



Course Prefix/Number/Title: **AGEC 250 Agribusiness Sales**

Number of Credits: 3

Course Description: The principles of salesmanship applied to the agricultural business. Topics include attitudes and value systems, basic consumer behavior, relationship of sales to marketing, selling strategies, preparing for sales calls, making sales presentations, and closing sales.

Pre-/Co-requisites: None

- Course Objectives: Understand sales and its relationship to marketing.
- Identify the skills required for careers in sales and sales management.
- Sales strategy and prospecting.
- Develop an understanding of customers behavior and needs.
- Strengthen skills to build rapport, develop strong personal relationships, and form trust with people.
- Recognize the role of ethics in sales.
- Foster public speaking proficiency, specifically in a small group setting and giving impromptu speeches.

Instructor: Raquel Dugan-Dibble

Office: Molberg 21

Office Hours: by appointment

Phone: 701-228-5481

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Lecture/Lab Schedule: Lecture: TuTh 11:00 – 12:15
Molberg 28

Textbook(s): Downey, W. S., Downey, W. D., Jackson, M. A., and Downey, L. A. 2011. *ProSelling*. Henderson Communications, LLC. Adel, IA.

Course Requirements: This is a 200-level course. Students are expected to read the text and come to class prepared to listen and discuss during the lectures. Points will come from homework, a midterm exam, a final exam and a course project. The breakdown will be as follows:

Homework = 25%

Course Project = 20%

Class Participation = 25%

Midterm = 15%

Final Exam = 15%

Homework: There will be a combination of assigned readings, discussions, papers and traditional assignments. Homework must be submitted on time to receive full credit. **Late assignments will not be accepted.**

Project (depends on time): The course project serves as an opportunity to put the skills students have learned into practice. Students will pick a product or service and give a sales pitch to the class. The students will also turn in, with their presentation, a flyer or handout outlining their product. More details will be provided mid semester.

Class Participation: We will be doing in class discussions and activities throughout the semester. **You must be in class to receive points! No Cellphones or Ear buds. Students may receive deductions on the daily participation for repeated cell phone use.**

Midterm Exam: There will be one midterm exam over the material covered in the first half of the semester.

Final Exam: The final exam will cover material from the second half of the semester.

Both exams will be administered over Blackboard. The exams will be open book and notes/lectures, however, they will be timed.

*Make up exams are offered only under extenuating circumstances. All make up exams should be taken within a week of the missed exam.

Grading and Evaluation:

Total Point Percentage	Letter Grade
90% and ↑	A
80% - 89.99%	B
70% - 79.99%	C
60% - 69.99%	D
59.99% and ↓	F

Tentative Course Outline and is subject to change throughout the semester as Guest Speakers and Field Trips plan to be incorporated as time and scheduling allows.

Week of:	Chapters:		Topics covered:
1	1		What is professional selling
2	2		The role of marketing
3	2, 3		Marketing/Strategy
4	3, 4		Strategy/ Prospecting
5	5		Consumer Behavior
6	5, Review	Tentative Exam #1	Review/Exam
7	6		Making a good first impression
8	7,8		Relationship develop. and mgmt.
9	8,9		Communication
10	9,10		Communication/Closing
11	10,11		Closing
12	11,12		Customer Satisfaction/Follow up/Tools and Tips
13	Project Work		Work on Projects
14	Project Work		Work on Projects
15	12/Review	Tentative Exam #2	
16	Review/Final	Exam #2	

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): This course meets the CTE department learning outcome of employing industry-specific skills in preparation for workplace readiness by:

1. Demonstrate problem-solving aptitude.
 - a. Identify linkages between customer problems and sales solutions.
 - b. Connect customer feedback with process and product improvement.
2. Develop robust communication skills.
 - a. Strengthen public speaking and impromptu speaking skills.
 - b. Understand the importance of listening.
 - c. Identify the four different communication styles.
 - d. Learn to read body language

Relationship to Campus Focus: This course supports the campus theme of “Nature, Technology and Beyond” by fostering the skills and knowledge necessary to utilize natural, human and technological resources successfully and confidently.

Classroom Policies: Be polite and respectful of the instructor, other students, and any guests in our class. We will follow any COVID-19 classroom policies currently in force by the University system.

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity: According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs: Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX: Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.