



**COURSE OUTLINE**

**BUS 132**

**MARKETING MANAGEMENT**

**45 HOURS  
3 CREDITS**

**PREPARED BY:** Gabor Gyorgy, Instructor

**DATE:** January 1, 2017

**APPROVED BY:** Margaret Dumkee, Dean

**DATE:** January 1, 2017

**APPROVED BY ACADEMIC COUNCIL**



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## MARKETING MANAGEMENT

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<b>INSTRUCTOR:</b>	Gabor Gyorgy
<b>CLASS DATES &amp; TIMES:</b>	9:00am - 12:00pm, Friday
<b>ROOM NUMBER:</b>	A2402
<b>E-MAIL:</b>	ggyorgy@yukoncollege.yk.ca

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### **COURSE DESCRIPTION:**

Marketing is a part of daily life - from the advertising that we are exposed to on a daily basis, to the product decisions we make as consumers, to the need for all of us to communicate with and persuade others in order to accomplish our personal and professional goals. This course is designed to provide a broad introduction to the universal importance of marketing and will help you develop fundamental marketing knowledge and skills applicable to all specializations within business. The focus of study will be on:

- Developing a broad understanding of marketing theory and the strategic marketing process
- Exploring the marketing actions of a variety of organizations across several contexts
- Professional skills development: building relationships and positive professional experiences through dedicated team work, communication and presentation skills practice.

### **PREREQUISITES**

None

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## RELATED COURSE REQUIREMENTS

None

## EQUIVALENCY OR TRANSFERABILITY

BUS 132 is transferable within the BCCAT system. Please check <http://www.bctransferguide.ca/>

## LEARNING OUTCOMES:

By the end of this course, all students will be able to:

1. Explain the use of core marketing concepts, principles, and theories
2. Apply these concepts, principles, and theories to make sound strategic marketing decisions
3. Work collaboratively and creatively to solve marketing problems through the creation of a marketing plan
4. Understand how to design and deliver both personal and organizational marketing communications.

## COURSE FORMAT:

BUS 132 is a first year introductory core course in the Business Administration program and aims to introduce the student to core principles and theories in the marketing discipline. Classes will consist of lectures, student presentations and discussions. Lectures will be supported by PowerPoint slides and pre-recorded content available on the course website. As there is no mandatory text for the class, it is vital that students attend class, access online materials, take good notes, and actively engage the material through break out groups and discussions. It is also equally important that students continue to engage class material after class through their own research and inquiry.

## EVALUATIONS

### Assignments

You are responsible for two assignments in this course: a sales pitch presentation - done individually, and a marketing plan and presentation, done as a group. Assignments are required to be submitted to the Instructor on their due date in class. Late assignments will have 10% deducted for each day they are late to a maximum of 50%. As the individual presentation can only be evaluated in class, missing your date will require you to present the following week, and therefore result in a penalty of 50% ( 5 school days x 10%/day). For detailed instructions on the two assignments, please see the attached appendices below.

### Exams

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There will be a midterm and a final exam. Both will cover material presented through class lectures and student presentations.

Examples of acceptable (valid) reasons for missing a scheduled test, exam, or presentation include personal illness (supported by a doctor's note) or absence required by your employer (supported by a letter from your employer). Only one such deferral is allowed. If no valid reason is given for missing a test, exam or presentation, your mark on that term test will be "0."

**Participation and Professionalism** **20%**

Success in this course requires active, positive and, professional engagement in class exercises and discussions that reflect thoughtful consideration of course material. A participation/professionalism grade will be assigned to each student after each class. Should you be late for class (even one minute), or should I see or hear your phone, your participation mark for the day will be 0 (regardless of any subsequent participation that day).

**Group Marketing Plan** **25%**

The course's major assignment, to be completed in groups, provides an opportunity for students to apply the strategic marketing process

Marketing Plan Report	15%
Presentation	10%

**Individual Selling Presentation** **10%**

Each student will be required to present a sales pitch to the class

**Mid Term Exam** **20%**

**Final Exam** **25%**

Exams will cover material from lectures, in class discussions, and peers' presentations.

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<b>Total</b>	<b><u>100%</u></b>
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## TEXT

There is no text required for this course. Instead students are expected to come to class having accessed, and thought about, the online material made available to students before each class.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[https://www.yukoncollege.yk.ca/downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](https://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

Your learning experience depends on personal participation and involvement. Sharing perceptions and ideas with others is central to learning. Be prepared to take some risks and to be supportive of others' efforts to do the same. You will be expected to attend class, to take notes, and to contribute to the class by actively participating in the discussions and exercises. Classes are three hours in length, and as class content is conveyed entirely through lectures/discussion (there is no accompanying text), missing a class means that you will have missed a great deal of material.

### Professional Conduct

As BUS132 is offered through a professional program, it is incumbent on each student to behave professionally during class. Each student will be given a mark each class for their professionalism and participation that day. Distracting and/or unprofessional behaviours will impact negatively on this grade. For example: if a student is late to class, if their personal device is heard or seen during class, if they are talking while another person is speaking, eating during class, or leaving class before or after the scheduled break, they will forfeit their participation grade for the day.

### Cheating

Cheating involves actual, intended, or attempted deception and/or dishonest action in relation to any academic work of Yukon College. The penalties for academic dishonesty are severe and are described in section 4.02 and 4.03 of Yukon College's Academic Regulations and Procedures.

Examples of cheating include the following:

Taking unauthorized material into an evaluation and/or talking or communicating with another student during an evaluation. Unauthorized material in an evaluation will be regarded as attempted deception.

Unauthorized material includes any notes/documents on your person and non-permitted equipment/devices (e.g. a prohibited model of calculator or an iPhone). If after the evaluation has started it is discovered that you have unauthorized material in your possession, including any information written on a part of your body or on clothing, it will automatically be assumed that

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cheating has taken place. The consequence will be the award of a mark of zero for the evaluation affected. Talking or communicating with another student during an evaluation is also considered cheating. You are not allowed to talk or communicate in any way with another student whilst you are writing the evaluation. Talking or communicating with another student during a test/exam may result in you receiving a mark of zero for that evaluation.

## **Plagiarism**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

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## YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

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**CALENDAR:**

DATE	WEEK	TOPICS/READINGS	Selling Presentations
Jan. 6 <sup>th</sup>	1	<ul style="list-style-type: none"><li>·Definitions</li><li>·History/context of marketing</li><li>·Principal Tasks</li></ul>	
Jan. 13 <sup>h</sup>	2	Personal Selling <ul style="list-style-type: none"><li>· 8 stage selling process model</li></ul>	
Jan. 20 <sup>th</sup>	3	·Strategic Marketing Framework <ul style="list-style-type: none"><li>-5C's, SWOT</li></ul>	<i>Presentations Begin</i>
Jan. 27 <sup>th</sup>		NO CLASS	
Feb. 3 <sup>rd</sup>	4	Strategic Marketing Framework <ul style="list-style-type: none"><li>-Segmentation, Targeting</li></ul>	
Feb. 10	5	Strategic Marketing Framework <ul style="list-style-type: none"><li>- Positioning</li></ul>	
Feb. 17 <sup>th</sup>	6	<ul style="list-style-type: none"><li>·Ethics and Social Responsibility in Marketing</li><li>· Team Marketing Plan Presentation Example</li></ul>	
Feb. 24 <sup>th</sup>		No Class - reading week	
March 3 <sup>rd</sup>	7	Mid Term	
Mar. 10 <sup>th</sup>	8	Marketing Plan Intensive <ul style="list-style-type: none"><li>· Team marketing plan presentation example</li><li>· Review of marketing plans</li><li>· Group feedback and planning</li></ul>	
Mar 17 <sup>th</sup>	9	Branding <ul style="list-style-type: none"><li>· Managing the brand experience</li><li>· Brand personification</li><li>· Symbols</li></ul>	
Mar. 24	10	Branding, cont'd <ul style="list-style-type: none"><li>· Brand loyalty</li><li>· Brand positioning</li><li>· Service loyalty</li><li>· Design analysis</li></ul>	
Mar. 31	11	Exam Review	
April 7 <sup>th</sup>	12	TEAM MARKETING PLAN PRESENTATIONS	

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April 10 - 21st	14	FINAL EXAM	
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## ASSIGNMENTS

### TEAM MARKETING PLAN

#### PRESENTATION

Your group will be required to play the role of the marketing team for an organization. You will be required to prepare a comprehensive report and present to the class who will serve as the Board of Directors for your organization. You will be commenting on the organization's overall marketing strategy and program, and making recommendations for their future.

Your talk to the Board should consist of three parts:

#### **Part One - Strategic Marketing Program Background**

Assume that most members of the Board of Directors are new to the Board and largely unfamiliar with the marketing efforts of your organization. Begin your presentation by reviewing the strategic marketing program of your organization. You should make reference to ALL of the models and theories discussed in class to guide this section of your presentation.

#### **Part Two - Directions for the Future**

As the marketing team, it is your responsibility to ensure that your organization is capable of discovering and satisfying consumers' wants and needs. Looking forward, what do you expect these to be and how do you expect these to change, and what marketing responses do you feel will most effectively allow your organization to achieve its mission. Be specific and provide lots of examples and detail to support your suggestions. Use course theory as widely as possible.

#### **Part Three - Questions from the Board + Further Discussion**

It is the responsibility of the Board of Directors to set and monitor the overall strategic direction of its organization. As the senior marketing team, you are ultimately responsible to them, and need to ensure that their concerns and questions are addressed. Your peers will be encouraged to ask probing questions, and your responses to the class and Instructor should serve as an opportunity to further explain your thinking and rationale, and clarifying any areas of confusion. Be prepared to defend your suggestions, and stimulate further discussion with the board.

#### **Other Considerations...**

For your presentation you will be required to use PowerPoint.

Your presentation should be no longer than 20 minutes and no shorter than 18 minutes. For every minute that you are under 18 minutes or over 20 minutes,

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you will lose 2% of your presentation grade. The final part of your presentation - facilitating a discussion with class about your ideas - will also require 20 minutes.

Get in the role, and be professional. As the senior marketing officials you will need to have a strong opinion and be ready to defend your position. Get to know your organization and challenge yourself to think creatively about potential recommendations.

Speaking notes are strongly discouraged. Should (any) presenters use speaking notes, the group will automatically forfeit 50% of their grade for the presentation.

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## TEAM MARKETING PLAN - PRESENTATION RUBRIC

	EXCELLENT	GOOD	AVERAGE	POOR
<b>Part One: Strategic Marketing Program Background</b>				
Knowledge of Organization	Displayed keen understanding of organization and industry dynamics	Provided overview of organization. Some industry dynamics considered.	Some overview of organization and industry, though lacking in breadth/depth	Disjointed and/or sparse overview of organization and industry
Relevant Course Models/Theories	ALL relevant course models referred to	Most relevant course models referred to	Some course models referred to	Little to no integration of course models in presentation
Integration of Course models and concepts	Course models used directly and accurately to frame discussion, integrated and applied with detail	Course models used directly and accurately most of the time	Some course models used, however often indirectly and inaccurately, misapplied	Little to no mention of course models
<b>Part Two: Directions for the Future</b>				
Creativity of Recommendations	Recommended actions original, creative, bold, and demonstrate "Out of the Box" thinking.	Recommended actions original, and demonstrate creative thinking.	Recommended actions show some original thinking.	Recommended actions predictable.
Recommendations Linked to Part 1	Recommended actions clearly explained in light of, and consistent with organization mission and all course models	Recommended actions relate to organization mission and models. Linkages present.	Recommended actions somewhat related to organization and mission. Connections not clearly defined.	Recommended actions inconsistent with organization mission and marketing strategy
Timing (Parts I and II)	Between 18 and 20 minutes	Over/under by one minute	Over/under by two minutes	Considerably over/under time

Part Three: Questions from the Board				
Board Response	Generated heated response and enthusiasm from board during questioning.	Generated some enthusiasm and feedback from board during questioning.	Generated some feedback.	Feedback from Board very minimal.
Responses	Clarified questions and concerns eloquently and with confidence, demonstrating mastery of content.	Responded to questions and concerns adequately, demonstrating knowledge of presentation content	Responded to most questions and concerns, though some responses were unclear, tenuous	Responses to questions mostly tenuous, unclear and/or not related to content
Discussion + Conversation	Asked challenging questions of board, stimulated enriching conversation.	Engaged the board with further conversation.	Was able to draw Board members into conversation, though at times disjointed.	Little to no attempt made to engage further dialogue.
Timing	Between 18 and 20 minutes	Over/under by one minute	Over/under by two minutes	Considerably over/under time
	EXCELLENT	GOOD	AVERAGE	POOR
Stylistic Elements				
Selling Techniques	Incorporated Selling Process techniques effectively to gain buy in and acceptance of suggestions	Used some selling process techniques to develop rapport with board.	Used few selling process techniques.	Did not use selling process techniques.
Organization Flow	Consistently clear, concise, well organized. Points were easy to follow because of the organization of speakers and slides. Transitions smooth and coordinated, excellent flow.	Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections clear.	Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	Often unclear and disorganized, rambled. The presentation was confusing and difficult to follow. Transitions between sections awkward.
Oral Presentation	Engaging, strong and varied voice, well rehearsed with smooth delivery that holds audience	Good voice, varied intonation, rehearsed with a fairly smooth delivery that	Delivery seemingly unrehearsed, voice quiet, monotone or unvaried, but	Audience attention lost.

	attention.	usually holds audience attention.	able to hold audience attention most of the time.	
Body Language	Open, dynamic, presenting directly to audience, eye contact maintained throughout	Open, addressing the audience for the most part, generally good eye contact throughout	Some openness and direct communication and eye contact with class	Closed and indirect, little to any eye contact.
Professionalism	All members of group formal and courteous throughout. Played role with confidence and poise.	Generally formal and courteous, realistic role play.	Occasionally formal, was 'in-role' some of the time	Informal, did not role play
Technology				
PowerPoint	PowerPoint effectively used and enhanced presentation throughout	PowerPoint used well and enhanced presentation	PowerPoint generally well used, though inadequately at times	PowerPoint did not enhance presentation

## TEAM MARKETING PLAN - PAPER RUBRIC

Your group will be responsible for capturing your ideas for your organization in a marketing plan. The marketing plan should have the following sections, and will be evaluated as per the rubric below:

		Excellent	Good	Average	Poor
	Executive Summary	Forceful. Sells the plan to the reader through its clarity and brevity. All key points considered.	Explains the plan to the reader. Most key points included.	Explains the plan to the reader, but is disjointed at points.	Provides the reader with an inconsistent and confusing introduction. Few to no key points noted.
ORGANIZATIONAL ANALYSIS	Company History and Description	Development and Context of organization colorfully explained. Realistic and engaging.	Development and Context of organization explained.	Development and context of organization provided, though disjointed at times.	History and description of organization unclear/unrealistic. Disjointed.
	The Big Five Questions	Rich and multi dimensional. Provides a creative context and foundation for development of plan. Demonstrates deep thinking that is fully consistent with all facets of plan.	Five questions are answered. Taken together provide for a consistent framework for further analysis.	Five questions answered, however ambiguities remain. Fluffy on some points.	Vague and ambiguous. Generic. Inconsistent with rest of plan.
	Mission Statement	Creative, relevant and direct. Open and enabling. Shows much thought and careful crafting. Consistent with Big 5, and drives marketing program.	Relevant and Direct. Consistent with Big 5, and informs marketing program.	Provided, however fluffy and/or generic. Links to marketing program.	Poorly considered and does not generate strong context or create foundation for remainder of plan.
	SWOT	All facets fully developed. Realistic, creative and informative. Leveraging analysis well-	All facets developed. Realistic and informative. Leveraging analysis included	Some facets poorly considered, seemingly unrealistic. Somewhat informative.	Most facets poorly developed. Unrealistic and inconsistent. Leveraging analysis incomplete or missing.



		reasoned and inspired.		Leveraging analysis incomplete.	
	Competitive Analysis	Exhaustive and rigorous treatment of marketing programs of ALL competitors. Detailed, current, and creative research provided.	Most competitors' marketing programs well considered. Current and detailed.	Informative, however, some competitors programs poorly considered. Not always current.	Incomplete analysis. Several competitors not considered, or poorly so. Irrelevant.
MARKETING PROGRAM	Segmentation	Market analysis detailed and complete. Culminating in 6+ segments, creatively applying 4 segmentation dimensions.	Market analysis provided, 6+ segments provided across 4 segmentation dimensions. Segments realistic and relevant.	Segmentation provided, however some dimensions misapplied or not fully considered, lacking in detail.	Few segments provided, dimensions misapplied. Segments unrealistic.
	Targeting	3+ target markets chosen, their relative potential fully developed and justified within framework of preceding analysis.	3 target markets chosen. Their relative market potential considered.	Target markets identified, however rationale not fully considered within framework of analysis.	Target markets inconsistent with preceding analysis, their relative potential not considered.
	Positioning	Positioning maps for each target market. Creative strategic positioning discussion provided that is completely relevant with plan.	Some positioning maps. Strategic positioning discussion provided that is relevant with plan.	Positioning strategy unclear and/or inconsistent on some points.	Positioning maps do not provide realistic assessment of marketing program. Strategic discussion missing or poorly executed.
	Positioning pt.2 4 Ps	4 Ps for each target segment explained and integrated in detail. 4 Ps completely consistent with mission statement and brand	4 Ps for each target segment provided. Linkages with brand and mission statement present	4 Ps for each target segment provided, however lacking in depth and/or creativity. Integration tenuous.	4 Ps either not provided for all targets, or done very poorly for each. Little no integration
	"Creatives"	6+ provided. Creative,	6+ provided. Varied.	6 or less provided.	Creatives provided poorly

		engaging, and varied. Design elements completely consistent with, and develop both the plan, and Brand identity. Explicit discussion detailing linkages of design elements to brand provided.	Design elements used consistent with, and explicitly linked to brand with discussion.	Somewhat varied. Linkages to brand vague and/or inconsistent across some design features.	developed and not consistent with marketing program and brand identity. No discussion linking design features to marketing program provided. Creatives do not present a dedicated effort.
	Branding	Preceding analysis of marketing program is explicitly unified within branding analysis. Brand association map provided - highly detailed and informative.	Brand identity and experience discussion present with accompanying brand association map. All consistent with preceding marketing program.	Brand identity and experience explored though inconsistently at times. Brand association map lacking in detail on some points, not fully integrated.	Branding analysis is lacking in depth. Brand communicated is inconsistent with marketing program. Brand association map misapplied.
	Financials	3 statements highly detailed, realistic and consistent with marketing program and organizational framework. All marketing expenses and costs researched and realistically accounted for. Pricing considerations (4Ps) integrated into sales numbers. Proforma development consistent with stated goals and implementation plan.	3 statements in line with marketing program. Marketing expenses and costs included. Proforma statements consistent with stated goals. Pricing numbers integrated into revenue and cost numbers.	3 statements provided, however not always in line with stated marketing program. Proforma development included, however not fully consistent with goals or preceding analysis at times. Some errors in accounting information exist.	3 statements missing, misapplied, or inconsistent with preceding analysis. Accounting errors persist throughout.
	Ethics	Harm/Benefit discussion fully	Harm/Benefit discussion	Harm/Benefit discussion	Harm/Benefit discussion not

		formed and creative, within context of plan and offering.	present.	present, however not fully considered.	provided or misapplied.
	Implementation Plan	6 months to 5+ years. Details strategic development of marketing program with explicit linkages to preceding analysis. Creative and consistent with stated goals and financials. Realistic and actionable across organization members.	6 months to five years. Consistent with development of marketing program. Milestones and action items provided.	Implementation plan poorly developed or not integrated with preceding analysis on some measures. Strategic	Implementation plan not consistent with marketing program, unrealistic and does not provide a clear timeline for marketing strategies.
REPORT CONVENTIONS	Language	Vivid, vigorous, wide range of language choices. Uses marketing terms well. Fine choice of words and varied sentences throughout.	Wide range of language. Uses marketing terms well, varied sentences throughout.	Simple, clear. May slip into jargon, but shows generally appropriate word choice and varied sentences.	Lapses in clarity. Inappropriate or incorrect usage. Dull, mechanical writing
	Grammar	Shows flawless editing for grammar, syntax and punctuation, spelling.	Grammar, syntax, punctuation, spelling all show signs of editing.	Generally good but either shows a regular pattern of errors or several problems.	Mechanical errors distract reader, and impede reading. Shows carelessness, lack of editing and proofreading.
	Design	Written report completely professional in appearance and consistent with brand design elements. Meticulous, creative display.	Plan presentation professional in appearance.	Plan appears more like a school report than a marketing plan.	Plan poorly presented. Inconsistent formatting throughout. Few signs of careful crafting.

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	References	Cites references correctly and consistently throughout.	References cited correctly with only a few exceptions.	Sources may be incorrect or inadequately referenced.	Sources consistently not cited or inadequately referenced.
	Depth	25+ pages	20+ pages	15-20 pages	Less than 15 pages

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## **PERSONAL SALES PITCH ASSIGNMENT**

You will be required to present a sales pitch to the class, and engage the selling process model described in class. You will be free to sell whatever you choose; products, services, ideas, yourself, anything. The class will serve as your prospect, and your class will assist during the “Objections” stage. Before your presentation date you will have to identify your context, and the class will have to role play a scenario within it. For example: if you intend to sell cameras, you can offer the context of an electronics shop. The class will be encouraged to role play a challenging customer, and for instance pretend to be searching for a stereo. As the sales person you will not be able to prepare for what your prospect (the class) is seeking, but will need to think on your feet and tailor your sales pitch to suit the needs of your potential customer. The class will offer objections when that stage of the process is reached. You will be evaluated on how effectively you engage the selling process model as per the rubric below. The model will be described and practiced in class as a group before the individual sales pitches begin. As with the marketing plan assignment, speaking notes are strongly discouraged. Should you choose to use speaking notes, you will automatically forfeit 50% of your grade.

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	Excellent	Good	Average	Poor
<b>APPROACH</b>				
Using Names				
Body Language - Open and Direct				
Appearance - Business Professional				
<b>NEEDS ASSESSMENT</b>				
Asked several detailed questions of class that allowed for meaningful discovery of opportunities.				
<b>PRESENTATION</b>				
Clear and comprehensible				
Passionate and Engaging				
Features - Advantages - Benefits - Value				
<b>TIE-INS</b>				
Several tie - ins to class's needs that make pitch personally relevant				
Several tie - ins to class's needs demonstrate creativity				
<b>OVERCOMING OBJECTIONS</b>				
Addressed all objections directly and creatively				
Welcomed Objections with a positive manner				
Stimulated conversation with class (where objections weren't forthcoming)				
<b>CLOSING</b>				
Clear and Confident				
<b>OTHER</b>				
Continued to engage conversation after closing. Created opportunity for future connections/communications.				
Adhered to established timeframes				
Formal and courteous throughout. Played role with confidence and poise.				