

# BUSML7209

## Strategic Sales Management

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Office Hours: By Appointment

### I. Overview

This course provides an overview of sales management and its managerial hierarchy. Principles covered include: sales leadership, sales force design, development, and management, CRM and sales technologies, sales person performance, behavior, motivation, and role perceptions, recruitment and selection of salespeople, training salespeople, compensation, and sales force structure.

### II. Course Objectives and Materials

- **Course Objectives**

1. Develop critical analysis and problem-solving abilities with respect to managing a professional salesforce.
2. Develop critical analysis and problem-solving abilities to strategically structure the salesforce to create added value.
3. Apply theory and principles from course readings and class discussions to successfully complete the capstone assignment on the final day of class.

- **Course Materials**

Course materials include the following:

1. Harvard Business Publishing Course Pack: <http://cb.hbsp.harvard.edu/cbmp/access/78456956>
2. Capstone cases are at the following links, please do not purchase capstone case until your group receives a case assignments):
  - a. Case 1 – Designs by Kate: <http://cb.hbsp.harvard.edu/cbmp/access/79679391>
  - b. Case 2 – Spectrum Brands: <http://cb.hbsp.harvard.edu/cbmp/access/79679426>
  - c. Case 3 – Formlabs: Selling a New 3D Printer: <http://cb.hbsp.harvard.edu/cbmp/access/79679476>
  - d. FormPrint Ortho500: <http://cb.hbsp.harvard.edu/cbmp/access/79679480>
3. *Note: Many of the titled readings are contained in “HBR’s 10 Must Reads”, included in the course pack*

### III. Class Format

Class meets one night per week, Mondays, 6:15pm to 9:30pm. All readings for a class session are to be read in **advance** of class and students should be ready to discuss readings and problem solve in small group settings. It is best if students come to class prepared to discuss two to four key take-aways from each reading, dependent on reading length.

#### IV. Class Work Load and Expectations

The University and College expectation is that students spend two hours outside of class for every hour spent in class. Since this course meets three (3) hours per week, you should expect to spend six (6) hours per week outside of class on course-related work.

#### V. Grade Structure

The following grade structure will be utilized for this course:

	Graded Component	% of the Final Grade
1.	2-online quizzes	30%
2.	Individual in-class participation	20%
3.	Capstone case analysis and presentation (group project)	35%
4.	Peer reviews*	15%*

*\*Individuals who receive less than 85% on the Peer Evaluation (as an average of all evaluations) will receive 85% credit on the capstone case analysis and presentation.*

#### VI. Grade Scale

The grading scale and point conversion that will be utilized for the final grade are as follows:

Grade	GPE	Grade	GPE		
A	93 – 100%	4.0	C+	77 – 79.99%	2.3
A-	90 – 92.99%	3.7	C	73 – 76.99%	2.0
B+	87 – 89.99%	3.3	C-	70 – 72.99%	1.7
B	83 – 86.99%	3.0	D+	67 – 69.99%	1.3
B-	80 – 82.99%	2.7	D	63 – 66.99%	1.0

A: Exemplary Performance; A-: Strong Performance; B+: Good Performance; B: Adequate Performance; B-: Adequate Performance, with Some Deficiencies; C+: Weak Performance, with Serious Deficiencies; C: Poor Performance, with Pervasive Deficiencies; C-: Poor Performance with serious deficiencies; D+ and lower: Unacceptable performance with serious deficiencies.

#### VII. Explanation of Graded Components

- **Online quizzes: 30% of the Final Grade**

Two-online quizzes, 25 questions each, will be administered via Carmen at the end of the second and fifth weeks of class. (May 25 and June 15) The quizzes will open at 12 Noon on Friday of those weeks and close at 11:59pm, Sunday. Makeup quizzes are **NOT** available. If a quiz is forgotten or missed the student will earn a zero grade for the missed quiz.

A courtesy reminder will be announced in class, along with an email when the quiz is posted. It is recommended that you check your university email on a regular basis to stay on top of any class announcements.

- **Individual in-class participation and attendance: 20% of the Final Grade**

Individual class participation and attendance is critical to success in this class. The sales arena is engaging, interactive, and dynamic and will be treated as such in class with the use of case discussions, group problem solving and in-class exercises.

In order to derive the maximum benefit from class, in-class participation is required and graded.

Reading assignments need to be completed before the beginning of each class to actively engage in classroom activities and to complete quizzes successfully. A complete list of reading assignments and quiz dates is listed under course schedule of the course syllabus.

- **Capstone case analysis and presentation (group project): 35% of the Final Grade**

One of four cases will be assigned to individual groups for complete analysis and presentation. Crucial skills in any sales role are the ability to clearly and persuasively communicate information. This portion of the grade is related to the quality of the problem statement, case analysis, defining potential solutions, and making a final, recommended solution for the case. Creativity of the slide deck, quality of the oral presentation, individual and group knowledge of the case, and engagement with the audience will be components of this grade. All students **must** participate equally in the oral presentation.

- **Peer Evaluation: 15% of the Final Grade**

Team collaboration and participation is an important element of this class and will affect the quality weekly class discussions and the capstone case oral presentations. Each team member will provide a performance evaluation at the end of term, of the other team members. Lack of effort and contribution to the project by a team member will be reflected in the individual peer evaluations and will negatively affect that individual's overall grade for the course. The evaluation includes a numeric score and qualitative comments. Peer evaluation forms and due date will be listed on Carmen. Failure to provide these evaluations will result in a grade penalty. **Individuals who receive less than 85% on the Peer Evaluation (as an average of all evaluations) will receive 85% credit on the capstone case grade.**

## VIII. Team Formation

You will have an opportunity to form your own team of four or five students during the first class session. Any student not in a team by the end of that class session will be assigned a team by the instructor, based on the number of students in each of the teams. It is expected that students in a team have different class and work schedules. However it is extremely crucial for each team to manage meeting times, and effectively delegate work among team members to ensure smooth progress on assignments.

The team will develop a **TEAM CHARTER**, which will be submitted via Carmen one week after team formation. A **TEAM CHARTER** template will be shared during the first session and will be posted on Carmen. The team charter is the basis for peer evaluations.

## IX. Attendance Policy, Professionalism, and Etiquette

To maintain the highest professional standards expected of a WP MBA course experience, the following attendance and classroom policies have been designed for this course:

1. Attendance is mandatory for all classes.
2. If a student misses a class session, 4 points will be deducted from the participation grade for each unexcused absence.
3. For an absence to be considered "EXCUSED" it must meet the following criteria:

- a. Instructor must be notified **BEFORE** the start of class.
  - b. Documentation must be provided by a doctor's office stating that you are unable to attend class due to illness, or
  - c. In the case of job-required travel an itinerary must be produced, or other documentation from student's place of employment, or
  - d. In the case of a family death, contact me immediately and we'll work together on how to keep class work current.
  - e. All other absences will be considered unexcused and a deduction will be taken from the final grade, as stated above.
  - f. Any excused absence will have a lengthy makeup assignment for material missed on the day of absence.
4. For all class sessions it is expected that you will arrive on time. If you are going to be over five minutes late, or need to leave early for a specific reason, please obtain **prior** permission from the instructor and present necessary documentation. You should **notify both the instructor and your team members of any planned absence well in advance**. **Habitual tardiness** will result in a three (3) percent deduction from the final grade.
  5. **Use of technology during class sessions.** No use of technology is permitted during class discussions. Technology may be used during small group work.
  6. All assignments, schedules, and quizzes are posted on Carmen.

## X. Course Timeline:

Week	Day / Date	Activity
Week 1	MON, 5-14	<p><b><u>In advance of class read the following:</u></b></p> <ol style="list-style-type: none"> <li>1. "Sales Force Design &amp; Management", pages 3-22, course pack</li> <li>2. "Personal Selling &amp; Sales Management", pages 1-11, course pack</li> <li>3. "Major Sales: Who Really Does the Buying?", HBR's 10 Must Reads on Sales</li> </ol> <p><b><u>In class:</u></b></p> <ol style="list-style-type: none"> <li>1. Syllabus review</li> <li>2. Introductions</li> <li>3. Form groups</li> <li>4. Team charter</li> <li>5. Professional selling overview, SPIN Selling, value-creation in buyer-seller relationships, reading material discussion</li> </ol>
Week 2	MON, 5-21	<p><b><u>In advance of class read the following:</u></b></p> <ol style="list-style-type: none"> <li>1. "Customer Relationship Automation is the New CRM", pages 2-4, course pack</li> <li>2. "The New Science of Sales Force Productivity", pages 1-8, course pack</li> <li>3. "What Top Sales Teams Have in Common, in 5 Charts", pages 2-6, course pack</li> <li>4. "Customer Value Propositions in Business Markets", pages 1-11, course pack</li> <li>5. "Capturing the Value of Supplementary Services", pages 75-83, course pack</li> <li>6. "Sell Yourself!" <i>assignment is to be completed outside of class, course pack</i></li> </ol> <p><b><u>In class:</u></b></p> <ol style="list-style-type: none"> <li>1. Turn in signed, team charter</li> <li>2. Each student presents elevator pitch, as related to assignment from "Sell Yourself!"</li> <li>3. Discuss key take-aways from readings, group exercises</li> </ol> <p><b><u>Quiz 1</u></b></p> <ol style="list-style-type: none"> <li>1. Opens on Carmen 5-25-18, Friday, Noon and closes Sunday, 5-27-18, 11:59pm</li> </ol>

Week 3	MON 5-28	<p><b>Memorial Day Holiday, class DOES NOT meet</b></p> <ol style="list-style-type: none"> <li>1. Readings for the week:</li> <li>2. "Sales Compensation Vignettes", pages 1-10, course pack <ol style="list-style-type: none"> <li>a. Answer questions in both cases and be prepared to discuss during next class session</li> </ol> </li> <li>3. "Tweet Me, Friend Me, Make Me Buy", pages 2-7, course pack</li> <li>4. "The End of Solution Sales", page 67, HBR's 10 Must Reads</li> <li>5. "Tiebreaker Selling", page 115, HBR's 10 Must Reads</li> </ol>
Week 4	MON, 6-4	<p><b><u>In advance of class read the following:</u></b></p> <ol style="list-style-type: none"> <li>1. "Sales Force Design &amp; Management", pages 22 to 41 (2.3 Managing the salesforce), course pack</li> <li>2. "The Right Way to Use Compensation", page 139, HBR's 10 Must Reads</li> <li>3. "How to Really Motivate Salespeople", page 149, HBR's 10 Must Reads</li> <li>4. "Introduction to Incentive-based Sales Compensation Systems" pages 1-5, course pack</li> <li>5. "Getting Beyond 'Show Me the Money'", page 161, HBR's 10 Must Reads</li> <li>6. "Find the Right Metrics for Your Sales Team", pages 2-5, course pack</li> </ol>
Week 5	MON, 6-11	<p><b><u>Guest Lecturers</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Ansell Project Brief Presented</b> <ol style="list-style-type: none"> <li>1. Angie Phillips, VP &amp; General Manager</li> <li>2. Peter Shiner, Sales Organization Leader</li> </ol> </li> <li>2. <b>Healthcare Sales Positioning</b> <ol style="list-style-type: none"> <li>1. Andrew Piletz, former Brand Manager, Abbott Labs</li> </ol> </li> </ol> <p><b><u>In advance of class read the following:</u></b></p> <ol style="list-style-type: none"> <li>1. "Making the Consensus Sale", page 127, HBR's 10 Must Reads</li> <li>2. "Dismantling the Sales Machine", page 101, HBR's 10 Must Reads</li> <li>3. "Ending the War Between Sales and Marketing", page 23, HBR's 10 Must Reads</li> </ol> <p><b><u>Quiz 2</u></b></p> <ol style="list-style-type: none"> <li>1. Opens on Carmen 6-15-18, Friday, Noon and closes Sunday, 6-17-18, 11:59pm</li> </ol>
Week 6	MON, 6-18	<p><b><u>Capstone case analysis and presentation (group project)</u></b></p> <p>Cases:</p> <ol style="list-style-type: none"> <li>1. Designs by Kate</li> <li>2. Spectrum Brands</li> <li>3. Formlabs: Selling a New 3D Printer</li> <li>4. FormPrint Ortho500</li> </ol>

## **XI. Academic Integrity**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include: The Committee on Academic Misconduct web pages (*COAM Home*)

Ten Suggestions for Preserving Academic Integrity (*Ten Suggestions*)

*Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

## **XII. Disability Statement**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. Please contact the Student Life Disability Services (SLDS) Office at 614-292-3307 in room 098 Baker Hall (113 W 12<sup>th</sup> Ave); they coordinate reasonable accommodations for students with documented disabilities.

## **XIII. Headshot Photos**

Please submit a headshot photo, via Carmen, no later than the first day of class.