



WALSH UNIVERSITY

School *for* Professional Studies

BUS 426 SALES MANAGEMENT

**ASSIGNMENT DUE THE FIRST NIGHT OF CLASS
SEE PAGE 5**

PREREQUISITE: BUS/216 and BUS/311

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BUS 426 SALES MANAGEMENT

COURSE DESCRIPTION

U.S. firms spend over \$140 billion annually on personal selling – more than they spend on any other promotional method. Over 11 million Americans are employed in sales and related occupations. This course will focus on the importance of “relationship marketing” and examine the process of designing a sales force, managing a sales force and the basic principles of personal selling. Prerequisites: Mandatory Bus/216 and Suggested to have Bus/311

COURSE OBJECTIVE

The basic premise of this course is that people are the most valuable resources an organization has and effective management of this resource can lead to a competitive advantage. This course will examine techniques, practices and policies necessary to most competently carry out the management of a sales force within an organization. Additionally this course will address the various aspects of the sales management process using a variety of learning tools including, but not limited to, class discussions of reading materials, video examples, written and verbal discussions of "real world" exercises, and case analyses. Emphasis will be placed on how sales managers develop and execute plans for creating customer satisfaction by developing the selling function, strategic sales planning, building a sales program, and controlling the sales force.

LEARNING OUTCOMES

1. Understand the major decisions involved in designing a strategic sales program.
2. Understand the activities involved in designing sales territories.
3. Understand methods for estimating product demand.
4. Understand the process of setting sales quotas.
5. Understand the issues involved in assessing sales performance.
6. Understand the decisions involved in the recruitment and selection of sales personnel.
7. Understand sales training techniques.
8. Understand the design of compensation/incentive programs
9. Understand the techniques for monitoring and controlling sales force performance.
10. Understand sales and cost analyses.

MATERIALS OF INSTRUCTION

Textbook: Selling Today, Creating Customer Value. 9th edition, Manning and Reese, 2004.

***Please review the School *for* Professional Studies textbook list for most up to date edition**

SUGGESTED GRADING CRITERIA

The grading criteria is the prerogative of the facilitator, who may present an alternative grading procedure, **in writing**, the first night of class as circumstances and experience dictate (for example, the addition of assignments, extra credit options, different weights for the assignments, etc.). Changes to the suggested grading criteria will be announced in Workshop One; otherwise, the criteria presented in this module will be followed as closely as possible.

There are 1000 total points available for the class and course grades will be assigned as follows:

A	=	900 - 1000 points
B	=	800 - 899
C	=	700 - 799
D	=	600 - 699
F	=	599 and below

The course will consist of the following graded components:

First Paper	50 points
Case Studies (2 at 100 points each)	200 points
Discussion topics (2 at 100 points each)	200 points
Research Paper	200 points
Presentation	100 points
Final Exam	150 points
Participation	<u>100 points</u>
Total	1000 points

NOTES REGARDING ASSIGNMENTS AND WORKLOAD

This course will meet only once a week, for 4 hours each time. The highly accelerated pace requires students to take a great deal of responsibility for their own learning outcomes. While in class, students are expected to actively participate in discussion and group activities. Outside of class, students are expected to do a minimum of 15 hours per week of study, homework assignments and/or group projects.

The intent of the assigned text readings is to provide students with analytical and conceptual skills rather than merely mechanical application skills.

Written Assignments

An important component of this course is the carrying out of written assignments. These assignments of varying types may be both in-class and out-of-class. Expectations, scheduling and kinds of assignments will be discussed in Workshop One.

ATTENDANCE AND PARTICIPATION

Attendance is expected at each class meeting and class attendance is taken at the beginning of each class. Each student is expected to be prepared for each class and will be called upon to discuss various issues, topics and case studies. Missed work, because of an approved absence, can be made up only under approved conditions. Late work will be penalized if accepted by the instructor.

ACADEMIC INTEGRITY

The exchange of ideas and the sharing of information as part of the educational process is encouraged. Shared views among members of the class can provide an additional element in the process. However, the student is reminded that such sharing of views and other information must remain in the context of academic integrity. A breach of academic integrity will be considered a serious matter. ***“Breach of Academic Integrity”*** in the course shall be defined as the use by one student of the work of another (student or otherwise) when the student wrongfully uses such material. This definition is intended to address commonly recognized means and methods of cheating on materials, including plagiarism of any sort. The result of such a breach will be a grade of “0” on the respective assignment

CASE STUDIES

Assigned case studies should be **well written and edited** papers not exceeding three pages. Each response should answer all questions regarding the case and be well organized and thoughtful. Each case response should be **typed, double-spaced, with numbered pages employing proper grammar and style guidelines (APA preferred).**

DISCUSSION TOPICS

Each student will select 2 of the following topics and plan to lead class discussion. Emphasis should be placed on current issues and trends. Each assignment will be graded on organization, content, and presentation.

Discussion Topics

- Personal Selling – How To
- Using Electronic Information in Personal Selling
- Relationship Strategy
- Ethics in Sales
- Product Solutions
- Value Added Product Solutions
- Buyer Behavior in Sales
- Developing a Buyer Base
- Developing a Presentation Strategy
- Sales Demonstrations

- Negotiations
- Closing the Sale
- Territory Management
- Sales Planning and Budgeting
- Estimating Potentials and Forecasting Sales
- Motivating Salespeople
- Compensating Salespeople
- Organizing the Sales Function
- Evaluating Sales Performance
- Evaluating and Controlling Salespeople

Optional Topics

- Getting a Job in Sales
- Selling in a Global Market

RESEARCH PAPER AND PRESENTATION

Each student will prepare a training manual for a selected company, in order to train sales employees in the presentation strategy and demonstration of a particular product. **A 10 - 12 page, typed, paper (in the form of a training manual), using at least six secondary sources, in APA style will be prepared to accompany the power point presentation. Only two of the sources may be Internet based. The paper will be presented in class in a professional manner.**

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP ONE

1. Carefully read the course module, concentrating on the course and learning outcomes listed at the beginning of the module.
2. Spend some time thinking about how sales relates to your personal and/or professional experiences and goals. Write a two-page analysis of a sales situation in which you were involved in making a recent personal/business purchase. How and what did the sales person do and say to effectively/ineffectively present the product and address your needs? This paper will be used during class discussion and will be submitted for grading.
3. Read Selling Today, Creating Customer Value Chapters 1 and 2. Be prepared to discuss and apply the reading.

Calendar to be determined in class

Week	Topic	Leader	Notes
Week 1	The Role of Sales Management in Marketing Strategy		
Class 1	Personal Selling – How To		Discussion of Research Paper
Class 2	Using Electronic Information in Personal Selling	Discussion Topics	
Class 2	Relationship Strategy Ethics in Sales	Discussion Topics	
Class 3	Product Solutions Value Added Product Solutions	Discussion Topics	Case Study 1
Class 3	Buyer Behavior in Sales Developing a Buyer Base	Discussion Topics	
Class 4	Developing a Presentation Strategy	Discussion Topics	
Class 4	Sales Demonstrations	Discussion Topics	
Class 5	Negotiations Closing the Sale	Discussion Topics	Case Study 2
Class 5	Territory Management	Discussion Topics	

Class 6	Sales Planning and Budgeting Estimating Potentials and Forecasting Sales	Discussion Topics	
Class 7	Motivating Salespeople	Discussion Topics	Research Paper Due
Class 7	Compensating Salespeople	Discussion Topics	First Presentations
Class 8	Presentations		
Class 8	Finals		

Attachment 1

Analyzing a case study is similar to diagnosing an illness. Basically, you are looking to find the primary cause, or causes, of an organization's "illness." Once you find the culprit, you will need to develop a solution and then a treatment plan.

1. Define the problem - This is the primary problem that is responsible for an organization's ineffectiveness.
2. Problem analysis - Once you identify the problem, you will need to convince your audience. Provide an analysis of the problem by integrating course material with facts presented in the case study. Serve as your own devil's advocate. Ask yourself why the problem that you have identified is the main one. Are there any holes in your reasoning?
3. Solution - What will solve the problem? The solution will be something that not only makes sense to you, but seems logical as well. Use class material to convince your audience that by implementing the solution, the problem will be solved and the organization will run more effectively and efficiently.
4. Implementation plan - Provide a detailed step-by-step plan that will make it as easy as possible for the organization to use your solution. Don't forget to include an analysis of the costs and benefits involved? Would your solution and implementation plan provide a cure that is worse than the disease? Convince your audience that it doesn't.

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Case Study Option

Pick an organization which is doing well (Dell, Jet Blue, Target, Pepsi) and compare it with an organization, which serves the same type of market (Apple, Delta, Kmart, Coca-Cola), which is not doing well. Analyze two of the following issues:

- Marketing Strategy
- Territory Management
- Ethics
- Sales Planning and Budgeting
- Estimating Potentials and Forecasting Sales
- Target Marketing
- Advertising
- Motivation
- Compensation
- Leadership
- Evaluation
- Globalization

Two page maximum

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Case Study Option

Shadow Program

Questions to consider for an essay on a career in Sales Management

1. How long have you been in this position?
2. What is your definition of marketing (as it relates to this company)?
3. Is the marketing function pervasive in the organization?
4. What impact does the sales function have on the organization?
5. How are sales persons trained?
6. What type of continuous learning takes place?
7. How are sales people rewarded?
8. How do you approach the concept of sales ethics with your sales persons?
9. What is the most important quality a sales person must have, in your opinion?
10. What is the most difficult part of managing the sales team?

Sales Management

Case Study Option

For the next class, based on your reading and using the following websites:

1. How can purchasing or account management assist the business you've targeted in this class?
2. How can purchasing or account management assist both for-profit and not-for-profit organizations?
3. Will it help or hinder a sales force? management?
4. How can it be evaluated?

<http://www.eweek.com/>

<http://www.american-purchasing.com/tipprob.htm>

<http://www.napm.org/>

<http://www.upmg.com/>

<http://www.mrhtech.com/>

<http://www.nams.org/>

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Case Study Option

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