



Course Specifications

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|----------------------|---|
| Course Title: | SALES MNGT. & PROFESSIONAL SELLING |
| Course Code: | MKT-302 |
| Program: | Bachelor of Science of Business Administration in Marketing [BSBA] |
| Department: | Department of Marketing |
| College: | College of Business Administration, Al Kharj |
| Institution: |  PRINCE SATTAM BIN ABDULAZIZ UNIVERSITY COLLEGE OF BUSINESS ADMINISTRATION DEPARTMENT OF MARKETING (P.O. BOX 173, AL-KHARJ 11942, |

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A. Course Identification

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| 1. Credit hours: 3 |
| 2. Course type |
| a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> |
| b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/> |
| 3. Level/year at which this course is offered: 5 th Level (Sem.) / II Year |
| 4. Pre-requisites for this course (if any): MGT-201 |
| 5. Co-requisites for this course (if any): NONE |

6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|-----------------------|---------------|------------|
| 1 | Traditional classroom | 35 | 80 |
| 2 | Blended | 7 | 20 |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |
| | Total | 42 | 100 |

7. Contact Hours (based on the academic semester)

| No | Activity | Contact Hours |
|----|---|---------------|
| 1 | Lecture | 35 |
| 2 | Laboratory/Studio | |
| 3 | Tutorial | |
| 4 | Others (assignments, library, project work) | 7 |
| | Total | 42 |

B. Course Objectives and Learning Outcomes

1. Course Description:

Primarily the course discusses the two areas of sales management i.e. salesmanship and the sales force. It illustrates the integration of marketing policies and selling strategies with a key emphasis on the personal selling process. The course describes sales forecasting techniques, determination of sales territories, execution of sales training programs, and control measures. It proclaims the sales control methods for overall sales force management.

2. Course Main Objective:

This course focuses on imparting selling skills to the students. The purpose is to identify sales leads, formalize sales strategies, prepare the sales team, manage them and accomplish sales and marketing goals. The course enables students to conceive the basic ideology of sales department functioning. It trains students on how to be an effective sales executive and how selling activities are different from marketing activities in particular. It explains the process of sales budgeting, quota, and territories while applying sales control methods.

3. Course Learning Outcomes

| CLOs | | Aligned PLOs |
|------|--|--------------|
| 1 | Knowledge and Understanding | |
| 1.1 | Define the selling process, its stages, selling methods, and techniques. | |
| 1.2 | Describe the various sales management functions including personal selling | |
| 1.3 | Write the sales plan and sales force strategies. | |
| 1.4 | Elucidate the process of recruitment & selection of sales force and their compensation | |
| 1.5 | Prepare the Sales Budget, Sales Quotas, and Control analysis | |
| 2 | Skills : | |
| 2.1 | Evaluate the necessary to be successful in personal direct selling within the industrial marketplace. | |
| 2.2 | Determine the tools and techniques necessary to effectively manage the sales function, the sales organization, and the sales individual. | |
| 2.3 | Illustrate the effective sales executive traits, describe the sales | |

| CLOs | | Aligned PLOs |
|----------|--|--------------|
| | organization structure | |
| 2.4 | Plan the sales force management issues such as recruitment, selection & compensation of salespeople, and evaluation thereof | |
| 2.5 | Interpret sales budget and quotas for controlling sales efforts | |
| 3 | Values: | |
| 3.1 | HONESTY: Imparting values among students so that they embody high ethical standards. Learn to add value to the organization they work for and the customers they serve in the future. Also, adhere to all applicable laws and regulations in promoting any product or service. Work to foster trust and faith in marketing communication systems with all stakeholders. They learn the importance of fair dealing in establishing an efficient exchange process. | |
| 3.2 | TRANSPARENCY: Learn to promote quality product and their benefits at fair prices. Disclose all the terms and conditions, safety measures, and warranties. Transparency should be maintained on the packaging and labeling of the products disclosing the price, ingredients, and environmental friendliness. | |
| 3.3 | COMMITMENT: Students learn to stand behind delivering product services and benefits at all times. Inculcate values to recognize special commitment segments such as children and elderly customers. Handle customer grievances honestly and according to company norms. Reject manipulation that harms customer trust, avoid forceful selling, and attempt to develop mental and intellectual satisfaction of customers. | |

C. Course Content

| No | List of Topics | Contact Hours |
|----|---|---------------|
| 1 | Sales Management and Personal Selling: Introduction to sales management. Introduction to personal selling. Selling Process. Sales Planning. Sales potential and sales forecasting. | 9 |
| 2 | Sales-Related Marketing Policies and Strategies: Determining the sales- | 8 |

| | | |
|--------------|---|----|
| | related marketing strategies. Formulating a Personal-selling strategy. | |
| 3 | Organizing the Sales Efforts: The Effective Sales Executive. The Sales organization. Sales department relations. Distributive network relations | 9 |
| 4 | Sales Force Management: Personnel management in the selling field. Recruiting sales personnel. Selecting sales personnel. Planning sales training programs. Executing and evaluating sales training programs. Motivating sales personnel. Compensating sales personnel. Managing expenses of sales personnel. Sales meetings and sales contests. Controlling sales personnel: evaluating and supervising | 9 |
| 5 | Controlling the Sales Efforts: The Sales Budget. Quotas. Sales territories. Sales control and cost analysis | 7 |
| Total | | 42 |

D. Teaching and Assessment

1. Alignment, of Course, Learning Outcomes with Teaching Strategies and Assessment Methods

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|---|--|
| 1.0 | Knowledge and Understanding | | |
| 1.1 | Define the selling process, its stages, selling methods, and techniques. | Lectures with examples, conceptual framework, book notes & references, research article references, internet references, PPTs, and handouts | Quiz, Mid-Terms, Final Exams, Individual or Group Presentations in Class, and Evaluation of Home Assignments |
| 1.2 | Describe the various sales management functions including personal selling | | |
| 1.3 | Write the sales plan and sales force strategies. | | |
| 1.4 | Elucidate the process of recruitment & selection of sales force and their compensation | | |
| 1.5 | Prepare the Sales Budget, Sales Quotas, and Control analysis | | |
| 2.0 | Skills | | |
| 2.1 | Evaluate the necessary to be successful in personal direct selling within the | | |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|--|---|
| | industrial marketplace. | | |
| 2.2 | Determine the tools and techniques necessary to effectively manage the sales function, the sales organization, and the sales individual. | Mini Project Preparation, Relevant Case Studies, Assignment Preparation, | Evaluation of case study presentation skills, mini project & group presentation skills, assessment of the application of theoretical framework through written assignments skills, observing interpretation abilities of data, etc. However, it is in the range of assessment of coursework |
| 2.3 | Illustrate the effective sales executive traits, describe the sales organization structure | Group Presentation, Tables & figures, diagrams & pictures | |
| 2.4 | Plan the sales force management issues such as recruitment, selection & compensation of salespeople, and evaluation thereof | Saudi company websites engaged in the services sector, industry reports, comparative studies, etc. | |
| 2.5 | Interpret sales budget and quotas for controlling sales efforts | | |
| 3.0 | Values | | |
| 3.1 | HONESTY: Imparting values among students so that they embody high ethical standards. Learn to add value to the organization they work for and the customers they serve in the future. Also, adhere to all applicable laws and regulations in promoting any product or service. Work to foster trust and faith in marketing communication systems with all stakeholders. They learn the importance of fair dealing in establishing an efficient exchange process. | Role-playing, Brain Storming, Debate, Product Demonstration, and Student Panel Activities | Observations (Indirect) of Class Behavior, Participation & Discussion, and Constructing Exhibits & Charts |
| 3.2 | TRANSPARENCY: Learn to promote quality product and their benefits at fair prices. Disclose all the terms and conditions, safety measures, and warranties. Transparency should be maintained in the packaging and labeling of the products disclosing the price, | | |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|---------------------|--------------------|
| | ingredients, and environmental friendliness. | | |
| 3.3 | <p>COMMITMENT: Students learn to stand behind delivering product services and benefits at all times. Inculcate values to recognize special commitment segments such as children and elderly customers.</p> <p>Handle customer grievances honestly and according to company norms. Reject manipulation that harms customer trust, avoid forceful selling, and attempt to develop mental and intellectual satisfaction of customers.</p> | | |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|--|---|--------------------------------------|
| 1 | Quizzes (best of two) | 3 rd , 6 th , | 10% |
| 2 | Mid Terms (two) | 4 th , 8 th | 30% |
| 3 | Class Participation (presentation & discussion of mini-projects, case study & assignments, etc.) | 7 th , 9 th | 10% |
| 4 | Final Examination | After completion of the 10 th Week | 50% |

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for the availability of faculty and teaching staff for individual student consultations and academic advice :

Office Hours: 6 hours per week

F. Learning Resources and Facilities

1. Learning Resources

| | |
|---------------------------------------|---|
| Required Textbooks | Richard R. Still, Cundiff W Edward, Govoni A. P. Norman (2008), “ <i>Sales Management: Decision, Strategy, and Cases</i> ”, Prentice Hall, India 5ed..... MOST PREFERRED |
| Essential References Materials | <ul style="list-style-type: none"> • Jobber and Geoff Lancaster, (2009), "<i>Selling and Sales Management</i>", UK: FT Prentice Hall, 8e. • Johnston Mark W. and Marshall Greg W., (2009), "<i>Churchill/Ford/Walker's Sales Force Management</i>", McGraw-Hill Irwin, 9e. • Harvard Business School Press, (2008), "<i>Harvard Business Review on Strategic Sales Management</i>", McGraw Hill Publishing. |
| Electronic Materials | <ul style="list-style-type: none"> • http://faculty.psau.edu.sa (black-board) • www.dsa.org • www.nasp.com • Creative: The Magazine of Promotion and Marketing (www.creativemag.com) • Selling Power (www.sellingpower.com) |
| Other Learning Materials | Relevant videos cases and websites of service-oriented companies in KSA |

2. Facilities Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Lecture room with a capacity of at least 30 seats/group and 4-groups required |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Smart Board with Internet Facility as well as one PC for each student, depending on the class-size |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | N/A |

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

| | |
|----------------------------|--|
| Council / Committee | |
| Reference No. | |
| Date | |