Course Title: MKT 420 Key Account Selling

Term: Fall 2017

Class Meets: Monday, 6pm-8:45pm, Bryan 216

Credit hours: 3

Instructor: Alex Ogle  
Department of Marketing, Entrepreneurship, Hospitality and Tourism  
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Cell: 704-995-5467  
Skype: 704-746-3863

Office Hours: Monday 5pm-6pm, email to set-up an appointment

Text: Key Account Management: The Definitive Guide, 3rd edition  
Diana Woodburn and Malcom MacDonald

Cases: We will do 5 cases this semester, they will come from the cases in your book (pages 443-466).

Course Description: This course will provide a thorough understanding of Key Account Management (KAM). As competition in the market place has become fiercer, KAM has become a core sales function within mid-size and large companies. We will discuss why KAM is effective, how to execute KAM from a baseline of zero, the skills it takes to be a Key Account Manager, how and why to build key relationships that lead to KAM, and why KAM produces results.

The Methodology: The course will involve a variety of methods to communicate the material:
- Required reading
- Classroom discussion
- Student presentations
- Lecture
- Case analysis
- Guest speakers
- Open discussion

Subject to change at instructor’s discretion without notice
The Process: This class will be highly interactive. You are in a sales class, sales is highly interactive. I expect you to contribute with your questions, comments and experience. Participation is expected and will be graded.

The class will be a blend of individual and team work. I expect each individual to come to class prepared to discuss the assigned reading material. I will be randomly selecting individuals to present the assigned chapter at the beginning of each class. Following the chapter outlines provided is the place to start (I am not asking for a simple regurgitation of the material. There is key information in the book I expect to see in the presentation.) I will also be looking for insights and questions that arise from the material around each of these topics. Presentations will be in PowerPoint, visually appealing, use the chapter outlines as a foundation, “Insights” (what did you find interesting in the chapter?) on the next to last page, “Questions” (from the chapter reading, what would you like further explanation?) on the last page. Everyone’s presentation must be submitted via Canvas prior to the beginning of class. (There is no expectation of word or page count. Think about this way though: if you were submitting it to a hiring company, is it a representation of what you are worth if you were negotiating your income?) Everyone in the class can get an A if everything is A material.

For each class, there will also be a group (typically a case) and/or individual assignment (typically an in-class exercise). Each of these will differ in how completion will be measured. You will find details on this in the class table on the last page of the syllabus.

Philosophy: I anticipate this class will be rewarding and challenging for all involved.

**Rewarding:** You have already done one of the hardest things in life, you have made the decision to learn! Throughout class I will repeatedly ask you to bring your personal logic to the class, discussions and material. If we all took an IQ test someone will be at the top and someone will be at the bottom. This will have little bearing on how you perform in this class or in life. Your effort will factor in a lot more. I will be making an effort and expect you to do so as well. Learning the things in life you gravitate to or not is great tool to have. At the end of class, you will know whether managing an account at the Key Account level is what you want to do, KAM is not for everyone. If you decide KAM is not for you, it is highly likely your career will cross paths with a Key Account Manager at some point. This class will prepare you for that interaction and how to best relate.

**Challenging:** If you don’t understand something in class, say so. I want everyone to have a solid grasp on the material. When I grade your work, I
will grade from that perspective. If something I teach does not align with something in another class or something you believe then challenge it. I hope to create a safe environment where you can think on a multi-dimensional level, integrating multiple classes, your experience and opinion to create a position you can use to build from. Catch phrases will not get you by in this class. We will stop as much as possible to unpack phrases to ensure a solid grasp on terms like: innovation, white space, speed to market, competitive advantage, market dominance, and the like.

**Getting to Know You:**

Everyone will receive a table tent card to write your name on, please place it in front of you for each class

Please submit your resume via Canvas prior to the second class.

**Operations:**

Every sales person has multiple ways they are measured. In accordance with that I am going to empower you to control your success by giving you the opportunity to succeed on multiple fronts. You have the ability to receive an A+ in the class without doing every assignment. This is in line with Key Account Management where you could miss a sales target in one area but make it up in another. You are in control of each area contributing to your assessment:

Participation (individual, total available points = 55*)

- Participation will be measured in two ways. Your participation in class discussions surrounding the reading material, relating the in-class exercises to the course and preparation for guest speakers.
- During the semester, we will have guests, most will be sponsors to The North Carolina Sales Institute. They are there to meet, teach and recruit you. The more prepared you are with the best questions, the more you will get out of these opportunities.
- Prior to a class a guest is attending, you need to submit five questions you want to ask the guest. Every company is looking for talent, be on your game, research the company and individual. This will be part of your participation grade when guests are with us.
- Grading
  - 0: Unexcused absence (see “Attendance” on page 5)
  - 2: Excused absence (see “Attendance” on page 5)
  - 3: Student is present, lack of contribution to class discussion; Student is present, chosen for chapter presentation, assignment not submitted; exercise and/or guest questions incomplete
- 4: Student is present, relevant contribution to class discussion, exercise complete; Student is present, chosen for chapter presentation, submitted on time and presentation below expectations, exercise and/or guest questions complete
- 5: Student is present, contribution to class discussion in a significant way that moves the class discussion forward; exercise and/or guest questions complete
- 6: Student is present, chosen for chapter presentation submitted on time and presentation meets expectations; exercise and/or guest questions complete
- 7: Student is present, chosen for chapter presentation and presentation exceeds expectations; exercise and/or guest questions complete

In Class Exercises (individual, total available 11 points)
- 0: Unexcused absence, excused absence, not completed
- 2: Below expectations
- 4: Meets expectations

Chapter Presentations (individual, total available 80 points)
- File Format: PowerPoint
- Structure: Chapter Outline, Insights and Questions
- Numbered pages...

- Grading (points):
  - 0: Not submitted, submitted late and does not meet minimum expectations
  - 1: Submitted late and meets expectations
  - 2: Submitted on time and below expectations;
  - 4: Submitted late due to excused absence and meets expectations
  - 6: Submitted on time and meets expectations
  - 8: Submitted on time and exceeds expectations

Cases (group, total available points = 65)
- In the book (pages 443-466)
- File Format: Word
- Font: 12 point Times New Roman
- Numbered pages
- Deductions for grammatical errors, misspelled words and poor structure
- Grading:
  - 0: Not submitted, submitted late and does not meet minimum expectations
  - 2: Submitted late and meets minimum expectations
  - 4: Submitted on time and below minimum expectations
o 7: Submitted late due to excused absence and meets expectations
10: Submitted on time and meets expectations
o 13: Submitted on time and exceeds expectations

Final Exam (Individual, total available points = 25)
- TBD
- Grading:
o 0: Not submitted, submitted late and does not meet minimum expectations
o 5: Submitted late and meets minimum expectations
o 10: Submitted on time and below minimum expectations
o 15: Submitted late due to excused absence and meets expectations
o 20: Submitted on time and meets expectations
o 25: Submitted on time and exceeds expectations

Grade Scale:

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Attendance: You get out of 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. Please note that instructor’s slides are not posted to Canvas, so you will miss the key points made in class.
If you miss more than 5 classes out of the 12, you will be dropped from the class.

If you miss class for university excused absences documentation must be provided immediately upon return to class and within no more than 2 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 will be considered at my discretion.

**Make-Up Work**

Make-up exams and make-up homework assignments are allowed for university excused absences only (must have documentation, see “Attendance” on page 5). Documentation must be provided immediately upon return to class and within no more than 2 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.

**Expectations**

**Of the Instructor**
- Come prepared to class with a well-thought-out lesson plan
- Design the class and material so you will understand KAM
- Consider that it is not always the student’s fault if the material is not understood
- Create a safe environment to learn
- Create a mutually respectful environment
- Provide real-life examples of the material

**Of the Students**
- Be respectful with technology. I am putting my cell phone away and will pay attention to you. I am asking you to reciprocate this respect.
- Come prepared to class
- Consider that it is not always the instructor’s fault if the material is not understood
- Treat others with respect
- Ask questions if you do not understand the material or information.
- If you are concerned about the class, your grade or our progress please schedule a meeting so we can discuss. Don’t wait.
Of the Course
Upon completion of this course, students should be able to:

1. Explain why KAM is a part of modern sales.
2. Explain how KAM factors into sales relationships.
3. Explain how to appropriately choose customers for KAM.
4. Explain how to categorize key accounts.
5. Understand the difference between a list of customers and a portfolio.
6. Understand how relationship structure, quality and hierarchy impact KAM.
7. Understand KAM from the buyer’s perspective.
8. Understand how to measure the financial impact of KAM.
9. Understand how to measure the financial value of a key account.
10. Understand how to perform a market segmentation to support KAM.
11. Understand how to perform a business partnership analysis to support KAM.
12. Understand the differences in strategies and tactics, strategic and tactical plans, and strategic and tactical orientation applied to KAM.
13. Be able to perform an account analysis in a KAM 4 quadrant format.
14. Understand the role of management in KAM.
15. Understand the role of KAM within an organization.
16. Understand the expectations of a key account manager.
17. Understand the traits of a successful key account manager.
18. Understand how to measure KAM through leading and lagging indicators.
19. Understand how to structure KAM to drive behavior based and results based performance.
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<th>Chapter #</th>
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<td>Developing Key Relationships</td>
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<td>Buyer Perspective</td>
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<td>Planning for Key Accounts</td>
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Subject to change at instructor’s discretion without notice

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