



Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Commerce Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																		
Salesmanship	8721102069		T=2 P=0 ECTS=3.18	4	July 19, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																			
	Dr. Tri Sudarwanto, S.Pd., MSM.																																																			
Learning model	Project Based Learning																																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																						
	PLO-9	Able to communicate both orally and in writing in the educational and scientific fields of Commerce (Business and Marketing)																																																					
	Program Objectives (PO)																																																						
	PO - 1	Utilizing learning resources and ICT to support student achievement of competencies related to the ability to carry out salesmanship																																																					
	PLO-PO Matrix																																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px;">P.O</td> <td colspan="4">PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-9				PO-1																																												
P.O	PLO-9																																																						
PO-1																																																							
	PO Matrix at the end of each learning stage (Sub-PO)																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																							
Short Course Description	This course discusses knowledge about products and marketing strategies, knowing and connecting well with customers and being able to form networks with the business world, excellent service and after sales. Lectures are carried out through discussions, observations, case studies, presentations and reflections Course Description This course discusses knowledge about products and their marketing strategies, knowing and having good relationships with customers and being able to form networks with the business world, excellent service and after-sales. Lectures are carried out through discussions, observations, case studies, presentations, and reflections																																																						
References	Main :																																																						
	<ol style="list-style-type: none"> 1. Selling To Day (Membangun kemitraan yangberkualitas), Gerald L. Manning & Barry L Reece, Indeks 2. ClusterStrategy (Strategi Memaksimalkan Sales Promotion tanpa diketahui pesaing),Gramedia 3. SeniMenjual (Ide-ide penjualan, PersfektifBisnis,Strategi Pemasaran), Ali Arifin< Penerbit Andi. 4. Skill withPeople , Les Giblin, Gramedia 5. Salesoperation, Mark Plus Institute of Marketing (MIM academy) Esensi 2010. 6. David Cowper & Andrew haynes 2000. Mega Selling Erlangga, Jakarta. 7. SotarBaduara, 2006, Salesmanship, Bumi Aksara, Jakarta. 8. HermawanKertajaya. 2014. Wow Selling. Jakarta:Gramedia Pustaka Utama 																																																						
	Supporters:																																																						
Supporting lecturer	Dr. Raya Sulistyowati, S.Pd., M.Pd. Hapsari Shinta Citra Puspita Dewi, S.E., M.M																																																						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																																
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																

1	Able to formulate personal selling and marketing concepts.	<ol style="list-style-type: none"> 1.Explain personal contributions to an information-based economy 2.Defines personal selling as an extension of the marketing concept 3.Explain the evolution of consultative selling from the marketing era to the present 4.Define strategic selling and mention the four strategic areas in the strategic/consumptive sales model. 5.Explain the evolution of partnerships 6.Discuss the relationship between the partnership and the quality improvement process 	<p>Criteria: Assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	Lectures, Discussions, Problem Based Learning, 2 X 50 Assignments		<p>Material: Definition of Sales Library: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L. Reece, Index</i></p> <hr/> <p>Material: Marketing concepts Literature: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i></p> <hr/> <p>Material: Evolution of Partnerships Literature: <i>The Art of Selling (Sales Ideas, Business Perspectives, Marketing Strategies), Ali Arifin< Andi Publisher.</i></p>	100%
2	Able to formulate personal sales in the reform era.	<ol style="list-style-type: none"> 1.Explain how expertise in personal selling contributes to the work done by knowledge workers 2.Discuss the rewarding aspects of a career in personal sales. 3.Explains opportunities for women and minorities in the field of personal selling. 4.Discuss the characteristics of sales positions in four major occupations: service, retail, wholesale, and manufacturing. 	<p>Criteria: Assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	Lecture, Problem Based Learning, Assignment 2 X 50		<p>Material: Personal Selling Skills Library: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L. Reece, Index</i></p> <hr/> <p>Material: Service sales, retail, wholesale and factory Library: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L. Reece, Index</i></p>	100%

3	Able to formulate personal sales in the reform era.	<ol style="list-style-type: none"> 1.Explain how skills in personal selling contribute to the work done by knowledge workers 2.Discuss the rewarding aspects of a career in personal sales. 3.Explains opportunities for women and minorities in the field of personal selling. 4.Discuss the characteristics of sales positions in four major occupations: service, retail, wholesale, and manufacturing. 	Criteria: Assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Discussion, Problem Based Learning, Assignment 2 X 50		Material: Personal sales skills Reference: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L Reece, Index</i> Material: Service sales, retail, wholesale and factory Library: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i>	100%
4	Able to Identify the sales process.	Explains the sales process, definition of prospecting, customer questions, offering techniques, handling buyer rejection, how to close sales and after-sales service.	Criteria: Assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Lectures, Discussions, Discovery Learning 2 X 50		Material: Sales process, definition of prospecting Library: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L Reece, Index</i> Material: Offering techniques, handling buyer rejection Reference: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L Reece, Index</i> Material: How to close sales, after sales service. Library: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i>	100%

5	Able to identify the sales process.	Explains the sales process, definition of prospecting, customer questions, offering techniques, handling buyer rejection, how to close sales and after-sales service.	Criteria: Assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Group discussions, presentations, PJBL, 2 X 50 assignments		Material: Sales process, definition of prospecting, customer questions Library: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L. Reece, Index</i> Material: Offering techniques, handling buyer rejection Library: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i> Material: How to close sales and after-sales service. Library: <i>The Art of Selling (Sales Ideas, Business Perspective, Marketing Strategy), Ali Arifin< Andi Publisher.</i>	100%
6	Able to improve sales communication techniques	<ol style="list-style-type: none"> 1.Explains how to build effective sales communications. 2.Explain the basics of negotiation skills. 3.Explain the basics of presentation skills. 	Criteria: Assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Group discussions, presentations, assignments 2 X 50		Material: Building effective sales communication Reference: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L. Reece, Index</i> Material: Basics of negotiation skills. Library: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i> Material: Basics of presentation skills Literature: <i>The Art of Selling (Sales ideas, Business Perspective, Marketing Strategy), Ali Arifin< Andi Publisher.</i>	100%

7	Able to improve sales communication techniques.	<ol style="list-style-type: none"> 1.Explains how to build effective sales communications 2.Explain the basics of negotiation skills 3.Explain the basics of presentation skills 	<p>Criteria: Assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group discussions, Presentations, PJBL, Assignments 2 X 50		<p>Material: Sales Communication Library: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L Reece, Index</i></p> <hr/> <p>Material: Basic negotiation skills References: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L Reece, Index</i></p> <hr/> <p>Material: Basics of presentation skills Library: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i></p>	100%
8	UTS			2 X 50			0%
9	Develop and increase quality sales.	<ol style="list-style-type: none"> 1.Explain the importance of building a relationship strategy. 2.Define partnerships and explain partnership relationships. 3.Names four key groups that sellers need to build a relationship strategy. 4.Discuss how self-image forms the basis for cultivating long-term sales relationships. 	<p>Criteria: Assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	Discussion, PJBL, Assignment 2 X 50		<p>Material: Definition of partnership Reference: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L Reece, Index</i></p> <hr/> <p>Material: Partnership relationships Literature: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i></p> <hr/> <p>Material: Relationship strategy Literature: <i>The Art of Selling (Sales ideas, Business Perspective, Marketing Strategy), Ali Arifin< Andi Publisher.</i></p>	100%

10	Able to develop and increase quality sales	<ol style="list-style-type: none"> 1.Explain the importance of mutually beneficial relationships 2.Recognize and explain the main non-verbal factors that shape our sales image 3.Explains conversation strategies that help us in building relationships. 4.Explains how to create a self-development plan based on personal development strategies 	<p>Criteria: Assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	Discussion, PJBL, Assignment 2 X 50		<p>Material: Mutually beneficial relationships Reference: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L Reece, Index</i></p> <hr/> <p>Material: Factors forming a sales image Reference: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i></p> <hr/> <p>Material: Communication conversation strategies Reference: <i>The Art of Selling (Sales ideas, Business Perspective, Marketing Strategy), Ali Arifin< Andi Publisher.</i></p>	100%
11	Able to understand sales models.	<ol style="list-style-type: none"> 1.Understand the difference between traditional and customer focused selling. 2.Understand the role of the seller in customer focused selling 3.Understand techniques for closing sales in B2B. 	<p>Criteria: Assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	Discussion, Discovery Learning, Assignment 2 X 50		<p>Material: Traditional definition and customer focused selling Reference: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L Reece, Index</i></p> <hr/> <p>Material: The role of the seller in traditional and customer focused selling Library: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i></p> <hr/> <p>Material: B2B sales techniques Library: <i>The Art of Selling (Sales Ideas, Business Perspective, Marketing Strategy), Ali Arifin< Andi Publisher.</i></p>	100%

12	Able to explain sales strategies	1. Define various forms of sales promotion. 2. Explain how to carry out sales promotions using a cluster strategy, the advantages and disadvantages of cluster strategy mechanisms.	Criteria: Assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Discussion, Discovery Learning, Assignment 2 X 50		Material: Marketing strategy Reference: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L. Reece, Index</i> Material: Sales promotion Library: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gamedia</i>	100%
13	Able to explain sales strategies	1. Explain the latest sales strategies. 2. Explain sentences that can generate sales.	Criteria: Assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Discussion, Discovery Learning, Assignment 2 X 50		Material: Marketing strategy Reference: <i>Selling To Day (Building quality partnerships), Gerald L. Manning & Barry L. Reece, Index</i> Material: Sales promotion Library: <i>Cluster Strategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gamedia</i>	100%
14	Able to explain the application of sales tricks	1. Explain various sales tricks that are often used and the differences and similarities of each of these tricks. 2. Explain how to apply manipulative sales tricks.	Criteria: Assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion, Discovery Learning, Assignment 2 X 50		Material: Tricks in selling Library: <i>The Art of Selling (Sales Ideas, Business Perspective, Marketing Strategy), Ali Arifin & Andi Publisher.</i>	100%
15	Final assignment discussion	Implementing what has been given with the reality in the field so that students' life skills about what and how the world of selling can actually be obtained.	Criteria: Assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion, Discovery Learning, Assignment 2 X 50			100%
16	UAS			2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	374.99%
2.	Project Results Assessment / Product Assessment	374.99%
3.	Portfolio Assessment	374.99%
4.	Test	275%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.