



## Effective Selling

BUA 131 PL1

Winter 2019

**Number of Credits:** 3

**Office:** n/a

**Days Class Meets:** Wednesday

**Contact Phone:** n/a

**Meeting Times:** 07:30 – 11:00

**Contact Email:** maltesevincentj@jccmi.edu

**Location:** TBD

**Office Hours:** By appointment

**Instructor:** Vincent Maltese, MBA MA

**Online:** n/a

### Course Description

This class covers the basic fundamentals of selling, adaptable to any product or potential customer. Skills learned include satisfying customer needs, recognizing individual motives for purchase, sales, psychology, business etiquette and developing long-term consultative relationships with the customer. Persuasive sales presentations are developed and delivered using the steps of the selling process.

### Prerequisite(s)

CIS 095\*, ENG 085\* and ENG 090\*

### Course Goals

By the end of the course, students should have a personal selling philosophy, relationship strategy, product strategy, customer strategy, and presentation strategy developed.

### Course Objectives

1. Survey the field of sales and the dynamics of how it affects everyday life
2. Analyze how the Internet has changed sales for the 21st century
3. Identify ethical and legal issues in sales
4. Identify buyer behavior and the buying process
5. Explore communication principles for effective selling
6. Survey the partnership process as it relates to sales
7. Explore how demographics play a large role in sales

## Textbook

- Selling Today: Partnering to Create Value, Manning, Ahearne, and Reece, 14<sup>th</sup> Edition, Pearson Education.
- **Text Book Zero!** This text is available in a digital format. Please see the links posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.

## Course Requirements

**Development Essays (50 points each):** Development essays should be approximately 750 words in length (the equivalent of three typed pages, double spaced). The intent here is to take our learnings and place them in “real world” contexts.

1. Develop a personal selling philosophy (reference chapters 1 and 2 in the text, due 2/6/19).
2. Develop a relationship strategy (reference chapters 3, 4, and 5 in the text, due 2/20/19).
3. Develop a product strategy (reference chapters 6 and 7 in the text, due 3/6/19).
4. Develop a customer strategy (reference chapters 8 and 9 in the text, due 3/20/19).
5. Develop a presentation strategy (reference chapters 10 through 15 in the text, due 4/17/19).

**Chapter Quizzes (20 points each):** Each of the 17 chapters will have a quiz. Quizzes are worth 20 points each.

**Final Exam (110 points):** We will have a cumulative final exam that covers all assigned readings during this semester.

## Grading Procedure and Grading Scale

17 quizzes = 340 points 5 development essays = 250 points 1 final exam = 110 points Total = 700 points	Determination of Final Grades:	
	630 – 700	4.0
	595 – 629	3.5
	560 – 594	3.0
	525 – 559	2.5
	490 – 524	2.0
	455 – 489	1.5
	420 – 454	1.0
	385 – 419	0.5
	0 – 384	0.0

## Failure

Failure of this course will be in accordance with stated college policy.

## Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

**Plagiarism is defined as the failure to give credit for the use of material from outside sources.**

**Plagiarism includes but is not limited to:**

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

**Cheating is defined as obtaining answers/material from an outside source without authorization.**

**Cheating includes, but is not limited to:**

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

## Makeup Policy

Any work that must be made up requires approval by the instructor.

## Help

Students requiring help should avail themselves of all possible help initiatives. First, other students and former students can render assistance. At any time, an appointment with the instructor can be made if help is needed.

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester.

<https://www.jccmi.edu/center-for-student-success/accommodations-for-students-with-disabilities/>

## Calendar

*\*Calendar timelines and assignments tentative and could be changed.*

DATE	TOPIC	ASSIGNMENT
1/16/19	Ch. 1 Relationship Selling Opportunities in the Information Economy	Read Ch. 1, 2
1/23/19	Ch. 2 Evolution of Selling Models	Read Ch. 3, 4 – Q1-2 – DE1
1/30/19	Ch. 3 Ethics, Ch. 4 Creating Value with a Relationship Strategy	Read Ch. 5, 6 – Q3-4
2/6/19	Ch. 5 Communication Styles, Ch. 6 Creating Product Solutions	Read Ch. 7, 8 – Q5-6 – DE2
2/13/19	Ch. 7 Product Selling Strategies, Ch. 8 The Buying Process and Buyer Behavior	Read Ch. 9 – Q7-8 – DE3
2/20/19	Ch. 9 Developing and Qualifying Prospects and Accounts	Read Ch. 10
2/27/19	Ch. 10 Approaching the Customer with Adaptive Selling	Read Ch. 11 – Q9-10 – DE4
3/6/19	Ch. 11 Determining Customer Needs	Read Ch. 12
3/20/19	Ch. 12 Creating Value with the Consultative Presentation	Read Ch. 13 – Q11-12
3/27/19	Ch. 13 Negotiating Buyer Concerns	Read Ch. 14
4/3/19	Ch. 14 Adapting the Close and Confirming the Partnership	Read Ch. 15 – Q13-14
4/10/19	Ch. 15 Servicing the Sale and Building the Partnership	Read Ch. 16 – DE5
4/17/19	Ch. 16 Opportunity Management	Read Ch. 17 – Q15-16
4/24/19	Ch. 17 Management of the Sales Force	Q17 – Study for Final Exam
5/1/19	Final Exam	

## Important Dates: Winter 2019

DATE	EVENT
JAN. 14, 2019	DAY AND EVENING CLASSES BEGIN
JAN. 14 – MAY. 5, 2019	SEMESTER DATES
FEB. 1, 2019	ALL EMPLOYEE CONVOCATION. NO CLASSES
MARCH. 11 – 17, 2019	MID-SEMESTER BREAK. NO CLASSES
MAY 4, 2019	COMMENCEMENT
MAY 5, 2019	END OF WINTER SEMESTER
MAY 7, 2019	GRADES DUE

## Student Responsibilities

Jackson College is totally committed to student success. As an employee of Jackson College, I am an integral part of the College and am therefore totally committed to your success. As a student, you are also an integral part of the College and your total commitment to success is also required. It is expected that students will attend all classes, complete and submit all assignments by the due date, and seek help as soon as it is needed. A strong student/faculty partnership is essential to the achievement of academic goals, so it is very important for students to seek instructor help in a timely fashion.

## Attendance Policy

In compliance with Federal Title IV funding requirements, as well as college initiatives, reporting of student participation in classes will occur at three designated times each semester. Instructors will assign one of three non-transcribed letter symbols to each student during each reporting period (see below). Students identified as no longer participating will be dropped or administratively withdrawn from the class, and students identified as needing academic assistance will be contacted.

## Participation/Progress Symbols

- H – The student is not doing acceptable work and needs **H**elp to be successful.
- Q – The student has not participated and the instructor believes they have unofficially withdrawn (**Q**uit). These students will be dropped/withdrawn from the class.
- V – The instructor **V**erifies that the student is participating and doing acceptable work.

## Caveat

Every attempt to adhere to the guidelines set forth in this syllabus will be made. Revisions to this syllabus that are deemed to be in support of student success may be required at the discretion of the instructor.

### **Development Essay Rubric:**

90 – 100%

Student demonstrates full grasp of the subject area. Depth of answer is appropriate for type of question asked and necessary support and evidence is given for answer. Student shows excellent understanding of the material. High levels of analysis, synthesis and evaluations used. Answer is accurate, legible and organized for optimum communication and free of spelling and grammar mistakes.

80 – 89%

Student demonstrates general understanding of the subject area but lacks advanced concepts. Student did not fully support answer with necessary facts and evidence but student shows a good understanding of the material. Moderate levels of analysis, synthesis and evaluations used. Answer is accurate with nominal level of errors in spelling, grammar, syntax or organization.

70 – 79%

Student demonstrates peripheral knowledge of the subject but did not answer specific question. Student shows some understanding of the material but did not support answer with necessary facts and evidence. Significant level of errors in writing mechanics or organization.

60 – 69%

Student's answer did not address question asked. Student made attempt at answer but missed the point of the question. Student's work meets bare minimum requirements in content and lacks some key understanding of the material. Document organization and/or mechanics are well below professional expectations.

< 60%

Does not meet minimum requirements in content. Work shows little understanding of material. Grammar, structure and spelling are not on college level.