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The Impact of Shadowing within a University Sales Program

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ABSTRACT

Oftentimes sales faculty seek to build real-world opportunities into their coursework that will allow students to observe first-hand the material presented in the classroom. While these kinds of experiential learning projects are assumed to be beneficial to sales classes, research on the actual benefits derived from these opportunities is limited. The current paper describes a 7-step shadowing opportunity for students within a University Sales program, and reports findings with quantitative and qualitative assessment data. Over five academic semesters between 2012 through 2015, 131 students within an advanced sales course at a Southeastern University were each asked to locate and shadow a sales manager. Outcomes are reported in terms of the number of industries shadowed, the number of interviews and job offers directly attributed to the experience, and the response of those sales managers involved in the project. Findings suggest long-term benefits to students, companies and University Sales Centers.

ABOUT THE AUTHORS

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