



Course Title: Professional Personal Selling	
Instructor:	
Instructor Contact Details Email: Contact phone number: Office hours/office location:	
Course Description: This course is an analysis of professional selling practices with emphasis on the selling process and sales management. It prepares students for business-to-business personal selling careers using the latest strategies and tactics in prospecting and qualifying, planning sales calls, approaching prospects, making sales presentations, negotiating resistance, confirming and closing "win-win" agreements, and servicing customers to ensure satisfaction.	
Course Objectives: This course allows students to develop a personal selling philosophy that incorporates the marketing concept including a relationship strategy that creates customer value in an ethical context. Students also acquire a product strategy that incorporates creative product solutions that add value and develop a customer strategy that addresses buyer behaviour.	
Course Learning Outcomes: At the end of this course, students will: <ul style="list-style-type: none">• Describe the organisational relationship between marketing and sales• Explain the nature of selling and the role, characteristics, and qualities of the salesperson in different selling contexts• Understand the opportunities and limitations for sales people created by fundamental consumer law in sales and marketing• Explain how a sales force may be organised• Describe and explore the sales cycle within the context of an organisation	
Charting the Course: FIE's Values and the curriculum: The following FIE articulated values are addressed in this course:	
Knowledge and Inclusivity <ul style="list-style-type: none">• A recognition of the social, cultural and historical context of knowledge, and of knowledge as socially and culturally constructed and maintained• An understanding of the potential for contribution of non-dominant groups and recognition of their role, power and privilege, within fields of study	
Ethics and Human Rights <ul style="list-style-type: none">• Recognition of issues of social justice at global and national levels• Awareness of ethical implications of personal choice and governmental action	
Social and Cultural Reflection and Action <ul style="list-style-type: none">• A heightened awareness of civic and social responsibilities at local and global levels• Developing our understanding, appreciation of and empathy towards diverse cultures and identities	

<ul style="list-style-type: none"> • A continued engagement in cross-cultural and multicultural communication 	
Commitment to the Environment <ul style="list-style-type: none"> • Active engagement with environmental impact • Addressing issues of sustainability and applying initiatives 	
Required Text(s): Jobber, D., & Lancaster, G. (2014). <i>Selling & Sales Management</i> . (9 th Ed.). Prentice Hall Additional readings will be distributed in class or posted online on MyStudy@FIE	
Additional/Recommended Readings:	
Instructional Methods: Concepts are introduced through lectures, supported by video cases and presentations of key issues. These are supplemented with handouts and additional readings as well as role-playing and experiential exercises.	
Topics: <ul style="list-style-type: none"> • The role of selling • Consumer and organisational buying behaviours • Sales techniques and strategies • The selling process • Other sales channels • International sales • Sales management 	
Week-by-Week Class Plan:	
Assignments and Due Dates: Attendance and Participation In addition to physical presence in class, your class participation score is based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on your participation score. Group Presentation: Group presentation on a topic related to sales techniques. Final Exam:	
Possible Co-curricular Activities and Tentative Dates: There will be class visits to look at the various sales environment in and around London	
Assessment Plan: <ul style="list-style-type: none"> • Attendance and Participation: 20% • Group Presentation: 30% • Final Exam: 50% 	
Academic Integrity: By enrolling at FIE, you have joined an academic community and you are expected and required to act	

honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Attendance and Participation:

Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.

Class attendance and participation is formally recorded and incorporated into a student's final grade.

In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.

When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.

Absence from class does not relieve a student of responsibility for assignments. **Students bear the ultimate responsibility for all missed class material and assessment.**

If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.

FIE Grading Rubric:

Letter Grades	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
A	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well-focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artefact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
B	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well-focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artefact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples
C	Worthwhile topic; supporting material for thesis and topic sentences is general	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More	Only partially develops the argument; shallow analysis; some ideas and generalizations	Able to explain to a limited extent, the quality of a performance, event, or

	and abstract rather than specific and concrete; most information is correct	frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	artefact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
D	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact
F	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact

Late Submission of Written Work:

Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note, may be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

Diversity, Inclusivity and Accessibility

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).