



WISCONSIN  
INDIANHEAD  
TECHNICAL  
COLLEGE

# Experiential Learning Portfolio for 10104104 Selling Principles

## Student Contact Information:

Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*It is highly recommended that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

## Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
  - What did you learn?
  - How did you learn through your experience?
  - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
  - Label artifacts as noted in the competency
  - Scan paper artifacts
  - Provide links to video artifacts
  - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

**To receive credit for this course, you must receive “Met” on 8 of the 10 competencies.**

#### **10104104 Selling Principles, 3 Associate Degree Credits**

**Course Description:** This introductory course is designed to acquaint the student with the principles of selling and applications to the marketing of goods and services. Special emphasis is given to developing the selling process. Included are customer relations, sales psychology, steps to successful presentation, closing techniques, and sales motivation.

**Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.**

**Competency 1: Analyze personal selling and its relationship to the marketing concept**

Criteria: Performance will be satisfactory when:

- learner creates a personalized definition of personal selling
- learner creates a list of sales process steps

Learning Objectives:

- a. Define the concept of personal selling
- b. Discuss personal selling as an extension of the marketing concept
- c. Interpret the role of selling in the marketing promotion mix
- d. Describe the contributions of personal selling to the information economy
- e. Summarize the evolution of personal selling
- f. List the steps in the sales process

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Discover how selling careers contribute to the economy**

Criteria: Performance will be satisfactory when:

- learner identifies selling career opportunities in the local area

Learning Objectives:

- a. Describe how personal selling skills contribute to work performed by today's knowledge workers
- b. Discuss the rewarding aspects of personal selling careers
- c. Explore the career opportunities available in the field of personal selling
- d. Summarize the characteristics of selling positions in the service, retailing, wholesaling, and manufacturing employment settings
- e. Identify major sources of sales training

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 3: Critique the importance of using relationship strategies in personal selling**

Criteria: Performance will be satisfactory when:

- learner explains the relationship strategy of selling
- learner outlines a professional development plan to improve relationship selling capabilities

Learning Objectives:

- a. Define the concept of a relationship sales strategy
- b. List key groups with which a salesperson needs to develop relationship strategies
- c. Discuss how self-image affects the ability to form long-term selling relationships
- d. Identify the major nonverbal factors that shape a sales image
- e. Identify personal and professional goals in the area of selling
- f. Explain how to establish a professional development plan to support relationship selling activities

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Assess the social, legal, and ethical parameters associated with selling**

Criteria: Performance will be satisfactory when:

- learner lists laws governing sales activities
- learner diagrams the relationship between ethics, company policies, and the law

Learning Objectives:

- a. Describe a company's social responsibilities as they relate to selling
- b. Discuss the factors that influence the ethical conduct of sales personnel
- c. Compare legal versus ethical standards
- d. Identify the influence of company policies and practices on the ethical conduct of salespeople
- e. Interpret the state, local, and federal laws governing personal selling

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Evaluate current theories in consumer buying motives**

Criteria: Performance will be satisfactory when:

- learner outlines the components of why customers make purchase decisions
- outline includes a minimum of four factors leading to purchase decisions

Learning Objectives:

- a. Define the term, "target market" and describe
- b. Describe the relationship between target market and successful selling
- c. Explain the difference between a feature, an advantage, and a benefit
- d. Explain how the external environment affects goods and services
- e. Define the terms "sympathy," "empathy," and "ethics" as they relate to human relations and the selling process
- f. Discuss the relationship of product knowledge to successful selling
- g. Formulate quality definitions as they relate to customer satisfaction

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 6: Outline the elements of the selling process**

Criteria: Performance will be satisfactory when:

- learner creates a list of the steps in the selling process
- learner demonstrates the ability to generate a prospect list

Learning Objectives:

- a. Define the sales process, listing the steps in their correct sequence
- b. Develop a customer profile
- c. Discuss the importance of developing a prospect base
- d. Identify sources of prospect information

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**



**Competency 7: Prepare a concise sales presentation for a selected good, service, or idea**

Criteria: Performance will be satisfactory when:

- presentation opening includes a personal introduction; opening statement; and creates interest in product/service
- presentation includes an analysis and determination of customer needs
- presentation demonstrates interest in the customer
- presentation demonstrates adequate knowledge of product/service features
- presentation explains how benefits match customer needs
- presentation is neat and materials are organized
- presentation order is clear and easy to follow
- presentation summary and conclusion includes reacting/responding to customer reactions; opening for call-back
- learner exemplifies appropriate clarity, tempo, vocabulary, grammar, pitch, volume, enthusiasm, enunciation, and pronunciation in presentation
- learner welcomes and listens to objections; handles and overcomes objections with respect
- learner reacts appropriately under pressure: considers time, answering questions
- learner demonstrates appropriate appearance, poise, confidence, presentation technique, etc.

Learning Objectives:

- a. Explain the merits of a planned presentation strategy
- b. Identify the role of sales objectives in developing the presentation plan
- c. Describe the various sales presentation methods and the appropriate situations for their use
- d. Explain how to determine a prospect's needs
- e. Discuss the use of questions to determine customer needs
- f. Select products that match customer needs
- g. Determine what should be demonstrated to a customer
- h. Interpret buyer objections
- i. Plan negotiation methods
- j. List several prospective sales closing techniques
- k. Plan the sales strategy presentation
- l. Demonstrate how to give a presentation to a group of prospects

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 8: Present a sales presentation for a selected good, service, or idea**

Criteria: Performance will be satisfactory when:

- learner makes a sales presentation for a specific good or service
- learner successfully closes a sale and completes appropriate follow-up activities

Learning Objectives:

- a. Review the essential steps of the sales presentation
- b. Describe difficulties that may arise during the sales presentation and explain how to handle them
- c. State how to deal with discussion of competitor's products
- d. Explain the need to diagnose the prospect's personality to determine the sales presentation design
- e. Describe what to do when objections arise
- f. Explain when to close
- g. Construct a multiple-close sequence
- h. State why service and follow-up are important to increasing sales

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 9: Incorporate technology into a selling presentation**

Criteria: Performance will be satisfactory when:

- learner uses technology to enhance a sales presentation
- presentation meets the instructor-provided criteria sheet

Learning Objectives:

- a. List the technology available for enhancing a sales presentation
- b. Describe the benefits of using technology as a selling tool
- c. Demonstrate how to use audio-visual presentations effectively
- d. Create a slide presentation
- e. Save a slide presentation
- f. Modify slides
- g. Print a slide presentation in forms useful for presentation and audience

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 10: Develop time and territory management strategies**

Criteria: Performance will be satisfactory when:

- learner lists a minimum of three time management strategies
- learner creates a database of territory management information

Learning Objectives:

- a. Cite sources of time management strategies
- b. Discuss stress management practices
- c. Explain factors that contribute to improved territory management
- d. Identify common elements of a records management system
- e. Describe the purpose of contact management software in the selling process
- f. Access sales management data using a contact management software package

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

