

Cover Sheet: Request 12878

Professional Selling Minor

Info

| | |
|------------------------|---|
| Process | Minor New/Close Ugrad |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Erica Studer-Byrnes erica.byrnes@warrington.ufl.edu |
| Created | 7/23/2018 3:57:25 PM |
| Updated | 10/12/2018 3:25:20 PM |
| Description of request | This submission requests the creation of a new minor, Professional Selling. |

Actions

| Step | Status | Group | User | Comment | Updated |
|--|-----------|---|-----------------|--|-----------|
| Department | Approved | CBA - Marketing 011708000 | Richard Lutz | | 7/23/2018 |
| Sales Minor Proposal Rev 03282018.docx | | | | | 7/23/2018 |
| College | Approved | CBA - College of Business Administration, Warrington | Renee Mathis | Approved by the College Faculty on 8/24/18. | 8/27/2018 |
| External Consultation Form--ECO.pdf | | | | | 7/23/2018 |
| AP for Undergraduate Affairs Notified | Notified | PV - Associate Provost for Undergraduate Affairs | | | 8/27/2018 |
| No document changes | | | | | |
| University Curriculum Committee | Commented | PV - University Curriculum Committee (UCC) | Andrew Figueroa | Added to September agenda. | 8/29/2018 |
| No document changes | | | | | |
| University Curriculum Committee | Commented | PV - University Curriculum Committee (UCC) | Lee Morrison | Per request from Tigert Hall, as this request came in after the submission deadline, it is being removed from the September agenda. It will be added to the October agenda. | 9/10/2018 |
| No document changes | | | | | |
| University Curriculum Committee | Commented | PV - University Curriculum Committee (UCC) | Lee Morrison | Added to October agenda. | 10/1/2018 |
| No document changes | | | | | |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 10/1/2018 |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |

| Step | Status | Group | User | Comment | Updated |
|---------------------|--------|-------|------|---------|---------|
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

Minor|New for request 12878

Info

Request: Professional Selling Minor

Description of request: This submission requests the creation of a new minor, Professional Selling.

Submitter: Erica Studer-Byrnes erica.byrnes@warrington.ufl.edu

Created: 7/23/2018 3:31:43 PM

Form version: 1

Responses

Existing Degree Program Name

Enter the name of the Degree Program.

Response:

Professional Selling

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the [Office of Institutional Planning and Research \(OIPR\)](#) to verify the CIP code for the existing degree program.

Response:

xxxxxx

Proposed Minor Name

Enter the name of the proposed minor. Example: Mathematical Modeling.

Response:

Professional Selling

Proposed Transcript Title (Maximum 50 characters)

Enter the transcript title of the proposed minor (50 character maximum, including spaces).

Response:

Professional Selling

Code

Enter the proposed two or three letter specialization code that would uniquely identify the minor in the student information system.

Response:

SEL

Credits

Enter the total required credit hours for the minor.

Response:

Number of Students

Enter the expected number of new students enrolled in this minor in the first three years.

Response:
60

Effective Term

Enter the term (semester and year) that the proposed minor would start.

Response:
Earliest Available

Effective Year

Response:
Earliest Available

Percentage of Credits Available Fully Online

Indicate the percentage of course credits that will be available through full online courses.

Response:
<50%

Percentage of Credits Available Off-Campus

Indicate the percentage of course credits that will be available away from the main Gainesville campus (including courses with onsite – off main campus meetings).

Response:
<25%

Rationale and Place in Curriculum

Describe the rationale for offering this new minor and having it on the transcript and the degree of its overlap with existing minors (both in the degree program and in other degree programs at the university), and a justification for any such overlap.

Response:
This minor helps fulfill key elements of the strategic vision of the college and university by strengthening our curriculum, preparing and managing the expectations of our graduates, and generating increased interest from recruiters and sponsors. The primary goal: augment students' education with the knowledge and skills necessary to be top-notch consultative sellers to make them more competitive and satisfied post-graduation.

Sales and personal selling has an unfortunate reputation. As older transactional selling techniques have given way to a higher-level consultative selling approach, what was once a vocational career is now a very analytical discipline demanding a blend of soft and hard skills that can only be achieved with the proper education. Marketing-related jobs such as account executive, account manager, account representative, business development, and financial planner are titles that obfuscate the basic fact that they are all positions that require high-level

sales skills and knowledge. Unfortunately, most leading business schools have ignored this area, possibly due to its reputation and prior non-analytical nature. Ignoring sales, however, has done a disservice to students (Cespedes & Weinfurter, 2016).

To continue to be competitive and employable, our graduates should have sales education. Over 50 percent of all college graduates and 80 percent of business graduates will have a sales-oriented position sometime in their career (Cespedes & Weinfurter, 2016; SEA, 2016). Further, graduates of university sales programs “ramp up” 50 percent faster than their non-sales educated peers and have 30 percent less turnover, saving companies an average of \$180,000 in company-related sales training costs for these graduates (SEA, 2016). Our ongoing dialogue with recruiters indicates that they are keenly aware of these facts and it informs their recruitment efforts.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for required or elective courses outside of the existing program.

Response:

The proposed minor incorporates ECO 2013 or ECO 2023. The Economics Department has offered their support of the inclusion of these courses in the Professional Selling minor.

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

| | |
|--------------|----------------|
| Department | Name and Title |
| _____ | _____ |
| Phone Number | E-mail |
| _____ | _____ |
| Comments | |
| | |

| | |
|--------------|----------------|
| Department | Name and Title |
| _____ | _____ |
| Phone Number | E-mail |
| _____ | _____ |
| Comments | |
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| Department | Name and Title |
| _____ | _____ |
| Phone Number | E-mail |
| _____ | _____ |
| Comments | |
| | |

PROFESSIONAL SELLING

MINOR

- [Home](#)
- [Undergraduate Catalog](#)
- [Colleges and Schools](#)
- [Business, Heavener School of](#)
- Retailing Minor

This minor provides students with the knowledge and skills necessary to be consultative sellers. Through the coursework students will develop a blend of hard and soft skills that are necessary to be successful in this very analytical discipline. Students who complete this minor will learn professional selling skills and techniques, gain knowledge necessary to properly administer a sales force, and be more prepared to start down an entrepreneurial path through knowledge of how to build, manage, and maintain a consultative sales force.

ABOUT THIS PROGRAM

- **College:** [Heavener School of Business](#)
- **Credits:** 22, completed with an overall 2.0 GPA in the minor and a cumulative 2.0 UF GPA
- **Contact:** [Email](#)
- [Overview](#)
- [Approved Electives](#)

All upper-division courses must be taken for letter grade (except for [MAR xxxx](#) (Professional Selling Seminar) and [MAR 494x \(Sales Internship\)](#)) at UF or via an approved study abroad program.

Students who completed [MAR 3023](#) at another Florida public university can petition the school to take a higher-level course in that discipline to satisfy requirements for the minor.

Flexible learning courses will not count toward the minor.

REQUIRED COURSES

| Code | Title | Credits |
|----------------------|--|--------------|
| Select one: | | |
| ECO 2013 ECO 2023 | Principles of Macroeconomics Principles of Microeconomics | 4 |
| ACG 2021 | Introduction to Financial Accounting ¹ | 4 |
| <u>MAR xxxx</u> | Professional Selling Seminar | 1 |
| <u>MAR 3023</u> | Principles of Marketing ¹ | 4 |
| <u>MAR 3400</u> | Professional Selling ¹ | 4 |
| MAR 4403 | Sales Management ¹ | 4 |
| <u>MAR 494x</u> | Sales Internship | 1-3 |
| Total Credits | | 22-24 |

Course List

¹ Course has prerequisites.

PROPOSAL for a MINOR in PROFESSIONAL SELLING

Executive Summary

This paper proposes a Sales Minor in the Warrington College of Business at the University of Florida while creating an associated dialogue among the WCB faculty and administration. This minor helps fulfill key elements of the strategic vision of the college and university by strengthening our curriculum, preparing and managing the expectations of our graduates, and generating increased interest from recruiters and sponsors. The primary goal: augment students' education with the knowledge and skills necessary to be top-notch consultative sellers to make them more competitive and satisfied post-graduation.

Background

Sales and personal selling has an unfortunate reputation. As older transactional selling techniques have given way to a higher-level consultative selling approach, what was once a vocational career is now a very analytical discipline demanding a blend of soft and hard skills that can only be achieved with the proper education. Marketing-related jobs such as account executive, account manager, account representative, business development, and financial planner are titles that obfuscate the basic fact that they are all positions that require high-level sales skills and knowledge. Unfortunately, most leading business schools have ignored this area, possibly due to its reputation and prior non-analytical nature. Ignoring sales, however, has done a disservice to students (Cespedes & Weinfurter, 2016).

To continue to be competitive and employable, our graduates should have sales education. Over 50 percent of all college graduates and 80 percent of business graduates will have a sales-oriented position sometime in their career (Cespedes & Weinfurter, 2016; SEA, 2016). Further, graduates of university sales programs "ramp up" 50 percent faster than their non-sales educated peers and have 30 percent less turnover, saving companies an average of \$180,000 in company-related sales training costs for these graduates (SEA, 2016). Our ongoing dialogue with recruiters indicates that they are keenly aware of these facts and it informs their recruitment efforts.

Proposed Curriculum

- [4 credits] ECO 2013 or ECO 2023 (or equivalent): Economics
- [4 credits] ACG 2021: Introduction to Financial Accounting
- [1 credit] MAR XXXX Professional Selling Seminar (may be taken twice, first time before semester 5)
- [4 credits] MAR 3023: Principles of Marketing (Semester 4 or 5)
- [4 credits] MAR 3400: Principles of Selling (Semester 5 or 6)
- [1-3 credits] Sales Internship (before Semester 7)
- [4 credits] MAR 4403: Sales Force Management (Semester 7 or 8)

Total of 22-24 credits

The only new course proposed is the Seminar. While not required, Sales Minors are encouraged to take retail electives as their schedule permits, as some sales internships and jobs have a retail focus. For marketing majors, this adds two courses and constrains their two marketing electives. For a minor in Professional Selling, study abroad should not be substituted for an internship experience. As MAR 4403 is an existing course with historical content, some changes have been made to dovetail with MAR 3400 yet still stand alone for marketing majors who do not wish to pursue a sales minor. The core courses (and changes) will be explained next.

MAR 3400 – Professional Selling is a basic survey course in professional selling. It is designed to teach students the importance of the selling role, provide them with basic professional selling skills and begin to prepare them for a future role in sales or sales management. The primary purpose of this course is to teach tangible sales skills that will be applicable in a business career. Additionally, selling skills are invaluable in a wider range of contexts, whether it be in a job search, selling

your own ideas, or simply being more persuasive in personal interactions. A secondary purpose of this course is to teach selling skills that will be useful across this wider range of applications.

Course Objectives:

1. Provide a comprehensive understanding of the role of the sales function.
2. Create an appreciation for the importance of building customer relationships and creating customer value through proper selling techniques.
3. Develop an understanding of the key stages of the customer interaction.
4. Understand tactical methods for prospecting, identifying customer needs, handling objections, closing, following up and creating partnership relationships.
5. Learn basic professional selling skills that will fuel business growth.
6. Learn to use role plays as a tool for mastering sales techniques.
7. Demonstrate the skills necessary to design and give a professional sales presentation.
8. Attain an understanding of the legal and ethical issues surrounding the sales function.

Sales is an interactive process and therefore students are required to remain engaged through lectures and demonstrations, as well as through submission of regular exercises and assignments.

MAR 4403 – Sales Management (or Sales Force Management, SFM) is intended to be a management-oriented course that expands on personal selling techniques while giving students the knowledge necessary to properly administer a sales force. It would be naive to assume marketing students will be a top-level sales manager upon graduation. This course works to arm students with the knowledge of how a good sales force should operate while looking for the pitfalls of a potentially bad management structure. Students can leverage this knowledge to identify firms that would likely grow their career, rather than stifle it. For those students looking to start down an entrepreneurial path, knowledge of how to properly build, manage, and maintain a consultative sales force is critical for early growth.

Course Objectives:

1. Recognize the key drivers of change in selling and sales management.
2. Understand the best practices in selling that lead to exceeding customer expectations.
3. Explain the historical basis for stereotypical views of selling in society.
4. Identify and explain key success factors for salesperson performance.
5. Discuss and give examples of different types of selling jobs.
6. List and explain the role of various participants in an organizational buying center.
7. Outline the stages in organizational buyer decision making.
8. Understand the difference between transactional selling and consultative selling.
9. Learn the key elements of personal selling, understanding the importance of value & mutually beneficial relationships.

The challenge of the current stand-alone SFM course can be reduced to two key, related issues. First, while some students enter SFM having some sales experience, not all do. Thus, SFM must “ramp” students up to understand the basic elements of personal selling. A single lecture in the MAR 3023 class is not enough for this skill-based discipline, which requires substantial time to be dedicated to personal selling topics and skill-building. This leads to the second issue; the course is very dense and as a result, getting a deeper treatment of sales management issues wedged into the course is challenging.

With the addition of Personal Selling (MAR 3400), this affords us an opportunity to prepare those students who wish to have those skills built or enhanced before taking MAR 4403. Adding MAR 3400 as a prerequisite is not necessary, as often students do have the necessary skills and should be permitted to take SFM without that course. With this change, however, juniors who have open credits should be encouraged to take MAR 3400 before MAR 4403. For a minor, a strong understanding is incumbent for coaching, and both courses would be required.

Professional Selling Seminar

A single-credit course with S/U grading will be used to explore sales through industry speakers and light, dynamic workshops. The philosophy of the seminar is to guide students beyond the clichés and stereotypes that hinder entry into the field while giving them a taste of the knowledge and skills that will be built through the major. This course is designed to be fun and engaging while still informative and useful.

Course Objectives

- Provide an overview of the role of professional selling
- Create an appreciation for the importance of building customer relationships and creating customer value through proper, consultative selling techniques
- Develop a basic understanding of the importance of the sales function to the overall strategy and growth of a firm
- Learn how professional selling skills and sales management strategies can fuel business growth
- Gain a broad perspective of the interaction of the sales function with other functions within a firm
- Understand how professional selling fits into the career path of marketing and business majors
- Discuss and Evaluate how current topics affect business, marketing, and sales

Sales Internship

Students graduating with a sales minor should demonstrate a knowledge of the industry. Currently, we have verified opportunities for 25 to 35 students each year, with some companies rapidly expanding. Internships must be vetted for mentoring and growth. “Churn-and-burn” sales internships do exist and do more damage than good.

Teaching Objectives by Course

The following table summarizes the entire curriculum required for receipt of a minor in sales. (Key: 1=Major emphasis, 2=moderate emphasis, 3=minor emphasis, blank=no emphasis)

| Topic | MAR3400 Professional Selling | MAR4403 Sales Management | MAR 4933 Sales Seminar | MAR4933 Internship |
|---|------------------------------------|--------------------------------|------------------------------|-----------------------|
| Role of Sales | 1 | 3 | 1 | 2 |
| Ethical and Legal Considerations in Sales | 2 | 1 | 3 | |
| Goal Setting | 2 | 2 | | |
| Buyer/Seller Processes | 1 | 3 | | |
| Customer Segmentation | 1 | 3 | | |
| Personality and Adaptive Selling | 1 | 3 | | |
| Call Planning and Preparation | 1 | 2 | | |
| Prospecting and Territory Management | 1 | 1 | | |
| Building Customer Rapport | 1 | 3 | | |
| Needs Analysis and Needs Satisfaction | 1 | 1 | | |
| Handling Objections & Gaining Commitment | 1 | 3 | | |
| Building Long-Term partnerships | 1 | 1 | 3 | |
| Role Plays, Participation, and Interactive Exercises | 1 | 1 | 2 | 1 |
| Guest Speakers | 3 | 2 | 1 | |
| Sales Analytics | 3 | 1 | 2 | 3 |
| Case Studies | 2 | 2 | | 1 |
| Hiring | | 1 | 3 | |
| Training and Development | | 1 | 3 | |
| Compensation | | 1 | 3 | |
| Motivations and other Incentives | | 1 | 3 | |
| Sales Management Systems | 3 | 1 | 2 | 2 |
| Sales Strategy | | 2 | 1 | 2 |
| Sales Innovations | | | 1 | 1 |
| Current Issues | 3 | 2 | 1 | 1 |
| Industry Trends | 3 | 3 | 1 | 1 |