



## **COURSE OUTLINE**

**Course Number**  
SST230

**Course Title**  
Security Sales:  
The Consultative Approach

**Credits**  
3

**Hours:**  
2 Lecture / 2 Lab

**Pre-requisite**  
SST200

### **Catalog description**

An introduction to the sales process focusing on security solutions. Students learn how to organize the sales effort; assess customer needs, present security solutions; organize constituencies to develop, design and implement security systems solutions; assess return on security investment; manage the customer experience; and maintain consultative, profitable relationships with customer.

### **Required texts/other materials**

#### **Reference Division Booklist**

- **The PowerZone Sales System**  
Frank P De Fina
- **Power Questions to Win the Sale**  
Andrew Sobel

### **Course coordinator**

Jeff Weichert

### **Latest Review**

SPRING 2019

## Information resources

- Websites of identified Manufacturers, Architects/Engineers, Security Systems Integrators

## Other learning resources

Working Knowledge of Microsoft Office particularly Power Point, Excel

## Course Competencies/Goals

### *The student will be able to:*

1. Leverage all aspects of the sales process, including products, services, people, channels, messaging and markets;
2. Analyze the attributes of your products or services to identify the market, application, price points, etc. in which they will sell effectively;
3. Chart the attributes of your products and services to focus your sales efforts on the most important aspects.
4. Align your organization's strategy to leverage your products' or services' most powerful features and strengths.
5. Conduct basic needs assessments and customer interviews.
6. Maximize current sales and create sustainable sales growth.

## Course-specific General Education Knowledge Goals and Core Skills

### General Education Goals

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

### MCCC Core Skills

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

## **Units of study in detail**

### **Unit I            Organizing the Sales Effort (Course Competencies 1, 2 & 3; Gen Ed Goals 2 & 4; and Core Skills A, B, D & E)**

#### **Learning Objectives**

##### ***The student will be able to...***

- Identify key end-users, decision-makers and influencers
- Identify prominent vertical markets;
- Align product, channels and customers
- Formulate the Sales Plan
- Plan Implementation

### **Unit II            Identifying the Security Problem (Course Competency 5; Gen Ed Goals 1 & 4; and Core Skills A, B, D, E & F)**

#### **Learning Objectives**

##### ***The student will be able to...***

- Assess security needs
- Identify the security problem

### **Unit III            Identifying the Security Solution (Course Competency 1, 2, 3, 4, & 6; Gen Ed Goals 1, 2 & 4; and Core Skills A, B, D, E & F)**

#### **Learning Objectives**

##### ***The student will be able to...***

- State the problem
- Present security solution options
- Design the security solutions
- Tap resources and expertise
- Validate solution (internally)
- Demonstrate Product / Conduct Simulation Testing (External, i.e., with customer)
- Formulate Return on Security Investment
- Close the Deal (Ask for Order)

### **Unit IV            Managing the Customer (Course Competency 5; Gen Ed Goals 1, 2 & 4; and Core Skills A, F & G)**

#### **Learning Objectives**

***The student will be able to...***

- Manage customer expectations
- Invoice and Collect Payment

**Unit V      **Post-Implementation (Course Competency 4, 5 & 6; Gen Ed Goals 1, 2, 4 & 9; and Core Skills A, B, C, D, E & F)****

**Learning Objectives**

***The student will be able to...***

- Conduct Ongoing Consultation and Future Planning with Customer
- Maintain “Trusted Advisor” Relationship

**Evaluation of student learning**

All coursework is based on an actual campus-wide Mercer County Community College security project. Initial phase is based on PowerZone (PZ) principles appearing in required text.

- Students will assign empirical values (PZ values) to various attributes of product, channels, customers and markets.
- Students will create comparative matrices on product, channels, competitors, etc., aligning PZ values to direct sales activity.

Students will create sales presentations including problem statement, proposed solutions, risk assessment, ROI, and implementation.

Evaluations:

- PowerZone Matrix Presentation (oral team presentation)
- Sales Presentation (written (via PPT) team presentation)
- Project Evaluation (customer assessment)
- Written Examination (Final)

**Academic Integrity Statement**

Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception.

- Students should never:
  - Knowingly represent the work of others as their own
  - Knowingly represent previously completed academic work as current
  - Fabricate data to support academic work
  - Use or obtain unauthorized assistance in the execution of any academic work
  - Give fraudulent assistance to other students
  - Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized. For a single violation the faculty member will determine the course of action. This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation. The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later) violation. The student has right to a hearing and also to appeal any decisions. These rights are outlined in the student handbook.