



TED ROGERS SCHOOL Entrepreneurship & Strategy

ENT 577 Entrepreneurial Selling

Fall 2024, Section 011

VIC 303 Fridays 10 AM – 1 PM

Our goal is to provide students with a deeply experiential and transformative learning experience in a vibrant urban environment. We empower students with a philosophy of entrepreneurial thinking, passion, and action-orientation that they can apply to their lives, their jobs, their communities, and/or their own new ventures.

We ignite students' passions and empower them to achieve extraordinary goals. Canada's pre-eminent and largest entrepreneurship program, we deliver innovative educational programs and support multi-disciplinary experiences across campus with local, national and global impact. We provide access to world-class support and funding for our students' new ventures and are embedded within our community.



ENT 577: Entrepreneurial Selling

Fall 2024, Section 011

VIC 303 Fridays 10 AM – 1 PM

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Instructor Information

- **Instructor Name:** Patti Pokorchak, MBA
- **Office Location:** *Note: Office hours will be through Zoom OR after class*
- **Office Hours:** Email or text me to schedule a Zoom or phone appointment, dates and times are very flexible
- **Phone:** 416-951-3842 (text me first as my phone is usually off)
- **Email Address:** pattipoker@torontomu.ca

Professor Patti Pokorchak, MBA holds the copyright in the works of all original materials used in this course and students registered in this course can use the materials for the purposes of this course, but no other use is permitted. There can be no sale or transfer or use of the work for any other purpose without explicit permission of Patti Pokorchak.

Course Description

Students are introduced to the principles of sales and their application to multiple entrepreneurial contexts. Emphasis will be placed on the application of sales principles to real-world entrepreneurial situations and on building selling skills through class projects. Students will learn tactical selling skills, develop self-management skills, and study strategic selling techniques. Sales ethics will also be discussed. Course weight: 1.00.

COURSE OVERVIEW:

This course addresses the importance of the entrepreneur as a salesperson: someone who needs to have a deep understanding of the many stakeholders who buy into their enterprise. Students will be introduced to a variety of techniques that will enable them to identify and develop leads and value propositions, establish goals, identify their ideal target customers, initiate 'warm' connections, develop proposals and create innovative presentations. This course will assist students to sell themselves and their start up ideas to potential customers, partners, and investors.

COURSE LEARNING OUTCOMES

Upon completion of the course, students will be able to:

1. Formalize an understanding of how ideas are turned into revenue, ensuring that students who set forth on an entrepreneurial path recognize the importance of well-crafted and actionable sales strategies, tactics and process.
2. Develop an understanding of a company's position within a competitive landscape and industry to design impactful sales strategies for entrepreneurs.
3. Build competence in key sales processes and methodologies used by sales leaders.
4. Develop techniques to enable students to convincingly and authentically sell themselves as effectively in conversation as in presentations.
5. To use practical, real-world scenarios to bring entrepreneurial selling to life.
6. Be more skilled at negotiations and overcoming objections

Students will have achieved the following department specific Learning Outcomes:

1. **ENT Goal 3: Persuading and Selling:** Students completing ENT 577 will develop skills for influencing others, persuading, negotiating and selling in a wide variety of contexts.

The assessment strategy is designed to measure individually, and collectively, the ability to acquire selling skills and knowledge and apply such learnings in practical situations.

Teaching Methods

In compliance with the objectives, various teaching techniques will be used. These may include lectures, many role plays, guest lecturers, classroom discussions, and videos.

To derive the maximum benefit from weekly lectures students are expected to attend class having read the required material before class as per the detailed course content listed below. **If absent, students are still accountable for all material, changes and announcements covered in class.**

Every effort will be made to manage the course as stated. However, adjustments may be necessary at the discretion of the professor. For more detail, see course content section below. All handouts are on D2L. **Students are strongly encouraged to take notes by hand as that facilitates long-term retention of information.**

The instructor will pose questions to the students randomly so be prepared to be called upon. You will be asked questions about the material you were supposed to read for that week's class according to the outline below. You are expected to come to class knowledgeable about the material for that week. Please be prepared for an informed discussion in this class.

When answering or asking a question in class, please say your name first so I can mark your participation and get to know your name.

COURSE MATERIALS (TEXTS AND READING LISTS)

The Sales Bible, New Edition: The Ultimate Sales Resource, Jeffrey Gitomer, 2014, Wiley ISBN 978-1-11898-581-6

NOTE: This text is a relatively inexpensive book and is available in paperback or epub format and every student is expected to have access to it. This is a book you should keep as a reference for when you do start your business and/or career.

*** You are **required** to do the readings **prior to class**. I will randomly ask students for **feedback on the readings and their opinions**. This is part of your class participation mark.

COURSE MANAGEMENT

Every effort will be made to manage the course as stated. However, adjustments may be necessary during the term at the discretion of the instructor. If so, students will be advised, and alterations will be discussed prior to implementation, in class and through an announcement on D2L.

Students are encouraged to review the Toronto Metropolitan University Senate Course Management Policy which provides a framework of common understanding for students, faculty and staff concerning the structures, processes, objectives, and requirements that pertain to Toronto Metropolitan University undergraduate courses. For more detailed information refer to Policy #166: Course Management Policy at <https://www.torontomu.ca/content/dam/senate/policies/pol166.pdf>

All communication about the course or material related to the course will be posted on the D2L course site as an announcement or through emails or both. In addition, all student study resources can be accessed through D2L. Students are expected to check the site regularly for updates.

Originality Detection

Turnitin or another originality detection software

Turnitin.com is an originality detection and plagiarism prevention service to which TMU subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is original/plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism

detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

The use of AI is to only be used for brainstorming and idea generation BUT not to be part of any exam or assignment. AI detection software will be used and you will be severely downgraded when caught.

Topics and Course Schedule

Class Schedule (All required readings to be done BEFORE class) *schedule subject to change*

WK	DATE	TOPIC	PRE-CLASS READINGS	INTEGRATION
1	Fri. Sept. 6, 2024	Introduction to the Course: The 7 Sales Steps for Success: Quick Overview of Selling Review of Group Project - FIND YOUR GROUP ASAP!	Course outline (this document) Why handwriting your class notes is better than using your PC	Wolf of Wall Street Video 1 st Role Plays
2	Fri. Sept. 13, 2024	Identifying Your Ideal Target Client – Prospecting, understanding your product/service and market	1. The Sales Bible, Jeffrey Gitomer pages 1-27 2. DISC Assessment https://discpersonalitytest.com/free-disc-test/ 3. LI Social Selling Index: https://www.linkedin.com/sales/ssi Video: Guest Speaker Michelle Ray, Leadership Keynote Speaker and Author	Formation of groups. Discussion of D2L Reading Role Plays
3	Fri. Sept. 20, 2024	Follow-up and F2F Meetings	1. The Sales Bible, Jeffrey Gitomer printed book: pages 136-152; 242-256	Role Plays

			2. D2L Reading: Entrepreneurial <i>Selling</i> , Deutsch and Wortmann	
3	Fri. Sept. 20, 2024	Group Report: Phase 1 Due	Enrol your group members under Communication/Groups	
4	Fri. Sept. 27, 2024	Proposals and follow- up	<i>The Sales Bible, Jeffrey Gitomer Pages 50-76</i> <i>Part 1: The Book of Rules of Sales Success</i> <i>D2L Reading: What Entrepreneurs Get Wrong,</i>	Role Plays
5	Fri. Oct. 4, 2024	Developing value propositions, developing. Warm Calling scripts. ** Guest Speaker from SoftChoice Marie Rogers TBC		In Class Assignment: Value Propositions
6	Fri. Oct. 11, 2024	PRACTICE, PRACTICE and more Practice Guest Speaker: Daniel Seligman, Founder		Role Plays
6	Fri. Oct. 11, 2024	Group Report: Phase 2 Due	D2L submission required by <i>Beginning of Class</i> (30% of Group Project mark)	
7	Fri. Oct. 18, 2024	<u>STUDY WEEK!</u>		

7	Fri. Oct. 25, 2024	Social Media Profiles & Engagement: LinkedIn Group Work, assign responsibilities, do research, start practicing roles	<i>The Sales Bible</i> , Jeffrey Gitomer pages 273-286 Social Media	Group assignment - outreach email - due by next class
8	Fri. Nov. 1, 2024	Handling Objections: Don't settle for the first NO!	Myers-Briggs Assessment https://www.16personalities.com/free-personality-test <i>The Sales Bible</i> , Jeffrey Gitomer pages 153 to 176 Part 5: The Book of Objections	Jeopardy Game Prep Phase 3 of Group Role Plays
9	Fri. Nov. 8, 2024	Negotiating: An Essential Life Skill!	<i>The Sales Bible</i> , Jeffrey Gitomer pages 178-190 Part 5: The Book of Closing	Role Plays
10	Fri. Nov. 15, 2024	Meeting Prep: Presentations, objections, negotiations and research ChatGPT/AI		Group Presentations prep and rehearsals
10	Fri. Nov. 15, 2024	FIRST set of Groups for In Class Group Project Presentations (40% of Group Project mark) Attendance mandatory for ENTIRE CLASS. DO NOT BE LATE!		

11	Fri. Nov. 22, 2024	<p>Ask for the Order!</p> <p>Closing the sale, winning more clients more easily.</p> <p>Second set of Groups for In Class Group Project Presentations (40% of Group Project mark)</p>	<p>Reading: <i>Making the Consensus Sale</i>, Harvard Business Review.</p> <p>Attendance mandatory for ENTIRE CLASS. DO NOT BE LATE!</p>	Role Playing
12	Fri. Nov. 29, 2024	Course Wrap-Up		
13	Monday Dec. 2, 2024	Participation Mark	Submit on D2L your brief expected participation and attendance mark AND your headshot	
13	Fri. Dec. 6, 2024	Group Report: Phase 4 Due by Dec. 6 at 11:59 PM	D2L submission required by (30% of Group Project mark)	
14	Fri. Dec. 13, 2024	Final Exam - 2 hour online Quiz	starting at midnight on Friday Dec. 13 at 12:01 AM- you will have any 2 hours before 11:59PM that day	

Assessment Weighting Breakdown

Evaluation -- Course Components

1) Participation & Attendance (20%):

Learning how to sell is NOT a spectator sport. It's only once you practice the theory of what you have just learned that you actually really learn how to sell. Your presence and contribution to in-class learning is vital. We will make extensive use of the breakout rooms each week.

This means being present and prepared, building on others' ideas and being ready to disagree with others and to develop your own position. As part of being respectful to your fellow classmates and to the conduciveness of a good learning environment, you are expected to arrive on time and to be prepared. Students will be randomly asked to answer questions related to the course materials.

Most importantly, you are expected to take an active role in the discussion by asking good questions (quality, not quantity), and raising interesting points.

The grade for Participation will be a combination of in-class activities, and a subjective evaluation of your contribution to class discussions.

NOTE: You are allowed two absences without penalty IF you text or email me in advance of your absence.

Absence from class or being unprepared means you can't participate effectively. Your participation grade will be impacted as follows:

- Absent or unprepared for 1 class, 1 mark penalty
- Absent or unprepared for 2 classes, 3 mark penalty
- Absent or unprepared for 3 classes, 5 mark penalty
- Absent or unprepared for 4 classes, 8 mark penalty
- Absent or unprepared for 5 or more classes, all marks lost

**** NOTE:** absences due to whatever reason, with advance notice given to the Professor do not count against you. I only count ten classes towards this mark, so everyone gets two freebies BUT ONLY IF they notify me in advance.

You must submit by Monday, December 2, 2024, by midnight, on D2L your brief expected participation and attendance mark AND your headshot.

2) In-Class Group Email (10%):

This exercise is a group project where you as the student are responsible for working within a group of 4 to 6 students— same group as for the other major group assignment.

Late submissions will not be accepted. All project work must be submitted by the beginning of the class via D2L under group Assignments.

3) Group Project (40%):

This exercise is a group project where you as the student are responsible for working within a group of 4 to 6 students. Further details are on D2L. The project is due in Phases, with the final submission as stated on D2L.

Late submissions will not be accepted. All project work must be submitted by the date stated.

4) Final Exam (30%):

The final exam will be written in any two hour time slot of your choosing on, 2024 starting at midnight on Friday, December 13, to 11:59PM on D2L.

The final exam will be comprised of multiple-choice questions and short answer questions related to **ALL** material covered throughout the course. **The exam will test your application of the tools, techniques and knowledge covered in the whole course.** The final exam is worth 30% of the student's final grade in the course. Details will be discussed in class.

Final Exam Instructions:

1. You will log onto D2L
2. The final exam will be found under Quizzes at the specified time.

You will have up to 2 hours to complete the exam (and extra time if needed due to accommodations)

Assessment Weighting Breakdown

Evaluation Component	Percentage of Final Grade
Participation & Attendance (Individual mark)	20%
Group Project: 4 phases (group mark)	40%
Group Project – email (group mark)	10%
Final Exam (individual mark)	30%
Total:	100%

Plagiarism Detection and Virtual Proctoring

An indication of any requirement for the submission of work to an electronic [plagiarism](#) detection service or the use of a virtual proctoring system.

Turnitin or another originality detection software like if you've used ChatGPT

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Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

Students [must be reminded that they](#) are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

Department Policies

Standards for In-Class Zoom Meetings and Other Virtual Activities

- Students must first log into the D2L course shell using their [TMU](#) email ID and then join the Zoom meeting by clicking on the correct link on D2L (this should prevent Zoom Bombing by outsiders).
- Display a professional head shot of yourself as well as your name if you are not going to

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- keep your video on (these features are accessible from within the Zoom settings).
- Your instructor may record parts of some sessions. You will be notified on Zoom if the session is recorded.
 - Mute your microphone until it is your turn to speak.
 - When you are speaking, please turn your video on when possible and appropriate.
 - For any side conversations please use the Chat feature. Don't assume that the professor is able to track these conversations so be prepared to raise your hand using the correct button within Zoom.
 - If you need to gain the attention of the professor beyond raising your hand, please unmute your microphone and say "Question Please".
 - Do not annotate others unless requested to do so.
 - Follow professional conduct and be polite.
 - Do not share the Zoom link with others.
 - Students are not permitted to record any part of a Zoom or other virtual activity session with their professor, whether as part of a lecture or an informal meeting.
 - Familiarize yourself with the tools you will need to use for remote learning. [The Remote Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

Standards for Written Work

- Students are expected to use an acceptable standard of business communication for all assignments, in-class discussions, and communication with the site companies and professors. This includes all email communication with the professor and other students, as well as group chats. **Poor grammar, unprofessional and/or unacceptable standard of business communication may result in a grade of zero for that assignment. However, any student who provides a prior draft corrected by TMU Student Writing Support will not be penalized.**
- You are encouraged to obtain assistance from [Writing Support](#) for help with your written communications as needed. (See the Library for [APA style guide references](#)). **Sloppy, poorly written, or unprofessional documents or communication may be returned with a grade of zero, no grade or unread. Please be sure to use Writing Support (and/or use Grammarly) if you need it. Typos will result in a deduction of marks.**

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Professionalism

Your participation in the all components of this course reflects on the professionalism and

reputation of you, your group members, this course and program, and Toronto Metropolitan University. Accordingly, you are expected to conduct yourself in a professional and courteous manner at all times. For the purposes of this course, unprofessional behavior includes, but is not limited to, any of:

- Missing student and instructor meetings without giving reasonable notice and reason.
- Not participating fully in group activities in class and for assignments, which may be measured by peer evaluations or group reports submitted to instructors.
- Toronto Metropolitan University policies provide accommodation for a variety of circumstances, and seek to avoid bias of several kinds. You are expected to adhere to these policies in your group work and in interactions with students and professors. It is your responsibility to understand these policies, including religious accommodation, academic accommodation, and what constitutes bias for equity-deserving groups.

Important Resources Available at Toronto Metropolitan University

- [The University Libraries](#) provide [research workshops](#) and individual consultation appointments. There is a drop-in Research Help desk on the second floor of the library, and students can use the [Library's virtual research help service](#) to speak with a librarian or [book an appointment](#) to meet in person or online.
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).

You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

[For extenuating circumstances](#), Policy 167: Academic Consideration allows for a once per [semester](#) academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. [Absences](#) more than 3 days in duration and [those that involve](#) a final exam/final assessment [require documentation](#). [Students must notify their instructor once a request for academic consideration is submitted](#). See Senate [Policy 167: Academic Consideration](#).

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Policy 167: Academic Consideration for Fall 2022 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are required to provide a health certificate. All absences must follow Senate Policy 167: Academic Consideration. ¶
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- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The [Remote Learning Guide](#) for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus LockDown Browser and Monitor, using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.
- Information on Copyright for [Faculty](#) and [students](#).

Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- [Learn more about Academic Accommodation Support](#)
- [Learn how to register with AAS](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration](#) and how to access each.

Wellbeing Support

At Toronto Metropolitan University (TMU), we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- Distress Line: 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- Good2Talk: 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- Keep.meSAFE: 24/7 access to confidential support through counsellors via [My SSP app](#) or 1-844-451-9700

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[TMU COVID-19 Vaccination Policy¶](#)

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If non-crisis support is needed, you can access these campus resources:

- Centre for Student Development and Counselling: 416-979-5195 or email csdc@torontomu.ca
- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext: 553596 or email osvse@torontomu.ca
- Medical Centre: call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University Mental Health and Wellbeing website.](#)

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