

**Sales and Sales Management**  
**MARK 5329-001**  
**Spring 2014**

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**Class Meetings:** PKH 109, Wednesdays 7:00 to 9:50 PM.  
**Office Hours:** Wednesdays 5:40 to 6:40 and by appointment.

**REQUIRED BOOKS:**

- Pink, Daniel H. (2013), "To Sell is Human: The Surprising Truth about Moving Others," New York, Riverhead Books.

**REQUIRED READINGS:**

**Overview, the Changing Role of Sales (01/15)**

- Adamson, Brent, Matthew Dixon, and Nicholas Toman (2011), "Dismantling the Sales Machine," *Harvard Business Review*, 91 (11), 103-109.
- Fogel, Suzanne, David Hoffmeister, Richard Rocco, and Daniel P. Strunk (2012), "Teaching Sales: Great Sales Professionals are Scarce and Getting Scarcer. Why Aren't Universities Working Harder to Create More?," *Harvard Business Review*, 90 (7/8), 94-99.
- Tanner, John F., Christophe Fournier, Jorge A. Wise, Sandrine Hollet, and Juliet Poujol (2008), "Executives' Perspectives of the Changing Role of the Sales Profession: Views from France, the United States, and Mexico," *Journal of Business & Industrial Marketing*, 23 (3), 193-202.

**Salesperson and Sales Manager Selection (01/22)**

- Barrick, Murray R., Johnathan A. Shaffer, and Sandra W. De Grassi (2009). "What You See May Not Be What You Get: Relationships Among Self-Presentation Tactics and Ratings of Interview and Job Performance," *Journal of Applied Psychology*, 94 (4), 1394-1411.
- Deeter-Schmelz, Dawn R., Daniel J. Goebel, and Karen Norman Kennedy (2008), "What are the Characteristics of an Effective Sales Manager? An Exploratory Study Comparing Salesperson and Sales Manager Perspectives," *Journal of Personal Selling & Sales Management*, 28 (Winter), 7-20.
- Groysberg, Boris, Ashish Nanda and Nitin Nohria (2004), "The Risky Business of Hiring Stars," *Harvard Business Review*, 82 (May), 92-100.
- Marshall, Greg W., Daniel J. Goebel, and William C. Moncrief (2003), "Hiring For Success at the Buyer-Seller Interface," *Journal of Business Research*, 56 (April), 247-255.

**The Sales Career (01/29)**

- Briggs, Elten, Fernando Jaramillo, and William A. Weeks (2011), "Perceived Barriers to Career Advancement and Organizational Commitment in Sales," *Journal of Business Research*, 65 (7), 937-943.

- Bristow, Denny, Douglas Amyx, Stephen B. Castalberry, and James J. Cochran (2011), “A Cross-Generational Comparison of Motivational Factors in a Sales Career Among Gen-X and Gen-Y College Students,” *Journal of Personal Selling & Sales Management*, 31 (1), 77-85.
- Jaramillo, Fernando, Jay Prakash Mulki, and James Boles (2013), “Bringing Meaning to the Sales Job: The Effect of Ethical Climate and Customer Demandingness,” *Journal of Business Research*, 66 (11), 2301-2307.
- Karakaya, Fahri, Charles Quigley, and Frank Bringham (2011), “A Cross-National Investigation of Student Intentions to Pursue a Sales Career,” *Journal of Marketing Education*, 33 (1), 18-27.

### **Job Attitudes, Stressors-Strain, and Turnover Intention (02/05)**

- Darrat, Mahmoud, Douglas Amyx, and Rebecca Bennett (2010), “An Investigation into the Effects of Work-Family Conflict and Job Satisfaction on Salesperson Deviance,” *Journal of Personal Selling & Sales Management*, 30 (3), 239-251.
- Jaramillo, Fernando, Jap Prakash Mulki, and James S. Boles (2011), “Workplace Stressors, Job Attitude, and Job Behaviors: Is Interpersonal Conflict the Missing Link?,” *Journal of Personal Selling & Sales Management*, 21 (3), 339-356.
- LePine, Jeffrey A., Nathan P. Podsakoff, and Marcie A. Lepine (2005), “A Meta-Analytic Test of the Challenge Stressor-Hindrance Stressor Framework: an Explanation for Inconsistent Relationships among Stressors and Performance,” *Academy of Management*, 48 (5), 764-775.
- Rutherford, Brian, James S. Boles, Alexander Hamwi, Ramana Madupalli, and Leann Rutherford (2009), “The Role of the Seven Dimensions of Job Satisfaction in Salesperson’s Attitudes and Behaviors,” *Journal of Business Research*, 62 (11), 1146-1151.

### **Sales Ethics (02/12)**

- Briggs, Elten, Fernando Jaramillo, and William A. Weeks (2012), “The Influences of Ethical Climate and Organizational Identity Comparisons on Salespeople and their Job Performance,” 32 (4), 421-436.
- Evans, Kenneth R., Richard G. McFarland, Bart Dietz, and Fernando Jaramillo (2012), “Advancing Sales Performance Research: A Focus on Five Underresearched Topic Areas,” *Journal of Personal Selling & Sales Management*, 32 (1), 89-105.
- Hansen, John D. and Robert J. Riggie (2009), “Ethical Salesperson Behavior in Sales Relationships,” *Journal of Personal Selling & Sales Management*, 29 (2), 151-166.
- Schwepker, Jr. Charles H. (2013), “Improving Sales Performance through Commitment to Superior Customer Value: The Role of Psychological Ethical Climate,” *Journal of Personal Selling & Sales Management*, 33 (4), 389-402.

### **Salesperson Motivation (02/19)**

- Herzberg (2003), “One More Time: How Do You Motivate Employees?” *Harvard Business Review*, 61 (January), 86-96.
- Kerr (1995), “An Academy Classic: On the Folly of Rewarding A while Hoping for B,” *Academy of Management Executive*, 9 (1), 7-14.
- Steenburgh, Thomas and Michael Ahearne (2012), “Motivating Salespeople: What -Really Works,” *Harvard Business Review*, 90 (7/8), 70-75.

- Pink, Daniel H. (2012), "A Radical Prescription for Sales," *Harvard Business Review*, 90 (7/8), 2-3.
- Pink, Daniel H. (2013), "To Sell is Human: The Surprising Truth about Moving Others," New York, Riverhead Books.

### **Selling Orientation and Customer Orientation (03/05)**

- Goad, Emily and Jaramillo Fernando (2013), "The Good, the Bad, and the Effective: A Meta-Analytic Examination of Selling Orientation and Customer Orientation on Sales Performance," *work-in-progress*.
- Saxe, Robert and Barton A. Weitz (1982), "The SOCO Scale: A Measure of the Customer Orientation of Salespeople," *Journal of Marketing Research*, 19 (3), 343-351.
- Zablah, Alex R., George R. Franke, Tom J. Brown, and Darrell E. Bartholomew (2012), How and When Does Customer Orientation Influence Frontline Employee Job Outcomes? A Meta-Analytic Evaluation, *Journal of Marketing*, 76 (May), 21-40.

### **Listening and Adaptive Selling (03/19)**

- Puyor, Susie, Avinash Malshe, and Kyle Paradise (2013), "Salesperson Listening in the Extended Sales Relationship: An Exploration of Cognitive, Affective, and Temporal Dimensions," *Journal of Personal Selling & Sales Management*, 33 (2), 185-196.
- Ramsey, Rosemary P. and Ravipreet S. Sohi (1997), "Listening to Your Customers: The Impact of Perceived Salesperson Listening Behavior on Relationship Outcomes," *Journal of the Academy of Marketing Science*, 25 (2), 127-137.
- Spiro, Rosann L. and Barton A. Weitz (1990), "Adaptive Selling, Conceptualization, Measurement, and Nomological Validity," *Journal of Marketing Research*, 27 (1), 61-69.

### **Salesperson Compensation (03/26)**

- Arnold, Todd J., Timothy D. Landry, Lisa K. Scheer, and Simona Stran (2009), "The Role of Equity and Work Environment in the Formation of Salesperson Distributive Fairness Judgments," *Journal of Personal Selling & Sales Management*, 29 (1), 61-81.
- Oliver, Richard and Erin Anderson (1994), "An Empirical Test of the Consequences of Behavior- and Outcome-Based Sales Control Systems," *Journal of Marketing*, 58 (4), 53-67.
- Anderson, Erin and Vicent Onyemah (2006), "How Right Should the Customer Be?" *Harvard Business Review*, 84 (7/8), 59-67.

### **Training (04/02)**

- Barro, Jason R., Brian J. Hall, and Aaron M. G. Zimmerman (2004), "Sales Force Training at Arrow Electronics (A)," *Harvard Business School*, October, Product 9-905-041, p. 1-14.  
**This case can be purchased at Harvard Business School Press, [www.hbsp.harvard.edu/](http://www.hbsp.harvard.edu/)**
- Gordon, Geoffrey L., David Shepherd, Brian Lambert, Rick E. Ridnour, and Dan C. Weibaker (2012), "The Training of Sales Managers: Current Practices," *Journal of Business & Industrial Marketing*, 27-8, 659-672.
- Powers, Thomas L., Thomas E. DeCarlo and Gouri Gupte (2010), "An Update on the Status of Sales Management Training," *Journal of Personal Selling & Sales Management*, 30 (4), 319-326.
- Shannahan, Kirby L., Alan J. bush, and Rachelle J. Shannahan (2013), "Are your Salespeople Coachable? How Salesperson Coachability, Trait Competitiveness, and Transformational

Leadership Enhance Sales Performance,” *Journal of the Academy of Marketing Science*, 41 (1), 40-54.

#### **Salesperson Performance: Session 1 (04/09)**

- Dwyer, Sean, John Hill, and Warren Martin (2000), “An Empirical investigation of Critical Success Factors in the Personal Selling Process for Homogeneous Goods,” *Journal of Personal Selling & Sales Management*, 20 (3), 151-159.
- Jaramillo, Fernando and Greg W. Marshall (2004), “Critical Success Factors in the Personal Selling Process,” *International Journal of Bank Marketing*, 22 (1), 9-25.
- Ledingham, Dianne, Mark Kovac, and Heidi Locke Simon (2006), “The New Science of Sales Force Productivity,” *Harvard Business Review*, 84 (September), 124-133.

#### **Salesperson Performance: Session 2 (04/16)**

- Verbeke, Willem, Bart Dietz, and Ernst Verwaal (2011), “Drivers of Sales Performance: A Contemporary Meta-Analysis. Have Salespeople Become Knowledge Brokers?” *Journal of the Academy of Marketing Science*, 39 (3), 407-428.
- Palmatier, Robert W., Lisa K. Sheer, and Jean-Benedict E. M. Steenkamp (2007), “Customer Loyalty to Whom? Managing the Benefits of Salesperson-Owned Loyalty,” *Journal of Marketing Research*, 44 (May), 185-199.

#### **Sales Leadership (04/23)**

- Bass, Bernard M. (1997), “Personal Selling and Transactional/Transformational Leadership,” *Journal of Personal Selling & Sales Management*, 17 (Summer), 19-28.
- Jaramillo, Fernando, Douglas B. Grisaffe, Lawrence B. Chonko, and James A. Roberts (2009), “Examining the Impact of Servant Leadership on Sales Force Performance,” *Journal of Personal Selling & Sales Management*, 29 (3), 257-275.

#### **Notes:**

1. Required readings are electronically available from UTA’s databases. Help for retrieving articles and conducting research is offered in the College of Business, Room 136. Also, you may use the reference services of the Central Library.
2. Additional articles may be assigned during the semester.

#### **COURSE DESCRIPTION:**

Examines the skills required for successful personal selling and sales management in today’s world, with emphasis on business to business markets. It discusses the role of management in motivating salesperson behaviors conducive to sustainable growth and performance.

#### **COURSE OBJECTIVE:**

This course is aimed at presenting ideas and theories to help students enhance their knowledge of the new realities of sales environments. Such knowledge can help students effectively analyze problems and make decisions related to sales force management.

Emphasis is placed upon the development of problem-solving, decision-making, and analytical skills.

## LEARNING OUTCOMES

Students will be able to:

1. Identify key drivers of customer oriented behaviors.
2. Implementing sales promotion strategies.
3. Discriminate between outcome- and behavior-based control systems.
4. Explain the major tenets of ethics, motivational, and stress theories.
5. Evaluate how a company should allocate its sales resources.
6. Evaluate salesperson ethical behaviors.
7. Evaluate the effect of training on salesperson attitudes and behaviors.
8. Evaluate the effect of leadership styles on customer and salesperson wellbeing.

## PROCEDURES AND ACTIVITIES

The course will be conducted in a seminar format. Students need to come fully prepared to discuss the material relevant for each class period and are expected to contribute to discussions. Classes will be conducted utilizing a combination of lecture, discussion, in-class exercises, guest speakers and business cases. Some class exercises will use basic statistic concepts.

**Class Participation:** Class participation includes attendance, class discussion of assigned readings, in-class activities and pop quizzes.

**Article Summaries and Discussion Questions:** This syllabus contains a list of journal articles which must be read by the dates posted in the schedule.

Starting on 01/22, prepare a 1 page typed document that contains: 1) a brief summary of 3 core ideas found on the readings for the topic, 2) an explanation of how one of these ideas can help you address an issue you have experienced in your current (or past) job, 3) one clarification question about the readings directed to your instructor, and 4) one quiz-like question directed to your peers to ensure that they read (and understood) the assigned material. This paper is due at the beginning of the corresponding class period.

**Group Project – “Write a Sales Case”.** Groups of **2 to 3 students** will write a business case related to a sales topic covered in the assigned readings (e.g., should we hire a top performing salesperson from our competitor?). The case will thoroughly describe a real life situation faced by your current or past employer and possible courses of action (company name and actors can be disguised). The case will also explain how the extant sales literature may help a manager address the business problem(s) described in the case. Finally, students will prepare a 15 minute presentation to the class. **Sales Force Training at Arrow Electronics (A)** provides an example of a well-written case.

Students are encouraged to submit their cases to the sales track of the *Society for Marketing Advances SMA* (<http://mkt.cba.cmich.edu/sma/>) or the *National Conference in Sales Management - NCSM* (<http://mkt.cba.cmich.edu/ncsm/>). Use NCSM format for submitting this paper.

**Pop Quizzes:** During the term, you will be given 6 quizzes covering class discussion, student presentations, and required reading material. The quizzes may be given at the beginning of the class, during the class, or at the end of the class. Quizzes are closed book. Each quiz will have 1 or 2 questions. Since your grade will be based on the highest 5 scores there will be **no make-up quizzes**.

**Case Analysis:** Groups of **2 to 3 students** will write short papers that answer questions provided by the instructor about the **Sales Force Training at Arrow Electronics (A)** Case (see reading list on Training). There is a 1 page double spaced limitation for each question. Groups will prepare a 5-minute presentation to the class presenting case answers. Case questions will be provided one-week before each case due date.

**Exams.** There will be two exams during the semester (mid-term and final). The format will be multiple choice and short answers. They will cover text material, assigned readings, student presentations, and class discussions. Students may bring a note card with their summaries to each exam. If you have questions on your reading, it is your responsibility to ask about them in class.

**There are no make-up exams.** At least 2 weeks advance notice is required to make other arrangements in case of dire circumstances. The **final exam is comprehensive**.

**Teach your Peers and Instructor.** Groups of **2 to 3 students** will read a sales book and prepare a 1 page book abstract (see below). In addition, students will prepare a 10 minute presentation that 1) presents 5 core ideas from the book, and 2) explains how these ideas can help a sales manager address a business problem. Grades will be based on content, depth, as well as peer engagement during the presentation (see agenda dates). Book assignments are based on a “first come and first served” basis.

1. Girard, Joe (2006), *How to SELL Anything to Anybody*, New York: Fireside. (Summary and Presentation, 01/29)
2. Navarro, Joe (2009), *Louder than Words*, New York: Harper. (Summary and Presentation, 03/29).
3. Pink, Daniel H. (2011), *Drive: The Surprising Truth about What Motivates Us*, New York: Riverhead Books. (Summary and Presentation, 02/19).
4. Read, Nicholas A. C., and Stephen J. Bistriz (2010), *Selling to the C.Suite*, New York: McGraw Hill. (Summary and Presentation, 04/23).

## **CLASSROOM POLICIES**

1. The best way to reach me is via e-mail. In accordance with University policy, I will not accept any e-mails from students that are not from a UTA e-mail address. Blackboard will be used extensively to share important class-related announcements and information, including grades. It is *your* responsibility to check Blackboard daily for important class-related announcements.

2. While I am happy to clarify concepts or answer questions about lecture during office hours or via e-mail, I will not give private lectures to students who miss class. If you miss class, it is *your* responsibility to talk with fellow classmates to obtain information covered on the day missed.
3. “Letting me know” that you will not attend a class session does not justify late submission of assignments. If a student is not present in class, she/he cannot receive credit for in-class activities or quizzes.
4. All assignments are due on the date and time assigned. Late submissions are not accepted and **receive an “F” grade**. Assignments must be typed, professionally presented, and submitted in hard copy. Electronic submissions will not be accepted.
5. Students are responsible for the entire content of group projects. However, individual grades will be assigned based on self-assessment and peer-ratings of contribution to the assignment.
6. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion (see <http://www.uta.edu/conduct/academic-integrity/index.php>) on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects. Students who engage in any act of scholastic dishonesty will receive an **“F” as their final grade in this class**. The incident will also be reported to the Office of Student Conduct.

## EVALUATION OF STUDENT ACHIEVEMENT

A total of 100 points will be available for the student. Final grades will be determined by the following distribution: A = 90 to 100, B = 80 to 89.9, C = 70 to 79.9, D = 60 to 69.9, F = below 60. Grades will be earned as follows:

Quizzes (5@3)	15
Topic Summaries (12@1)	12
“Write-a-Case” Paper (15) and Presentation (5)	20
Teach your Peers Book Presentation	10
Arrow Electronics Case	5
Class Participation (Discussions and Activities)	8
Exams (2@15)	30
<b>Total</b>	<b>100</b>

## AGENDA

Dates	Topics and Activities
1: 01/15	Overview, the Changing Role of Sales
2: 01/22	Salesperson and Sales Manager Selection
3: 01/29	The Sales Career – <b>Teach your Peers Presentation (Girard 2006, How to Sell)</b>
4: 02/05	Job Attitudes, Stressors-Strain, and Turnover Intention
5: 02/12	Salesperson Ethics
6: 02/19	Salesperson Motivation – <b>Teach your Peers Presentation (Pink 2011, Drive)</b>
<b>7: 02/26</b>	<b>Midterm Exam</b>
8: 03/05	Selling Orientation and Customer Orientation
9: 03/19	Listening and Adaptive Selling - <b>Teach your Peers Presentation (Navarro 2009, Louder than Words)</b>
10: 03/26	Salesperson Compensation
11: 04/02	Salesperson Training
12: 04/09	Salesperson Performance, Session 1
13: 04/16	Salesperson Performance, Session 2
14: 04/23	Sales Leadership - <b>Teach your Peers Presentation (Read and Bistriz 2010, Selling to the C-Suite)</b>
15: 04/30	<b>“Write a Case” Submission and Presentations</b>
16: 05/07	<b>Final Exam, 8:15 to 10:45 PM</b>



### Self-Evaluation and Peer Ratings

Name of the student completing this form: \_\_\_\_\_

Using the following scale, please rate the **“quality”** contribution of each project member (Below Average = 1; Above Average = 7).

Self-Evaluation	1	2	3	4	5	6	7
Group Member _____	1	2	3	4	5	6	7
Group Member _____	1	2	3	4	5	6	7

Using the following scale, please rate the **“quantity”** contribution of each project member (Below Average = 1; Above Average = 7).

Self-Evaluation	1	2	3	4	5	6	7
Group Member _____	1	2	3	4	5	6	7
Group Member _____	1	2	3	4	5	6	7

You need to justify self-evaluations and peer-ratings of 1, 2, 6, and 7. Such justification must include specifics about contribution (page numbers, sections, etc.). When evaluating the sales presentation, rating justification needs to be based on specific examples of team member contribution. Please attach this form to the paper using a closed envelope.

Justification:

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Note: This form will be used to assign individual grades to the group project. Complete this form on an individual basis. Submit it with the project using a closed envelope.

## **College of Business Administration / University General Policies**

### **Drop Policy:**

**Students will not be dropped by the instructor for non-attendance.** It is the student's responsibility to complete the course or withdraw from the course in accordance with new University Regulations which are effective Fall 2006. Under the new policy, there is only one drop date at the two-thirds point in the semester. A student dropping on or before that date will receive a "W" grade. Students are strongly encouraged to verify their grade status with the instructor before dropping a course and to see their advisor if there is any question about the consequences for dropping a course under the new guidelines. Please refer to the on-line Undergraduate and Graduate catalogs and the Schedule of Classes for specific university policies and dates.

### **Americans With Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112--The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act--(ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

### **Academic Integrity**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

### **Student Support Services Available**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

### **Policy on Nonpayment Cancellations**

Students who have not paid by the census date and are dropped for non-payment cannot receive a grade for the course in any circumstances. Therefore, a student dropped for non-payment who continues to attend the course will not receive a grade for the course. Emergency loans are available to help students pay tuition and fees. Students can apply for emergency loans by going to the Emergency Tuition Loan Distribution Center at E. H. Hereford University Center.

### **Textbook Purchases**

Textbooks should be purchased by Census Date. The bookstore policy is to return any unsold textbooks to the publisher after this date.

### **COBA Policy on Bomb Threats**

Section 22.07 of the Texas Criminal Law states that a Class A misdemeanor is punishable by (1) a fine not to exceed \$4,000, (2) a jail term of not more than one year, or (3) both such a fine and confinement. If anyone is tempted to call in a bomb threat, be aware that UTA has the technology to trace phone calls. Every effort will be made to avoid cancellation of presentation/ tests caused by bomb threats to the Business Building. Unannounced alternate sites will be available for these classes. If a student who has a class with a scheduled test or presentation arrives and the building has been closed due to a bomb threat, the student should immediately check for the alternate class site notice which will be posted on/near the main doors on the south side of the Business building. If the bomb threat is received while class is in session, your instructor will ask you to leave the building and reconvene at another location. ***Students who provide information leading to the successful prosecution of anyone making a bomb threat will receive one semester's free parking in the Maverick Garage across from the Business Building.*** UTA's Crimestoppers may provide a reward to anyone providing information leading to an arrest. To make an anonymous report, call 817-272-5245.

### **COBA Policy on Food/Drink in Classrooms**

College policy prohibits food and/or drinks in classrooms and labs. Anyone bringing food and/or drinks into a classroom or lab will be required to remove such items, as directed by class instructor or lab supervisor.

### **Evacuation Procedures**

In the event of an evacuation of the College of Business building, when the fire alarm sounds, everyone must leave the building by the stairs. With the fire alarm system we now have, the elevators will all go to the first floor and stay there until the system is turned off. All those in the North tower side of the building should proceed to the fire escape stairs located on the East and West sides of that wing.

**For disabled persons:** please go to the Northeast fire stairs. We have an evacuation track chair located on the 6<sup>th</sup> floor stairwell. We have people trained in the use of this chair and there will be someone who will go to the 6<sup>th</sup> floor to get the chair and bring it to any lower floor stairwell to assist disabled persons. Faculty members will notify the Dean's Office at the beginning of each semester of any disabled persons in their classes.

Should this be a real emergency, the Arlington Fire Department and UTA Police will also be here to help.