WILMINGTON UNIVERSITY
COLLEGE OF BUSINESS
BASIC COURSE INFORMATION

COURSE TITLE: Personal Selling
COURSE NUMBER: BMK 312

I. RATIONALE:

Selling is the backbone of the American economy. It’s so important to an organization, that sometimes selling is considered synonymous with marketing. Nothing could be further from the truth. Personal selling is an integral part of the promotional mix which also includes advertising, public relations and sales promotion. Selling also is an important set of tasks that positively impact on the overall marketing mix. It also is one of the most popular and rewarding business careers that a marketing student can enter.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
Define the role of relationship selling and understand sellers and buyers.

Learning Outcomes: The student will:

A-1 Understand and define the concept of relationship selling.
A-2 Identify the elements in managing relationship selling.
A-3 Recognize the key drivers of change today in relationship selling and sales management
A-4 Identify the relationship between buying centers and selling centers and the nature of team selling.

GOAL B:
Ethical and legal issues in relationship selling and value.

Learning Outcomes: The student will:

B-1 Know the relationship of the roles of selling and marketing within a firm.
B-2 Understand how to manage customer expectations.
B-3 Understand the importance of ethical behavior in relationship selling and sales management.
B-4 Identify the ethical concerns facing salespeople as they relate to customers and employers.

Syllabus is sole property of Wilmington University
**GOAL C:**
Planning and prospecting and communicating the sales message.

**Learning Outcomes:** The student will:

- **C-1** Describe how to qualify a lead as a prospect and list various sources of prospects.
- **C-2** Prepare a prospecting plan, described elements of the pre-approach.
- **C-3** Identify the steps in the sales presentation strategies.
- **C-4** Identify the steps involved in approaching the customer.
- **C-5** Define the keys to a great sales presentation.

**GOAL D:**
Negotiating win-win solutions, closing the sales and follow up.

**Learning Outcomes:** The student will:

- **D-1** Understand the process of negotiating win-win solutions.
- **D-2** Understand the common objections most salespeople encounter working with customers.
- **D-3** Know the basic points to consider in negotiating with customers.
- **D-4** Understand different closing methods and provide examples of each.
- **D-5** Know when to trial close.
- **D-6** Identify aspects of follow-up that enhance customer relationships.

**GOAL E:**
Self-management: time, territory and performance.

**Learning Outcomes:** The student will

- **E-1** Determine how salespeople should allocate their time.
- **E-2** Understand different territory management techniques.
- **E-3** Understand the model of salesperson performance.
- **E-4** Understand why salespeople are susceptible to role issues.
- **E-5** Identify the various components that make up the model.

**GOAL F:**
Recruiting, training, compensation and incentives for salespeople.

**Learning Outcomes:** The student will

- **F-1** Understand the key issues that drive the recruitment and selection of salespeople.
- **F-2** Understand the differences in training new recruits and experiences.
salespeople.
F-3 Understand the various methods for conducting sales training.
F-4 Understand the effective use of sales contests, as well as the potential pitfalls of their use.

### III. SUPPLEMENTAL MATERIALS

**Selling Rubric – BMK 312**

Project/Presentation Rubric: Selling Name: ______________

There are 10 categories. Each category is worth a maximum of 5 points, totaling 50 points.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 = A</th>
<th>3 = B</th>
<th>2 = C</th>
<th>1 = D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>All topics are addressed and all objectives answered with elaborate details</td>
<td>All topics are addressed and most objectives are answered with good details.</td>
<td>Some topics are addressed and few objectives are answered with details.</td>
<td>Topics are not addressed and objectives are not answered.</td>
</tr>
<tr>
<td>Questions</td>
<td>Questionnaires were complete and submitted with elaborate detail.</td>
<td>Questionnaires were complete and submitted with some detail.</td>
<td>Questionnaires were complete and submitted with little detail.</td>
<td>Questionnaires were incomplete or not submitted at all.</td>
</tr>
<tr>
<td>Data</td>
<td>Specific procedural information is provided in detail and is relevant to the collection of both primary and secondary data.</td>
<td>Specific procedural information is provided in some detail and is relevant to the collection of both primary and secondary data.</td>
<td>Specific procedural information is provided with little detail and is somewhat relevant to the collection of both primary and secondary data.</td>
<td>Specific procedural information is provided without detail and is irrelevant to the collection of both primary and secondary data.</td>
</tr>
<tr>
<td>Methods</td>
<td>Specific research methods are provided in elaborate detail and may include phone interviews, questionnaires, mall intercept, random sampling, target marketing.</td>
<td>Specific research methods are provided with some detail and may include phone interviews, questionnaires, mall intercept, random sampling, target marketing.</td>
<td>Specific research methods are provided with little detail and may include phone interviews, questionnaires, mall intercept, random sampling, target marketing.</td>
<td>Specific research methods are not provided.</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>Graphic organizers are provided in elaborate detail and may include findings displayed in tables, graphs or charts.</td>
<td>Graphic organizers are provided in some detail and may include findings displayed in tables, graphs or charts.</td>
<td>Graphic organizers are provided with little detail and may include findings displayed in tables, graphs or charts.</td>
<td>Graphic organizers such as tables, graphs or charts are not provided.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interpretation</td>
<td>An accurate interpretation and summation of the findings are provided with elaborate detail.</td>
<td>An accurate interpretation and summation of the findings are provided with some detail.</td>
<td>An accurate interpretation and summation of the findings are provided with little detail.</td>
<td>An accurate interpretation and summation of the findings are not provided.</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Excellent and well detailed conclusions are stated and based on data analysis.</td>
<td>Some conclusions are stated and based on data analysis.</td>
<td>A few conclusions are stated and based on data analysis.</td>
<td>No conclusions are stated and based on data analysis.</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>PowerPoint slides are well-detailed; one slide per page and a hard copy on 3.5 disk was used. Final copy is submitted on paper.</td>
<td>PowerPoint slides are somewhat detailed, one slide per page and a hard copy on 3.5 disk was used. Final copy is submitted on paper.</td>
<td>PowerPoint slides have few details, one or more slides per page and a hard copy on 3.5 disk was used. Final copy is submitted on paper.</td>
<td>PowerPoint slides have few, if any, details, more than one slide per page. A hard copy on 3.5 disk was not used. The final copy was not submitted on paper.</td>
</tr>
<tr>
<td>Time-Limit</td>
<td>Presentation is 15-20 minutes long.</td>
<td>Presentation is 10-15 minutes long.</td>
<td>Presentation is 5-10 minutes long.</td>
<td>Presentation is less than 5 minutes.</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Thoughtful recommendations and suggestions for the implementation are provided in elaborate detail.</td>
<td>Thoughtful recommendations and suggestions for the implementation are provided with some detail.</td>
<td>Thoughtful recommendations and suggestions for the implementation are provided with little detail.</td>
<td>Thoughtful recommendations and suggestions for the implementation are not provided.</td>
</tr>
</tbody>
</table>

Created by: Mr. Goodwin K. Cobb IV for the purpose of BMK312, Wilmington University

Total score _____  Mean score _____  Letter Grade _____

Syllabus is sole property of Wilmington University