

Standard Course Outline

MKTG 450 Professional Selling

I. General Information

- ♦ Course number: MKTG 450
- ♦ Title: Professional Selling
- ♦ Units: 3 credits
- ♦ Prerequisites: MKTG 300, IS 301 (IS 301 waived for Marketing minors)
- ♦ Course Coordinator: Department Chair
- ♦ Date prepared/revised: 04/2020

II. Catalog Description

Principles and practical skills of professional selling, analysis tools for sales profession, sales roles in organization and the ingredients to succeed in professional sales, customer-oriented selling approach. Letter grade only (A-F).

III. Curriculum Justification(s)

In business, nothing happens until someone sells something! This course is designed to introduce principles and practical skills of professional selling. Students will develop their communication skills (verbal, written, and listening), define and discuss each component of the selling process, practice each step of the selling process through role-play and in-class exercises. The course provides the student with a necessary mix of: (1) critical analysis, (2) application, and (3) skill building, helping a student to make an informed career choice and all students to build usable skills helpful throughout their lives.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

- **Learning Goal – Critical Thinking:** (a) Students will demonstrate an ability to comprehend the selling profession as a viable and meaningful career choice and analyze their own skills to see if it is a fit for them; (b) Students will demonstrate an ability to understand what motivates customers to buy and how to best discover real customer needs.
- **Learning Goal – Application:** Students will demonstrate an ability to prospect for business, add real customer value, conduct effective customer research, approach senior executives as an equal business partner, build winning sales strategies, differentiate themselves and their company/organization from the competition, build winning sales presentations, negotiate effectively, close for the business and build powerful customer

loyalty. Students will be provided meaningful, field-proven tools that they can use beyond the classroom.

- **Learning Goal – Business Function:** Students will demonstrate an ability to understand the role the sales force plays in the success of any enterprise, how selling and marketing must work cooperatively in support of the business and its customers, and what makes for a winning sales organization.
- **Learning Goal – Communications and Presentation:** Students will demonstrate that (a) they can analyze a customer for real and latent needs and (b) they can make a persuasive, effective presentation of their solution to them as a team. Emphasis will be on participation, practice and presentations.

V. Outline of Subject Matter

This is a listing of the subject matter that must be covered in this course. It does not preclude other topics that are part of the professional or the depth of some topics. The topic labels below are designed to be general – to incorporate content that may have differing chapter titles across textbooks. The idea is that the list is flexible enough to allow individual instructors to emphasize not just our core subjects but also to put some focus on particular areas of interest to the instructor. The order of the topics listed below may be adjusted and some topics listed may be discussed together. Additional topics can be added into the course based on the instructor’s personal preferences in teaching this course..

Topics:

1. Understanding the role of salesforce and professional selling
2. Knowing your product and adding value
3. Professional selling process: overview
4. Prospecting and approach
5. Needs analysis and presentation
6. Closing and post-sales service
7. Building a long-term relationship with clients
8. Ethical and legal issues in professional selling
9. Developing communication skills for professional selling

VI. Methods of Instruction

A. Instruction Mode

- Traditional
- Hybrid
- Local Online
- Distance Education

B. Classroom Activities

There must be at least one project in the course. It is recommended that all written individual/team assignments be submitted through plagiarism detection software programs such as Turnitin.

Additional Active Learning tasks that can also be used in the course include:

- Individual participation and discussion.
- Participation (in-class) exercises that involve individual and/or group work.
- Formal presentation of group work.
- Exercises that include students actively working together either in class or outside of class on small projects, etc.
- Examinations preferably use short answer questions, essays, and must require some form of application, critical thinking, and / or integrations of concepts. Multiple-choice questions should be less than 50% of the total exam points. If multiple-choice questions are used, they should predominantly focus on concept and technique application, not simple recall or recognition.

VII. Information about Textbooks/Readings

There is no standardized text for all sections of MKTG 450. Examples of an appropriate text include:

- *High Impact Selling, Ken Miller*

VIII. Instructional Policies Requirements

C. Grading Policy:

- Final course grades shall be based on at least three (3), and preferably four (4) or more, demonstrations of competence by the student. In no case shall the grade on any single demonstration of competence count for more than one-third of the final course grade.
- Examinations preferably use short answer questions, essays, and must require some form of application, critical thinking, and / or integrations of concepts. Multiple-choice questions should be less than 50% of the total exam points. If multiple-choice questions are used, they should predominantly focus on concept and technique application, not simple recall or recognition.
- See [Academic Senate Policy Statement 12-03: Final Course Grades, Grading Procedures, and Final Assessments](#).

D. Policy on Classroom Behavior:

- All cell phones & other electronic devices (e.g., pagers, iPads, iPods, PDAs) must be put on vibrate or turned off and not on your desk during class.

- Students are responsible for what transpired if they miss a class. It is the student's responsibility to contact the instructor or a classmate to determine what was missed. See "Policy on Make-up Exam and Assignments" below.
- Talking and other disruptive behavior are not permitted while classes are in session.
- Students are expected and must do ORIGINAL work for all assignments, including exams. See "Academic Integrity" policy below. It is the student's responsibility to notify the professor in advance of a need for accommodation of a disability that has been verified by the University.
- See also [Department of Marketing Classroom and Online Conduct Policies](#).

E. Policies on Withdrawal, Late Withdrawals, and Incompletes:

The University policy on dropping and withdrawal from classes is set forth in the schedule of classes. Students are obligated to officially withdraw from their courses even though they may not have attended. Withdrawals require the signature of the instructor, the chairperson, and the Dean of the COB.

F. Academic Integrity:

- Students are expected to do original work for all assignments, including exams.
- Students are responsible for their own conduct and all cases of dishonesty (e.g., plagiarism, cheating) will be reported to the proper university officials.
- Students are expected to adhere to the [College of Business policy on academic integrity](#) and the University's [Academic Senate Policy Statement 08-02: Cheating and Plagiarism](#). Please avoid an embarrassing or unfortunate situation.

G. Campus Computer/Network Usage:

Careful and ethical use of computing resources is the responsibility of every user. As a user of these resources, you agree to be subject to the guidelines of the "[Policy Governing Access to and Use of CSULB Computing Resources](#)". These guidelines apply to all computing resources provided by the University; some guidelines are more directly related to time sharing systems, some to microcomputers and local area networks, and some to all systems.

IX. Disabilities:

The [Bob Murphy Access Center](#) (BMAC) provides certification for students with disabilities and helps arrange relevant accommodations. Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can be obtained from BMAC. Please be sure to provide your instructor

with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: bmac@csulb.edu.

X. Assistive Technology

In compliance with [Accessibility and Faculty Responsibility for the Selection of Instructional Materials \(PS 08-11\)](#), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XI. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XII. Additional Resources for Development of Syllabi

- [Academic Senate Policy 11-07: Course Syllabi and Standard Course Outlines](#)
- College of Business [Accessible Syllabus Template](#)
- Faculty Center [Course and Syllabus Design](#)