

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	2/14/2019 4:30:23 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	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	Recycled for external consults; Sales & Engineering, Management and Sales in Agribusiness	10/17/2018
Professional_Selling_Minor_Catalog_Copy.pdf					10/12/2018
College	Approved	CBA - College of Business Administration, Warrington	Renee Mathis		2/14/2019
ExternalConsultation_CALS.pdf					2/14/2019
ExternalConsultation_EG.pdf					2/14/2019

Step	Status	Group	User	Comment	Updated
AP for Undergraduate Affairs Notified	Notified	PV - Associate Provost for Undergraduate Affairs			2/14/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/14/2019
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					

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 Professional Selling

CIP Code xxxxxx

Proposed Minor Name Professional Selling

Proposed Transcript Title (Maximum 50 characters) Professional Selling

Code SEL

Credits 24

Number of Students 60

Effective Term Earliest Available

Effective Year Earliest Available

Percentage of Credits Available Fully Online <50%

Percentage of Credits Available Off-Campus <25%

Rationale and Place in Curriculum 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 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	

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

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

Department Food and Resource Economics	Name and Title Lisa House, Interim Chair and Professor
Phone Number 294-7653	E-mail lahouse@ufl.edu
<p>Comments</p> <p>There is some overlap between the proposed minor and the existing Management and Sales in Agribusiness minor. There are many similar requirements, although our marketing and management courses focus on the food and agribusiness industry. The biggest place the minors differ is in the required internship. The major overlap is that we also teach a sales course (AEB 3341, Selling Strategically) that could substitute for MAR 3400 (honestly this is where I would have expected to have been consulted as the new MAR course is an overlap to our existing course). As AEB 3341 is also offered online and as part of UFO, perhaps it could be included as an option in this minor.</p>	

Department _____	Name and Title _____
Phone Number _____	E-mail _____
<p>Comments</p>	

Department _____	Name and Title _____
Phone Number _____	E-mail _____
<p>Comments</p>	

Studer-Byrnes, Erica L

From: Taylor, Curtis
Sent: Monday, December 3, 2018 9:56 AM
To: Studer-Byrnes, Erica L
Subject: Re: External Consultation Requested for Professional Selling Minor

Erica,

I have consulted with our departments, and the College does not have issues with the proposal.

Thank you,
Curtis

Dr. Curtis Taylor, Ph.D.

*Associate Dean for Student Affairs
Associate Professor of Mechanical and Aerospace Engineering*



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On Nov 14, 2018, at 12:24 PM, Taylor, Curtis <taylor@eng.ufl.edu> wrote:

Erica,

Thanks for reaching out to Emma. I will review the request before the end of the week and get back to you.

Curtis

Dr. Curtis Taylor, Ph.D.

*Associate Dean for Student Affairs
Associate Professor of Mechanical and Aerospace Engineering*
<HWCOE-UF.jpg>

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On Nov 14, 2018, at 10:47 AM, Studer-Byrnes, Erica L
<erica.byrnes@warrington.ufl.edu> wrote:

Dr. Taylor,

I wanted to let you know that I reached out to Ms. Abercrombie to inquire about scheduling a time for us to discuss the request from the Heavener School to have an external consultation with your program (see email thread below). I look forward to connecting to discuss this soon!

Best,
E

—

Erica L. Studer-Byrnes, Ph.D.

*Associate Director
Heavener School of Business*

WARRINGTON COLLEGE OF BUSINESS
UNIVERSITY OF FLORIDA

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Heavener Hall 100
PO Box 117160, Gainesville, FL 32611

WARRINGTON.ufl.edu

<image002.jpg>

From: Studer-Byrnes, Erica L
Sent: Tuesday, November 6, 2018 12:08 PM
To: Taylor, Curtis <taylor@eng.ufl.edu>
Subject: RE: External Consultation Requested for Professional Selling Minor

Dr. Taylor,

I wanted to follow-up on our request below for an external consultation for a minor in professional selling that is being proposed by the Warrington College of Business. Is there some time this week that you and I could briefly speak to discuss?

Appreciatively,
E

Erica L. Studer-Byrnes, Ph.D.

*Associate Director
Heavener School of Business*

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<image005.jpg>

From: Studer-Byrnes, Erica L

Sent: Wednesday, October 17, 2018 11:25 PM

To: Taylor, Curtis <taylor@eng.ufl.edu>

Subject: External Consultation Requested for Professional Selling Minor

Dr. Taylor,

I am writing to you to request your review, input, and consultation on the professional selling minor being proposed by the Warrington College of Business (relevant documents attached). Over the past six months, the faculty of the Marketing department in Warrington have been benchmarking the professional selling sub-discipline within their department. Having recently added a new course in this area as well as revamping a second course in this sub-discipline, the department has been exploring how to best align the academic resources with market and student demand. As you will see in the attached documents, there is strong market demand for business graduates (and bachelor level graduates in general) with skills related to sales.

The faculty in the marketing department have created a minor that intends to provide 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 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.

I am aware that your college has academic infrastructure that aligns with sales and professional selling. Based on this, we invite your input and consultation on our proposed academic minor for undergraduates. If you would prefer to discuss this

proposal in person, I would be more than happy to schedule a time for us to meet.
Please let me know what works best for you.

Best,
E

—

Erica L. Studer-Byrnes, Ph.D.

*Associate Director
Heavener School of Business*

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<image006.jpg>

PROFESSIONAL SELLING

MINOR

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- [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