Professional Selling

ENTP 6382.501 ● SPRING 2011 ● Wednesday 7:00pm – 9:45 pm

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Office Hours: Wed 4:00pm - 6:30pm, Tues 1:30pm – 6:30pm, or by appointment

I. PREREQUISITES, REQUIRED SKILLS AND CAPABILITIES:

There are no prerequisites for this course other than acceptance and enrollment into a graduate program at the University of Texas at Dallas. Course participants are not expected to have a formal business or management background.

II. COURSE DESCRIPTION

Essentially everybody sells something every day. "Nothing happens until a sale is made" is an axiom that is especially true in an entrepreneurial environment. Though sales and marketing are complimentary components of the same function of having customers purchase a product or service, both the manager in an established company and the entrepreneur will come to understand that, in most circumstances, an ability to sell is the *single most critical factor* to the success of any enterprise. The entrepreneur must sell his vision to partners, employees, investors, lending institutions, customers, suppliers, distributors, and, in many cases, family members. A manager in an established company must be effective in selling to upper management or board members, subordinates, existing and future customers, strategic partners, suppliers, distributors, and at times, the financial community and the public.

This course not only examines sales theory, but the practical application of the principles and art of professional selling, including in the entrepreneurial setting. The course will heavily emphasize the importance of developing a "trust-based" approach in the selling process through focusing on customers' needs as opposed to the sales person's or company's needs.

Whether simply desiring to learn more about professional selling principles, skills and approaches or desiring to use professional selling knowledge to help launch a new enterprise, the course will provide students the know-how and tools to be more effective in the selling process.

Students will be exposed to sales scenarios, case studies, experiential learning, and will gain understanding of the principles of professional selling through interaction with a number of guest speakers who are themselves involved in sales and marketing.

Both group and individual assignments will be required.

III. COURSE LEARNING OBJECTIVES AND OUTCOMES

This course is intended to help the student achieve the following objectives:
Through case study analysis and discussion, in class exercises, exams and homework assignments, the achievement of the following course learning objectives is intended:
1) To understand the various roles, needs, purposes, and processes of "professional selling" in business and the evolution of personal, strategic and consultative selling;
2) To successfully learn the essential skills and systems for building trust-based relationships and successful professional sales;
3) To learn the concepts of adaptive-style methods for uncovering and fulfilling clients needs and building cooperative, customer-centric, long-term relationships with clients;
4) to recognize and effectively manage personality and communication styles and the psychological, social, and situational issues affecting the buyer's response to the sales presentation;
5) To learn how to properly managing the social, ethical and legal issues impacting the selling process;
6) To learn how to manage customer concerns professionally and earn customer commitment effectively;
7)To understand the principles and approaches for managing and maintaining existing customers and expanding client base, and;
8) To learn to use methodologies relating to recruiting, training, compensating, motivating and monitoring the sales force in entrepreneurial ventures

IV. REQUIRED TEXT AND READING MATERIALS:

Text: **"SELL"** South-Western Cengage-Learning Ingram, T. N., LaForge, R. W., Avila, R. A., Schwepker, C. H. Jr., & Williams, M. R. 1st Edition 2010 , **ISBN-10**: 0-538-74875-3

Readings: Available in packet at bookstore:

Almquist, Eric and Jason Lee (2009), "What do Customers Really Want?," *Harvard Business Review*, 87 (April), 23.
Bonoma, Thomas V. (2006), "Major Sales: Who Really Does the Buying?" *Harvard Business Review*, 84 (July/August), 172-181.
Chapter 3, Ethical and Legal Issues in Selling - Building Partnerships (7th Edition) by Weitz, Castleberry and Tanner
Chapter 13, Formal Negotiating - Building Partnerships (7th Edition) by Weitz, Castleberry and Tanner

V. ASSIGNMENTS AND ACADEMIC CALENDAR

Week	Readings/Preparation	Assignments
1 1/12/10	**Introductions** **Readings:** Chapter 1: Overview of Personal Selling **Discussion**: Course information, Introduction to Professional Selling **In class Experiential Exercise** **Video**	**Teams formed team leader designated and group rosters submitted to instructor**

2 1/19/10	**Topics: Building Trust** **Readings:** 1. Chapter 2: Building Trust 2. Almquist, Eric and Jason Lee (2009), "What do Customers Really Want?," *Harvard Business Review*, 87 (April), 23. **Video: Scene 1A, Meet the Eager Beaver** **Case Discussion: Plastico**	**Due: Work Assignment #1: Case Study-- Plastico from Chap 1** **NCC case study next week --Handout.**
3 1/26/10	**Topic: Understanding Buyers (and communication styles)** 1. **Readings:** Chapters 3 **Understanding Buyers** – 2. Bonoma, Thomas V. (2006), "Major Sales: Who Really Does the Buying?" *Harvard Business Review*, 84 (July/August), 172-181. **Case Discussion: NCC** **Experiential Exercise:** Buying Decision Process **Chapter Discussion:** See discussion notes below under after calendar on personality questions.	**Due: WA#2: NCC case**
4 2/2/10	**Topics:** Communication skills **Readings:** Chap 4 **Guest Speaker**: **Speaker Discussion:** Summary of principles learned from last week's guest.: **Video: Scene 1B, Meeting the Seasoned Pro** Discussion: **group Presentations regarding sales person interview-- things learned from various sales people--list**	**Due: WA# 3:** **Salesperson interview paper** **Summary of each Group's interview with professional sales person**
5 2/9/10	**Topic: Strategic prospecting and preparing sales diologue** **Readings**: **Chap 5** **Guest Speaker:** **Discussion:** discuss presentation from last week. Case Discussion: Pete Tsuleff's Sauces	**Due**: **WA#4: One page Summary and Analysis of last week's guest speaker—one person will give summary in front of class and lead class discussion** **Due: WA #5—Mini-Case study: Pete Tsuleff's Sauces**
6 2/16/10	**Chap 6 Planning the sales presentation** **Readings:** Barringer **Presentations of product** **Review for exam** **Discussion: Product sell exercise**	**Due: WA# 6 individual product selling exercise**
7 2/23/10	**Midterm exam: Chapters 1-6** **Discussion: Ethical and Legal issues**	**Due: Peer Evaluations for Group projects (1, 2, 5)**
8 3/2	**Topics; "Stack the Deck" sales training: pre-call planning** **Todd doesn't take the whole hour, Making Stellar Presentations:** **Guest:** **Review Midterm exam** **Readings:** **Selling yourself assignment discussion**: **3 presentations**	**Due: WA# 7 personal assignment regarding job sales dialogue—2-3 students will be selected at random to give their personal sales pitch.**

9 3/9/10	**Topics:** Enhancing Sales Dialogue: creating and communicating **Readings**: Chapt 7 **Review: Stack the Deck (review and student led discussion)** **Discussion: Mini-Case Study; Texas Paint –from Chapt 7** **Video and Discussion: 2A-- SPIN, ADAPT**	**Due: WA#8--Mini-Case: Texas Paint (reading preparation only--no written assignment)** **Due: WA#9-Individual summary and analysis of principles from "Stack the Deck" (One student will be selected at random to lead class discussion)**
10 **3/16/10**	**SPRING BREAK**	**NO CLASSES**
11 3/23/10	**Topics: Principles of Persuasion** **Readings:** **Guest Speaker:**	
12 3/30/10	**Topics Addressing Concerns (Overcoming Objections) and earning commitment** Readings: **Chapt 8** **Video exercise –2B, Addressing concerns** **Experiential exercise: Failing to gain commitment** **Video Exercise: Scene 3B, Closing the Deal Part II.**	**Due: WA #10- Case study: Brenda's dilemma –(Chapt 8 case, Overcoming objections)** **Due: Submission to Instructor for approval, book selected as the subject of presentation on the last day of class (See information under WA#12)**
13 4/6/10	**Topics; formal negotiations/conflict resolution** **Readings**: Chapter 13 (Weitz) **Guest**: **Discussion: Negotiating Tips**	**Due: WA # 11--Library, Internet exercise to summarize findings regarding negotiation points**
14 4/13/10	**Topics: Expanding Customer Relations/Self Leadership** **Readings:**	
15 4/20/10	**Topic: Sales Management** **Readings: Chapt 11** **Guest:**	
16 4/27/10	**Topic: Principles of Persuasion** **Discussion: Persuasion** **Book Paper and Presentation** **Review for Final Exam**	**Due: WA #12—Book paper and sales presentation**

These descriptions and timelines are subject to change

VI. GRADING:

The course assignments and associated grades are summarized in the outline below. Supplemental materials may be provided or posted electronically. Advance preparation and active participation in class discussions is an important part of the learning experience in this course and will be evaluated.

The course has been designed to allow flexible management of your time. There will be 1 midterm, in-class exam and a comprehensive, take-home final exam. Your grade will be based on group and individual written assignments, your individual contributions to class discussions, and a major group project, the Business Opportunity Identification and FeasibilityAnalysis. These assignments, their due dates and page limits, and their relative weights in determining your final grade are summarized in the table below:

Assignment	Due Date	Team or Individual	Length	Grade Weight
Team members selected & Roster with team leader submitted	1/12/11		n/a	n/a
WA#1: Plastico	1/19/11	Team	2-4 pgs	7.5%
____________submitted to instructor by each group for approval to proceed (1st,2nd , 3rd & 4th choices)	1/26/11	Team	1 -2 pgs	n/a
WA#2– NCC	1/26/11	Team	2-4pgs	5%
WA#3 Sales Person Interview**:**	2/2/11	Individual	2-3pgs	2.5%
WA#4—Last Week's guest speaker topic summary	2/9/11	Individual	1-2pgs	2.5%
WA#5—Case Study: Tsulef's Sauces	2/9/11	Team	2-4pgs	5%
WA#6—Individual Product Paper/Presentation	2/16/11	Individual	3-5	5%
Midterm Exam –Chapters 1-6 **Peer Evaluations on first 3 Team assignments (1, 2, & 5)**	2/23/11	Individual	n/a	10%
WA#7 – Personal Job Interview Sales dialogue	3/2/11	Individual	1-3pgs	2.5%
WA#8 – Mini-Case –Prepare for discussion-no written assignment.	3/9/11	Group discussion	n/a	n/a
WA#9—Summary of Principles from last week's speaker Presentation	3/9/11	Individual	15 mins	2.5%
WA#10 –Case Study: Brenda's Dilemma	3/30/11	Team		10%
WA#11—Summary of Internet Search of Negotiating Tips	4/6/11	Individual		2.5%
WA#12—Final Project: Business Book Summary/Presentation Pitch	4/27/11			10%
Final Exam—Take Home	4/27/11	Individual		10%
Peer Evaluations for WA#10	4/27/11	Form		**10%***
Class Participation (attendance, team/class participation)		Individual		15%
				100%

*** SEE PEER EVALUATION INFORMATION BELOW—THE WEIGHT OF PEER EVALUATIONS COULD EXCEED 10%.**

GRADE SCALE

A = 90% OR GREATER
B = 80% to 89%
C = 70% to 79%
F = <69

VII. COURSE AND INSTRUCTOR POLICIES

SELF INTRODUCTION

Each student should post a Self-Introduction in the course Discussion area of WebCT6 prior to the second class. Introduction should include your major, work, interests, education and reasons for taking course. This information will be used to assist in the formation of groups for the course.

FORMATION OF GROUPS

Some of the work in this course will be performed in small team. The team members will be collectively responsible for completing each of the team assignments. The grades earned on team projects will be assigned equally to each group member, subject to adjustment based on the overall Peer Evaluation score for each team member (see below).

Students will have the opportunity to form their own teams during the first class period of the course, based on common interests and preferred group interaction. A **type-written roster** of all members on each team, including the designated group leader (with name, email and telephone contact information) should be turned in by the team leader to the instructor by the beginning of the second week of class.

LECTURE SLIDES

The MS PowerPoint slides used in lectures and case discussions will be available on “elearning” under course ID ENTP 6382. You should be able to access elearning with your UTD Unix ID and password. Call computer services at (972) 883-2911 if you need assistance.

CLASS PARTICIPATION

Fifteen percent (15%) of your grade will be based on your active participation in class discussions and exercises. **Attendance and arriving on time for class are important factors for quality participation**. From time to time, it may be necessary to arrive late or miss a class due to illness or personal business. Please inform the instructor in advance of such absences. Keep in mind that written assignments must be emailed and submitted in hard copy by the due date and time. If participation becomes an issue, a student’s grade will be impacted. Given that there are few class periods and a portion of some of those periods may be devoted to team meetings and assignments, attendance at class is doubly important. Two absences from class or more, or consistent tardiness could result in a grade reduction.

GUIDELINES FOR WRITTEN ASSIGNMENTS

- ***Evaluation:*** Particular care should be taken to fully address the requirements for each paper detailed in the assignment. A written evaluation and critique will be provided by the instructor on all graded papers. Written assignments will be evaluated on multiple factors, including (a) following instructions and providing clear and direct response to the case questions or business plan guidelines provided; (b) critical evaluation and effective insights into the case situation; (c) demonstrated ability to apply the course concepts and frameworks in your analysis; (d) logical conclusions and effective recommendations as required for cases; and (e) effective communications.
- ***Identification of Assignments.*** All submitted assignments should be identified as follows: (a) a header on each page of the paper or spreadsheet should include your name if an individual assignment, or, if a team project, the names of all team members; (b) electronic submissions should include the course ID, assignment number and name(s) of the person(s) submitting the assignment. For example, “ENTP 6382_WA#2_[individual name or team names].doc” would identify your team’s Written Assignment #2. Failure to properly identify your work may impact your grade.
- ***Format.*** Written assignments should be submitted in MS Word, MS Excel or MS PowerPoint format, as appropriate. The manuscript should use 11-12 point type, single-spaced, with 1” margins all around. Appropriate titles and section headings should be used.
- ***Assignment Submission Instructions***: All written assignments and presentations are to be submitted in **hard copy form and electronic form via email**. You may submit assignments through elearning or directly to instructor. If you are unable to attend class, you may email the assignments to me, to arrive before the beginning of class. Team assignments are to be submitted only by the team leader. The team leader will receive the results and feedback on the team assignments from the instructor and will be responsible for sharing them with the other members of the team.
- ***Due Dates and Late Paper Policy***: **Written assignments are to be submitted on or before the beginning of class on the date assigned. Late papers (beyond the due date before class) will not be accepted.**

Effective written and oral communications are critically important in the business world. Poor organization, convoluted sentence structures, mangled grammar and misspelled words have no place in effective communications, and will be considered in the evaluation of your work and ideas.

CASE ANALYSIS GUIDELINES

Some of the written assignments and class discussions will require the analysis of case situations. Discussion questions for each case are provided below to help you to focus your analysis. You are encouraged to work together in your study groups to discuss the cases, including the individual written assignment cases, with the understanding that individual assignments (including tables and figures) are to be prepared and written by yourself. Each team member may create portions of each team assignment as agreed by team members and the team will integrate the respective pieces. Please remember to save sufficient time to properly edit the work into one <u>integrated</u> paper that will be agreed upon by the team and Team Leader.

EXAMS

- The Midterm Exam will consist of multiple-choice, true and false, and/or short-answer questions and will be completed in class.
- The Final Exam will be a comprehensive take home exam.
- The exams will cover material from the assigned readings, class lectures, discussions, speakers, assignments, and guest speaker subject matter.
- The exams will be structured to reward those students who consistently attend class and take full responsibility for learning the material.
- There will be no make-up examinations and no exams can be taken early.
- If you miss the midterm exam, that weight will be shifted to the final exam and your final exam may be different from those who didn't miss any of the in-semester exams and may not be take-home. Please note that this is not an attempt to penalize you. It simply reflects the fact that it is impossible to easily create a make-up exam that is comparable to the one your peers took. If you want to discuss this procedure, because you have a very unusual situation, please see me before the exam you will miss.

INDIVIDUAL PEER EVALUATION BY TEAM MEMBERS. A peer evaluation of the respective individual team members will be utilized to adjust individual grades on ALL team assignments (maximum range of +/- 20% of the group grade). The peer evaluation form attached to this syllabus will be completed individually and turned in by each group member as part of each group project assignment.

At times teams have been formed for class projects wherein someone did not contribute significantly but expected the same grade as strong contributors. Fairness will prevail. I will compute individual grades for each team project and presentation based on the team score for each project and the group peer evaluations that each team member receives. Therefore, strong contribution to projects and regular attendance at team meetings are essential for optimal grading. See the attached student peer evaluation form. Individual grades may be lowered by the instructor given poor peer evaluations. Typically, the overall grade received by a team for each assignment will be multiplied by the percentage of contribution by the team member, thus if all team members contribute equally, each will score 100% for their participation which will be the multiplier of the team score. For clarity, if a team received a score of 90 for an assignment and an a team member received a peer contrition score of 95%, that individual would receive an adjusted score of 85.5% (90 x 95%). Additional instruction regarding peer evaluation will be provided on the peer evaluation form.

Failure to complete a peer evaluation can result in reduction in grade. Evaluations will be kept confidential. <u>The team is accountable for warning any student who is in danger of receiving a failing peer evaluation. Failure of a team to warn a team member in a timely manner as described may invalidate negative ratings.</u> Interim evaluations may be completed at any time during the semester and submitted to the instructor as a means of identifying a problem with a team member. <u>Please do not be afraid to discuss these problems with me individually and early on.</u> Warnings as to failure on peer evaluations most often reverses a negative course of action on the part of a team member, but removal of a team member from a team is possible. Please handle individual team member issues with proper care, courtesy and diplomacy. Students dropped from teams by the instructor will be required to complete future team projects on their own and such removal from a team may result in a lower grade for that team member. Other options include dropping or failing the course.

DISCUSSION QUESTIONS FOR CASE ANALYSIS and INDIVIDUAL ASSIGNMENTS

The following discussion questions are provided to help you complete a structured analysis focusing on the key issues in each case. It is important, in written assignments, to address each of these points.

Written Assignment #1: Plastico

Read the Plastico case at the end of Chapter 1 in the textbook and answer the following:

1. List all the problems you see with Stone's first sales call? (List 6-8 problems)
2. If you were Sharon's sales manager, what would you recommend she do to improve her chances of succeeding, generally?
3. What does Sharon need to do to build a strong relationship with Kline?

Written Assignment #2: NCC

See Case Handout with accompanying questions to be answered by the team.

Written Assignment # 3: Interview with a B2B professional sales person or Entrepreneur who makes sales calls

Submit with your paper, the business card of the person you interviewed. As part of your interview summary, state the name of the individual, the industry of the sales person and his or her title. Then seek answers to the following questions:

1. How many hours per week do you work?
2. What percent of your activities are spent on: a) prospecting, b) paperwork, c) travel, d) sales presentations, e) face to face selling, f) internal meetings, and g) servicing accounts?
3. What preparations do you make before a face to face customer sales meeting
4. In face to face selling meetings, what percentage of your time is spent on the following: a) Information gathering, b) actual sales presentation, c) commitment (confirming, handling objections, closing)?
5. On average, how many sales calls do you make per week?
6. What percentage of sales calls result in sales?
7. What abilities do you believe are essential to success in your field?
8. As you carry out your objectives as a sales person, how important are: Trust, Communication, Relationship building, Ethics?
9. What formal sales training have you had?
10. What aspects of you job do you enjoy the most? What aspects do you least enjoy?
11. What is your most memorable sales call?

Written Assignment # 4: Summary of Guest Speaker's presentation last week

1. Summarize the presentation of the prior week's speaker and include the following:
2. What were his/her key characteristics or traits?
3. What philosophical points about selling were presented?
4. What key points of selling did the speaker convey?

Written Assignment #5: Mini-Case Tsulef's Sauces

Read case and answer questions at the end of Chapter 5

Written Assignment # 6: 3 minute, Individual Product Sales Paper Presentation

- You can also bring the actual product to class and use it, Students will select a product of their choice and sell it to the class (this should be an actual or technically feasible product that someone class members might buy). The product can be existing or your own product idea that you believe would be commercially viable. Make sure that your product is interesting.
- You will prepare a presentation and a 1 page paper using exhibit 6.4 as a guide). Indicate the key components necessary to effectively represent the product and company.
- You will have exactly 3 minutes for presentation with 1 minute to answer questions.
- You will be graded based on the quality of your attention- getting opening, the clarity of your explanation, linking features with benefits, support for your claims, your understanding of the product, the degree to which

you convinced your audience of the product's value proposition, your demonstrated degree of confidence (based on preparation), and the degree to which you followed instructions.

- Remember if you don't get someone's interest in the first 30 seconds, it is virtually impossible to establish credibility.
- You can use an online visual or two from the Internet or your personal website if you like.
- I will remind you at 2:45 to complete your sales pitch in 15 seconds.
- Do not use yourself (as job candidate, consultant, etc.) for the product.

Written Assignment #7—Individual job sales dialogue

Using all principles of selling learned to date, including those regarding the preparation of sales dialogue, each student will prepare a 1 or 2 page paper outlining a sales dialogue that you might use in planning for a job interview—stating the job you are seeking. During class, 2-3 students will be selected at random to present their individual sales dialogue outline to the class. As a guide, you should consider using the NFAB approach

1. **Need** = Employer Problem, e.g., "This Job requires…" ("…frequent sales presentations to individuals and groups")
2. **Feature**= Student capability, attribute or experience, e.g., "I have..." ("…taken 10 classes that required presentations")
3. **Advantage = e.g.,** "This means…" ("I require limited or no training in making presentations")
4. **Benefit (to employer) = e.g.,** "You will…" ('…save on cost of training and have the ability and confidence that I can be productive early")

Written Assignment #8: Texas Paint Case

Please read the case at the end of Chapter 7 in the textbook and answer the following questions.

1. What are 5 benefits of the self priming paint?
2. What different sales aids might Richard use to enhance his presentation of the new self-priming paint?
3. What info does he need to substantiate the possible cost savings? Where does he get such info.
4. Once he has established the superior performance of the new paint, what should Henry do?

Written Assignment # 9: Summary of Stack the Deck presentation

1. Summarize the presentation of "Stack the Deck", including the following:
2. What is the primary premise of "Stack the Deck"?
3. [illegible]
4. List and summarize the "critical success factors" presented.

Written Assignment #10: Mini-Case, Brenda's Dilemma

Brenda's dilemma

Handling Sales Resistance

Brenda recently returned from a two week training session that focused on how to handle sales resistance and how to earn commitment. Brenda has become quite familiar with the ADAPT questioning system and knows she must use assessment questions to allow the buyer to describe their present situation. She has also developed a pretty good set of discovery questions that helps her identify the buyer's pain and problems. Her challenge has been what to do with this information. Whenever Brenda attempts to use features and benefits to make her case, she encounters a myriad of objections. Brenda knows she has great products and service, but she has not been able to communicate this effectively to her prospects.

The objection she hears most often is: "I've never heard of your company, how long have you been in business?" If that is not bad enough, she heard the following objections in just one morning:

- *"I'm not sure I am ready to buy at this time, I'll need to think it over."*
- *"Your company is pretty new; how do I know you'll be around to take care of me in the future?"*
- *"Your price is a little higher than I thought it would be."*
- *"Your company was recently in the news. Are you having problems?" and finally,*
- *"I think your company is too small to meet our needs."*

Brenda hears most of these objections right after she attempts to earn a commitment. She is now getting a little gun shy about asking her prospects for the order.

Brenda is sitting at her desk trying to figure out what to do next and she is not exactly sure how to proceed.

Please answer the following questions comprehensively

1. What would you recommend Brenda do to handle the challenges she faces?
2. Brenda appears to have an advantage with her products and services. Develop a plan for Brenda to overcome the sales resistance she is receiving.
3. Use the LAARC process to develop the suggested dialogue Brenda can use to address one of the major types of resistance she is receiving.
4. What can Brenda do in the future to encounter less sales resistance when she asks for the order?

Written Assignment #11: Publications detailing Negotiating Tips

Go to your library and search for books, pamphlets, articles and tapes that specifically discuss the topic of formal negotiations between buyers and sellers. Complete the following:

1. List the title, author, and source of those publications that have as their principal audience salespeople and/or sales organizations.
2. List the title, author, and source of those publications that have as their principal audience *buyers* and/or *buying organizations.*
3. Summarize ten important things you learned about negotiating (can be from any source).
4. Compare and contrast the information provided to the two different audiences (sellers, buyers).

Written Assignment #12 –Book Analysis, Sales Dialogue, and Presentation

Book analysis and presentation

Students will select a business book to summarize and present in class in a 2 to 4 minute presentation. The presentation is for the purpose of SELLING the book to a large publisher. The executives of the Publisher (students in the class) will want to know what is special about this book that gives it “best-seller” quality. As a foundation for the presentation, create a single-spaced, one or two-page summary containing the following headings and information:

1. **Main idea:** What compelling idea is at the foundation of this book that will “grab” the reader’s attention (100 words or less).
2. **Key Concepts**: Select 3 or 4 key concepts from the book (creating short paragraphs for each). These should be interesting points that create value for the reader? What is special or differentiating about these concepts? These points are the foundation of why this book would have the potential to become a Best Seller?
3. **Other Points of Note**. Create a list of 6 to 10 other interesting points that are contained in the book that you may want to share with the class (list the page reference for each point noted).
4. **Relevance to Selling**: Describe how concepts in the book could be applied to business in general, professional selling or marketing.
5. **Why this book is best seller quality**—you might think in terms of features, benefits and advantages.

The assignment will be graded based on 1) your demonstrated understanding of the book, 2) the quality of your summary of the main idea and key concepts, 3) the quality of your arguments (i.e., how compelling) regarding the book's value to business professionals, 4) the degree to which you follow instructions, 5) enunciation and eye contact, 6) confidence and enthusiasm (this comes from practice and preparation), and 7) handling questions

Additional Instructions for WA#12:

1. This can be a book that you have already read or used elsewhere, but must be approved by instructor in advance –**<u>no book will be presented twice</u>**.
2. Submit a hard and soft copy of the assignment before the beginning of class on the due date.
3. For your 2-4 minute presentation of your compelling “pitch” regarding your three to five key concepts from the book to the class, you should create a short, **one-**page handout for each student (and instructor), highlighting key points only (guideline: 40 to 60 words). You may use the document camera during your presentation, a short Powerpoint presentation, or information from the Internet.

4. The presentation should be creative, attention-getting, interesting and memorable. It may also be representative of your own unique abilities.

UNIVERSITY POLICIES

FIELD TRIP POLICIES
Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

STUDENT CONDUCT & DISCIPLINE

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

ACADEMIC INTEGRITY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

EMAIL USE

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

WITHDRAWAL FROM CLASS

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

STUDENT GRIEVANCE PROCEDURES

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

INCOMPLETE GRADE POLICY

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

DISABILITY SERVICES

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

RELIGIOUS HOLY DAYS

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

--Peer Evaluation Form, Next Page--

PEER EVALUATION FORM

INSTRUCTIONS

The peer evaluation process is intended to provide group members with an opportunity to contribute to the evaluation of the performance of your team members on group activities. On the form below, you may rate the performance and contributions of your team members (including yourself) in the preparation of the group assignments. Instructions follow:

1. Enter the names of your group members (alphabetically by last name). Include yourself.
2. Evaluate each assignment separately. Each team member will begin with 100 points on each assignment.
3. You may reallocate the total number of points among team members within a range of 80 to 120 points for each individual, based on their contributions to the group effort on that assignment.
4. The total number of points allocated on any single assignment must equal 100 times the number of members of the team. If you have four members on the team, the total for each column should be equal to 400.
5. I will calculate an overall assessment as a weighted average of the individual ratings, using the percentage weights indicated below.

Please sign the evaluation at the bottom of the page, place it in a sealed envelope and turn it in with your final group assignment on November 28th.

PEER EVALUATION

	WA#1 Plastico	**WA#2 NCC**	**WA#5 Tsulef's Sauces**	**WA#10 Brenda's Dilemma**
Group Member (list alphabetically)				
1				
2				
3				
4				
5				
Total				

COMMENTS

Group Member	**Comments** (please support and justify any assessment below 90% or above 110%) Continue on reverse if necessary.
1	
2	

3	
4	
5	

Prepared by: Print Name and sign ___________________________________

PEER EVALUATION FORM [EXAMPLE]

INSTRUCTIONS

The peer evaluation process is intended to provide group members with an opportunity to contribute to the evaluation of the performance of your team members on group activities. On the form below, you may rate the performance and contributions of your team members (including yourself) in the preparation of the group assignments. Instructions follow:

6. Enter the names of your group members (alphabetically by last name). Include yourself.
7. Evaluate each assignment separately. Each team member will begin with 100 points on each assignment.
8. You may reallocate the total number of points among team members within a range of 80 to 120 points for each individual, based on their contributions to the group effort on that assignment.
9. The total number of points allocated on any single assignment must equal 100 times the number of members of the team. If you have four members on the team, the total for each column should be equal to 400.
10. I will calculate an overall assessment as a weighted average of the individual ratings, using the percentage weights indicated below.

Please sign the evaluation at the bottom of the page, place it in a sealed envelope and turn it in with your final group assignment on July 25th.

PEER EVALUATION

	WA-1 10%	**WA-2** 10%	**WA-5** 10%	**WA-10** 10%
Group Member (list alphabetically)				
1 Samuel Adams	100	98	95	85
2 Brett Favre	100	102	100	95
3 Michael Finley	90	95	100	120
4 George Washington	110	105	105	100
5				
TOTAL (must equal 100 X number of group members)	400	400	400	400

COMMENTS

Group Member	**Comments** (please support and justify any assessment below 90% or above 110%) Continue on reverse if necessary.
1	Sam was late on most assignments and did not contribute much to any project. Attended only one meeting and was not collaborative. Missed class 3 times, thus missing team meetings afterwards
2	I did my fair share on all of the assignments.

3	Didn’t seem interested at first, but carried the load for the group on the final presentation
4	A solid contributor throughout.
5	

Signature: ____

Print Name: ____ Brett Favre _____________________