

# Cover Sheet: Request 11933

## Professional Selling

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Shawn Lee shawn.lee@warrington.ufl.edu
Created	10/17/2017 2:10:22 PM
Updated	11/16/2017 9:08:53 AM
Description of request	This 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.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CBA - Marketing 011708000	Shawn Lee		10/17/2017
No document changes					
College	Approved	CBA - College of Business Administration, Warrington	Shawn Lee	Approved at the College General Faculty Meeting 11/15/17	11/16/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/16/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 11933

### Info

**Request:** Professional Selling

**Description of request:** This 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.

**Submitter:** Shawn Lee shawn.lee@warrington.ufl.edu

**Created:** 10/17/2017 1:58:49 PM

**Form version:** 1

### Responses

**Recommended Prefix**MAR

**Course Level** 4

**Number** XXX

**Category of Instruction** Advanced

**Lab Code** None

**Course Title** Professional Selling

**Transcript Title** Professional Selling

**Degree Type** Baccalaureate

**Delivery Method(s)** 4136,4137 On-Campus, Off-Campus

**Co-Listing** No

**Co-Listing Explanation** Undergraduates

**Effective Term** Fall

**Effective Year** 2018

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 4

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 4

**Course Description** This 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.

**Prerequisites** MAR 3023 - Principles of Marketing

**Co-requisites** N/A

**Rationale and Placement in Curriculum** The primary purpose of this course is to teach tangible sales skills that will be applicable in a business career. Students graduating with sales skills are likely to be differentiated from others favorably thus accelerating their career advancement. A sales-oriented job role early in the career of a college graduate provides a unique opportunity to let the graduate's own personal actions and skills be directly recognized through the generation of measurable results. 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** The objectives of this course are to:

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.

**Course Textbook(s) and/or Other Assigned Reading** Castleberry, S.B. and Tanner, J.F. (2014), *Selling: Building Partnerships*, 9th Edition, McGraw-Hill Publishing.

**Weekly Schedule of Topics** COURSE SCHEDULE – REVISED 09/125/17

Week	Date	Topic	Reading and Pre-Class Preparation	Due
1	8/22	Introduction to the Course;		
Sales Careers Syllabus				
1	8/24	Goal Setting in Sales;		
A Model for Professional Selling;				
Sales Call Reporting Format Goal Setting with a 135 Practice Quiz, Your Goals				
2	8/29	Selling and Salespeople	CT Ch. 1	Individual Paper 1
2	8/31	Buyer Behavior and Buying Process I	CT Ch. 3	Exercise 1
3	9/5	Buyer Behavior II; Prospecting	CT Ch. 6	Your DISC
	9/7	Buying Experience Review of Indiv Paper 1		Individual Paper 2
4	9/12	Personality and Adaptive Selling I	CT Ch. 5	Your DISC
4	9/14	Adaptive Selling II	Your DISC	Adaptive Selling Worksheet
5	9/19	Quiz 1	Quiz 1	
5	9/21	Communication/Planning the Sales Call	CT Ch. 4 & 7	Exercise 2
6	9/26	Making the Sales Call	CT Ch. 8	Exercise 3
6	9/28	Building Rapport/Gaining Trust	CT Ch. 8	Exercise 4
7	10/3	Effective Questioning	CT Ch. 8	Exercise 5
7	10/5	Guest Speaker - TBA		
8	10/10	Needs Analysis – Role Plays/Simulation		Exercise 6
8	10/12	Features and Benefits – Role Plays/Simulation		Exercise 7
9	10/17	Quiz 2	Quiz 2	
9	10/19	Sales Tools, CRM, Handling Objections I		CT Ch. 9& 10
		Exercise 8		
10	10/24	Handling Objections II – Role Plays/Simulation		Testimonials, Proof Sources, Statistics
		Exercise 9		
10	10/26	Guest Speaker – Doug Burtch, VP Sales, Farmers Insurance		
11	10/31	A Sales Career - Review of Indiv Paper 2		Exercise 10
11	11/2	Closing the Sale	CT Ch. 11	Exercise 11
12	11/7	Building Partnering Relationships	CT Ch. 13	Exercise 12
12	11/9	Long-Term Partnerships	CT Ch. 14	Exercise 13
13	11/14	Quiz 3	Quiz 3	
13	11/16	Preparing a Call Plan – Review Indiv Paper 2		Individual Paper 3
14	11/21	Putting it All Together – Role Plays/Simulation		Exercise 14
14	11/23	Thanksgiving – No Class		
15	11/28	Putting it All Together – Role Plays/Simulation		Exercise 15
15	11/30	Ethical and Legal Issues in Selling, Comprehensive Review		CT Chapter 2
		Individual Paper 4		
16	12/5	Quiz 4	Quiz 4	

**Links and Policies** This is a blended class with some students attending live and others participating online. Therefore, depending upon class enrollment, opportunities for broad classroom participation may be somewhat limited. However, sales is an interactive process and therefore you will be required to remain engaged through lectures and demonstrations, as well as through submission of regular exercises and assignments. If you are not engaged, there is a high probability that you will miss critical information that will be included on the quizzes and exams and likely reflected in your final grade. Therefore, regular attention to lectures and assignments is required. All assigned reading should be completed on a timely basis. Assignments are due as noted in the Assignment Description and Course Schedule sections of this Syllabus. Quizzes and exams will cover everything that is assigned reading or spoken in class by faculty, students or guests. They are closed book.

**TEACHING PHILOSOPHY**

If things go as expected, you will likely graduate from one of the best universities in the country with a degree that will help you achieve your career and life goals. By encouraging you to perform at the highest possible level, I am improving the probability that you will become one of UF's high achieving alumni. Additionally, I am preserving the reputation of the University of Florida and the Warrington

College of  
Business. Being a proud UF Alumni myself, anything less is unacceptable.

High achievers are typically committed to a lifetime of continual learning. My teaching philosophy is that if you plan to be a high achiever in life, learning is YOUR choice, YOUR responsibility and a critical component of YOUR future success. My role in your learning is to provide the content as well as challenge you through relevant exercises and insightful discussion of real-life issues. Meaningful and relevant content will allow you to learn and improve your skills. Regular exercises will assist you in the learning process and move you toward mastery of key knowledge and skills. Challenging and insightful discussion of real world issues will teach you how to think and gain a sense of the reality of a sales role. The rest will be up to you.

Quizzes and exams will be closed book and will cover everything that is assigned reading or spoken in lectures by either faculty or featured guests. The quizzes and exams are not designed to be unreasonably difficult but rather to test your level of effort as well as your mastery of the selling concepts that were covered in the class. Mastery is usually accomplished by a combination of preparation, participation, repetition and feedback. If you complete the assignments and participate cheerfully, energetically and thoughtfully, you will begin the process of mastering the selling function and should have little difficulty with the exams.

#### A Note about Effort and Honor

Because this is an online class, it will be difficult to determine your level of effort. I will not truly know whether or not you completed your assignments and exams on your own or in collaboration with another student. Although I encourage collaboration during the learning process, I will assume that all submitted assignments will be a result of your own original work and not the work of another student. I also assume that you will complete your exams as intended without any collaboration, reference material, or open books. How you perform here will be an indicator of how you will perform later in a real-world situation. If you cut corners or act dishonestly here, you will have a higher likelihood of substandard performance later. If you work hard here, you will likely be a high performer later. Either way, you will be discovered eventually and rewarded accordingly. I sincerely hope that you will be honorable, expend sufficient effort to earn the grade you desire, and submit only your own original work.

#### The UF Academic Honor System

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge: On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work, please read the policies about academic honesty and if needed, ask for clarification of its expectations (<http://www.dso.ufl.edu/judicial>).

#### OTHER ITEMS

Students will also need a laptop computer with a camera and access to Canvas, Skype, Word, Excel, PowerPoint or equivalent plus interactive software to be determined. In certain cases, students will be asked to record videos of role plays/simulations for submission.

#### ASSURANCE OF LEARNING OBJECTIVES

Each program at the Warrington College of Business Administration has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program. The following goals and objectives are specifically mapped onto MAR4933:

Goal 1: Demonstrate competency in and across business disciplines.

1A. Demonstrate knowledge and understanding of elements of economics, finance, accounting, marketing, operations management, organizational behavior, business law, information technology, and business statistics.

Goal 2: Apply appropriate problem-solving and decision-making skills.

- 2A. Specify and implement a framework for identifying a business problem and develop alternative solutions and a set of evaluation criteria.  
2B. assess the outcomes of a course of action and make appropriate adjustments.

Goal 3: Possess effective communications skills.

3B. Speak in groups and in public clearly, concisely, and analytically, with appropriate use of visual aids.

Goal 4: Appreciate the ethical and legal aspects of business.

4A. Define and explain legal, ethical, and social responsibilities of organizations.

#### STUDENT LEARNING OUTCOMES (SLO) IN THE MARKETING (SALES) AREA

The Academic Learning Compact for the undergraduate business major defines the skills and knowledge necessary to master that discipline. Each course within the major plays a particular role, specified by the Student Learning Outcomes for that course. The SLOs for MAR4933 have been defined as shown below. The course content is broader than these SLOs, which set a minimum standard.

**Consumer Behavior:** Students will develop an understanding of consumer motivation and decision processes at the buyer-seller interface.

**Market/Customer Segmentation:** Students will gain an understanding of how the market and customer segmentation matches the product offering through the application of needs analysis and feature/benefit selling strategies.

**Product Positioning:** Students will learn how the product positioning fits within the consumer's perception of the need for the product.

**Advertising:** Through interpersonal communication, students will learn how the sales function creates a message to the consumer.

**Pricing:** Students will learn the price/value tradeoff as it is determined by the customer.

**Distribution:** Students will learn the importance of the value chain by their direct interaction with customers throughout the sales cycle.

**Marketing Strategy:** Students will learn to match the selling strategy with the marketing strategy of the firm.

#### ADDITIONAL INFORMATION AND RESOURCES

##### ADA Policy

The University of Florida provides high-quality services to students with disabilities, and I encourage you to take advantage of them. Students with disabilities needing academic accommodations should:  
1) Register with and provide documentation to Disability Resources (<http://www.dso.ufl.edu/drp/>), and  
2) Submit an email to the instructor from this office indicating that you need academic accommodations. Please do this within the first week.

##### Attendance Policy

Attendance in the live class is welcomed but not mandatory for online classes. However, regular engagement is expected. Requirements for participation and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students are responsible for satisfying all academic objectives and completing assignments as defined by the instructor. Make-up assignments or late submission will only be allowed for those students who provide appropriate evidence of legitimate obstacles. In general, acceptable reasons for not remaining current with class work includes illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, jury duty, subpoenas and participation in official university activities such as music performances, athletic competition or debate.

You cannot participate in classes unless you are registered officially or approved to audit with

evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

#### Counseling and Mental Health Services

In the event a student needs access to university counseling services and mental health services, they may contact: 392-1575, or <http://www.counseling.ufl.edu/cwc/Default.aspx>. For any additional emergencies, students may contact University Police Department: 392-1111 or 9-1-1 for emergencies.

#### Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be notified when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

#### Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact one of the following the UF Help Desk resources at: [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu), (352) 392-HELP (select option 2) or <https://lss.at.ufl.edu/help.shtml>.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for counseling and wellness resources, disability resources, library help support and resources for handling student concerns and complaints. Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

#### Illness Policy

If you are absent from classes or examinations because of illness you should contact the professor via email PRIOR to class. You should contact your college by the deadline to drop a course for medical reasons. After the college petition deadline, you can petition the University Committee on Student Petitions to drop a course for medical reasons. The university's policy regarding medical excuse from classes is maintained by the Student Health Care Center.

#### Religious Holidays

The Florida Board of Education and state law govern university policy regarding observance of religious holidays. The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

#### Twelve Day Rule

Although it is highly unlikely for an online class, students who participate in athletic or extracurricular activities are allowed some flexibility in assignment or exam due dates, limited to 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled.) Instructors must be flexible when scheduling exams or other class assignments. The 12-day rule applies to individual students participating on athletic or scholastic teams. Consequently, a group's schedule that requires accommodating more than 12 days should be adjusted so that no student is unable to complete their assignments more than 12 scholastic days. It is the student's responsibility to maintain satisfactory academic performance and attendance.

## Wellness - U Matter, We Care

Your well-being is important to your Faculty and to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

## DISCLAIMER/RESERVATION OF RIGHT TO MAKE CHANGES

This syllabus represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning opportunity. Quiz and Exam dates will not be subject to change except in the case of extreme emergencies. Changes to other exercises or assignments are not unusual and will be communicated in writing.

## Grading Scheme ASSIGNMENTS, PERFORMANCE EVALUATION AND CLASS SCHEDULE:

### Grading Scale:

The grading scale will be as follows, based upon the 200 points attainable as listed below:

Grade	GPA	Score
A	4.00	93.0% or above
A-	3.67	90.0-92.9%
B+	3.33	87.0-89.9%
B	3.00	83.0-86.9%
B-	2.67	80.0-82.9%
C+	2.33	77.0-79.9%
C	2.00	73.0-76.9%
C-	1.67	70.0-72.9%
D	1.00	60.0-69.9%
E	0.00	Less than 60.0%

The Professor reserves the right to adjust ("curve") the grading scale if necessary to obtain a proper stratification of performance among the class. Information on current UF grading policies can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

There are a total of 200 points to be earned throughout the course. Your grade will be determined based upon the following point assignments:

Individual Papers (4)	40 points (10 points each)
Exercises	40 points
Role Plays/Simulations/Participation	40 points
Quizzes (4)	80 points (20 points each)
TOTAL	200 points

### Individual Papers (2)

Papers must be your own original work. To assure originality, all papers will be subject to review via Turnitin.com. Papers that are found to include substantial plagiarized material will be given a score of zero.

### Individual Paper 1: Your Sales Role

Assume that you received an offer from an incredible company to enter their Leadership Development Program. Your first assignment is to become a Territory Sales Representative for one of their products. Pick the company from the Fortune 500 and pick a large product from that company. Throughout this term, you are going to learn how to sell this product for this company. For this paper, describe the company and the product that you will be selling. Your paper should be 1000 words or less, Times New Roman, 12 font, single spaced. Be prepared to have it shared with the class.

- Describe the company.
- Describe the product. What makes it special?
- Describe the markets and the customers.

- Describe the buying/selling process.
- Describe the logistics of delivering the product, the support systems required, any after-sale supplies, financing required, payment terms, and anything else that the customers will be interested in.

#### Individual Paper 2: Buyer Experience 1

Go shopping for something that you truly intend to buy someday. The item must be over \$500 in value. Think about something interesting and complex. Your objective is to observe the selling skills of the salesperson that you encounter. Your paper should be 1000 words or less, Times New Roman, 12 font, single spaced. Be prepared to share it with the class.

- Describe the product. Identify the specific features of the product, how it works, why you want it.
- Briefly describe your specific needs. What do you want the product to do for you? What are the deal breakers that would prevent you from buying it?
- Describe the salesperson.
- Describe the sales process:
  - o Who did the talking? What questions were asked? What did you say?
  - o How was their product knowledge? Did they relate product to your needs?
  - o Did they ask you to buy it (close)?
  - o What were your concerns or objections? Did the salesperson address them? How?
- Buyer experience – How did the salesperson make you feel? Would you buy from them?

#### Individual Paper 3: Professional Sales Call Plan

For the third paper, you will prepare for a sales call. You will write out your call plan and how you will handle the interactions. Follow the model we have used in class. Your paper should be 1200-1500 words, Times New Roman, 12 font, single spaced. Be prepared to share it with the class. Your paper should cover the following information:

- Describe the product you are selling. Features, benefits, price, etc.
- Describe the target customer. Describe their use for the product.
- Write out your introductory opening statements and your rapport building strategy.
- Write out 5 open questions that you think will get the customer to talk freely about their need for your product.
- Write out 5 closed questions that will give you some specific information about their needs.
- List the top 5 features of your product. Write out your feature/benefit statement for each.
- List the top 5 objections that you anticipate. Write out your response to each.
- Write out 2 closing statements.
- Assuming you made the sale, write out the follow up email or letter.

#### Individual Paper 4: Buyer Experience 2

Now that you have some sales knowledge, go shopping again. It can be for the same product but it CANNOT be the same salesperson. The item must be something that you truly intend to buy someday and over \$500 in value. Think about something interesting and complex. Your objective is to once again observe the selling skills of the salesperson that you encounter. Your paper should be 1500 words or less, Times New Roman, 12 font, single spaced. Be prepared to share it with the class.

- Describe the product. Identify the specific features of the product, how it works, why you want it.
- Briefly describe your specific needs. What do you want the product to do for you? What are the deal breakers that would prevent you from buying it?
- Describe the salesperson:
  - o First impression – Clothing, greeting, appearance, handshake.
  - o Initial interaction – First several sentences? Questions or statements?
  - o Rapport – Did you like them at first? Why?
- Sales process:
  - o Who did the talking? What questions were asked? What did you say?
  - o How was their product knowledge? Did they relate product to your needs?
  - o Did they ask you to buy it (close)?
  - o What were your concerns or objections? Did the salesperson address them? How?
- Buyer experience – How did the salesperson make you feel? Would you buy from them?
- Salesperson Rating – Based upon your experience with the salesperson (i.e. not the product features), what grade (A-Excellent through F-Failure) would you give them? Why that grade?

#### Daily Exercises and Role Plays

Learning to be an effective salesperson is best accomplished through an interactive and participative



process. This being partially an online class, it is somewhat difficult to create a situation whereby all students have an equal opportunity to participate in live role plays in the classroom. Students that are attending live in the classroom will participate in role plays. Those watching, whether it be in class or online, will be asked to provide meaningful feedback. We will also utilize Skype (or equivalent) and/or video recordings to allow online students an equal opportunity to participate in role plays and receive feedback.

Students will be asked to submit responses to daily or weekly exercises that will provide an opportunity to demonstrate mastery of the techniques taught. Your grade will be determined based upon your mastery of the skills being taught and the quality of the feedback to and from your role play partners.

#### Quizzes and Exams

Prior to the first quiz, you will be required to register for the UF Online exam proctoring service at ProctorU.com. You will receive information about ProctorU.com in a separate document.

There will be four quizzes during the term, worth 25 points each. They will be multiple choice or short answer and closed book. They will be designed to test your mastery of all material covered to date, with emphasis on the material covered since the last quiz. Please know in advance that if you ask "Will this be on the test?" the answer is going to be "Yes, probably."

Please note that in previous similar classes, the students with the best attendance record and most vigorous participation also tended to perform best on the quizzes and exams.

#### DISCLAIMER/RESERVATION OF RIGHT TO MAKE CHANGES

These assignments and the course schedule represent the current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning opportunity. Quiz and Exam dates will not be subject to change except in the case of extreme emergencies. Changes to other exercises or assignments are not unusual and will be communicated in writing.

**Instructor(s)** Steve Tufts  
Clinical Professor  
Marketing Department