

*"Nothing happens until somebody sells something."*

*~Thomas J. Watson, among others*

Course: MAR4933 Professional Selling, Spring 2018  
Professor: Dr. Steven D. Tufts  
Email: [steve.tufts@warrington.ufl.edu](mailto:steve.tufts@warrington.ufl.edu)  
Office Hours: TR 2:00-4:00pm; Stuzin 100D (in the Retail Center)  
Section: 25AD, 25AG, 25A4  
Time: TR Periods 9-10; 4:05pm-6:00pm  
Location: Heavener 140 or Online

### **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.

### **PREREQUISITE KNOWLEDGE AND SKILLS**

If you are a business major, you must have successfully completed MAR3023 – Principles of Marketing. If you are not a business major, you must have the written permission of the instructor prior to enrolling in this course.

### **PURPOSE OF THE COURSE**

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 favorably differentiated from others 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 individual results. Selling skills are invaluable in a wide range of contexts, whether it be in a job search, selling your own ideas, or simply being more effective in interpersonal interactions. A secondary purpose of this course is to teach selling skills that will be useful across this wider range of personal 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 REQUIREMENTS:**

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.

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### **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 quizzes and 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 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 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**

Please note that violations of this Academic Honor System will not be tolerated. Before submitting any work, please read the policies about academic honesty at the following online locations and if needed, ask for clarification of its expectations:

<https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx#honesty>

<https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code>

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

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### **REQUIRED TEXTBOOK AND OTHER ITEMS**

Castleberry, S.B. and Tanner, J.F. (2014), *Selling: Building Partnerships, 9<sup>th</sup> Edition*, McGraw-Hill Publishing, electronic LearnSmart version.

Students will also need a laptop computer with a camera and access to Canvas, Zoom, 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**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found 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 or failure to participate in 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) must be excused. Other reasons also may be approved.

Students cannot participate in classes unless they 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.

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. In this course, attendance in the live class is welcomed but not mandatory for online classes. However, regular engagement is expected.

**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.

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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.

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### **PERFORMANCE EXPECTATIONS AND GRADING**

As a WCB student, and one nearing graduation, the expectation is that you will perform at a high level. Your work should reflect both effort and quality that is befitting of a soon-to-be WCB graduate. Following are a few specifics that broadly define the performance expectations for this class:

- Stay current on all lectures and assignments. Late submissions will not receive full credit.
- Read the assigned reading material. Although most of what you will need to know is covered in lectures, the assigned reading provides a deeper understanding of the lecture material.
- The class is intended to build your accumulated knowledge throughout the semester. You are expected to build your skills cumulatively and demonstrate your knowledge and skills by building upon all material covered to date.
- All written work should reflect a professional appearance, proper grammar and an absence of spelling or typographical errors. A portion of the points related to each assignment will be awarded based upon the quality of the submitted document in these areas.
- Although class attendance is not mandatory, it has been observed in previous semesters that class attendance is positively correlated with performance. The more you actively participate, the more you will learn thus creating a higher probability of acceptable grades.
- We will have several guest speakers. They are active and successful entrepreneurs, salespeople and sales managers who are donating their time to enhance your education. In past classes, they have received rave reviews on course evaluations. Out of respect for their effort, you are expected to make it a priority to attend class on these days.
- The class is very interactive and participative. As such, you are encouraged to participate in discussions, speak your mind, share your thoughts, laugh at your mistakes, and learn from your mistakes as well as from each other.

### **Grading Scale:**

The grading scale will be as follows, based upon the points attainable described below. The Professor reserves the right to adjust ("curve") the grading scale to obtain a proper stratification of performance. Information on current UF grading policies can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

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

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

This syllabus, as well as the assignments herein, represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning opportunity and/or accommodate scheduling conflicts. Quiz and Exam dates will not be subject to change except in the case of extreme emergencies. All changes will be communicated in writing via Canvas. Assignments and announcements will be posted on Canvas. If there is conflicting information between Canvas and this Syllabus, please follow the instructions on Canvas as it should reflect the most recent scheduling.

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**ASSIGNMENTS AND CLASS SCHEDULE:** 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	45 points (3 at 10-20 points each)
Exercises and Participation	45 points (20-30 at 1-5 points each)
Role Plays	30 points (1 at 10 and 1 at 20 points each)
Quizzes	<u>80 points</u> (4 at 20 points each)
TOTAL	200 points

**Individual Papers (3 @ 10-20 points each, 45 points total)**

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: Reitz Retail Hatchery Buyer Experience (10 points)**

Go shopping at the Reitz Retail Gator Hatchery in the Reitz Union, lower/ground level, next to Subway. **DO NOT** reveal that you are working on this assignment. Your objective is to experience a sale from the Buyer's perspective. Your paper should be 1000 words or less, Times New Roman, 12 font, single spaced. Refer to the Suggested Format for Papers in the Optional Reference Material file in Canvas. Be prepared to share your paper.

- Describe the surroundings. What is your first impression?
- Briefly describe a product that draws your attention? What about it caught your eye? What do you want the product to do for you? What would make you buy it? What would prevent you from buying it?
- Describe the salesperson. What was your first impression? Professionalism? Attitude? Demeanor?
- Describe the sales process. Who did the talking? What questions were asked? What did you say?
- How was their product knowledge? Did they relate product to your needs? Did they ask you to buy it (close)? What were your concerns or objections? Did the salesperson address them? How?
- How did the salesperson make you feel? Would you/did you buy from them? Give them a grade. Explain.
- Suggest improvements to the location, first impression, sales process, salesperson demeanor, salesperson skills, anything that you observe or feel while there.
- Note that part of the grade on this paper will be the quality of the writing, organization, grammar, etc.

**Individual Paper 2: Your "Dream Job" (15 points)**

Assume that you received an offer to enter the Leadership Development Program of an incredible company. Your first assignment is to become a Territory Sales Representative for one of their largest products. Pick the company from the Fortune 500 and pick a known 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 product that you will be selling. Your paper should be 1000 words or less, Times New Roman, 12 font, single spaced. Be prepared to share.

- 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.
- Note that part of the grade on this paper will be the quality of the writing, organization, grammar, etc.

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### Individual Paper 3: Professional Sales Call Plan (20 points)

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

- Briefly describe the company you work for and the product you are selling.
- Describe the target customer and their use of the product.
- Write out your goals and your introductory opening statements.
- Write out 5 questions that you will use to build rapport.
- Write out 5 open questions that will get the customer to reveal their needs.
- Write out 5 closed questions that will give you specific information about their needs.
- List the top 5 features of your product. Write out your benefit statement for each.
- List the top 5 objections that you anticipate. Write out your response to each.
- Write out 2 closing statements.
- Note that part of the grade on this paper will be the quality of the writing, organization, grammar, etc.

### Exercises and Participation (Varying point assignments, 45 points total)

Learning to be an effective salesperson is best accomplished through an interactive and participative process. Students will be asked to demonstrate mastery through a series of brief participative exercises designed to reinforce the material covered in class and/or in the assigned reading.

### Role Plays (2 @ 10-20 points each, 30 points total)

Through the use of Zoom video conferencing, students will also have an opportunity to participate in several role plays and receive feedback. The first role play will partially cover the selling model we are using and will be worth 10 points. The second role play will be more comprehensive and will be worth 20 points. Your grade will be determined based upon your demonstrated mastery of the skills being taught.

### Quizzes (4 @ 20 points each, 80 points total)

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 20 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."

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**COURSE SCHEDULE – REVISED 12/01/17**

Week	Class	Date	Topic	Reading and Pre-Class Preparation	Due
1	1	1/9	Introduction	Syllabus; Bio's	
1	2	1/11	Goal Setting in Sales; The Evolution of Selling	Goal Setting with a 135; The Evolution of Selling	Your Bio
2	3	1/16	Selling and Salespeople	CT Ch. 1	Your 135 Goals
2	4	1/18	Legal and Ethical Issues in Selling	CT Ch. 2	CASE??
3	5	1/23	Buyer Behavior	CT Ch. 3	Exercise
	6	1/25	Prospecting	CT Ch. 6	Individual Paper 1
4	7	1/30	Buying Experience; Review of Indiv Paper 1		Exercise
4	8	2/1	QUIZ 1		
5	9	2/6	Personality and Adaptive Selling I	CT Ch. 5	Your DISC
5	10	2/8	Context and Adaptive Selling II	Your DISC	Adaptive Selling Worksheet
6	11	2/13	Communication; Planning the Sales Call	CT Ch. 4 & 7	Individual Paper 2
6	12	2/15	Building Rapport/Gaining Trust	CT Ch. 8	Exercise
7	13	2/20	Effective Questioning	CT Ch. 8	Exercise
7	14	2/22	Needs Analysis	CT Ch. 8	Exercise
8	15	2/27	QUIZ 2		
8	16	3/1	Guest Speaker - TBD		
		3/6- 3/8	SPRING BREAK		
9	17	3/13	Needs Satisfaction F&Bs; Role Play I		Exercise
9	18	3/15	Strengthening the Presentation; Handling Objections I	CT Ch. 9	Exercise
10	19	3/20	Handling Objections II	CT Ch. 10	Exercise: Testimonials & Proof Sources
10	20	3/22	Closing the Sale	CT Ch. 11	Exercise
11	21	3/27	Negotiating	CT Ch. 12	Exercise
11	22	3/29	QUIZ 3		
12	23	4/3	Guest Speaker - TBD		
12	24	4/5	Building Partnerships	CT Ch. 13 & 14	Exercise
13	25	4/10	A Sales Career	CT Ch. 16 & 17	Individual Paper 3
13	26	4/12	Preparing a Call Plan Review Indiv Paper 3		Exercise
14	27	4/17	Putting it All Together; Role Play II		Exercise
14	28	4/19	Comprehensive Review		
15	29	4/24	QUIZ 4		
15	30	4/26	Reading Day – No Class		
16	31	5/1	FINALS WEEK – NO CLASS		