



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business**  
**Bachelor of Business 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 1, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Raya Sulistyowati, S.Pd., M.Pd.		Dr. Raya Sulistyowati, S.Pd., M.Pd.			Dr. Tri Sudarwanto, S.Pd., MSM.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																	
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																
	PLO-6	Able to apply the values, norms and professional ethics of Business educators																																
	PLO-9	Able to apply pedagogical concepts in Business learning at Vocational High Schools, General High Schools and/or equivalent																																
	PLO-11	Able to communicate both orally and in writing in the educational and scientific fields of Business and Marketing																																
	PLO-12	Able to make appropriate decisions to solve problems in the educational and scientific fields in Business and Marketing based on information and data analysis by utilizing technology and information																																
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
		<table border="1" style="width: 100%;"> <tr> <td>P.O</td> <td>PLO-3</td> <td>PLO-6</td> <td>PLO-9</td> <td>PLO-11</td> <td>PLO-12</td> </tr> </table>	P.O	PLO-3	PLO-6	PLO-9	PLO-11	PLO-12																										
	P.O	PLO-3	PLO-6	PLO-9	PLO-11	PLO-12																												
PO Matrix at the end of each learning stage (Sub-PO)																																		
	<table border="1" style="width: 100%;"> <tr> <td rowspan="2">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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	This course discusses the concept of administrative system analysis starting from defining systems, analysis in administration, and related to the ability to analyze administrative systems in an institution or agency.
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References	Main :	
		<ol style="list-style-type: none"> <li>Selling To Day ( Membangun kemitraan yangberkualitas), Gerald L. Manning &amp; Barry L Reece, Indeks</li> <li>ClusterStrategy (Strategi Memaksimalkan Sales Promotion tanpa diketahui pesaing),Gamedia</li> <li>Seni Menjual ( Ide-ide penjualan, PersfektifBisnis,Strategi Pemasaran), Ali Arifin&lt; Penerbit Andi</li> <li>Singgih Santoso, 2002, 1DRiset Pemasaran: Konsep dan Alikasi SPSS 1D,Penerbit Elex Media Komputindo, Jakarta</li> </ol>
	Supporters:	<ol style="list-style-type: none"> <li>Salesoperation, Mark Plus Institute of Marketing ( MIM academy ) Esensi 2010</li> <li>David Cowper &amp; Andrew haynes 2000. Mega Selling Erlangga, Jakarta</li> <li>Hermawan Kertajaya. 2014. Wow Selling . Jakarta:Gamedia Pustaka Utama</li> </ol>

Supporting lecturer	Dr. Raya Sulistyowati, S.Pd., M.Pd. Winaika Irawati, S.Pd., M.Pd.
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Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [ Estimated time]	Learning materials [ References ]	Assessment Weight (%)

	stage (Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( <i>online</i> )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to formulate personal selling and marketing concepts	<ol style="list-style-type: none"> <li>1.Explain personal contributions to an information-based economy</li> <li>2.Defines personal selling as an extension of the marketing concept</li> <li>3.Explain the evolution of consultative selling from the marketing era to the present</li> <li>4.Define strategic sales and mention the four strategic areas in the strategic/consumptive sales model</li> <li>5.Explain the evolution of partnerships</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Identify marketing research practices by marketing research companies</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>		Lecture, Discussion, PBL 2x50 minutes	<p><b>Material:</b> Definition of personal selling, Marketing concept, Evolution of partnerships <b>Library:</b> <i>Selling To Day (Building quality partnerships), Gerald L. Manning &amp; Barry L Reece, Index</i></p>	5%
2	Able to formulate personal sales in the reform era	<ol style="list-style-type: none"> <li>1.Explain how expertise in personal selling contributes to the work done by knowledge workers</li> <li>2.Discuss the rewarding aspects of a career in personal sales</li> <li>3.Explains opportunities for women and minorities in the field of personal selling</li> </ol>	<p><b>Form of Assessment :</b> Participatory Activities</p>		Lecture, Discussion, PBL 2x50 minutes	<p><b>Material:</b> Personal sales skills, service sales, retail, wholesale and factory <b>Library:</b> <i>ClusterStrategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i></p>	5%
3	Able to formulate personal sales in the reform era	<ol style="list-style-type: none"> <li>1.Explain how expertise in personal selling contributes to the work done by knowledge workers</li> <li>2.Discuss the rewarding aspects of a career in personal sales</li> <li>3.Explains opportunities for women and minorities in the field of personal selling</li> </ol>	<p><b>Form of Assessment :</b> Participatory Activities</p>		Discussion, PBL 2x50 minutes	<p><b>Material:</b> Personal sales skills, service sales, retail, wholesale and factory <b>Library:</b> <i>ClusterStrategy (Strategy for Maximizing Sales Promotion without competitors knowing), Gramedia</i></p>	5%
4	Able to identify the sales process	<ol style="list-style-type: none"> <li>1. Explain the sales process, definition of prospecting, customer questions, offering techniques, handling buyer rejection, how to close sales and after-sales service</li> </ol>	<p><b>Form of Assessment :</b> Participatory Activities</p>		Lectures, Discussions, Discovery learning		5%
5	Able to identify the sales process	<ol style="list-style-type: none"> <li>1. Explain the sales process, definition of prospecting, customer questions, offering techniques, handling buyer rejection, how to close sales and after-sales service</li> </ol>	<p><b>Form of Assessment :</b> Participatory Activities</p>		Group discussions, presentations, PJBL 2x50 minutes		5%
6	Able to improve sales communication techniques	<ol style="list-style-type: none"> <li>1.Explains how to build effective sales communications</li> <li>2.Explain the basics of negotiation skills</li> </ol>	<p><b>Form of Assessment :</b> Participatory Activities</p>		Group discussion, Presentation 2x50 minutes		5%
7	Able to improve sales communication techniques	<ol style="list-style-type: none"> <li>1.Explains how to build effective sales communications</li> <li>2.Explain the basics of negotiation skills</li> </ol>	<p><b>Form of Assessment :</b> Participatory Activities</p>		Group discussions, presentations, PJBL 2x50 minutes		5%
8	Midterm exam		<p><b>Form of Assessment :</b> Test</p>		2x50 minutes		10%

9	Able to develop and increase quality sales	<ol style="list-style-type: none"> <li>1.Explain the importance of building a relationship strategy</li> <li>2.Define partnerships and explain partnership relationships</li> <li>3.Names four key groups that sellers need to build a relationship strategy</li> </ol>	<b>Form of Assessment :</b> Participatory Activities		Discussion, PJBL 2x50 minutes		5%
10	Able to develop and increase quality sales	<ol style="list-style-type: none"> <li>1.Explain the importance of mutually beneficial relationships</li> <li>2.Recognize and explain the main non-verbal factors that shape our sales image</li> <li>3.Explains conversation strategies that help us in building relationships</li> </ol>	<b>Form of Assessment :</b> Participatory Activities		Discussion, PJBL 2x50 minutes		5%
11	Able to understand sales models	<ol style="list-style-type: none"> <li>1.Understand the difference between traditional and customer focused selling</li> <li>2.Understand the role of the seller in customer focused selling</li> </ol>	<b>Form of Assessment :</b> Participatory Activities		Discussion, Discovery learning 2x50 minutes		5%
12	Able to explain sales strategies	Define various forms of sales promotion	<b>Form of Assessment :</b> Participatory Activities		Discussion, Discovery learning 2x50 minutes		5%
13	Able to explain sales strategies	Explain the latest sales strategies	<b>Criteria:</b> <b>Form of Assessment :</b> Participatory Activities		Discussion, Discovery learning 2x50 minutes		5%
14	Able to explain the application of sales tricks	<ol style="list-style-type: none"> <li>1.Explain various sales tricks that are often used and the differences and similarities of each of these tricks</li> <li>2.Explain how to apply manipulative sales tricks</li> </ol>	<b>Form of Assessment :</b> Participatory Activities		Discussion, Discovery learning 2x50 minutes		5%
15	Able to implement salesmanship life skills		<b>Form of Assessment :</b> Participatory Activities, Tests		Discussion, Discovery learning 2x50 minutes		5%
16	Final exams		<b>Form of Assessment :</b> Test		2x50 minutes		20%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Test	32.5%
		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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability 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.