

MAR4403: Sales Management Spring 2017 - Course Syllabus

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

Instructor

Dennis DiPasquale
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352-273-4446 (e-mail preferred)
Email: Dennis.DiPasquale@warrington.ufl.edu
I will only answer messages sent to this specific address, not canvas messages.

Office Hours

For individual students: *Tuesday & Thursday 12:00 – 1:45, Or By Appointment*
For Groups: *Monday Afternoon, appointments get first priority.*
Stuzin 267J (Inside the Marketing Suite)

- *ALWAYS check Canvas for changes.*
- *No office hours on days with speakers or presentations.*
- *Individuals may show up for Monday office hours, but groups will be given priority. Groups MAY NOT use T/R office hours. This is for individuals to bring class-related questions/concerns.*
- *Please note: No office hours during the first two weeks of the semester, appointments only.*

Lecture Times

Tuesdays & Thursdays
Section 1: 0912 → 9:35 – 11:30 @ Heavener 230
Section 2: 2445 → 1:55 – 3:50 @ Heavener 230
Section 3: 4209 → 4:05 – 6:00 @ Heavener 230
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.

REQUIRED Resources

Text: *Selling: Building Partnerships 9/e, Castleberry, Tanner (ebook)*
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: *Assignments*
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 the "sales" focus, 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. 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 consultative 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 (ebook)*

While I draw information from many sources, students are expected to read from this text. 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 the first two to three weeks of class. Thanks to contributions by former students, there are copies 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.

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Grading

How to earn an A:

The gist of it: Excel! Come to class and participate. Read the textbook BEFORE the relevant lecture. Raise more cash. Have great communication skills. Demonstrate skills related to consultative selling and managing yourself in a team. And do not limit yourself to the “minimum” points needed for an A.

**DO... NOT... PROCRASTINATE...
You can't cram for this type of course!**

The general rule of thumb is: to excel, a university student needs to spend two or three hours outside of class studying for every hour in class. As a student at a top school in a top program, you probably never needed to study this much in the past. This course is different! Instead of being asked to repeat topics from class or the text in an exam, you're being asked to demonstrate knowledge through application. This means you'll need to spend 10+ hours per week (for a four-hour class) applying yourself. Time management is VERY important!

How to lower your grade, regardless of points:

Should I determine that you've been “coasting” in group projects or doing anything to hinder another student, actively or passively; or if you are consistently unprofessional to students, faculty, clients, or businesspersons in the execution of this course, I reserve the right to issue a severe penalty to an appropriate portion of your grade. Sales is about being a professional team player. Great professionals do not look to “game” the system and get away with the minimum, they seek to excel. I apply this philosophy to your final evaluation and grade.

Breakdown/Rubric

A	115 – 120	Point Breakdown	
A-	110 – 114	Participation & Attendance	20 points
B+	105 – 109	Assignments	15 points
B	95 – 104	Sales Simulations	35 points
B-	90 – 94	Fundraising Project	50 points
C+	85 – 89	Total	120 points
C	80 – 84	<i>All projects are designed around points, NOT PERCENTAGES OR LETTER GRADES.</i>	
C-	75 – 79	<i>Please see a later page that elaborates on the fundraising project and sales simulations. Grading is designed such that only half of your grade comes from group activities. It is also designed to give high grades to only the best-of-the-best.</i>	
D+	70 – 74		
D	65 – 69		
D-	60 – 64		
E	< 60		

Rest assured: I rarely assign grades lower than a B– I don't think it's ever been more than five students per semester. I see a C-level grade as failing. I don't like assigning it and only do so if I'm sure it was earned through a severe lack of professionalism, poor performance, no effort, and/or no growth.

How to not earn an A:

An 'A' should communicate distinction, prestige, and a near-perfect execution.

The following disqualify you from earning an 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
- Excessive section hopping. The section caps are there for a reason.
- A lack of professionalism with ANY activity associated with this class: Sales is about demonstrating professionalism in all areas. This includes how you treat clients, co-workers (team members), supervisors/managers (the professor), et cetera (staff, secretaries).
- 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.

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Attendance & Participation (20pts)

Students will be expected to conduct themselves in class just as they would in a business meeting. That means that you are not to be late. You should arrive BEFORE class starts and be ready, not arrive at the class start time. 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.

“Blue Dates”

I mark your attendance card with red for missed classes, green for attended classes, grey or black for optional classes, and blue. Blue dates essentially cancel out red dates, and afford you more opportunity to miss class. Blue dates are awarded for going well above-and-beyond expectations, or for winning occasional in-class challenges.

Excused Absences

The only excused absences are certain religious holidays and those endorsed through 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 and/or significant others of your schedule.** Travel booked after the first four class meetings, 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 you have an excused absence, you will still be required to make up the missed class, **ESPECIALLY** if you have an excused mandatory day. The makeup is usually a 5-page paper on a business-related topic.

The best suggestion with regards to attendance issues is to communicate it as early as possible.

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Assignments (15 points)

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! Assignments related to book reading are an easy 15 points.

To guide and check outside reading, there will be several weekly LearnSmart assignments, one corresponding to each chapter in the text. These assignments are housed in MH Connect. You can access MH Connect via the MH Campus button located on the Canvas home page. Depending on your reading speed, each LearnSmart assignment should require approximately 45 minutes to an hour to complete.

A dedicated service line is available if you have any questions regarding MH Connect. The number is 1-800-331-5094. You may also access the Customer Experience Group online at <http://mpss.mhhe.com/>. They are available via email as well as interactive chat. **YOU NEED TO DIRECT ALL TECHNICAL CONCERNS TO THE CUSTOMER EXPERIENCE GROUP – NO EXCEPTIONS.** You will receive a case number for all inquiries in the event that you need to follow up further.

Please note: I strongly advise against leaving the LearnSmart assignments until the last minute. If the system goes down five minutes before the due date/time, that is your responsibility. If you have a scheduling conflict that occurs at the last minute and you cannot complete the assignment, that is your responsibility. The assignments are open and available for you to work on from the beginning of the semester. Take advantage of that time and use it wisely. **There are no makeups allowed for LearnSmart assignments--no exceptions!** If you experience a technical problem while/after completing assessment, I CANNOT HELP YOU. This is not because I don't want to help you, but because I do not have the capability to do so. Contact MH technical assistance at 800-331-5094 or use their website.

To avoid a hopelessly cluttered gradebook LearnSmart points will not be displayed on Canvas. They can be found in MH Connect. It is your responsibility to check MH Campus Connect's student performance records to ensure that your LearnSmart grades have been recorded.

Fundraising Project (50 points)

Your primary outside activity this semester is a team project. It will affect your grade the most. For this project will fundraise for an approved local 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 are designed to build confidence while reinforcing several of the key elements of adaptive and consultative selling. There will be three simulations. Each is worth 10 points, with 5 points that come from peer evaluations.

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.

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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 as they relate to business. 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!

Before or After Class Questions/Concerns

Students will often use the time before or after class to ask questions that are best left for office hours. Before class is not a good time, I use that time to either prepare for the lecture, or get to know students. After class time should be used for clarifications on the lectures or questions that should require no follow up. In the case that I say I'm going to do something for you (as in, look up information) PLEASE follow up with an email. With so many moving parts at the end of a lecture, my response might quickly be forgotten. This is not the time for important questions.

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 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 over 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).

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Changes to the Syllabus and course structure

As this is now the fourth 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. Students impacted by later changes to important dates will be given appropriate consideration.

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. Prospecting/Segmentation [C6]
4. Strategy [C15-16]
5. Organizational Buying Behavior [C3]
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, 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.

*That's it for logistics,
but keep reading, there's more. I know, its long.*

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

Group Activities

A note about working in Groups/Teams

Many students abhor working in groups. Understand: 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 cannot work as a team. 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.

A key element of good leadership is recognizing and addressing a little thing before it becomes a big thing. Groups that have had issues in the past tended to ignore little problems that ballooned later. The moment you see those little things, remember that your grade is on the line. I promise you, your friendship will have a better chance of survival if you're confrontational about a small problem before it affects your grade. No matter how well you get along, minor issues can cause hurt feelings and bad evaluations when the semester is about to end and someone procrastinates.

“I wish I hadn't formed a group with friends. It made it harder to be assertive when someone wasn't following through and doing what they said they would.”

–A paraphrase of a statement in at least three different students' final reports, Fall 2016

Keep reading for more fun and exciting information about the course partners!

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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 tend to look to inject Gator talent into their firms, so please dress and act professional on those days.

Altria

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.



Altria

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.



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.



About your group projects, up next...

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The Fundraising Project

The fundraising project is designed to give you a real-life experience with sales-related activities in the challenging venue of non-profit outreach. The focus on this project is with business-to-business style selling. Fundraisers and personal donations will not help your grade.

For this project, you will form teams of four to six before the fourth class meeting. On 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 Conservation. 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.

Of the 50 points you can earn in this project, 25 points are related to your personal activities and 25 are shared with your group. The determinants for each are as follows:

Group Grade (25 points)

- Client Evaluation
- Professor Evaluation
- Collective Fundraising Performance
- Group dynamics and management
- Delivery of Tangibles

Individual Grade (25 points)

- Peer Evaluations
- Professor Evaluation
- Non-selling activities
- Professionalism and Management
- Fundraising Activities

In principal, your individual grade is independent from your group grade. If you dragged your group along and did more work, you'll earn points here. If you held your group back, you'll lose points here. More details will be released as the semester progresses.

While it may appear that the goal is to simply raise money for an organization, you should not treat this as a 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 just as much as your actual dollars raised. Adherence to the value-focused and consultative sales principals promoted in class will help you go far while aggressive and/or transactional sales tactics may cost you and/or your team. **WARNING! DO NOT PROCRASTINATE ON THIS PROJECT.**

The 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. Briefs for each simulation are released within two weeks of the simulation date.

Grading for each simulation will be based on evaluations from other groups as well as the professor.

Sim1: "Get real... Sell me this book!" (10 points)

For this simulation, you will **demonstrate knowledge and understanding of the basic sales process** using the mass market book, "Let's Get Real or Let's Not Play" as a plot device. This requires in and out of class role plays, and as such is worth more points. *If you don't know what to do, ask me: making assumptions with this project has been fatal to groups in the past.*

Sim2: TBA (10 points)

Here, you will **demonstrate adaptive listening and learning in a selling scenario** using a former case competition. 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.**

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Just one more thing, then we're done. I promise.

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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.
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