MAR4403: Sales Management
Fall 2016 - Course Syllabus

Pre-Semester Syllabus! Be sure to check canvas or email the professor for an most up-to-date one.

Course brief: Please be sure to review this entire document for important details.

Instructor

Dennis DiPasquale
267J Stuzin Hall
352-273-4446 (e-mail preferred)
Email: Dennis.DiPasquale@warrington.ufl.edu
I will only answer messages sent to this specific address

Office Hours

For individuals not groups!
Tuesday & Thursday 12:00 – 1:45, Or By Appointment
Stuzin 267J (Inside the Marketing Suite)
ALWAYS check Canvas for changes. No office hours on days with speakers or presentations.

Lecture Times

Tuesdays & Thursdays
Section 1: 5509 → 9:35 – 11:30 @ Heavener 220
Section 2: 5504 → 1:55 – 3:50 @ Heavener 220
Section 3: 4638 → 4:05 – 6:00 @ Heavener 240 *(note the different location)*
I will often refer to your section by 1, 2, or 3 – be sure to know which is yours.
I will refer to the section for which you are registered as your home section.

Reading Assessments

End of Lectures: Sept 6, Sep 29, Oct 25, Nov 10 (one week to make up for any reason, no penalty)

REQUIRED Resources

Text: Selling: Building Partnerships 9/e, Castleberry, Tanner
Book: Let's Get Real or Let's Not Play (2008) Khalsa; Illig
Website: Located on e-learning – Canvas (http://elearning.ufl.edu)

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. Point out the nature of different organizational buying situations.
9. Understand the difference between transactional selling and consultative selling.
10. Learn the key elements of personal selling, understanding the importance of value and mutually beneficial relationships – That is: LEARN HOW TO SELL!

Grading Breakdown

Please read the grading breakdown further in this document

20 points: *In-Class Participation*
15 points: *Reading assessments*
35 points: *Sales Simulations*
50 points: *Fundraising Project*
—————————————————
120 points total

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Course Philosophy

From the course catalog: *"Principles, methods and problems relating to the management of a sales force. Selection and training, organization, compensation and stimulation, and control."*

This course is meant to be an introduction to a career in sales. Despite that, students can find significant value in the sales techniques for many other elements of their lives, from leadership and management to career-building concepts such as interviews.

Unlike many courses here at The University of Florida, this course comes with a strong applied experience. Along with this applied approach, we will discuss and debate theoretical and conceptual ideas throughout the semester, and many of the theories covered in courses such as Principles of Marketing, Consumer Behavior, Organizational Behavior, and Marketing Management will be referenced.

By the end of this course, you will have a firm understanding of general sales concepts, personal and professional management, sales force management, strategic thinking, and personal selling. It is my hope that by the end of this course you will have gained confidence with negotiation and sales tactics and strategies. Even if you have no plans to enter a career in selling, you will find the skills from this class useful in many areas of your personal and professional life.

In order to facilitate this type of skill learning, treat this course as a business meeting, and me as your CEO/President. We will engage in role-plays, projects, and discussions conducive to your growth as a professional.

Course Materials

Text: *Selling: Building Partnerships 9/e, Castleberry, Tanner*
While I draw information from many sources, students are expected to be familiar with this text. Four assessments will test your reading throughout the semester and come directly from the 9th edition. Use older editions of the text at your own risk. While I will cover some of what the text covers, I do not regurgitate the text at you. I expect students to read the chapter corresponding to our lecture before I dive into that content, bringing questions from the reading to class.

Let's Get Real or Let's Not Play: *Mahan Khalsa; Randy Illig (2008) Let's Get Real or Let's Not Play; Penguin Group Book by Portfolio (Franklin-Covey).*
I'll be referencing it, and you will have a role play based on it. Read it within two to three weeks of class. Thanks to a contribution by a former student, there is a copy on reserve in Library West.

Business Periodicals (Recommended)

You need to develop the habit of reading current business news periodicals (e.g., *Wall Street Journal, Business Week, Bloomberg*). Specifically, I expect students to be familiar with relevant business/marketing topics. Being familiar with these topics will make you a more marketable job prospect who is aware of the current business environment. An effective salesperson and marketer needs to be aware of forces that can affect their customers.

Presenters

Throughout the semesters we will have presentations from various industries. Students will be expected to engage those speakers. Additionally, these speakers are here for your benefit and may recruit from our class. Skipping these classes is a disservice to yourself. Note: activities that are prohibited but sometimes tolerated during normal class meetings, but that are disrespectful to guests, will incur the student a grade penalty.

Grading

How to get an A:
The gist of it: Excel! Come to class and participate. Read the textbook BEFORE the relevant lecture. Raise more cash. Have great presentation skills. Demonstrate skills related to selling and managing yourself in a team.

Breakdown/Rubric

A	110 – 120
A-	105 – 109
B+	100 – 104
B	95 – 99
B-	90 – 94
C+	85 – 89
C	80 – 84
C-	75 – 79
D+	70 – 74
D	65 – 69
D-	60– 64
E	< 60

Point Breakdown	
Participation & Attendance	20
Highest Reading Assessment*	5
2nd Highest Reading Assessment	5
3rd Highest Reading Assessment	5
Sales Simulation 1	15
Sales Simulation 2	10
Sales Simulation 3	10
Group Fundraising Activities	25
Individual Fundraising Activities	25
*Lowest reading assessment dropped	
Total	120

How to not earn an A:
The following will likely disqualify you from earning a full A in this course, regardless of points earned:

- More than four absences, this includes your two-absence grace, without approval
- Late or absent to any "attendance mandatory" class, even one minute, without approval
- Any pattern of poor peer evaluations or group issues
- Any activities that may impact a fellow student's ability to excel. This includes not taking role plays or class discussions seriously
- Excessive section hopping. The section caps are there for a reason.

Attendance
Students will be expected to conduct themselves in class just as they may in a business meeting. That means that you are not to be late. You should not arrive when the class is designated to start, you should be ready to start. I prefer to start class at the start time and if you are late, you will be marked absent. While a few absences will impact the attendance portion of your grade, I reserve the right to impose additional penalties for excessive absences or tardiness. Students are permitted to attend a different lecture **no more than** three times throughout the semester (I call this "section hopping" and reserve the right to revoke this privilege to alleviate abuse, crowding, or any other reasonable reason). Additionally, students have a two-absence grace period. You should use them carefully as you may want to save them for interviews. You may not use them to skip classes on important dates without discussing it with the professor first. Failure to do so will risk not just your grade, but also your group's grade if there is a graded group activity. You must be in your home section for all "attendance mandatory" meetings. See the calendar on Canvas for those dates

Students who miss class will be assessed a three-point penalty for each class missed beyond the grace period. This will be assessed to your participation grade. I have found that the more students in the classroom, the better the student engagement. Lateness or excessive technology use may cause you to lose your attendance credit. You can recover it by going to a second lecture that day.

Excused Absences
The only excused absences are certain religious holidays and those endorsed though the Dean of Students office. **Do not approach me for an excused absence.** The DoS office will request whatever documentation is necessary to verify family or long-term medical emergencies (et cetera). If I don't get an email from the DoS office, the absence is not excused. Do not ask me how to contact this office; it is your responsibility as an adult and a student to know this. Makeups for non-religious excuses *may* be slightly harder or more challenging just by the nature of creating them, however, I will attempt to curve scores to match the class average. For illness-related absences, you must provide an appropriate note from a doctor that states that you cannot work or attend class. Notes that say you visited the infirmary do not count.

Accommodations will be given for students who are representing the University of Florida at **major** conferences or competitions. This includes campus organizations as well as NCAA and Club (RecSports) Athletes competing in events with proper documentation. Club athletes will only be given accommodations for championship events (regional/national) and only once during the semester. Students using this accommodation must present appropriate and compelling documentation along with an email or letter from a RecSports staff member.

Consideration will also be given for students who can verify money has been spent on tickets, travel, and/or lodging **before the semester started**. Beyond that, **it is your responsibility to inform parents or significant others of your schedule.** Travel booked after August 19th 2016, even if to go home for a religious holiday, will not be honored. Bring this documentation to one of the first four classes and I will mark your card. After the first four classes, this accommodation cannot be used.

SOME considerations MAY be given for often-rigid graduate school interview days.

If an accommodation is given for Makeups for mandatory days, the makeup will be a 5-page paper on a sales-related topic, regardless if you're presenting. You have a week to makeup reading assessments.

Reading Assessments (15 points)
There are four reading assessments throughout the semester. See the course calendar on Canvas for the dates. My objective with these assessments is to check your reading outside of class. I will drop your lowest score, so only the top three assessments count.

Understand that the content in the lectures comes from several texts and other sources, including my own experiences. My aim is not to regurgitate the book, which many students find annoying. Students should be careful and identify where I deviate from or contradict the book. There could be good reason for this and the only way to know is to ask in class!

Fundraising Project (40 points)
Your primary outside activity this semester, and the one that will affect your grade the most, is a team project during which you will fundraise for an approved charity.

More information is at the end of this syllabus and will be given on this project the second week of class.

Major Role Plays (35 points)
Role Plays are an essential component of sales education. These help build confidence while reinforcing several of the key elements of adaptive and consultative selling. There will be three role plays.

- **Role Play 1: Let's Get Real!** – 10+5 points
- **Role Play 2: A win-win-win is a Victory for everyone!** – 10 points
- **Role Play 3: TBA –** 10 points

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Class Format and Policies

You should treat our class meeting as a business meeting. Think of me as the CEO of your company. I will start the class immediately. Students will take their name card as they enter class and return it to a separate pile when class ends. Failure to do this will cause you to be marked absent, no exceptions. Never take someone else's card for ANY reason, and never leave with your card. I will be somewhat tolerant of lateness when infrequent and if there is a good reason, but you must communicate this before class.

Just as in a meeting, you should conduct yourself cordially and politely and of course, in a professional manner. You may need to interrupt from time to time, but do so when you have something important to add and in a respectful way, this goes both for your CEO (me) and your colleagues (fellow students). I am less tolerant of disrespect for your fellow student than towards me.

The use of technology is strongly discouraged. Laptops and mobile phones are to be left out of view and unheard. Using them, especially when we have guests present, may incur a grading penalty. Devices should be switched to silent before our class starts. Please disable alarms during our meetings.

An informed employee is a valuable employee! Do you know what's going on in the world?!
Almost all of our classes will start with a 10 to 15-minute discussion on current events. For this discussion **students are expected to be scanning periodicals** such as the Wall Street Journal, Bloomberg, Forbes, and other sources. I may prime the first few meetings, but after that, students will be judged and graded on how well they are familiar with important business related topics. For the sake of the collective sanity, please avoid contentious topics, such as politics. In many cases I'll ask what the relevance of the story is to marketing or sales, so please: no spoilers on the latest popular TV show.

The remainder of class may be lecturing on content based on the topics as laid out in the course calendar. For these lectures, I may engage in role-playing and other forms of interactive methods to illustrate scenarios. Students should be ready to contribute at any moment and attention is critical.

For all types of discussion, remember to differentiate among fact, personal experience, opinion, and hearsay. All three can be valid points of discussion, when appropriately qualified or cited. Know that I love and encourage debate and discussion. This way we ALL learn from each other!

Accommodations for Students with Disabilities

Students requesting note-taking services or a testing accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then convey it to me when requesting accommodation. I am happy to provide whatever this and other accommodations prescribed by the Dean of Students office with appropriate documentation.

Academic Honesty

You should be familiar with the University Honor Code and policy on academic honesty as stated on the following web page: http://www.reg.ufl.edu/01-02-catalog/student_life/. The following pledge will be assumed in regard to all activities: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

My Responsibility to you, The Student

It is my goal and responsibility to ensure you leave this class with a higher level of confidence, a strong knowledge of Sales Management, Personal Sales, and a grade that indicates how well you have demonstrated that mastery to me. While I expect students are expected to be independent workers, know when you're spinning your wheels and PLEASE come to me for assistance. Know that I often give indirect answers intentionally. I want to make sure students know how to find the information they need.

You may expect feedback and evaluations, but should learn to work without them. Good students usually know when they've not done enough. Regardless, I promise a two to three-week turnaround on such feedback. Understand that there are almost 100 students in this course across three sections. That means there can be as many 20 groups and projects to evaluate. In order for the feedback to be useful and fair, I need time to carefully look at how you performed. For additional feedback or have other questions I encourage students to visit during office hours or make an appointment to see me. Understand one very important thing: unless I've made a factual or calculation error, **assigned grades are final!** Attempts to negotiate subjective grades will only frustrate us both. NEVER approach me because you felt you should get a higher grade without substantial evidence as to why. I also do not change assigned grades after the semester is over unless there's been a mistake in the grade going from my computer to the registrar's (it happens occasionally).

Changes to the Syllabus and course structure

As this is now the third semester teaching this course, I shouldn't need to deviate during the semester. Still there may be changes to the syllabus before the semester starts, while further changes may be necessary during the first week of classes. Once drop-add is over, any changes to the structure of the class will be carefully considered and generally should not impact students. Important dates should not change once the drop-add period is over.

The final version of the syllabus will be uploaded to Canvas the day before the last day of drop-add.

Course Calendar & Outline

Anticipated Topic Order [Associated chapters in *Castleberry & Tanner***]**
As I assess how the classes learn, this order can change to facilitate learning. Check Canvas for updates.

1. Introduction [C1]
2. Personal Selling & Relationships [C1]
3. Organizational Buying Behavior [C3]
4. Strategy [C15-16]
5. Prospecting/Segmentation [C6]
6. Ethics and Legal Issues [C2]
7. Building Partnerships [C13, 14]
8. Communication Principles [C4]
9. Call Planning [C7, 8]
10. Presentations & Pitches [C8, 9, 10]
11. Closing & Negotiation [C11, 12]
12. Sales Organizations, Positions & Careers [C17]
13. Leadership & Management [--]

Course Calendar

I've placed a list of important dates on the home page of our site on Canvas. Please note the dates of speakers, quizzes, presentations, and other important items and deadlines. You should take careful note of days where you may not use your two-date grace absences or section hop. Write them down in your calendar! Once the drop-add period has expired, I try my best to not move those dates.

Group Activities

Working in Groups/Teams

"We want collaborative employees" –Nate Swan, General Vice President, Gartner

Many students abhor working in groups. Understand that this is how the world works. Engineers, sales people, marketers, scientists and even independent consultants all need to work in teams. Employers don't want to hire students that hate group work. The best philosophy for working in a team is to be proactive. Assign roles and responsibilities to members of your group. Use project management techniques such as Gantt charts or at internal deadlines to help organize everyone. Email summaries of what is expected to everyone to avoid the possibility that a simple miscommunication creates a huge problem. I strongly recommend not forming a group with individuals who have an amorous relationship.

Group Conflicts

It is inevitable that group conflicts are going to happen, no matter how many besties, BFFs, brothers, sisters, mothers, or strangers you have in the group. As adults, you are expected to mediate your own situations. Irreconcilable differences should be brought to me as your boss/CEO/professor only after you've tried to resolve these on your own. I have uploaded a conflict resolution document to Canvas, we will discuss this on project assignment day. In rare cases, your group may be assessed a penalty if I feel problems have not been managed professionally or in good faith. One notable exception to this: if a member of your group is unreachable and you don't know why, please bring this to my attention ASAP as that may be a sign of a more significant problem unrelated to your abilities to manage yourselves.

Sales Presenters

Sales Management Students have enjoyed presentations from local and national representatives. There will usually be anywhere from four to six speakers during the semester that I call on from a portfolio of contacts. Many but not all of these organizations are looking to inject Gator talent into their firms, so please dress and act professional on those days.

Altrea

Altria Group owns three premier tobacco operating companies. Each has a leading position in the largest and most profitable United States tobacco categories: cigarettes, smokeless tobacco products and large machine-made cigars.

Our Mission is to own and develop financially disciplined businesses that are leaders in responsibly providing adult tobacco and wine consumers with superior branded products.

Ernest and Julio Gallo

Founded by brothers Ernest and Julio Gallo in 1933 in Modesto, California, E. & J. Gallo Winery is the world's largest family-owned winery and the acclaimed producer of award-winning wines and spirits featured in more than 90 countries around the globe. A pioneer in the art of grape growing, winemaking, sustainable practices, marketing and worldwide distribution, Gallo crafts and imports wines and spirits to suit a diverse range of tastes and occasions, from everyday offerings to boutique, luxury bottlings.

Youth Combine

Help the world create opportunities for youth to be outside and active with friends, empowered with fitness and nutrition programming.

Swamphead Brewery

Founded in 2008, upon the foundation of our great state, we raised our roof to brew world-class beers and establish ourselves as Florida's brewery. Having travelled through lands far and close, and finding inspiration along the way, we are proud to be here, proud to be Inherently Floridian.

Hershey's

For most of us, life can be a busy blur, so it's easy lose sight of the little things that make us happy.

At Hershey we're determined to help everyone open their eyes to the simple moments that have the potential to become amazing memories. Our founder, Milton Hershey believed that everyone should have the choice to be happy, and enjoy simple goodness. This inclusive attitude was the foundation for The Hershey Company and even for his legendary non-profit foundation.

Thanks to Milton's vision, we remind ourselves everyday that we always have a choice about how we feel- and so do you. So why not say hello to happy?

Gartner

Gartner is the world's leading information technology research and advisory company. We deliver the technology-related insight necessary for our clients to make the right decisions, every day.

From CIOs and senior IT leaders in corporations and government agencies, to business leaders in high-tech and telecom enterprises and professional services firms, to technology investors, we are the valuable partner to clients in approximately 10,000 distinct enterprises worldwide.

Through the resources of Gartner Research, Gartner Executive Programs, Gartner Consulting and Gartner Events, we work with every client to research, analyze and interpret the business of IT within the context of their individual role.

Gartner is headquartered in Stamford, Connecticut, USA, and has 7,600 associates, including more than 1,600 research analysts and consultants, and clients in 90 countries.

Project Detail: The Fundraising Project

The fundraising project is designed to give you a real-life experience with sales-related activities. While it may appear that the goal is to simply raise money for an organization, you should not treat this as a simple fundraiser. Activities that involve personal selling are emphasized over just gathering money. As this class is part personal selling and part management, your ability to manage yourself in a team and represent that team professionally will be assessed. Adherence to the value-focused and consultative sales principals eschewed in class will help you go far while aggressive and/or transactional sales tactics may cost you and/or your team.

For this project, you will form teams of four to six before the fourth class meeting. On the second Tuesday (the first day after drop-add) I will announce the available charities. In hopes of aligning with your interests, there are three types of charities: Pet Rescue, Youth Outreach, and Wildlife Preservation. I have taken the time to vet each charity. Given the time involved to ensure each organization is non-controversial and small enough to appreciate your activities, I will not entertain other non-profits. Charities are chosen first-come-first serve per section.

Scoring

To not confuse class points with points earned in this project, scoring is based on "tokens." Teams are expected to engage in personal selling activities that bring value to your organization. Your team's activities will generally fall into one of four categories, and you can earn tokens thusly:

10 tokens for each $50 cash raised through *personal selling*.
8 tokens for each $50 *in-kind* value.
5 tokens for each $50 raised through *events & tabling*
1 tokens for each $50 raised from *personal donations*. (HIGHLY discouraged)
2 tokens for each *reasonable* hour dedicated to ***professor-approved*** marketing-related activities
1 tokens for each hour donated by a team member through volunteering

If you are not sure what category your contribution would be classified as, you should ask. Scoring will be adjusted by team size, and you are competing with the entire course across sections. Score above the average and you *may* earn an A or A-, before any other adjustments. Score below and you *may* earn a grade in the B range. While it would seem that some categories are inherently easier to fundraise for than others, I've found that in practice that does not actually pan out. Still, I'll monitor the token totals and adjust as necessary.

Additionally, to keep teams on track, there are six "checkpoints" throughout the semester. For these checkpoints you're going to need to provide required information. These checkpoints will help me to make sure you're on track individually and as a group. Missing a checkpoint will cost your group five points from your group's final grade.

Your assigned grade will break down as such:

Group Activities – 25 points
- Overall success of the team based on tokens (as above)
- Client Evaluation
- Assessment of Team Management

Individual Activities – 25 points
- Individual conversion rate
- Assessment of your contribution to the team
- Assessment of growth, if applicable

Deliverables

See the calendar on Canvas to see due dates. Missing items may delay feedback or impact your grade.

- Six Checkpoint Documents
- Client Evaluation
- End of semester presentation
- Team report (See Canvas for a sample report and outline of sections required)
- FULL accounting of activities and contributions (See Canvas for a sample spreadsheet)
- Individual report
- Peer Evaluations of Teammates

Client Evaluation

Your client's evaluation of you is their way of paying for your services. Failure to receive payment in a timely manner will SEVERELY impact your team grade. Except when approved, all donations must be in the client's hand/bank account before they submit the evaluation. Your client will report how much you've raised. While numbers rarely match exactly, any significant discrepancies may impact your grade.

Types of Contributions

Understand that you need to find out what your client's needs are. They may have specific needs and you'll want to focus on meeting those needs

Cash from Personal Selling

Many students often want to just go to their personal network and get money. That doesn't count here. Cash from personal selling means approaching businesses for contributions. Generally, these donations will be over $100. While some teams have had success in their home towns, these charities are local to the Gainesville region and will be more salient to local businesses. $500 of your team's contributions MUST come from this category.

In-kind donations

In kind contributions can be useful for your charity and often easier to get. With the exception of raffle items, you may present the amount of money that you saved an organization. This means that a Basketball that costs Sports Authority $5 but sells for $15 saves $15 per ball. Get 10 of them and you've saved that organization $150.

Raffle items generally net between 30 to 80 percent of their value, according to our clients. As such, it is easier to assume that they will save 50 percent on average. Therefore, if you get a $100 gift card donated for a raffle, your client will most likely report $50 as a general convention.

Be sure to get approval for types of in-kind donations your client needs. There's no point to getting $1,000 in pet food for a pet fostering service that doesn't actually need pet food. You MUST communicate with your client to ensure these donations are providing value. Clients will report what the donation helps them save. This means that providing an in-kind contribution that doesn't help a client may cause a report of $0.00. Some in-kind contributions may actually subtract from your total, if the client reports that it costs more to hold it than it benefits. Communication is key.

Tabling and other Events

Various fundraising events are great because they can help gain exposure for your organization. However, it is NOT personal selling in the spirit of this course. As such, they don't carry the same weight. This would include tabling or special "Yogurtology nights" where a percentage of proceeds go to your organization. Additionally, these types of events generally are more work for less cash. I don't recommend them.

Personal Donations

To be blunt: I don't even want to see this. While some might slip a few donations in this way, I view this as buying your grade. If you have a family member who owns a business and that BUSINESS donates, that's fine – I assume they have to do some internal selling to an accountant or partner before writing a check. I will make a judgment call and adjust your final numbers if it appears as though a contribution is personal, not from a business. Additionally, crowdfunding activities are strongly discouraged.

Prohibited activities

- Gambling
- Anything illegal (which means no parties, unless you personally have a liquor license)
- Residential canvasing (you need a permit for that, and I assure you it's not worth your time)
- Anything your client prohibits

Project Detail: Sales Simulations

In addition to several small role plays throughout the semester, students will participate in three major role plays. As these role plays are more involved, I differentiate them as sales simulations (sims). These simulations are meant to evaluate your progress in the course while developing personal selling skills. Groups for simulations will be randomly assigned after the drop-add period. In rare cases I may need to re shuffle groups between simulations. I will not accommodate requests for specific group assignments.

For each simulation, grading will be relative to the other groups in your section. Your grade starts as follows:

- The top team: 9-10 points (tie break decided by your section)
- The highest 50 percent: 7-8 points
- The lowest 50 percent: 5-6 points

From there, peer evaluations, and other various factors can move your grade up or down, depending on the simulation. Lateness to class on presentation day as well as other serious infractions or issues can severely affect your team or personal grade. A five-point penalty may be assigned for instances where it appears individuals or the team did not put proper effort into the project, take it seriously, or when groups are late to the class.

Sim1: "Get real… Sell me this book!" (15 points)
For this simulation, you will demonstrate knowledge and understanding of both the basic sales process using the mass market book, "Let's Get Real or Let's Not Play" as a sort of plot device.

You will receive the brief for this simulation roughly two weeks before presenting.

Sim2: TBA (10 points)
Here, you will demonstrate adaptive listening and learning in a selling scenario. You will receive the brief roughly one or two weeks before presenting.

Sim3: "A win-win-win is a Victory for everyone" (10 points)
For this simulation, you will be given a product to sell with a several days to research the product, industry, and clients. Some knowledge for this scenario will come from guest speakers. You will need to demonstrate ALL skills involved with consultative personal sales. You will receive the brief for this after the relevant outside speaker has presented. You will receive the brief for this simulation the Thursday before presenting, this gives you more than a weekend to prepare.

In order to receive grades this semester, you MUST confirm that you read this document by completing the syllabus quiz on Canvas. Failure to do this means that you will not receive any grade feedback. This also means that groups that you are in will ALSO not receive grade feedback.