

**Baruch College – CUNY**  
**Zicklin School of Business**  
**Department of Marketing and International Business**  
**MKT 4910 - SELLING AND SALES MANAGEMENT**  
**Fall 2017**

**Section UM, Tuesday 6:05 TO 9:00 PM, Vertical Campus, A – 17 Lex 1310**

**Instructor:** Professor David C. Seaman, Jr.

**Office:** Room 12-211-O, Vertical Campus

**Cell:** 201-906-8608

**E-mail:** [david.seaman@baruch.cuny.edu](mailto:david.seaman@baruch.cuny.edu)

**Twitter:** @davidseaman201

**The Best Way to Contact David, is via Baruch Email. Thank You.**

**Office Hours: 45 Minutes prior to, and 30 Minutes after my scheduled Tuesday class, or by appointment.**

## **COURSE OVERVIEW**

**This course provides an overview of Professional Selling and Sales Management in the context of Business – to – Business Marketing. The course examines the selling process from planning sales calls and prospecting to closing the sale. Sales Management topics include sales training, sales and market forecasting, incentives and motivation, ethical and legal issues in selling and building long-term relationships.**

**The course includes role playing and other techniques that are designed to develop student communications skills. Case studies and written assignments will examine the issues involved in managing the selling function.**

For students majoring in marketing, this course will provide the foundations for more advanced courses and work experience. For students majoring in other disciplines, this course will help you understand how marketing impacts your functional area and will familiarize you with the mindsets of marketers with whom you will interact professionally.

## **LEARNING OUTCOMES**

- 1. To provide an understanding of the essential role of personal selling as a component of the promotional function in the marketing mix.**
- 2. To develop an understanding of the Sales Management function operation, including recruiting, selection, motivation and compensation.**
- 3. To acquaint students with the employment opportunities in the sales field.**
- 4. To understand the ethical dimensions of personal selling.**

Upon successful completion of this course, you will have acquired the following learning outcomes:

- Appreciate the role of communications in business
- Know that marketing puts customers at the center of their thinking in its quest for profitability
- Recognize the importance of personal selling in the marketing process
- Know basic principles of the sales transactions.
- Make effective oral presentations to persuade a target audience
- Develop a coherent sales plan for a product and provide sound rationale for chosen strategies

The above are consistent with Baruch's BBA learning goals which are:

*Analytical and Technological Skills:* Students will possess the quantitative, technological, analytical, and critical thinking skills to evaluate issues faced in business and professional careers.

*Communication Skills - written:* Students will have the necessary written communication skills to convey ideas and information effectively and persuasively.

*Communication Skills - oral:* Students will have the necessary oral communication skills to convey ideas and information effectively and persuasively.

*Civic Awareness and Ethical Decision Making:* Students will have the knowledge base and analytical skill to guide them when faced with ethical dilemmas in business. Students will have an awareness of political, civic and public policy issues affecting business.

*Global Awareness:* Students will know how differences in perspectives and cultures affect business practices around the world.

*General Education:* Students will acquire a foundation in the sciences, arts, and the social sciences.

*Business Knowledge/Integrative Abilities:* Students will have knowledge of the basic disciplines in business management, and be able to apply and integrate that knowledge effectively in problem specification and problem solving.

*Proficiency in a Single Discipline:* Students will possess a deep understanding of an intellectual competence in at least one business discipline.

## **REQUIRED TEXT**

- **“Selling: Building Partnerships”, Ninth Edition: Stephen Castleberry, John Tanner, McGraw-Hill, 2011, ISBN-13: 978-0-07-786100-1**

**Please verify that it is the 9<sup>th</sup> Edition**

- **“True North, Discover Your Authentic Leadership” Bill George. Wiley, 2007, ISBN-13: 978-0-7879-8751-0**

**PS: There is a 2<sup>nd</sup> Edition of this Book “Discover Your True North – Expanded Edition”, and it is acceptable to use this 2<sup>nd</sup> Edition copy, as well**

**Note: Copies of these two texts are located within the Baruch College Library, for you to use, and reference. However, they are restricted, and cannot be checked out.**

## SUGGESTED ADDITIONAL TEXT (Optional)

- “Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value” Bill George. Jossey-Bass, 2004
- “The Discover Your True North – Fieldbook” Bill George. Wiley, 2015
- “The Challenger Sale” Matthew Dixon and Brent Adamson. Penguin, 2011
- “The Greatest Salesman in the World” Og Mandino. Bantam, 1983
- “Who Moved My Cheese?” Spencer Johnson. Putnam, 1998
- “Think and Grow Rich” Napoleon Hill. Penney, 2009 (Re-Print)
- “To Sell is Human” Daniel Pink. Penguin Publishing, 2012
- “Emotional Intelligence 2.0” Travis Bradberry. TalentSmart, 2009
- “SPIN Selling” Neil Rackham. McGraw-Hill, 1988
- “The 4 Disciplines of Execution” Chris McChesney and Sean Covey. Free Press, 2012
- “The 7 Habits of Highly Effective People” Stephen Covey. Simon & Shuster, 1989
- “How to Win Friends and Influence People” Dale Carnegie. Simon and Shuster, 1936
- The New York Times
- Barron’s
- The Bible, or whatever your religious document

## COURSE GRADING REQUIREMENTS

Exam x 1	30%
Role Play x 1	20%
Individual Written Case x 1	20%
Group Written and Presented Case x 1	20%
Class Participation	10%

My grading scale for papers and role plays:

### Grade Scale

A+	98
A	95
A-	92
B+	88
B	85
B-	82

<b>C+</b>	<b>78</b>
<b>C</b>	<b>75</b>
<b>C-</b>	<b>72</b>
<b>D+</b>	<b>68</b>
<b>D</b>	<b>65</b>
<b>D-</b>	<b>62</b>
<b>F+</b>	<b>58</b>
<b>F</b>	<b>55</b>
<b>F-</b>	<b>52</b>
<b>Inc</b>	<b>0</b>

**Final grades are computed, based on the below grading scale, as determined by Baruch:**

<b>UNDERGRADUATE</b>		
<b>LETTER GRADE</b>	<b>GPA VALUE</b>	<b>GRADE SCALE</b>
		<b>%</b>
A	4	93.0 -100
A-	3.7	90.0 - 92.9
B+	3.3	87.1 - 89.9
B	3	83.0 - 87.0
B-	2.7	80.0 - 82.9
C+	2.3	77.1 - 79.9
C	2	73.0 - 77.0
C-	1.7	70.0 - 72.9
D+	1.3	67.1 - 69.9
D	1	60.0 - 67.0
F	0	0.0 - 59.9

### **Mid-Term Exam:**

45 Multiple choice questions, 33 True/False, and 11 short answers, covering chapters 1 – 17. 89 Total questions, worth 100 points. This will be a Numeric Grade: 0 – 100, and I have typically added “curve” points, TBD (but not garenteed).

### **Role Play:**

Students will be paired up in two, with one person being the salesman, and the other being the customer. The salesman will present a role play scenario, and the customer will react accordingly. Team mates will then switch roles. Each role play should last no longer than 5 – 7 minutes. Role plays can be found in Case 1 (Stubbs BBQ) and/or Case 2 (NetSuite) from the end of the book (pages 488 – 494). Use of videotaped role plays may be used, to help further analyze the presentation style, body language, etc. This is a Numeric Grade (base off of the “Role Play Grading Sheet”): 0 - 100

### **Individual Written Cases:**

Students are expected to present a case to the class. The student can either pick one of the “Mini Cases” from the Chapter Summaries, or they will be responsible for finding a sales scenario from popular press, or their personal experience. Student will present the content to the class, share personal

interpretations of the event, and handle questions from the instructor and class mates. The student is expected to provide a written 1 – 2 page “Executive Summary” of the case to the instructor. Students are recommended to use brief power point slides during the presentation and to not exceed 10 – 12 minutes.

**All written “Executive Summaries” will be due within 48 hours of your oral presentation or they will be considered late, and your grade will be lowered accordingly, by 1/3 of a grade – NO EXCEPTIONS TO THIS RULE.**

Most students generally outline the case to the class, frame the issue that is within the case, discuss possible solutions, and ultimately sell us on one idea on how to move forward. You can use whatever materials that you find appropriate: handouts, PPT, Q&A with the class, whatever. Your written Executive Summary will boil everything down into 1 - 2 page summary (just as if you are dealing with a busy business executive), but keep in mind that I'm probably looking for you to interpret the data/problem, offer solutions, and then close to implement those solutions.

This assignment is open to your creativity. I'm not trying to be vague, but part of the assignment involves your interpretation on what you think needs to be done in order to move a problem along, and figuring out what the next steps might be. The ultimate goal is always to close for the sale, and ask for the business (or at least move forward towards a next step). This is a Letter Grade: A - F

### **Group Written and Presented Case:**

The Group Presentation will come from one of the many Harvard Business Reviews, which are uploaded onto Blackboard. Larger groups will be formed, and each group will self-assign tasks to be completed, as a group. All group members will participate within a group presentation to the class, and each group will submit a written 3 – 5 page “Executive Summary” to the professor.

**All written “Executive Summaries” will be due within 48 hours of your oral presentation or they will be considered late, and your grade will be lowered accordingly, by 1/3 of a grade – NO EXCEPTIONS TO THIS RULE.**

Similar to the Individual Written Cases (see above), this project is open to your interpretation, but is intended to be a more in-depth and comprehensive analysis of the case. Group should announce their case number prior to the class presentation. In addition, Peer Grading will be used, so that students can provide feedback which might describe over and under performance of team members within the group. There will be one group grade, and each student will all receive the same grade. This will be a Letter Grade: A – F.

### Criteria for Grading:

- Clarity of Writing: Your analysis is addressed to a professional manager. This means that you must write clearly, provide an executive summary, address the key issues, present a logical argument and provide citations for the source of your information.
- Rigor of the Analysis: Your analysis is designed to be presented to a senior manager/executive. Your analyses must be factual, believable, and credible. Your recommendations and conclusions must come from your analysis and should consider organizational realities (culture, politics, resources, reward systems) that may affect the implement ability of your recommendations.

- **Relevance:** Your analysis must address the key issues confronting the organization and reflect a thorough understanding of the materials covered in this course. This means you should use information from the assigned readings and lectures in your discussion and analysis.

Your response papers should be complete enough to ensure that no major factors are overlooked yet brief enough so that it will be read in its entirety. Often the body of report will begin with an introduction that describes how the report is organized. The next section provides an analysis of the situation, highlighting what you consider to be the major problems, issues, concerns, constraints and other issues facing the organization and its decision-makers. This is usually followed by a brief statement of the problems identified and your justification for their selection. Sometimes it is appropriate to include in this section your assessment of the strengths and weaknesses of the organization as part of the problem definition and justification process.

### **Class Participation:**

Each student is expected to discuss the assigned material and contribute regularly to class discussion on a voluntary basis or as called upon by the instructor. The quality and quantity of verbal participation **during class time** will determine each student's performance grade.

*Outstanding contributor – A.* In-class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished.

*Good contributor – A/B.* In-class contributions reflect thorough preparation. At a minimum, I expect and hope that all class members fall into this category. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.

*Adequate contributor – B.* Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.

*Unsatisfactory contributor – C.* Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.

*Non-contributor – C/D.* This person has said little or nothing in the class to date and so has not contributed anything, bordering on detracting from the overall quality of the session. Such persons are free-riders because they have benefited from the thinking of their peers –but have

offered little in return. If this person were not a member of the class, the quality of the discussions would be unchanged or possibly improved.

**Elevator Pitch:**

An Elevator Pitch is a 60 – 90 second sales pitch, similar to what you would say to a customer if all that you had was 90 seconds on an elevator. The in-class elevator pitch will be **ungraded**, and a way for us to have fun and get to know each other. Students are expected to either present a simulated role play, and deliver an Elevator Pitch, or pull something from their real lives. Each pitch should be no longer than 90 seconds.

**Twitter:**

I will be trying to incorporate Twitter into this course curriculum. Students are asked to set up a Twitter account, and follow me at [@davidseaman201](#).

**LinkedIn:**

I will gladly accept any invitation to connect via LinkedIn. Please search for me by name.

**Facebook:**

I will not accept invitations to connect via Facebook.

**Blackboard BLOG:**

There is a BLOG area within the Tools tab for this course's Blackboard. While not mandatory, it is strongly suggested that students create a blogging thread within this area, and reply to other student's blogs. Topics can be anything that is pertinent to the subject material. Frequent checking of this area, as well as within the Discussion tab area is strongly suggested.

**Other Social Media:**

It is strongly advised that all students setup a professional and business centric Social Media accounts, IE: Facebook, Twitter, and LinkedIn. These types of accounts are part of the mainstream fabric of today's business life, and we will discuss their relevance in today's business environment, both in sales, sales management, as well as with networking and the job search process.

**Surprise Me:**

Sales is a creative, active, and "Outside of the Box" type of exercise. Please do not give cookie cutter presentations. Be creative. Try new things. Experiment. Shock me. Bring new skills, techniques, and flavors to your presentations. Appropriate risk taking will be rewarded within your grade – especially if you close me for the sale. Have fun, and good luck.

Also, as with most sales organizations, we will have a President's Club winner. Details of these criteria will be discussed in more detail in class.

**Additionally:**

The Professor will be trying to organize a “Sales Summit” for one of the class sessions after Spring Break. He will convene a group of 3 Sales Professionals, in a round table setting, where he will moderate a “lively” debate between all participants and the class. Details and outline are pending. Guest speakers are subject to change. Class participation will be mandatory.

#### **IMPORTANT NOTES:**

1. **ALL written papers, and individual/group case studies must be submitted ELECTRONICALLY, to the Professor, via EMail. Hardcopies will not be accepted.**
2. **Assignments that are late will get a lower grade. All written “Executive Summaries” will be due within 48 hours of your oral presentation or they will be considered late, and your grade will be lowered accordingly, by 1/3 of a grade – NO EXCEPTIONS TO THIS RULE.**
3. **Attendance: A maximum of 3 unexcused absences is permitted. Thereafter, your grade will be reduced by three points for each additional absence.**
4. While technology is allowed in the classroom (laptops, iPads), texting will NOT be allowed in the classroom, especially during the exam. Also, please keep any technology “distraction” to a minimum.
5. Please turn off cell phones during class.
6. Please do not eat in class. Drinking is permissible, but please discard the beverage containers.
7. The Baruch Honor Code will be strictly enforced.
8. **The best method of contacting the Professor is via Email – [david.seaman@baruch.cuny.edu](mailto:david.seaman@baruch.cuny.edu).**
9. PLEASE speak to the professor privately if you are having difficulty with the course content or attendance.

*Please be courteous to students who are making presentations by not walking in and out of the classroom. Wait in the hallway until after they have finished.*

#### **In order to succeed in this course:**

- 1) Read assigned material prior to class in which it will be discussed. Power point slides should guide you through key issues that we will discuss in class.
- 2) Attend class regularly. Class discussions and exercises will give you opportunity to apply concepts discussed in the text. Class activities will give you a deeper understanding of the material and sharpen your analytical, problem solving, and reasoning skills.
- 3) Ask questions and participate in class discussions and activities.
- 4) Apply the marketing concepts we discuss in your everyday life. For example, think about the reasons you buy certain brands of sneakers and not others. Think about why the brands you know of are priced the way they are. Think about who the product is intended for and why, when you watch commercials.



## **Cheating and Plagiarism:**

Cheating and plagiarism are serious offenses. The following definitions are based on the College's Academic Honesty website:

**Cheating** is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaborating on a take home assignment or examination
- Using unauthorized notes during a closed book examination
- Using unauthorized electronic devices during an examination
- Taking an examination for another student
- Asking or allowing another student to take an examination for you
- Changing a corrected exam and returning it for more credit
- Submitting substantial portions of the same paper to two classes without consulting the second instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers including the use of commercial term paper services

**Plagiarism** is the act of presenting another person's ideas, research or writing as your own:

- Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another)
- Presenting another person's ideas or theories in your own words without acknowledging them.
- Using information that is not considered common knowledge without acknowledging the source.
- Failure to acknowledge collaborators on homework and laboratory assignment

My policy is to give a failing grade to any assignment that has been plagiarized or an exam in which you have cheated. In addition, I am required by College policy to submit a report of suspected academic dishonesty to the Office of the Dean of Students. This report becomes part of your permanent file.

Baruch has asked the faculty to filter papers through **TURNITIN.com**. Turnitin.com is an online Plagiarism and Grading tool that the College is partnering with, so as reduce plagiarism, and to help enhance your writing skills.

## **Blackboard Website**

This course will have a Blackboard website. Please check this website regularly since all messages to class will be posted there by the instructor. The website will show assignments, so get in the habit of visiting Blackboard regularly and frequently.

I have prepared this syllabus to be as complete and thorough as possible. However, there may still be some changes as the semester progresses. Any changes to this syllabus will be announced in class and posted on Blackboard. **I use Blackboard extensively.**

## ESL

Updates about the [Tools for Clear Speech](#) program, which is available to all ESL and nonnative English speaking students at the College. Below you will find a brief rundown of our services. Please pass this on to students who you believe may benefit from the program and feel free to contact me with any questions.

Tools for Clear Speech offers the following:

1. **[One-to-one pronunciation tutorials in the ESL Speech Lab](#)** (NVC 6-121). Sessions are 30 or 60 minutes and run by professional speech consultants, some of whom teach in the Department of Communication Studies at Baruch. One-to-one pronunciation tutorials are by appointment only through the [SACC online scheduler](#). Students are allowed 120 minutes of instruction per week (Mon – Sat), and 60 minutes per day. One-to-one tutorials will begin Monday, February 4th.
2. **Software and websites available for open lab use.** Students are able to visit the lab and work individually on our featured software and web resources. The spring we will be installing four new programs, as well as offer the [Rachel's English](#) and [English Central](#) sites for student usage. More Resources are available [on our website](#).
3. **Pronunciation Workshops.** [Our workshops](#) address the main concerns of your ESL and nonnative students, from the basics of connected speech (*Clear Speech 101*), to understanding American culture and pragmatics (*Clarity & Confidence*), to speaking intelligibly in a professional setting (*Intelligibility in the Interview*). Each workshop is offered twice during the semester and students can attend as often as they wish.
4. **Conversation Hour.** [Conversation Hour](#) is a terrific way for students to improve their ability to converse in English. Students can learn about American society, popular culture and meet other nonnative English speakers in a relaxed environment. CH features groups of no more than 5 students and is moderated by a trained SACC English tutor.
5. **Rosetta Stone for English Learners.** This semester, TfCS offers licenses for ESL and nonnative English speaking students for Rosetta Stone's Total language program. English is actually Rosetta Stone's most popular program worldwide, and offers students the ability to both reinforce the basics of the language, and work towards greater proficiency in listening, intelligibility and all around clarity. Students must attend a Rosetta Stone informational workshop at SACC (1/31 & 2/1) or contact DJ Dolack for login access. ([dennis.dolack@baruch.cuny.edu](mailto:dennis.dolack@baruch.cuny.edu))

## Students with Disabilities

We have a process at Baruch for determining whether a student who identifies as disabled is eligible for reasonable accommodations in order to complete the student's academic program. We strive to ensure that no student with a disability is discriminated against and that none is denied participation in College programs and activities for lack of auxiliary aids or other accommodations. Some people think that a disability has to be visible to be accommodated. This is not the case. There are many disabilities

– diabetes, psychological illness, learning disabilities, AIDS, seizure disorders, arthritis, etc., which require accommodations. Examples of possible accommodations include additional testing time; adaptive equipment; and taping of classes.

Students with disabilities may receive assistance and accommodation of various sorts to enable them to participate fully in courses at Baruch. To establish the accommodations, appropriate for each student, please alert your instructor to your needs and contact the Office of Services for Students with Disabilities, part of the Division of Student Development and Counseling. For more information, contact Ms. Barbara Sirois, Director of the Office of Services for Students with Disabilities, in the Newman Vertical Campus 2-271 or at (646) 312-4590.

## TENTATIVE CLASS SCHEDULE AND TOPICS

<u>Week</u>	<u>Date:</u>	<u>Topic(s):</u>	<u>Assignments Due:</u>
1.	8/29	Introduction	INTRODUCTION and COURSE REVIEW
2.	9/5	Ch. 1, and 2	ELEVATOR PITCH (All - Ungraded)
3.	9/12	Ch. 3, and 4	ROLE PLAYING #1 Group 1
4.	9/19	No Class per Baruch Schedule	
5.	9/26	Ch. 5, and 6	ROLE PLAYING #1 Group 1 (continued)
6.	10/3	Ch. 7, and 8	ROLE PLAYING #1 Group 2
7.	10/10	Ch. 9, and 10	ROLE PLAYING #1 Group 2 (continued)
8.	10/17	Ch. 11, and 12	INDIVIDUAL WRITTEN CASES DUE Group #1
9.	10/24	Ch. 13, and 14	INDIVIDUAL WRITTEN CASES DUE Group #2
10.	10/31	Ch. 15, 16, and 17	Finish Up any Open Individual Cases Review for Exam
11.	11/7	<u>SALES SUMMIT 2017</u> Please Note: Class to be held in Conference Room VC14-280. And, Class will Run from 6 – 8 PM	
12.	11/14	DeBrief on “ <u>Sales Summit 2017</u> ” EXAM: CHAPTERS 1 – 17	
13.	11/21	No Class per Baruch Schedule	
14.	11/28	“ <u>True North</u> ”	Review Exams Review Group Presentations Discuss “ <u>True North</u> ”
15.	12/5	Group Presentations – All	
16.	12/12	GRADUATION CLOSE OUT ANY OPEN ITEMS	

Good Luck with the rest of your classes, and the balance of your Semester

## David C Seaman, Jr, MBA Biography



**David C Seaman, Jr, MBA** received his BSBA from Georgetown University, with concentration in Finance and International Management. He later completed his MBA at Manhattan College, with focus in Management. He is currently an Adjunct Professor within the Department of Marketing, Zicklin School of Business, at Baruch College – CUNY, in New York City.

His areas of expertise are concentrated within Sales and Sales Management. For the past twenty five plus years, David has held numerous sales roles, primarily within the Health Care industry, with recent concentration in Medical Device Sales. He has received numerous sales awards, including: President's Club, Top performer, Rep of the Year, Summit Club, Leader's Club, Top Gun Award, MVP Award, and many others. His current position is with Medtronic CardioVascular, Cardiac Surgery Division, where he is Senior Sales Specialist/Territory Manager covering the Greater New York City area.

David currently lives in Northern New Jersey with his wife and four children. His interests include all sports, golf, baseball, rugby, and college basketball. He also enjoys running, travel, Real Estate, and the Stock Market.

### **Contact Information:**

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**The Best Way to Contact David, is via Baruch EMail. Thank You.**

**Zicklin School of Business at  
Baruch College/CUNY  
Presents:**

**SALES SUMMIT  
*Fall 2017***

The Goal of the *Sales Summit – Fall 2017* is to gather a select group of prominent Business Leaders, from both the Sales and Sales Management world, to discuss current trends, as well as to share some of their background and inspiration for pursuing a career in Sales. Real world experience will be discussed with the group.



This Summit will be modeled as a “Round-Table”, moderated by host, Professor David C. Seaman, Jr.. There will be ample time for students to ask questions during our extensive Q&A session. Open dialog is encouraged.

**Featured Guest Speakers**

**Mr. John Corcoran**

*Chief Executive of Strategic Business Development  
D’Alessandro, Inc Consulting*

**Mr. Doug Stern**

*Former Senior Managing Director  
State Street Corporation*

**Mr. John Nathenson**

*Senior VP, Analytic Solutions  
Slice Intelligence  
Baruch College, Executive MBA ‘99*

***Host and Moderator: Professor David C. Seaman, Jr.***

**Tuesday, November 7, 2017**

**6:00 PM – 8:00 PM**

**Conference Room – VC14 - 280**

Due to limited space, this Summit is on a first come/first serve basis. So, **Please RSVP** to:  
David Seaman, at [david.seaman@baruch.cuny.edu](mailto:david.seaman@baruch.cuny.edu)

**We Thank these Guests in Advance for Sharing their Time and Experience with Us.**

***Please Note: Speakers are Subject to Change, without Advanced Notice.***