Course Title: MKT 327-01 Selling and Sales Management

Term: Fall 2015

Classes Meet: W 6:00 to 8:45 pm, Bryan 111

Credit Hours: 3

Instructor: John Chapman
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W 3-6, other times available upon request

Text: Sales Management Analysis and Decision Making, 9th edition
Ingram, LaForge, Avila, Schwepker Jr., and Williams

Course Description: This course is structured to present you with the basic principles and practices of sales management. Students will be exposed to the multi-faceted nature of the sales manager’s job and will analyze the structure of the sales organization, determination of sales policies, selecting, training, motivating and rewarding salespeople, establishing sales territories and quotas, and evaluating performance.

Methodology: Ben Franklin said: “Tell me and I forget, teach me and I may remember, involve me and I learn”

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. The notion of a flipped classroom draws on such concepts as active learning, student engagement, and critical thinking. The value of a flipped class is in the repurposing of class time into a workshop where you the student can inquire about lecture
content, test your skills in applying knowledge, and interact with one another just as a sales manager would. During class sessions, my function will be as coach or advisor, encouraging you to inquire, learn by doing and collaborate with your teammates. *Every student is responsible for reading the assigned chapter, other reading assignments and reviewing the power point slides posted on canvas.*

*I will give you table tents for you to put your name, bring to class every session. If you lose your table tent I will deduct 2 participation points for that class.*

Each week:

1. One team of students will be assigned to present the power point for that chapter for discussion purposes.
2. The other teams will be assigned cases.
3. Individual Assignments (Everyone is responsible for preparing) will be posted the week before, be prepared to discuss.

Class starts at 6 pm-

At the beginning of class, it is required to sit with your assigned team. *Put your table tents in front,* so I get to know you better. The sales manager assigned for that week is responsible for getting the team prepared. Everyone will be assigned as a sales manager, and I will also reassign teams.

1. If we have a guest, I will introduce them, and they will speak on a subject matter on their role in sales management. This is an opportunity to learn from real sales executives. The more prepared you are, the better questions you will ask. Last year two individuals in my class impressed the speaker enough to get interviews. Every company is looking for talent, be on your game, research the company and individual.

   a. Participation will be graded. Ask good questions!

2. The team that was assigned the chapter will come forward and present the class the power point that will be posted on Canvas. This is a learning experience not a memorization of the text book. The overall goal is for you to understand the context, frameworks, and subject matter.

   a. Participation will be graded.

3. There are two cases per chapter; each team will be assigned one case to prepare for the discussion. There will be multiple teams doing the
same case. I ask that you only collaborate with you assigned teammates, not the other teams. There are questions at the end of the case, be prepared to answer those questions. Be creative, use your presentation skills to prepare.

a. Participation will be graded.

4. Individual Assignments: Cases, reading and homework will be assigned the week prior to be discussed in class. I will post assignments in Canvas as an additional reminder. Be prepared to discuss your thoughts. There are no right or wrong answers, you learn by doing.

a. Participation will be graded.

There will no tests, you will be graded on participation and two individual cases write ups.

Attendance & Participation:

You get out of a class what you put into the class. Attending class and participating will improve your comprehension of the material and enhance your learning experience. Participation is an important component of your grade. However, the decision to attend the class is yours to make.

If you miss class for university excused absences only (must have documentation). Documentation must be provided immediately upon return to class (within two class periods). I will not accept it after that. University excused absences are: university athletics, physician/dental appointments, and university sponsored trips. Weddings are considered unexcused and any other events are considered at the professor’s discretion.

Cell phones are not allowed to be used during class time. Using a cell phone while other students or I am speaking is rude and will not be tolerated. Cell phones should be turned off while in class. The first time you are caught using a cell phone you will be told to leave the class and will forfeit all points for assignments earned during that class period. The second time you are caught using a cell phone during class will result in grade of F in the course.
Participation Rubrics-Attached in Canvas-I will grade at the conclusion of each class. Your final grade will be curved against the biggest contributor.

Evaluation:  The breakdown of points in this class is as follows:

Participation..........................................................100
-Posted at the end of each class
-The student(s) with the highest cumulative score will get 100 pts.
-The grades will be individually curved off the highest score.
Mid-Term Case Analysis...........................................50
Final Case Analysis.....................................................150
Total Points...........................................................300

The grading scale used in this class is as follows:

A+...97% and above
A....93-96%                                          C....73-76%
A-...90-92%                                          C-...70-72%
B+...87-89%                                          D+...67-69%
B.....83-86%                                          D....63-66%
B-....80-82%                                          D-....60-62%
C+...77-79%                                          F...below 60%

Philosophy of The class:  This class is intended to be fun! Therefore, your participation and comments are always encouraged. If you need help, don’t be afraid to ask questions. Your comments and questions will always be treated in a professional manner.

Tentative Schedule:  W August 19

- Introduction
- The Future of Sales-Lecture
- Individual Assignment: Read The High Impact Salesforce – in canvas-
  Consider this article and answer this question yourself: What makes a high impact salesforce today? And, why is a high impact salesforce so important for a business?
W August 26

- Read: Chapter 1 - Changing World of Sales Management
- Guest: Bobby Mendez is executive vice president and president of Global Services and Specialty for Ecolab Inc.
- Individual Assignment: Find an article that illustrates one or more of the sales manager trends outlined in the text book. Be prepared to discuss your article.
- Go over team assignments for next class.

W September 2 – Overview of Personal Selling

- Read: Chapter 2
- Team Presentations
  - Power Point of content
  - Case 2.1
  - Case 2.2
- Go over assignments for next class. Your personal narrative.
- Go over team assignments for September 16th

W September 9

- Your personal narrative due 6pm September 9th.
- No class

W September 16

- Read: Chapter 3 – Defining the Strategic Role of the Sales Function
- Individual Assignment: Research a company’s website-be prepared to discuss what the company’s mission statement. Does it align with the products it sells?
- Team Presentations
  - Power Point of content
  - Case 3.1
  - Case 3.2
- Go over team assignments for September 23th

W September 23

- Read: Chapter 4 – Sales Organization Structure and Salesforce Deployment
- Individual Assignment: Research a company’s sales force structure to discuss in class. Be prepared to discuss why it is structured this way given the selling situation?
- Team Presentations
o Power Point of content
  o Case 4.1
  o Case 4.2
• Go over team assignments for October 14th
• Go over mid-term case analysis

W September 30
• Mid-Term Case write due-emailed to me by 6 pm 9/30

W October 7
• Guest: Doug Coffed Vice President, Region Manager at Coca-Cola North America. Class starts at 6:30, location TBA
• No other assignment due.

W October 14
• Read: Chapter 5 – Acquiring Sales Talent: Recruitment and Selection
• Individual Assignment: Research a job you think you would like to pursue when you graduate from college. Bring to class the job description. Be prepared to discuss.
• Team Presentations
  o Power Point of content
  o Case 5.1
  o Case 5.2
• Go over team assignments for October 21th

W October 21
• Read: Chapter 6 – Sales Training
• Individual Assignment: Research a quote by a business leader that resonated with you. Be prepared to discuss “Why?”
• Team Presentations
  o Power Point of content
  o Case 6.1
  o Case 6.2
• Go over team assignments for October 28th

W October 28
• Read: Chapter 7 – Sales Leadership
• Individual Assignment: Think about a coach or mentor you admired. Be prepared to discuss how they made you feel?
• Team Presentations
  o Power Point of content
  o Case 7.1
Case 7.2

- Go over team assignments for November 4th

W November 4

- Read: Chapter 8 – Motivation and Reward Systems Management.
- Individual Assignment: Be prepared to discuss a contest you were involved. The outcome, was it fair?
- Team Presentations
  - Power Point of content
  - Case 8.1
  - Case 8.2
- Go over team assignments for November 11th

W November 11

- Read: Chapter 9 – Evaluating the Effectiveness of the Organization.
- Team Presentations
  - Power Point of content
  - Team Assignment
  - Case 9.1
  - Case 9.2
- Go over team assignments for November 11th

W November 18

- Read: Chapter 10
- Team Presentations
  - Power Point of content
  - Case 10.1
  - Case 10.2

- Discuss Final Case Assignment/TBA

W December 2

- Final Take Home Assignment Business Case Analysis Due by 6 pm

Statement on Academic Integrity (including plagiarism):

Academic Integrity Policy
At UNCG all faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at UNCG because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. All work must be original for credit to be given. In all your written work you must
cite any reference that you use. Plagiarism is a serious offense. Any academic dishonesty will result in an automatic “F” for your final grade. Academic dishonesty includes:

Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Fabrication: intentional falsification or invention of information or citation in an academic exercise.

Plagiarism: intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

Facilitation of Academic Dishonesty: intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an exam or any other academic exercise.

Under UNCG policy, academic integrity violations are automatically reported to the Department chair and may be also be reported to the Office of Judicial Affairs. For more information concerning academic integrity see your undergraduate catalog or the student handbook.

Additional Information
Make-up exams and homework assignments for university excused absences only (must have documentation). Documentation must be provided immediately upon return to class (within two class periods). I will not accept it after that. University excused absences are: university athletics, physician/dental appointments, and university sponsored trips. Weddings are considered unexcused and any other events are considered at the professor’s discretion.

Unless told otherwise, computers are to be off when the professor begins lecturing, etc.

MKT 327 Assignments

*Reading assignments are an important component to the class discussion.
*No late case papers will be accepted (unless university recognized excuse) posted to Canvas.
*I will post a Case Rubric for the mid-term and final case analysis.
*All assignments are to be typed (11 or 12 point font/one inch margins/double spaced)
*Answers must be descriptive, in-depth, specific, etc.
*Point deductions for misspelled words, grammatical errors, etc.
*Cases for class discussion are in your textbook unless specified by the professor.

This syllabus is subject to change upon notice.

Upon completion of this course, students should be able to:

Overview of Personal Selling:
1. Describe the role of personal selling in marketing.
2. Be able to identify and discuss the key roles of salespeople as financial contributors, change agents, communication agents, and customer value agents.
3. Explain the trust-based relationship selling process and how it differs from transactional selling.
4. Understand the concept of selling strategy with its key elements of customer value and alternative personal selling approaches.
5. Identify and explain the various components involved in the 5 stage selling process

Organizational Strategies and the Sales Function:
1. Lists the advantages and disadvantages of personal selling as a marketing communications tool.
2. Specify the situations in which personal selling is typically emphasized in a marketing strategy.
3. Explain the different types of relationships strategies.
4. Describe the advantages and disadvantages of different sales channel strategies.

Sales Force Structure and Deployment:
1. Define the concepts of specialization, centralization, span of control versus management levels, and line versus staff positions.
2. Describe the ways sales forces might be specialized.
3. Evaluate the advantages and disadvantages of sales organization structures.
4. Explain how to determine the appropriate sales organization structure for a given selling situation.
5. Describe three methods for calculating sales force size.
6. Explain the importance of sales territories and list the steps in the territory design process.

Recruiting and Selecting Sales Force Talent:
1. Explain the critical role of recruitment selection and building and maintaining a productive sales force.
2. Describe how recruitment and selection affect sales force socialization and performance.
3. Identify the key activities in planning and executing a program for sales force recruitment and selection.
4. Be able to identify legal and ethical considerations in sales force recruitment and selection and how they affect the recruitment process.

Value of Training Programs:
1. Understand the role of sales training in salesforce socialization.
2. Explain the importance of sales training and the sales manager’s role in sales training.
3. Describe the sales training process as a series of interrelated steps.
4. Discuss multiple methods for assessing sales training needs and identify typical sales training needs.

Sales Force Leadership and Supervision
1. Distinguish between sales force leadership, management, and supervision.
2. Discuss five bases of power that affect leadership.
3. Explain a variety of influential strategies used in leadership.
4. Discuss issues related to coaching the sales force, holding integrative meetings, and practicing ethical management.

Management the Motivation and Reward Systems
1. Explain the key components of motivation; intensity, persistence, and direction.
2. Explain the difference between compensation rewards and non-compensation rewards.
3. Describe the primary financial and non-financial compensation rewards available to salespeople.

Evaluating Organizational Effectiveness:
1. Define a sales organization audit and discuss how it should be conducted.
2. Describe how to perform different methods of sales analyses for different organizational levels and types of sales.
3. Describe how to perform a cost analysis for a sales organization.

Evaluating Salespeople
1. Discuss the different purposes of salesperson performance evaluations.
2. Differentiate between an outcome-based and a behavior-based perspective for evaluating and controlling salesperson performance.