

Syllabus, Sales Program Fall 2026

This syllabus covers three classes: Sales Fundamentals (Market-331), Sales Management (Market-335) and Sales Advanced Topics (Market-338). These co-requisite courses are integrated into one 9-credit experience. We meet in person on Mondays, Wednesdays & Fridays 8am-11:20am, and we'll have some break time during each class session. We meet in Sage Hall 4221, except on dates noted on the calendar located within this syllabus. Official course descriptions appear on the final page of this syllabus.

Your coaches:

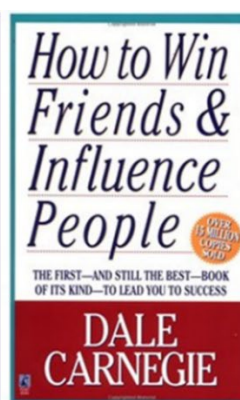
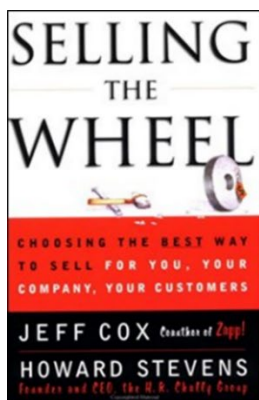
Lead professor. Bryan Lilly, Ph.D., 920-424-7201 (UWO), 920-237-0416 (home: landline without texts), lilly@uwosh.edu, Sage 1449. Tentative office hours are Tuesdays 9am-10am and Thursdays 10am-11am. We can make appointments to meet on other days/times when needed.

Sales Program Manager. Heather Veese, veeserh@uwosh.edu, 920-841-0894 (cell), Sage 1418. Heather has substantial sales and trade show experience. She does a lot of behind-the-scenes work to assist students and professional coaches.

Professional Coaches: Sales professionals from various companies will coach some of our activities, judge sales competitions, and host job-shadow ("ride along") experiences. Class members should normally wear business casual attire on days when professionals attend. If desired, visit the "clothing closet" in our Career & Professional Development office, and you might get some free attire.

Readings. You'll receive a "main readings" workbook, various materials in 3-ring binders, plus books listed below that you can either borrow from our Sales Program Library or purchase on your own:

Book Titles	Authors	ISBN
Selling the Wheel	Cox and Stevens	978-0684856018
People Buy You – UWO Sales Class Edition	Blount / Lilly	237-0022216115
Cheating Death	Herbst	978-1069339287
How to Win Friends & Influence People	Carnegie	978-1439167342



Course goals:

This course is for people who will engage in sales roles or who will interface with people who work in sales roles, such as marketers, managers, business owners, etc.

Our broad course goals:

- 1) For students who enter sales: understand different types of sales and learn enough about sales so you can find good fit positions, succeed/grow, and help your company achieve strong results. If you enter sales management, this goal helps you recruit, train, motivate, and retain talent.
- 2) For students who enter non-sales areas: understand how sales works so you can interface with, leverage, and support sales areas productively.

Specific course goals for knowledge/skills:

- 3) Understand how sales fits within a business, including areas of joint-effort and contention.
- 4) Improve your ability to provide value to different types of buyers.
- 5) Diagnose and use a sales process.
- 6) Evaluate sales roles and determine whether a role is a 'good fit' for someone.
- 7) Understand some basics of sales management: coaching, motivating, analysis, etc.
- 8) Understand some advanced sales issues: negotiating, trade shows, CRM, RFPs, etc.
- 9) Adjust a sales approach, so you can tailor sales efforts to your style and to a customer.
- 10) Improve your networking and business communication skills.
- 11) Professionalism: improve your ability to interact with professionals and deal with thorny sales issues.
- 12) Increase your tendency to "be comfortable with being uncomfortable."

How this course supports School of Business learning goals:

School of Business learning goals	Connection to this course (#s refer to course goals above)
Knowledge of major business disciplines	3) Understand how sales fits within a business 7) Understand sales management issues 8) Understand advanced sales issues
Knowledge of diversity and globalization implications	4) Provide value to different types of buyers 9) Tailor sales efforts to different buyers
Knowledge of ethical and sustainable practices	3) Understand how sales fits within a business 4) Provide value to different types of buyers
Use technology and analyze data to solve problems	5) Diagnose and use a sales process (problem solving) 6) Evaluate sales roles and determine whether a role is a 'good fit' for someone.
Career readiness and development	10) Networking and communication skills 11) Professionalism 12) Comfortable being uncomfortable (in new types of situations, achieved mainly through role plays)

Course organization

Co-requisites. Our three sales courses are co-requisites and are taught as one integrated 9-credit class. This organization has four advantages:

- 1) companies have sufficient time during class to coach role-play exercises, 2) field trips become possible to schedule during class time, 3) materials across courses become better integrated, and 4) students are more able to work with each other and develop a cohort group.

Two-part format. The first weeks involve learning concepts, and then we have an exam. After the exam, the remainder of the semester involves 'hands on' activities. Once people learn sales concepts, practice is needed. A commonly used analogy involves learning to ride a bicycle. You must get on the bicycle to get the feel of how to ride it. Sales has the same behavioral element and requires practice.

Course grading

Within each column (course), graded items are listed along with the percentage they contribute to the course grade.

Sales Foundation Market-331		Sales Management Market -335		Advanced Sales Topics Market -338	
Exam: Part-A	30	Exam: Part-B	30	Exam: Part-C	30
Quizzes (Monday readings)	10	Quizzes (Monday readings)	10	Quizzes (Monday readings)	10
Participation:		Participation:		Participation:	
- Monday Readings	5	- Monday readings	5	- Monday Readings	5
- With guests	5	- With guests	5	- With guests	5
- Other in-class instances	5	- Other in-class instances	5	- Other in-class instances	5
Papers:		Papers:		Papers:	
- Discussion Leadership	10	- Buying → Sales Skills	15	- Cases	15
- Meet the Partners	10	- Question Development	15	- Company Experience Ideas	15
- Ride Along	10	- Sales Mgmt. Project	15	- Advanced Sales Topic	15
- Sales Competition	15				
Bonus/Deduction	+/-	Bonus/Deduction	+/-	Bonus/Deduction	+/-

Scores for all courses will be posted to our 331 Canvas site. All papers due digitally will be uploaded to the same 331 site.

Based on the above, each class member may end the semester with different grades in each class. This is because most of the graded work differs between classes.

Added information about grades and grade-related materials:

Participation: Participation scores are mainly based on class sessions when Bryan is NOT the primary presenter. Everyone should participate, so please participate without being a hog; hold back a bit if you already contributed and others are trying to enter the conversation.

- How scoring works: Bryan marks instances when class members ask good questions and provide good comments. Not all contributions count. For example, if a guest speaker calls on a specific student to answer a question, and other students lack an opportunity to answer, then the answer may not count. In addition, Bryan tries to catch all questions/comments, but he misses some. You should get good participation scores if you try to contribute throughout the semester. Participation points are updated on Canvas and are just raw numbers, not percentages. For each participation component, your final score is based on your participation divided by 85% of the class average participation, with a maximum of 100%.
- Participation components:
 1. *Reading Participation* is based on sessions where students lead one of the assigned readings, which typically occurs on Mondays.
 2. *Guest Participation* is based mainly on sessions professionals lead the class. Input from professionals may also be used if they provide feedback to Bryan that a student's performance was very positive or negative.
 3. *Other Participation* is based on other sessions; mainly where class members lead discussions related to assignments they present.
- On any single participation component, you can earn a maximum of 3 points during a given class day, unless we agree to change this maximum on certain days. Please participate throughout the semester, as it will be difficult to "catch up" late during the semester.
- If you are struggling to participate, then you might:
 1. Plan questions in advance of the class day, which is possible for some sessions.
 2. Ask the person leading the discussion to call on you.
 3. Be obvious when you want to be called on. Raise your hand high enough for someone to see you have a question and keep it raised. People who lead discussions sometimes don't realize a person has a question if their hand is not clearly held up. If you believe a discussion leader has not noticed you, you might make a comment such as, "Question over here please."

Groups: Groups will be assigned toward the start of the semester.

- Scores on group assignments may vary across group members. For example, some assignments involve presentations, and some presentation components are scored individually. And groups sometimes submit assignments and indicate that contributions were uneven across group members and thus scores should vary.
- Groups can be changed. People often intend to work on papers shortly before they are due and then hit schedule snags or other problems. You can avoid many problems if you start to work on papers early. I suggest you review assignments with your groups early during the semester and reach some group decisions about when the work will be done. Then, see Bryan if you have a problem. Your group can eject an underperformer, or one group-member can self-eject if needed. If you break up a group, don't worry about how other students will complete the assignment: they can get help from Bryan. Please just see if the situation can be remedied within the group, then see Bryan if needed, and please be proactive. Bryan may adjust group membership if group members have already tried to work things out, and if enough time still exists before a deliverable is due.

Bonus/deductions: Bonus points and deductions are separate from curving.

- Attendance. Attendance is used instead of an end-of-semester exam. If you attend and follow along, then you should reasonably learn the material.
 - You have one free absence. If you don't use this day, you can cash it in for a $1\frac{1}{3}$ -point bonus (i.e., $1\frac{1}{3}$ points **added** to each course).
 - Some absences are excused by university policy or for situations where it appears to Bryan that your absence is reasonably beyond your control. For these absences, you may still be responsible for making up missed work. We can review these if/when they occur.
 - Except for the free-absence and university-excused absences, $1\frac{1}{3}$ -points are **subtracted** per absence for the next two added absences ($1\frac{1}{3}$ points subtracted from each course). After that, 5 points are subtracted from each course for each of the next two absences. After that, 10 points (one letter grade) are subtracted per absence for each course. Also, if you are unexcused absent during a day where a quiz or other course item is graded, you may receive a score of zero on that graded component, but feel free to ask for a make-up.
 - If you expect to have absences, even excused absences, confer with Bryan as soon as possible. Hands on components of this course are difficult to make up, and you may need to take an "incomplete" grade and attend those components the following semester.
 - If possible, please let Bryan know in advance if you will miss a class. An accurate headcount helps plan some activities, and a timely notice about an upcoming absence is appreciated.
- Tardy. Please arrive at class on time and participate throughout the scheduled class time. For a few tardies on days without outside coaches, typically 0.01 points are lost for each tardy minute (-0.01 applied to all three classes, up to $1\frac{1}{3}$ points max). These -0.01 amounts increase for situations where class members are tardy more frequently or are tardy when outside coaches are present.
- Basic "to do" items. Some items are graded via having points deducted if they are not completed. As an example, please complete a survey during our first week, at www.surveymonkey.com/r/H9KK9GF. Students who do not complete this survey may have 1 point **deducted** from the end-of-semester grade (i.e., 1% of the overall course grade in each of the three classes).
- Meeting courtesy:
 - Please turn off and put away mobile devices (advise Bryan if you expect an important call and then set your phone to vibrate). Please stay attentive and limit side conversations and do not work on other things during class. Please wear business casual attire on days that professionals attend (except our bowling/debrief day, and field trips that involve visiting an industrial facility).
 - Points are deducted for meeting-courtesy-violations (MCVs). The number of points may vary, for example depending on a student's 'track record' of engaging in MCVs. For example, the first instance of cell phone use might result in a **deduction** of 0.05 points (1/20 of one percent of the final course grade in each of the three classes), and further instances of cell phone use by the same person might each result in higher deductions amounts.
 - Some missed class time or disengagement is hard to avoid, and thus, as points are deducted, the first 0.35 points do not subtract from your normal course total points. In addition, if you don't lose these initial 0.35 points, then they convert to a **bonus**, which is added to each course.

Assignments: Please look for the 3-ring-binder section that has copies of our class assignments. You'll receive all class assignments at the start of the semester. That section of the 3-ring binder ALSO has guidelines to follow for all assignments plus tips for assignments and for presenting. Please follow these guidelines and tips and let Bryan know if you have questions.

Books: You'll receive comb-bound readings. We'll also use four practitioner books that you can borrow or purchase. If you borrow books and fail to return or replace them, your semester final grades will be set to 'incomplete.' If this occurs, the grades will be adjusted when books are returned. If you don't return the books after some time, please realize the university eventually converts incompletes to "F" grades. Please just return books in good condition or get replacements.

Cheating: Please represent your work honestly. If you help someone else on their assignment, or receive unapproved help, university academic misconduct applies, and penalties can include failing the course. On group assignments, only include a person's name on the submission if they reasonably contribute to the assignment; cheating includes giving credit to someone who did not earn it. Please refer to UW System guidelines UWS 14: https://docs.legis.wisconsin.gov/code/admin_code/uws/14. In terms of resources that you are allowed to use on assignments, unless otherwise stated in an assignment you may use input from professionals, websites, articles, and AI tools, provided you reasonably include citations that indicate what ideas or verbiage came from these resources.

Converting scores into letter grades at the end of the semester: The table below indicates how scores convert into grades for each class. Scores are not rounded up or down. For example, a score of 79.999 equates to a letter grade of C+, and a score of 80.000 equates to a score of B-.

Score	Letter grade	Score	Letter grade	Score	Letter grade
93⅓ +	A	80 - < 83⅓	B-	66⅓ - < 70	D+
90 - < 93⅓	A-	76⅓ - < 80	C+	63⅓ - < 66⅓	D
86⅓ - < 90	B+	73⅓ - < 76⅓	C	60 - < 63⅓	D-
83⅓ - < 86⅓	B	70 - < 73⅓	C-	< 60	F

Curving: A curve is used to reach up to a 3.0 GPA if Bryan believes the class performed reasonably well. If used, curving involves multiplying final scores (omitting attendance/tardy/MCV points and any extra credit) by an amount. For example, a curve of 1% means multiplying all scores by 1.01. Bryan may further adjust scores that are still below 60% on a case-by-case basis. A student scoring below 60% may receive an F, but occasionally an added assignment is a good option and allows the student to move on with a passing grade. These curving notes reflect the typical approach, which may be modified.

Online resource to help coordinate with Professional Coaches from partner companies: Go to <https://beefwi.org/uwo-sales-program/class-materials/> to see resources where class members and coaches both need access. That page has contact information for coaches, a list of class dates that involve partner-company coaches, etc. Tell Bryan and Heather if you want something added to the page.

Raise issues quickly and explicitly: Please be candid with Bryan and your other coaches. If an issue exists that needs attention, address the issue with us as soon as possible, and with all relevant details. For example, if you are working in a dysfunctional group, then we can reform groups, but only if you confer with us promptly. In addition, if you need to leave class early and want to know if that would be excused; then don't just ask if you can leave early. Bryan will say yes, and that answer fails to address the 'excused' part that's also on your mind, but that you did not ask about. Please communicate clearly.

Issues outside of class: Feel free to ask about courses and careers related to sales or marketing. Bryan and your other coaches have worked in small and large companies, across different industries, and Heather and Bryan have owned or co-owned businesses. We'll help as possible.

The “Sales Cup”

The Sales Cup is a multi-event competition. Competitions are judged by professional coaches during the main portion of the semester, and then the Sales Cup wraps up with an end-of-semester competition.

Events. Sales Cup events are listed in the table below. This reflects the plan at the start of the semester and may change (e.g., if an event is cancelled or added).

Date	Notes
Wed., Sept. 30	1000 points, Northwestern Mutual coaches
Fri., Oct. 16	1000 points, Amcor coaches
Fri., Oct. 30	1000 points, Allegis Group coaches
Fri., Nov. 13	1000 points, Cintas coaches
Wed., Nov. 18	1000 points, Sherwin Williams coaches
Fri., Nov. 20	1000 points, JX Truck Center coaches
Wed., Dec. 2	1500-3000 points, all partners coach
Total	7,500-9,000

Points. The table above indicates points that can be won in each event. Bonus sales-cup points are used if the class suggests something extra, and if class members and Bryan then agree to add something.

Leaderboard. Cumulative points for top positions will be posted at www.uwosh.edu/cob/sales. OR <https://beefwi.org/uwo-sales-program/> (one of these websites will be used). If you do NOT want your name listed on this leaderboard, then let Bryan and Heather know.

President’s Club. Top leaderboard scorers at the end of the semester join our President’s Club. This comes with a choice of President’s Club sweatshirt or similar.

Cash and trophies. \$450 awarded Friday, December 11, based on final total points, as follows:

1. First place: \$125, Sales Cup 1st place trophy and name engraved on perpetual trophy
2. Second place: \$100 and name engraved on perpetual trophy
3. Third place: \$75 and name engraved on perpetual trophy
4. Fourth – sixth place: \$50 each

Master’s Club. Bryan and Heather periodically recognize superior participation, support for other students, guest interactions, etc. This recognition determines entry into the exclusive Master’s Club.

Additional Awards. The main semester competition (Wed., December 2) has its own purse of \$200: Individual awards are based on all scores + MVP points: \$60 first place, \$45 second place, and \$35 third place. Top team award is based on scores only (without MVP points) and is \$60 to split across team members. Most other Sales Cup role play competitions will have non-cash awards.

Disqualifications and student’s right of refusal. Individuals may be disqualified from winning some or all of an award. Disqualification may occur if class members are rude to guests, if class members commit academic dishonesty, etc. In addition, receiving awards is optional, and students may refuse any/all awards, for example if they believe awards could negatively affect their financial aid or tax situation.

Semester timeline/schedule:

- **READ BEFORE MONDAY:** This column indicates books/chapters to read. Mondays have a quiz and discussion on the readings.
- **COLOR CODING:** In the table below, **yellow fill** indicates dates where we meet outside our normal classroom, **GREEN FONT** indicates professionals join us (**DRESS BUSINESS CASUAL THOSE DAYS**), and **PURPLE FONT** indicates days where students lead discussions.

Week (M-F)	Read before Monday	Monday	Wednesday	Friday
Week 1 (Sept 7-11)	NA	No class: Labor Day	New employee orientation. Sales basics. The name game.	Customer basics. Sales roles. Partner Game.
Week 2 (Sept 14-18)	Selling the Wheel Chapters 1-16	Sales Process. Review assignments. Form all assignment groups. Class photo.	Sales process steps 1 & 2: - Getting-in - Revealing Needs	Tips from prior students Sales process steps 3 & 4: - Accommodating Needs - Closing & objections
Week 3 (Sept 21-25)	Selling the Wheel Chapters 17-27	Negotiating. In-class networking exercise	Meet the Partners: Day-1. Welcome Ctr., 2nd floor. Main discussions. Start breakout sessions.	Meet the Partners: Day-2. Welcome Ctr., Ballrooms A & B Finish breakout sessions. Wrap ups: ride-alongs and misc.
Week 4 (Sept 28– Oct 2)	People Buy You Chapters 1-3	CWB's. Short role plays (e.g., ADAM, phone call PBS, TCQs, and/or quick negotiating traps).	Sales Cup event 1. Northwestern Mutual Leave Sage Hall at 7:20am. Possible evening event 9/30	Presentation tips Adv. Topics project / books Discuss coffee project Reveal Needs role plays
Week 5 (Oct 5-9)	People Buy You Chapters 4-5	RFPs & contracts/sales-math. Sales strategy.	MBP and Relationships. Sales Mgmt.: Coaching. Fit and Career Mgmt.	Meet the Partners presentations. Sales Mgmt.: Operations ITP: Family Feud
Week 6 (Oct 12-16)	NA	Exam (parts A, B, and C)	Ride along 1 of 3	Sales Cup event 2. Amcors
Week 7 (Oct 19-23)	People Buy You Chapters 6-8	Exam Review. Trade shows.	TBD exercises (A-Aglet, J.B.) Discussions re: assignments: - Horse & WTSN puzzles. - Word/PPT tips.	Distinguished Speaker: Phil Whitebloom (Alum and sales coach)

Syllabus

Week (M-F)	Read before Monday	Monday	Wednesday	Friday
Week 8 (Oct 26-30)	Major Account Sales Strategy (handout in 3-ring binder)	Role plays: Reveal Needs & Accommodate Needs SAGE HALL 3208/3210	Ride along 2 of 3	Sales Cup event 3. Allegis Group
Week 9 (Nov 2-6)	How to Win Friends Part 1	Case-1: OrthoPlus	Field trip to Wisc. Lighting Lab in Fond du Lac. Leave Sage Hall lobby at 7:25am.	Ride along 3 of 3
Week 10 (Nov 9-13)	How to Win Friends Part 2	Case-2: Rocket Freight	Field trip to Skyline/DePere. Leave Sage lobby at 7:10am. Possible eve. event 11/12	Sales Cup event 4. Cintas
Week 11 (Nov 16-20)	How to Win Friends Part 3 (chapters 1-6)	Case-3: Franklin Readers	Sales Cup event 5. Sherwin Williams	Sales Cup event 6. JX Truck Center
Week 12a (Nov 23-27)	How to Win Friends Part 3 (chapters 7-12)	Prep: Final Competition Prep: Discussion with buyers Ride Along discussions	No class: Thanksgiving	No class: Thanksgiving
Week 12b (Nov 30 - Dec 4)	Cheating Death Pages 8-62	Getting In exercise JS Puzzle	Sales cup: Final Competition Meet in Welcome Center, Ballrooms A-C Possible evening event 12/3	Discussion with buyers, hosted by Ben Ten Pas, alum from our Sales Program
Week 13 (Dec 7-11)	NA	Advanced Topics projects: Meet in Welcome Center Ballroom A	CRM Game (Sales Pipeline Management) ITP: RF exercise	Company Experience Ideas Meet at Revs (275 N. Washburn) * Wear casual attire *
Week 14 (Dec 14-18)	Cheating Death Pages 63-109	Return borrowed books. Buyer (DPM) exercise Exercise TBD (Culture/other)	Sales Management assignment discussions	Company Experience Ideas: part-2 discussions Evaluations and wrap up

Concerns students occasionally raise

Below are concerns students have raised, where I understand the concern but have not adjusted the course. My replies are also included. The purpose of these comments is to help you proactively consider these issues. I hope this information prevents some frustration and helps you confer with me, so we can navigate issues productively.

"I don't like to speak up in class. And for class participation points, I don't like that I got 1 point for a thoughtful comment and someone else got a point for an easy comment." Participation is important in business. Please just do the best you can. In terms of comment quality, I'm unable to reliably award fractions of points based on comment quality. In addition, sometimes people do not receive points for comments that don't add value, and you may not realize that's happening.

"I don't like that multiple papers are due around the same time. I want the workload spread out more. Also, I don't like having papers due right after a break, such as Thanksgiving Break or Spring Break." You get all assignments at the start of the semester and can work on them in advance of due dates. If you wish, spread the work out and tackle some of it early.

"I don't like that the paper is due one day, but my presentation is not due until some future day. I forget what's in the paper by the time I present." This issue might not occur during our semester. However, when you face this, please just re-read your paper before you present it. The same thing happens in real life; you'll prepare for a meeting that is postponed, and then later you'll still be expected to present, and you'll need to review your preparation notes.

"Some assignments or role plays are confusing and I'm not sure what to do." Assignments and role plays come with instructions that we hope are clear. When you don't understand something, ask questions. You can ask questions to professionals at any time during role plays, and you can ask Bryan questions during class or outside of class. Also, Bryan will often offer to add items to a class session agenda, and you can ask to have time added to an agenda to review/discuss an assignment.

"For my ride-along, I didn't know where to go. I got to the building address on time, but then it took me a while to figure out where to go, and I ended up being late. I don't think it was my fault." A week prior to the ride along, ask your host for clear directions, and ask about appropriate attire. You can ask, "When should I arrive at the receptionist's desk?" and "What do people normally wear for these ride alongs?" and so forth. I'm pretty sure you can navigate these things if you communicate with your host.

"On the Sales Cup events, scoring is somewhat inconsistent from professionals." That's true; and I wish I knew how to improve consistency. Professionals are aware of this and have collaborated with me to improve consistency, but we know it's not perfect. Keep in mind this works in real life too; you can present the same information to different customers, and they will "score you" based on their own differing views. I sympathize with this and am happy to consider suggestions.

"I don't always like Sales Cup awards that are available." Mentally I think, "Really; you're going to complain about awards that you get?" Aloud I typically say, "Hmm; sorry to hear that." Sometimes I do change awards, and I've sought student input on what awards to distribute. You are welcome to suggest something, and please understand that Heather and I work within a budget.

For papers, “I don’t like that you take off points for things I think of as editing (such as missing page numbers from reports, missing names/contact information on handouts, missing slide #s on PPT slides, general typos, etc.), and I didn’t realize information could be tabled in an appendix.” Please proofread your work and follow the “Assignment Guidelines” provided in your 3-ring binder. A few typos and other editing mistakes are ok, and I don’t expect perfection. However, sloppy work gets lower points.

Also, for papers, “That’s the way it came off the printer; it just printed with some PPT pages upside down, or the stapler was out of staples.” If you wish to avoid last-minute problems, then assemble deliverables before they are due and bring a stapler, so you have time to fix things. In the computer lab, you might need to adjust print settings, for example to print PPT pages right side up.

Also, for papers, “Bryan’s feedback seems too negative or nit-picky.” It’s true I tend to comment mainly about things to improve (and to clarify, I also comment on things done well). Feel free to ignore feedback but realize some class members find the feedback useful. **Here’s an offer:** if you don’t want any feedback, you just want a little feedback, or you only want positive feedback, then state so at the very start of your paper, and I’ll adjust the type-and-amount of feedback you get.

Also, for papers, “I don’t like that my score on the group paper was low because of a part of the paper someone else wrote.” Did you and your group review the entire paper? Each group member is responsible for all of the paper. You can split up the work, but then you should all review the entire paper and make sure it’s good. Think of it this way: suppose you did one part of the paper perfectly (100%), and that part of the paper was 25% of the entire paper. Also, suppose you didn’t do anything else on the other parts of the paper. A valid score for your work overall is 25% (i.e., 100% earned on 25% of the paper + 0% earned on the other 75% of the paper).

For presentations, “I don’t like that filler words count in my grade, and I don’t like that presentations count as part of the grade of the paper/assignment.” Presenting is among the learning objectives for this course. You might want to practice a bit more. Some students find it useful to video-record themselves. I believe most students can present well with honest effort and practice.

Also, for presentations, “I don’t like that you stop us while we are presenting, to point out things we can do better. It’s embarrassing.” I’m not trying to embarrass anyone. However, I’ve found people improve a lot more if they are stopped while something is occurring. Filler words are a good example. If people are stopped later, they often cannot recall using filler words, which makes it harder to improve.

“I can’t wake up and get here on time.” Got to bed earlier, set an alarm, or don’t take the class.

“I don’t like having points deducted for being absent. What if I’m absent because my employer asks me to come in early, or a potential employer asks me to interview during class time? I pay tuition and should be able to attend or not attend as desired.” In my experience, employers understand you have classes, and they will often schedule work and interviews around classes if students make a good request. I understand the issue of paying tuition, but suppose a student says, “I pay tuition and should be able to take exams or not as desired, or work on assignments or not as desired.” These are all just graded items. Please keep a calendar and do your best. Also, I excuse absences that meet university absence policies, and sometimes when I believe absences are truly beyond your control.

“I don’t think it’s fair that I lost points for an absence where I told Bryan in advance that I would miss class. He did not tell me I would lose points. In fact, he said thanks for letting him know, which I thought meant I would not lose points.” This has occurred a couple times. If the syllabus says points are associated with attending, then please expect to lose points if you miss class. I appreciate being notified in advance if someone will be absent, but I do not view a notification as a request to waive the attendance policy. If you plan to miss a class and want to discuss the points involved, then ask me directly and let’s talk about it.

“I don’t like that I have a group member who is not pulling their weight; a free rider” Please address problems with group members in a timely manner. Groups can be changed if needed, provided changes are made early enough so newly formed groups can work well together. Changes become harder to make shortly before a paper is due. Therefore, early during the semester please set clear expectations for all group members and start working on assignments long before they are due. Then, confer openly with the group if problems occur. If needed, eject someone from your group, and see me if you need help. Alternatively, you may self-eject and again see me if desired. Keep in mind that if you eject someone, it’s not your job to figure out how that person can complete the assignment. The person who is ejected can see me, and perhaps options will be available.

“I don’t have time to see you (Bryan) outside of class, and I don’t like that some students seem to get better grades because they see you, but I don’t have time.” If you really wish to meet with me, probably we can find a time that works. I’m sometimes open at different hours and have met students at 6:30am when needed. If possible, see me long before due dates, and I’ll be very willing to find a time to meet that works for both of us. My willingness to meet at off-hours decreases when the off-hour need is caused by student procrastination. For most papers, you can have a draft ready at least a week before it’s due, and then we should have plenty of time to confer. I’m available for virtual meetings if helpful, and I’m often available during evenings and weekends.

“I don’t like that my score on an assignment was low because the assignment itself was unclear to me, and I shouldn’t lose points for something unclear.” I hope the assignments are clear. If something in an assignment is unclear to you, then ask and we’ll clarify things. A good practice is to review assignments toward the start of the semester, and then you’ll have time to evaluate whether you know what to do, and you can get help if things seem unclear.

“I don’t like that some assignments are not listed on the Canvas calendar.” Some assignments in the course have different due dates for different class members. For those assignments, there isn’t one specific due date to show in Canvas for all students. I believe you can add items to your Canvas calendar, and even merge calendars. Thus, I think you can proactively set all dates on the calendar. Let me know if you want help with this.

Deliverables

- Below are submission dates for deliverables. **Bold font** indicates due dates outside of class.
- Work ahead and submit assignments early if desired to avoid end-of-semester or other crunches.
- Dates also appear on our Canvas calendar, except for the "Discussion Leadership" because different students have different due dates for that assignment.

Date	Item	Notes
Whichever week you're assigned	Discussion Leadership: - One email to Bryan with six inspirational phrases in editable form (not attached as an image/photo). - Upload and distribute brief report that includes items in "What to do" steps 2 and 3 of the assignment. - Lead class discussion.	Email Bryan your 6 "Inspirational Phrases" by noon of the Wednesday PRIOR to your presentation. Write inspirational phrases on flip-chart paper and share with class across days during your assigned week. Report is due 8am on the day you lead the discussion. Bring printed copies for all class members plus a copy for Bryan, all staple and three-hole punched. Also upload a digital copy to Canvas.
Thursday, week 1 Sept 10	Complete class online survey	Due noon Thursday. This includes uploading a head-shoulders photo (jpg or similar) that others will see. Before uploading the file, please change the filename for the photo so it includes your last name (e.g., JSmith.jpg). The survey is available at: https://www.surveymonkey.com/r/H9KK9GF
Wednesday, week 3 Sept-23	Meet the Partners questions and company summaries	Group questions and summaries due at the start of class. Bring printed copies for your team, coaches, Bryan & Heather (no upload to Canvas). Paper is due at a later date.
Friday, Week 3 Sept-25	Ride Along: list of companies you'll visit on which dates	Due at the end of class and you will work on this during class. This is a list of companies and dates. Paper is due at a later date.
Thursday, week 4 Oct-1	Resume	Due noon Thursday. Individual upload to Canvas in PDF format. Name your file so it includes your last name (e.g., JSmith.jpg).
Thursday, week 5 Oct-8	Sales Management project. Deliverable 1 due.	Due noon Thursday. One group member emails Bryan the proposed topic (see assignment first deliverable). Paper is due at a later date.
Friday, week 5 Oct-9	Meet the Partners paper	Due at the start of class: one paper copy in class and one copy uploaded to Canvas.

Syllabus

Monday, week 7 Oct-19	Buying → Sales Skills paper	Due at the start of class: one paper copy in class and one copy uploaded to Canvas.
Monday, week 8 Oct-26	Question Development paper	Due at the start of class: one paper copy in class and one copy uploaded to Canvas.
Monday, week 9 Nov-2	Case 1: OrthoPlus	You have a paper due for only one case. See our Excel Group Assignments handout to see
Monday, week 10 Nov-9	Case 2: Rocket Freight	which case your group covers. The case you cover is due at the start of class; one paper
Monday, week 11 Nov-16	Case 3: Franklin Readers	copy and one copy uploaded to Canvas. You also take a quiz for all three cases.
Thursday, week 11 Nov-19	Advanced Topics Project: Abstract	Due noon Thursday. Send one email to Bryan with an abstract attached in MS-Word format. Paper is due at a later date.
Monday, week 12a Nov-23	Ride Along assignment	Group paper due at the start of class plus upload a digital copy to Canvas. Individual components are also due: 1. Feedback for each ride-along via: www.surveymonkey.com/r/X5NPBQ6 2. Emails from each host sent to Bryan. 3. Gas support requests if applicable.
Wed., week 12b Dec-2	Sales Competition Project	One group paper with any collateral you develop, due at the start of class plus one copy uploaded to Canvas.
Monday, week 13 Dec-7	Advanced Topics Project	Paper due at start of class plus digital copy uploaded to Canvas. Bring copies of handouts for class members and coaches.
Friday, week 13 Dec-11	Company Experience Ideas Part 1 due.	Paper and PPT plus provide handouts to professionals, Bryan, and Heather. Due at the start of class plus uploaded to Canvas.
Monday, week 14 Dec-14	Return borrowed books	Four main course books plus others (e.g., if borrowed for the Advanced Topics Project).
Monday, week 14 Dec-14	Sales Management Project	Group paper and PPT due at the start of class plus upload a digital copy to Canvas. PPT should have a table that uses animation to reveal parts of the table sequentially, as described at the end of the assignment.
Wed., week 14 Dec-16	Company Experience Ideas Part 2	Group PPT due Wednesday at the start of class, plus uploaded to Canvas. In-class presentations are scheduled for Friday.

Official Course Descriptions

MARKET 331 - 001C Fundamentals of Sales (3 credits)

This course examines the role of sales in marketing and the broader company and covers the basic sales process. The focus will include identifying various types of sales positions and skills, talents and traits normally found among people who excel at those positions.

MARKET 335 - 001C Sales Management (3 credits)

This course examines issues related to recruiting, coaching, incentivizing and evaluating salespeople. Beyond personnel activities, this course also focuses on management responsibilities such as sales forecasting, working with budgets and outsourcing.

MARKET 338 - 001C Advanced Sales Topics (3 credits)

This course explores a wide variety of advanced sales topics including negotiations, sales math and contracts, customer relationship management, client entertainment laws and practices, tradeshow and project management.

Other Policies and Resources

Accessibility

UW Oshkosh seeks to provide learning environments that work for all students. Our Center for Accessibility and Disability Resources (CADR) assists students to create and implement accommodations and to address barriers. To get help with aspects of the instruction or design of this course, please contact CADR at 920-424-1033, accessibilitycenter@uwosh.edu, www.uwosh.edu/cadr, or go to Clow North 201.

AI Use Policy

Students are encouraged to use AI on assignments, and our Canvas site has a file that walks you through creating a customized AI tool that can help with assignments. Many assignments involve interviewing sales professionals, and AI does NOT count as a professional. Each assignment should have a statement that describes how AI was used, and students are encouraged to offer suggestions for how students in future classes might use AI. Two cautions are: 1) do not load private information into any AI platforms, and 2) always review AI results and edit them as helpful.

Student Right-to-Know Disclosure Statement

See the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: www.uwosh.edu/financialaid/resources/consumer-information/