

MARK 7379-01
Sales Leadership
Mondays 6:00-9:00PM

Professor:	Carl Herman
Office	MH 398
Office Hours	M and W 4:00-5:30 pm and by appointment
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Required Course Materials

- Harvard Case Packet, Harvard Business On-Line
 - Link to Harvard Course
Materials: <https://cb.hbsp.harvard.edu/cbmp/access/17113385>
- Selected Readings – Blackboard
- *Customer Centered Selling (CCS)*, Rob Jolles
- *Rethinking the Sales Force*, Neil Rackham and John DeVincentis
 - Both Texts are available on Amazon or iBooks

Course Objectives:

- 1) Understand the personal selling process, the dynamic nature of strategic sales management and the resultant effects on an organization and its customers.
- 2) Understand the basic framework of different sales organization types, as well as diverse staffing and sales training strategies.
- 3) Understand the role of leadership in motivating a sales force.
- 4) Analyze and understand the pros and cons of various sales compensation and expense systems.
- 5) Understand the fundamental role of sales planning including forecasting, budgeting and sales territory management.
- 6) Comprehend how to evaluate individual and organization sales performance including the analysis of sales volume, cost and profitability.

Assignments and Classwork

Case Presentations:

- Three cases (total of 6 sub-cases) will be formally presented/discussed in class throughout the semester.
- Teams will be assigned to present the case in class.
- **Submit the write up and Powerpoint on Blackboard prior to the class discussion.**

Case Summaries

- If you are not the team presenting the case, you will submit a **one**-page summary of the case on Blackboard before the class. This is an individual assignment. You will submit four (4) summaries during the semester. The summary will include:
 1. The current situation
 2. The issues the subject of the case faces
 3. Your suggested solution

Team Topic Presentation:

- Most weeks there will be a primary topic of discussion. Student teams will lead this discussion. Each team will prepare a presentation based on, but not limited to, the discussion questions for the topic. These questions are in Blackboard. Teams should also include relevant information from the reading material and Case studies.

Forecasting Assignment:

- Understanding the art and science of forecasting sales performance is a critical component of the sales manager's job. We will use a real world database of accounts and sales opportunities to forecast sales for this semester.
- Each team will create a sales forecast and present that forecast, with credible justification and rationale, in class.
- This exercise will provide insight into the challenges of accurately forecasting sales and into the value of a good CRM system, processes and database to develop the forecast.
- 9 points is based on forecast accuracy and 6 points on forecast process.
 - For Forecast accuracy:
 - +/- 5% - 9 Points
 - +/- 10% - 6 Points
 - +/- 25% - 4 Points
 - >25% - 0 points
- Forecast should be based on analysis of Quota, Number of Sales Weeks, Number of Reps, etc. Historical analysis should be in context.

Hiring Project:

- On a date to be announced each team will submit a list of 5 potential candidates for a sales position. This list will be developed by analyzing a resume database available on Salesforce.com.
- Each team will schedule interviews with the sales candidates and make a selection of the winning candidate.
- Each team will submit a report that includes:
 - the selected candidate
 - the reason that candidate was selected
 - the list of interviewed candidates and why those candidates were selected from the resume database

Sales Manager Interview:

- Teams will interview at least two sales managers. You can interview anyone who is currently responsible for managing at least four sales people. Suggestions for potential interviewees are available from the instructor. These are 360° assessments. For each sales manager interviewed, the team should interview two direct sales reports and one customer. The interviews should discuss topics such as:
 - Salespeople's attitudes
 - Training
 - The Sales Process
 - Challenges in motivating sales people
 - How incentive pay is structured and how well it works
 - Differences in managing sales people versus other functions in a company
 - The impact of the sales organization on customer relationships, retention and loyalty
- During the scheduled class period, each team will present the results and conclusions from these interviews. The presentation should include a 3-5-page document and a powerpoint presentation summarizing the findings.
- Submit the paper and powerpoint on Blackboard prior to the end of the semester.
- There are sample sales manager interview questions on Blackboard, but the focus of this project is a comprehensive understanding of the sales manager's role. Specific areas of interest are relationships with reps and customers, hiring, training, developing, motivating and measuring sales people.

Learning Style

The methods of learning in this course require advance preparation by the students. We will work together to present, discover and share ideas in order to learn more about the issues related to selling products and services and managing ongoing customer relationships. I believe that a variety of pedagogical techniques maximize what we all get from the class. Therefore, the course

will use case discussion, lecture, facilitator and student-led discussion, a field project, a research project, Socratic dialogue, (possibly) a field trip, and student presentations to expose key learnings.

Daily Routine

For most days, I expect class meetings to follow this type of routine:

- Lecture/discussion/guest speaker/video/group exercises, etc. focusing on the key topic(s) of the day (40-50 minutes)
- Case discussion or Sales Role Play – 75-90 Minutes
- Break (15-20 minutes)
- Student led discussion around research or field project (30 minutes)

Class Participation

An effective class session can only occur if you, your classmates, and I are involved in the learning process. This requires detailed advance preparation from all of us. I expect everyone to be prepared for each class. This course is designed such that we will learn from each other.

Class and case discussions are enhanced by a free and open exchange of ideas. We learn from each other by building off other people's comments and by disagreeing with other people. You should be prepared to defend a position that you take and you should expect others to defend their positions. I encourage you to challenge ideas with which you disagree—remember to *challenge the idea and not the person*. Furthermore, you should expect to be challenged by others—who disagree with your ideas, not you. By defending your ideas you will learn, but you should also be willing to change your mind. Changing your mind is also a sign of strength. Be aware that for many issues there is no one right answer. I also want to encourage you to be creative in your ideas and show a willingness to take chances.

Class participation is a critical component of my evaluation of your performance in the class. Participation is based on quality, but some level of quantity is also necessary. Quality participation moves the discussion along and contributes to our collective learning. I use the following point system to evaluate class participation on a daily basis:

Truly exceptional analysis/insights	5 points
Very good analysis	3 points
Adding facts	2 points
Showing up prepared	1 point
Showing up, not prepared	0 points
Absent, but turn in acceptable case analysis	0 points
Absent, and do not turn in acceptable case analysis	-5 points

Attendance Policy

Attendance is expected—in my classes we all learn from each other and your absence will prevent us from learning from you and you learning from us. As noted in the previous section, being absent from class has a significant negative effect on your class participation.

SFA and Communications

You will all be given a Salesforce.com account to use during the class. This will be an educational opportunity to learn how to use a key component of sales force automation and CRM – and see the cost and benefit to the rep of using it. You will use Salesforce extensively for the Forecasting and the Recruiting/Interviewing assignments.

Grades

I expect that by this time in your graduate education that you are intrinsically motivated. I also expect that you are taking this course because you genuinely want to learn more about sales and sales management. Therefore, I do not require any exams in this class.

On the other hand, I believe that we all tend to do what is evaluated and rewarded. I am very interested in learning from you and I think that your colleagues share this interest. If you choose to not actively participate in the class you deny us the ability to learn from your wisdom and experience. To assure that you give as much to the class as you hope to receive from it, I rely on grades (besides the school requires them). I expect to base your grades on the following proportions:

Case Briefs (4 Briefs)	10%
Case Presentations (2 at 10 pts each)	20%
Class participation	10%
Team Topic Presentations (3 at 5pts each)	15%
Hiring Project	15%
Forecasting Assignment	15%
Sales Manager Interview	15%

Tentative Schedule – Meaning it will change

Date	Case	Team Topic	Forecast	Hiring Project	Sales Manager Interview
Jan 14		Course objectives/Overview Weitz Article CCS Chapter 5	<i>Salesforce Log in Student Data Sheets</i>		
Jan 28		CCS Chapter 9-17	<i>Discuss Forecast</i>	<i>Discuss Hiring Project</i>	Discuss Sales Manager Interviews
Feb 4	<i>Milford A Team A</i>	Rackham – Chapter 1-3 Team 1			
Feb 11	<i>Milford B Team 2</i>	Rackham – Chapter 4-6 Team A	<i>Initial Forecasts due for all teams</i>		
Feb 18	<i>GUEST SPEAKER David Vinzant</i>	Rackham – Chapter 7-9 Team 2			
Feb 25	<i>Milford C Team 1</i>	Sales Force Organization – Team 2			
Mar 4		Profiling, recruiting, selecting and hiring salespeople – Team A	Golf Tournament (TEAM 1) Final Forecast		
Mar 11	SPRING BREAK				
Mar 18	<i>Strategic Information Flow – Supporting Corp Strategies</i>		<i>Career Fair (Team 2) Final Forecast</i>		
Mar 25	<i>The Army Crew Team Team A</i>	Sales Compensation Team 1		<i>5 Candidates Due with Report</i>	
Apr 1	<i>Net-APP(1) Team 2</i>	Motivating a Sales Force Team 2			
Apr 8	<i>Net-APP(2) Team 1</i>	Quota's & Forecasting Sales - Team A			
Apr 15	<i>TERRITORY DESIGN - SYAM</i>	Customer Lifetime Value and Planning for Success Team 1		<i>Selected Candidate Due with Report</i>	<i>Life as a Sales Manager Team 2</i>
Apr 22		<i>Leadership</i>	<i>Final Jacket Forecast</i>		<i>Life as a Sales Manager Team A</i>
Apr 29		<i>Performance Management</i>			<i>Life as a Sales Manager Team 1</i>