]
2.2	Identify and explain the steps in the buying decision-making process.	[3,4]
2.3	Identify and assess techniques for determining customer needs.	[1,2,4,5]
2.4	Describe the factors that influence the different types of buying decisions.	[1,3,4,5,6]
2.5	Describe the four communication styles and how to adapt a sales presentation to them.	[3,4,6,8]
2.6	Describe the elements of the basic communication model.	[4]
2.7	Explain the elements of verbal and non-verbal communication and how to recognize signals.	[3,4]
2.8	Review barriers to effective sales communication.	[4]
2.9	Suggest ways to develop persuasive communication.	[4,5,8]

Unit 3	Prospecting and Planning	
3.1	Explain strategic prospecting and each stage in the strategic prospecting process.	[5]
3.2	Describe various prospecting methods and explain the importance of prospecting.	[5]
3.3	Describe the necessary information for preparation of a sales dialogue.	[3,4,6]
3.4	Describe the alternative sales presentation methods, explaining their differences, and recommend an appropriate method for a particular situation.	[3,4,6,7]
3.5	Describe the purpose and steps of a sales dialogue.	[3,6,7,8]
3.6	Develop a customer value proposition statement.	[3,6]
3.7	Link buying motives to supported product benefits.	[3,6]
Unit 4	The Sales Dialogue	
4.1	Describe the key characteristics of effective sales dialogue	[4,6,7,8]
4.2	Describe techniques for generating feedback.	[4]
4.3	Discuss the use of verbal techniques and sales aids to create effective sales presentations.	[4]
4.4	Explain how product claims can be supported.	[6,7,8]
4.5	Describe the major categories of prospect objections.	[3,6,7,8]
4.6	Suggest techniques and examples of ways of overcoming prospect objections.	[4,6,8]
4.7	Identify ways of recognizing commitment signals.	[4,6,8]
4.8	Present, illustrate, and use several techniques for closing a sale.	[6,8]
Unit 5	Building a Relationship	
5.1	Explain how to follow up to assess customer satisfaction.	[9]
5.2	Suggest ways of using technology to enhance follow-up and buyer-seller relationships.	[9]
5.3	Describe techniques for expanding and enhancing collaborative involvement with customers.	[3,4,9]

Unit 6 Effective Territory Management

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| 6.1 | Explain the major elements in sales territory management. | [9] |
| 6.2 | Identify the levels of sales goals and explain their interrelationships. | [1,9] |
| 6.3 | Suggest ways of maximizing the value of sales technologies. | [9] |
| 6.4 | Discuss the key considerations in developing and implementing effective sales strategies. | [1,9] |
| 6.5 | Describe the recruitment, selection, and training processes involved in developing the salesforce. | [1,9] |
| 6.6 | Identify key activities in managing and motivating salespeople. | [1,9] |
| 6.7 | Describe the methods for evaluating the performance and effectiveness of sales organizations and individual salespeople. | [1,9] |

5. Resources and Supplies

a. Required

Futrell, C.M., Valvasori, M. (2012). *ABC's of relationship selling through service* (5th Cdn ed.). Toronto, ON: McGraw-Hill Ryerson.

6. Methodology

This course will include in-class lectures, video presentations, and guest speakers designed to explain the concepts and principles of selling. Cases, role playing, and discussions will be used as a means of projecting the learner into actual problems or situations faced by salespeople.

7. Student Evaluation

The following elements will determine the student's final grade:

Tests (4 at 15% each)	60%
Assignments (4 pre-call reports at 5%)	20%
Oral Sales Presentation	20%
Total	100%

Students are required to complete all pre-call reports and develop and deliver an oral sales presentation to successfully complete this course. Adequate notice will be given for test dates and deadlines for report and presentation assignments. Students who do not meet these requirements will receive a zero. The instructor may make an exception and allow the test or assignment to be written or submitted at other than the scheduled time provided that:

- a) a medical certificate is presented as proof of the learner's inability to have been present at the scheduled time, or
- b) the instructor has agreed **in advance** that there is justification for the learner not being present at the scheduled time.

The round off mathematical principle will be used. A grade of D (50%) is the minimum passing grade for this course. Percentages are converted to letter grades and grade points as follows:

Mark (%)	Grade	Grade Point	Mark	Grade	Grade Point
94-100	A+	4.0	67-69	C+	2.3
87-93	A	3.7	63-66	C	2.0
80-86	A-	3.5	60-62	C-	1.7
77-79	B+	3.2	50-59	D	1.0
73-76	B	3.0	0-49	F	0.0
70-72	B-	2.7			

8. Academic Integrity

Lambton College is committed to high ethical standards in all academic activities within the College, including research, reporting and learning assessment (e.g. tests, lab reports, essays).

The cornerstone of academic integrity and professional reputation is principled conduct. All scholastic and academic activity must be free of all forms of academic dishonesty, including copying, plagiarism and cheating.

Lambton College will not tolerate any academic dishonesty, a position reflected in Lambton College policy. Students should make themselves familiar with the [Students Rights and Responsibilities Policy](#), located on the MyLambton website for details concerning academic dishonesty and the penalties for dishonesty and unethical conduct.

Questions regarding this policy, or requests for additional clarification, should be directed to the [Lambton College Centre for Academic Integrity](#)

9. Related Items

Students with Disabilities

If you are a student with a disability please identify your needs to the professor and/or the Accessibility Centre so that support services can be arranged for you. You can do this by making an appointment at the SSD, Room L103 ext.3427 or by arranging a personal interview with the professor to discuss your needs.

Student Rights and Responsibility Policy

Acceptable behaviour in class is established by the instructor and is expected by all students. Any form of harassment or violence will not be tolerated. Action will be taken as outlined in Lambton College policy.

Cheating and plagiarism are serious academic offences subject to disciplinary action. It is the student's responsibility to be aware of the cheating policy as described in the Lambton College Student Rights and Responsibilities policy. For further information on all of these policies, links may be found on the Lambton College website.

Prior Learning Assessment Statement

This course is eligible for Prior Learning Assessment

Yes **No**

If yes has been selected, you may choose to contact the Counselling Department for advice on Prior Learning Assessment.

Date of Withdrawal without Academic Penalty

Please consult the Academic Regulations and Registrar's published dates.

Waiver of Responsibility

Every attempt has been made to ensure the accuracy of this information as of the date of publication. The content may be modified, without notice, as deemed appropriate by the College.

Note: It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.