CENTRAL TEXAS COLLEGE
SYLLABUS MRKG 2333
PRINCIPLES OF SELLING

Semester Hours Credit: 3
INSTRUCTOR: ____________
OFFICE HOURS: __________

I. COURSE DESCRIPTION

A. Principles of personal salesmanship including methods and tasks applicable to a wide variety of industries and commercial settings.

B. Overview of the selling process. Identification of the elements of the communication process between buyers and sellers. Examination of the legal and ethical issues of organizations which affect salespeople.

C. BUSI 1311 may be taken as an elective.

D. This course is occupationally related and serves as preparation for a career in general business management.

E. Prerequisites: None

F. Alphanumeric coding used throughout this syllabus denotes integration of the Secretary’s Commission on Achieving Necessary Skills (SCANS) occupational competencies (CA, C1, 2, B, etc.) and foundation skills (B, C1, 2, FA, etc.) for this course. The instructor will ensure the designated SCANS competencies and skills are addressed in the course. A detailed description of each competency/skill is contained in “A SCANS Report for America 2000”, Executive Summary, furnished.

II. LEARNING OUTCOMES

Upon successful completion of this course, Principles of Selling, the student will be able to:

A. Define the selling process and its application to all forms of sales.

B. Identify the elements of the communication process between buyers and sellers in business.

C. Examine ethical issues and legal restrictions of business.

D. The following SCANS competencies and foundations skills will be covered in this course:
1. Competencies
   
a. Resources
   (1) Time (CA1)

b. Interpersonal Skills
   (1) Serves customers (CB3)
   (2) Negotiates (CB5)

c. Information
   (1) Acquires/uses (CC1)
   (2) Organizes/maintains (CC2)
   (3) Interprets/communicates (CC3)

2. Foundation Skills
   a. Basic Skills
      (1) Reading (FA1)
      (2) Writing (FA2)
      (3) Listening (FA4)
      (4) Speaking (FA5)
   b. Thinking Skills
      (1) Creative thinking (FB1)
      (2) Decision making (FB2)
      (3) Problem solving (FB3)
      (4) Reasoning (FB6)
   c. Personal Qualities
      (1) Responsibility (FC1)
      (2) Self-esteem (FC2)
      (3) Sociability (FC3)
      (4) Self-management (FC4)
      (5) Integrity/honesty (FC5)

III. INSTRUCTIONAL MATERIALS

   The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

   A. Reading Assignment: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas. (CC3, FA1 & 5)

   B. Class Attendance: (Refer to CTC Catalog, Page 54 for detailed policy). (FC1 & 4) You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed.
V. EXAMINATIONS

A. Scheduled Examinations:

There will be five major scheduled examinations as follows:
1. Exam 1
2. Exam 2
3. Exam 3
4. Exam 4
5. Final Exam

The exam schedule and material covered on each exam will be provided by the instructor on the first day of class. The type of exam questions (essay, multiple choice, fill-in) will be specified by the instructor during pre-exam reviews.

B. Spot Quizzes: The instructor may administer spot quizzes, each worth 5 points, to encourage student preparation for class periods. There will be no makeup for spot quizzes. (FC4)

VI. SEMESTER GRADE COMPUTATION

<table>
<thead>
<tr>
<th>Exam 1, 2, 3, and 4</th>
<th>400 points</th>
<th>900 - 1000 = A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>150 points</td>
<td>800 - 899 = B</td>
</tr>
<tr>
<td>Course Procedures Test</td>
<td>50 points</td>
<td>700 - 799 = C</td>
</tr>
<tr>
<td>SALES* Exercises</td>
<td>175 points</td>
<td>600 - 699 = D</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>75 points</td>
<td>0 - 599 = F</td>
</tr>
<tr>
<td>Recorded SALES Presentation</td>
<td>150 points</td>
<td>Total 1000 points</td>
</tr>
</tbody>
</table>

*SALES definition is Student Application Learning Exercises

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially drop a class if circumstances prevent attendance. An instructor cannot initiate a withdrawal based on the student’s request. GoArmyEd students should contact their ACES counselor before withdrawing and withdraw through the GoArmyEd portal. All other students who desire to or must officially withdraw from a course on or after the first scheduled class meeting must file an Application for Withdrawal with the local CTC representative by the last date to withdraw. Students enrolled in distance learning courses and who do not have access to a local CTC representative should submit a withdrawal form to online.mentors@ctcd.edu or the CTC Records Office in Killeen, Texas.

Applications for Withdrawal will be accepted at any time before the completion of the 12th week of classes for 16-week courses, the sixth week of classes for eight-week courses, or the fourth week of classes for six-week courses.
For non-GoArmyEd active military students, the effective date of withdrawal is the filing date with the Education Center. For all other students, the effective date of withdrawal is the date that the withdrawal application is received by the Central Texas College representative.

Students who used financial aid, military tuition assistance, VA benefits, or other non-personal funds may be required to repay tuition and fees to the funding agency. For specific repayment requirements, contact the Office of Student Financial Aid or Veterans Services Office before withdrawing. Military tuition assistance students should visit their military Education Center or Navy College Office.

Students may not withdraw from a class for which the instructor has previously issued a grade of “F,” “FI,” “FN,” “IP,” or “XN.”

B. **Administrative Withdrawal:** A student may be administratively withdrawn by a designated member of the administrative staff of the College under the following conditions:

- The student has been placed on Academic Suspension or Disciplinary Suspension;
- The student has an outstanding financial obligation owed to the college; or
- The student registered for a course without the required prerequisite or departmental permission.

The college is under no obligation to refund tuition and fees, or other costs associated with a student who is administratively withdrawn.

C. **Incomplete Grade:** The College catalog states, an incomplete grade maybe given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, the student is unable to complete all the requirements for a course. Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans With Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Honesty and Integrity:** (FC5) All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

- Plagiarism: The taking of passages from writing of others without giving proper credit to the sources.
- Collusion: Using another’s work as one’s own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
- Cheating: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.

VIII. **COURSE OUTLINE**

A. **Unit One: Selling as a Profession (Chapters 1-3)**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to:

   a. Define and explain the term selling.
   b. Explain why everyone sells, even you.
   c. Explain the relationship between the definition of personal selling and the Golden Rule of Personal Selling.
   d. Discuss the reasons people might choose a sales career.
   e. Enumerate some of the various types of sales jobs.
   f. Describe the job activities of sales people.
   g. Define the characteristics that salespeople believe are needed for success in building relationships with customers.
   h. List and explain the 10 steps in the sales process.
   i. Define and explain the terms marketing and marketing concept.
   j. Describe the evolution of customer orientation in the United States.
   k. State the answer to the question, Why is marketing important to an organization?
   l. Illustrate how the firm’s product, price, distribution, and promotion efforts are coordinated for maximum sales success.
   m. Explain why an organization should listen to its customers.
   n. Discuss the role of personal selling in the firm’s marketing
relationship efforts.
o. Explain a salesperson’s roles when practicing consultative selling.
p. Explain what influences ethical behavior.
q. Define management’s ethical responsibilities.
r. Discuss ethical dealing among salespeople, employers, and customers.
s. Describe the international side of ethics.
t. Explain what is involved in managing sales ethics.
u. Write a short essay on the components of the Golden Rule and how and how it relates to sales ethics.

2. Learning Activities:

a. Classroom lecture/discussion (FA4)
b. Homework and other assignments designated by the instructor (CC1, FC1)
c. Reading assignments (FA1)

3. Unit Outline: Follow the sequence of unit learning outcomes.

B. Unit Two: Preparation for Relationship Selling (Chapters 4-6)

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:

a. Explain the difference between a feature, an advantage, and a benefit.
b. Be able to construct a SELL Sequence.
c. Identify when and how to use trial close.
d. Explain why people buy benefits rather than features or advantages.
e. Enumerate techniques for determining a customer’s needs.
f. List factors that influence the customer’s buying decision.
g. Identify why buying is a choice decision.
h. Present and discuss the salesperson-buyer communication process.
i. Discuss and illustrate the importance of using nonverbal communication when selling.
j. Define and recognize acceptance, caution, and disagreement nonverbal signals.
k. Explain ways of developing persuasive communication.
l. Explain why it is so important to be knowledgeable.
m. Discuss the major body of knowledge needed for increased sales success.
n. Illustrate how to use this knowledge during the sales presentation.
o. Explain the main technologies used by salespeople.
2. Learning Activities:
   a. Classroom lecture/discussion (FA4)
   b. Homework and other assignments designated by the instructor (CC1, FC1)
   c. Reading assignments (FA1)

3. Unit Outline: Follow the sequence of unit learning outcomes.

C. Unit Three: The Relationship Selling Process (Chapters 7 – 13)

1. Learning Outcomes: Upon successful completion of this unit, the student will be able to:
   a. Define the sales process, and list and describe its 10 steps in correct sequence.
   b. State why it is important to prospect.
   c. Describe the various prospecting methods.
   d. Ask for a referral anywhere during the referral cycle.
   e. Make an appointment with a prospect or customer in person or telephone.
   f. Explain the importance of sales call planning.
   g. List the four planning steps in order and understand them.
   h. Develop a customer benefit plan.
   i. Describe the prospect’s five mental steps in buying.
   j. State why you first select a sales presentation method and then the approach.
   k. Describe the different sales presentation methods; know differences; and know the appropriate situation for using a method.
   l. Describe how to give a presentation to a group of prospects.
   m. Identify why negotiations can be an important part of the presentation.
   n. Discuss the structure and contents of a sales presentation parallel dimensions of selling.
   o. Explain the importance of using an approach and provide examples of approaches.
   p. Illustrate why the approach should have a theme that is related to the presentation and the prospect’s important buying motives. What is an example?
   q. Present four types of questioning techniques for use presentation and give an example of each technique.
   r. Describe the importance of being flexible in your approach.
   s. Discuss the purpose and essential steps of the sales
   t. Give examples of the six sales presentation mix elements.
   u. Describe difficulties that may arise during the sales
explain how to handle them.

v. State how to handle discussion of the competition.
w. Explain the need to properly diagnose the prospect’s
determine the design of the sales presentation.
x. Explain why you should welcome a prospect’s objections.
y. Describe what to do when objections arise.
z. Discuss seven basic points to consider in meeting
objections.

aa. Explain six major categories of prospect objections and give
example of how to handle each of them.

bb. Present, illustrate, and use in your presentation several techniques for
meeting prospect objections.

c. Describe what to do after meeting an objection.
d. Explain when to close.

e. Describe what to do if your prospect asks for more
information, gives an objection, or says no when you ask for
the order.

ff. Explain why you must prepare to close more than once.

gg. Discuss the 12 keys to a successful close.

hh. Present, illustrate, and use several techniques for closing the
sale in your presentation.

ii. Construct a multiple-close sequence.

jj. State why service and follow-up are important to increasing sales.

kk. Build friendships.

ll. Discuss how follow-up and service result in account penetration and
improved sales.

mm. List the eight steps involved in increasing sales to your customer.

nn. Explain the importance of properly handling customers’ returned
goods requests and complaints in a professional manner.

2. Learning Activities:

a. Classroom lecture/discussion (FA4)
b. Homework and other assignments designated by the instructor
   (CC1, FC1)
c. Reading assignments (FA1)

3. Unit Outline: Follow the sequence of unit learning outcomes.

D. Unit Four: Managing Yourself, Your Career, and Others (Chapters 14-17)

1. Learning Outcomes: Upon successful completion of this unit, the student
will be able to:

a. Discuss the importance of the sales territory.
b. Explain the major elements involved in managing the sales territory.
c. Explain why salespeople need to segment their accounts by size.
d. Calculate a salesperson’s break-even point per day, hour, and year.

e. Discuss the relationship between firm’s marketing plan, sales force and sales force’s budget.

f. Describe the organization of a sales force.

g. Explain the two major elements involved in staffing the sales force--personal planning and employment planning.

h. Discuss what is involved in training the sales force.

i. Present and discuss the five elements of the motivation mix.

j. Explain the basic methods of compensating salespeople.

k. Review three approaches to leadership and suggest leadership techniques for improving the sales manager’s effectiveness.

l. Discuss why salespeople must be evaluated, who should evaluate them, when they should be evaluated; what performance criteria should be evaluated, and how evaluations should be conducted.

1. Learning Activities:

   a. Classroom lecture/discussion (FA4)

   b. Homework and other assignments designated by the instructor (CC1, FC1)

   c. Reading assignments (FA1)

2. Unit Outline: Follow the sequence of unit learning outcomes.