

"Nothing happens until somebody sells something."

-Thomas J. Watson, among others

Course: ENT6930 – Entrepreneurial Selling
Professor: Steven D. Tufts, Stuzin 100D (in the Retail Center)
Email: Steve.Tufts@warrington.ufl.edu
Office Hours: MW 11:00am-1:00pm
Term: Summer B 2017
Section: 4A31
Time: MW 1-2, 8:00am-10:45am
Location: Hough - Room HGS250

COURSE DESCRIPTION

This is a basic survey course in professional selling with emphasis on selling in an entrepreneurial setting whether it be in an early-stage firm or an innovative corporate environment. It is designed to teach future entrepreneurs 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.

COURSE OBJECTIVES:

The objectives of this course are to:

1. Provide a comprehensive understanding of the role of the sales function in entrepreneurial ventures.
2. Create an appreciation for the importance of building customer relationships and creating customer value through proper selling techniques.
3. Learn basic professional selling skills that will fuel the growth in early stage initiatives.
4. Develop an understanding of the key stages of the customer interaction.
5. Understand tactical methods for prospecting, identifying customer needs, handling objections, closing, following up and creating partnership relationships.
6. Discuss ethical considerations in the sales role.
7. Study and understand various approaches used by successful salespeople.
8. Learn to use role plays as a tool for mastering sales techniques.
9. Demonstrate the skills necessary to design and give a professional sales presentation.

COURSE REQUIREMENTS:

Sales is an interactive process. You must be present to gain the full benefit of the class. If you are absent, there is a high probability that you will miss critical information that will be included on the quizzes and exams and therefore reflected in your final grade. Therefore, attendance is required unless there is an approved absence granted in writing (via email) in advance. All assigned reading should be completed prior to class. 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.

TEACHING PHILOSOPHY

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 and the environment as well as challenge you through insightful discussion of real-life issues. Meaningful and relevant content will allow you to learn and improve your skills. A productive learning environment allows you the best chance of achieving the highest level of learning possible. Challenging and insightful discussion will teach you how to think and express your ideas. The rest will be up to you.

Sales is an interactive process. You must be regularly engaged to gain the full benefit of the class. Therefore, attendance and regular participation is required unless there is an approved absence granted in

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writing (via email) in advance. If you are not participating regularly, there is a high probability that you will miss critical information that will be reflected in your final grade.

Quizzes and exams will be closed book and will cover everything that is assigned reading or spoken in class by either students, 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.

REQUIRED TEXTBOOK

Castleberry, S.B. and Tanner, J.F. (2014), *Selling: Building Partnerships, 9th Edition*, McGraw-Hill Publishing.

OTHER ITEMS

The following textbook is not required specifically for this course but since it is used in other MSE classes, we will refer to it occasionally for context and perspective:

Spinelli, S. and Adams, R. (2011), *New Venture Creation, 9th or 10th edition*, McGraw-Hill Publishing.

Students will also need a laptop computer, Word, Excel and PowerPoint or equivalent.

GRADING SCALE:

The grading Scale will be as follows:

<u>Grade</u>	<u>GPA</u>	<u>Score</u>
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

Information on current UF grading policies can be found at:

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

ASSIGNMENTS AND PERFORMANCE EVALUATION:

Your grade will be determined based upon the following assignment weightings:

Individual Papers (2)	20%
Group Project	15%
Role Plays/Class Participation	20%
Quizzes (2)	20%
Final Exam	<u>25%</u>
TOTAL	100%

Individual Papers (2)**Individual Paper 1: Conceive of Your Own Entrepreneurial Firm – Due July 3 at 8am**

For your first paper, you are asked to conceive of your own entrepreneurial firm. The firm must require a REAL sales function rather than selling to “walk-in” business. This eliminates businesses such as restaurants, boutiques, bars, etc. If you already have an entrepreneurial firm, you can use that one. If you don’t have a firm, invent one that is as close as possible to a potential future firm that you would like to start. If you don’t have an idea, or you want to keep your ideas confidential, invent a firm of your own creation. This firm will be used in future exercises so pick something that you are passionate about. Your paper should not exceed 2 pages, Times New Roman, 12 font, single spaced. Be prepared to discuss it in class.

- Describe the general idea.
- Describe the product in some detail. Identify the specific features of the product, how it works, why it is special, cost to manufacture, price to customer, etc.
- Describe the market. Who are the customers? Where are they to be found? Are there multiple market segments? What are their needs? Why would they buy the product?
- Describe the sales function as you see it now. How will you find customers? What do you think is required of the sales people?

Individual Paper 2: Entrepreneurial Selling Analysis – DUE July 10 at 8am

For the second paper, you will conduct a comprehensive interview with a successful entrepreneur. The entrepreneur cannot be a direct family member nor can it be someone that is or was your employer. Your objective is to learn how the sales role evolved as the firm grew. Your paper should not exceed 4 pages, Times New Roman, 12 font, single spaced. Be prepared to discuss it in class. Your paper should cover the following information:

- Briefly describe the company, its markets, products and history.
- Briefly describe the entrepreneur’s background and current role.
- Briefly describe the marketing strategy for the company.
- Describe the selling function:
 - How did it work in the early stages of the firm? What was the founder’s involvement in the sales function when the firm was launched?
 - How does it function now? Compensation? Management? Systems? Hiring? Training?
 - What changes are anticipated in the sales function over the next 3-5 years?
- Critique the evolution of the sales function. What would the entrepreneur do differently during the early stages of the firm? What mistakes were made?
- Conclusions: Give 2-3 things about the sales role that you believe contributed to the success of the firm. Give 2-3 things that you learned that surprised you.

Group Project**Entrepreneurial Firm Analysis – PowerPoint Slides DUE July 30 at 11pm**

Working in groups of 3-5 people, select an entrepreneurial firm that has been highlighted in the past 2 years in one of the national magazines such as *Inc.*, *Success*, *Entrepreneur*, *Forbes*, *Fortune* or equivalent. The firm should NOT be a retail establishment, restaurant or any other firm that relies on walk-in customers. Pick a firm with a real sales function. Through independent research (i.e. NOT exclusively from the magazine article) perform an analysis of their sales strategy. Submit a PowerPoint presentation of no more than 8 slides. Briefly describe the firm's history, products, markets, and people. Describe and assess their current sales organization and sales strategy relative to their company's overall strategy. Make suggestions about how they might improve their results and why. Elect 1-2 people from your group to present your findings within a 10-minute time limit. You will all receive the same grade based upon the analysis and the presentation.

Role Plays and Class Participation

Learning to be an effective salesperson is best accomplished through an interactive and participative process. Throughout the term, you will be asked to develop your selling skills through role plays with other students. Your grade will be determined based upon your mastery of the skills being learned and the quality of your feedback to and from your role play partners.

Additionally, you are expected to cheerfully and energetically participate in classroom discussions. Participate in class as if you are in a networking group from which you expect to someday generate sales for your firm. Accordingly, your grade will NOT be based upon the *quantity* of your contributions but rather on the *quality* of your commentary, the *thinking* behind it and the *reception* of your classmates.

Quizzes and Final Exam

There will be two quizzes during the term, weighted 10% each. They will be 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.

There will be a comprehensive final exam administered on the last day of class. It will also be closed book. It will be taken in class and limited to one hour for completion. It will cover virtually everything that was assigned as reading, covered in the lectures and discussed by students or guests. It will be designed to determine if your overall effort throughout the term resulted in some level of mastery of the entrepreneurial sales function. Please know in advance that if you ask "Will this be on the quiz/final?" the answer is going to be "Yes, it might be."

COURSE SCHEDULE – Subject to Change

<u>Week</u>	<u>Date</u>	<u>In-Class Activity/Topics/Assignments</u>	<u>Due/Deliverable</u>
1	6/26	INTRODUCTION Discussion: Introduction, Bios, Syllabus, Goals	
1	6/28	THE ENTREPRENEURIAL SALES FUNCTION Discussion: Review of Goals Lecture: The Entrepreneurial Sales Function Reading: Castleberry & Tanner-Chapters 1, 2	
2	7/3	BUYER BEHAVIOR Lecture: Buyer behavior, Motivation, Style Discussion: Individual Paper #1 Reading: CT – Ch 3, 6	Individual Paper #1
2	7/5	SALESPERSON BEHAVIOR Lecture: Communication Reading: CT – Ch 4, 5	
3	7/10	THE SELLING PROCESS Discussion: Individual Paper #2 Lecture: Preparation, Prospecting Reading: CT – Ch 7, 9	Individual Paper #2
3	7/12	THE SELLING PROCESS Lecture: Rapport, Needs Analysis Guest Speaker: Margaret Sherrill Role Play: Needs Analysis Reading: CT- Ch 8	Needs Analysis Prep (NOT to be turned in)
4	7/17	THE SELLING PROCESS Lecture: Features and Benefits Role Play: Features and Benefits	Quiz 1
4	7/19	THE SELLING PROCESS Lecture: Handling Objections Role Play: Handling Objections Reading: CT – Ch 10	5 Objections Prep (NOT to be turned in)

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<u>Week</u>	<u>Date</u>	<u>In-Class Activity/Topics/Assignments</u>	<u>Due/Deliverable</u>
5	7/24	THE SELLING PROCESS Lecture: Closing, Follow up Reading: CT – Ch 11	Quiz 2
5	7/26	ROLE PLAYS Guest Speaker – TBA Lecture: Partnering Relationships Reading: CT – Ch 13, 14	Review Needs Analysis and Objections
6	7/31	GROUP PROJECT Presentations: 10 minutes per group	PowerPoint Slides
6	8/2	PUTTING IT ALL TOGETHER Lecture and Discussion: Review FINAL EXAM – Closed book	Final Exam

ADDITIONAL INFORMATION**Absences and Attendance Policy**

Attendance is expected. A portion of your grade will be dependent upon your classroom participation. Make-up assignments will only be given to those students who provide appropriate evidence of legitimate conflicts which caused missing an assignment or who have received prior approval to miss an assignment. Requirements for class attendance 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 as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) will be excused.

You cannot attend 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.

If you do not attend at least one of the first two class meetings of the course, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

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, we 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>).

ADA Policy

The University of Florida provides high-quality services to students with disabilities, and we 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/drpf/>), and 2) Bring a letter to the instructor from this office indicating that you need academic accommodations. Please do this within the first week.

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 given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

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.

If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.

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

Students who participate in athletic or extracurricular activities are permitted to be absent 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 absence of more than 12 days should be adjusted so that no student is absent from campus more than 12 scholastic days. If you previously have been warned about absences or unsatisfactory work you should not incur additional absences, even if you have not been absent 12 scholastic days. It is your responsibility to maintain satisfactory academic performance and attendance.