

## *Course Syllabus*

### **Course Information**

Course Number/Section: MKT 6331  
Course Title: Building and Managing Professional Sales Organizations  
Term: Fall 2015  
Days & Times: Tue 7:00 – 9:45 PM  
Location: JSOM 2.904

### **Professor's Contact Information**

---

**Name** Dr. Howard F. Dover  
**Office Phone** 972-883-4420  
**Office Location** JSOM 13.511  
**Email Address** [Howard.Dover@utdallas.edu](mailto:Howard.Dover@utdallas.edu)  
**Office Location:** JSOM II 13.511  
**Office Hours:** Tu 4 – 5:30 PM & Th 1 – 2:15 PM or by appointment  
Appointments during office hours are strongly recommended

### ***Course Description:***

The focus of this course is on the development and management of a professional sales organization. The course will explore the different strategies needed for different markets (consumer, business, government, and global). While the course will examine the various training programs available, there will be relatively little emphasis on sales techniques (This is not a course to learn basic selling concepts). We examine issues related to building and managing the sales effort at various stages of the company and product lifecycle, hiring and training sales personnel, compensation and incentive plans, sales forecasting, addressing multiple product lines, multiple channels and multiple geographic regions, and developing strategic alliances.

Prerequisite: **MKT 6301** or consent of instructor.

### ***Required Text:***

Cracking the Sales Management Code by Jordan and Vazzana, McGraw Hill  
ISBN: [9780071765732](#)

Harvard Case packet link we will be provided via e-learning the first week of class.

### **TEACHING APPROACH**

This course will be taught in a seminar style. Each week we will reviews cases, discuss leadership challenges, as well as practice concept via role-play exercises. It will be assumed that you have read the materials. We will use the reading materials and cases to launch into discussions each week.

Below are outlined the various deliverables within the course.

## **Participation and Contribution to Discussion**

Your own contribution to the classroom discussion based on your own knowledge and your experiences is a critical part of the success of the course for everyone. Note that 50 points depend on your performance in this facet of the course. This is often enough to make a difference in final course grades. I expect relevant, informed, interesting, and insightful comments from individuals in the class. This includes during full class discussion as well as during team breakout sessions. In all situations, be absolutely clear that quality of contribution rather than merely quantity of "talk time" is a key to your success. Be respectful of other students and avoid exhibiting dominating, one-way, and "shot from the hip" approaches to class discussion. It is your responsibility to attend class. Attendance directly factors into this category since, obviously, you cannot participate if you are not in class. Much of the learning in this course comes from our in-class interactions and activities. This is not a distance-learning course or a self-study course. In this course there is no viable way to "make up" missed in-class learning opportunities.

## **Individual Cases**

You will prepare several cases in executive summary format throughout the semester to allow for consideration of a number of important topical issues in sales management. Basic guidelines for preparing these appear in Appendix A of this syllabus – we will discuss the effective case process in more detail. It is of particular importance to note that the cases are to be prepared individually by each student. Students are not to collaborate or work together in preparing these case studies. These are due into E-Learning at the beginning of the class period.

*Each Student will be assigned to a group. Each group will select or be assigned a company to use for the following two course activities/assignments:*

### **Sales Management Mapping Report:**

Your group will extensively map out the sales activities for their assigned company. This will be a complete mapping from customer first contact to the end of the customer relationship. Completing this project will require students to interview their respective firms in great detail. The mapping report will be due shortly after mid-term of the semester.

### **Cracking the Code Based Suggested Action Plan:**

As groups complete the mapping of the sales function, they will be able to develop an appropriate activity based strategy for the focal firm. This strategy would include a coaching model, a training model, and a recruitment model. It is expected that this report will be presented to members of the executive team of your assigned company during the final week of class or during finals week.

## **Grade Information: Course Activities and Points**

A total of 500 points will be available for the student. These may be earned as follows:

Participation and contribution to discussion	50
Individual cases (4 cases at 50 points each)	200
Sales Process Mapping Report (Team)	100
Sales Recruitment and Retention Presentation (Team)	150
<b>TOTAL</b>	<b>500</b>

Grades:

A, B, and C will be modified by a plus or minus based on the scale below:

A 93 to 100%

A- 90 to 92%

B+ 88 to 89%

B 83 to 87%

B- 80 to 82%

C Follows the same ranges as for B

### ***Advice on MBA Attitude toward Grades***

It is pointless and ultimately self-defeating to fixate on grades in an MBA program. Graduate education is different from undergraduate education in many ways. Students who carry a grade fixation overboard in graduate school often risk damaging their relationship with their professors, with the school, and with their peers. Your job here at the Jindal School of Management is to do your best and to focus on the learning opportunity your course of study affords you to become a more effective leader and manager.

### ***Peer Evaluations***

It is expected that every member of a team will participate fully and appropriately in the research, analysis, preparation, and delivery of team assignments. You will complete a peer/self evaluation or team assignments. I pay a lot of attention to these in assigning final grades for the course.

### ***Late Assignment Policy***

Late assignment will not be accepted.

## **Academic Calendar**

<b>Date</b>	<b>Topic</b>	<b>Cases</b>
<b>Aug 25</b>	<b>Introduction: State of Sales and Sales Management</b>	
<b>Sep 1</b>	<b>What can we really Manage?</b> <i>Reading: Cracking the Sales Management Code 2,3,4</i>	
<b>Sep 8</b>	<b>Sales Learning Curve</b> <i>Reading: HBR Article 'Sales Learning Curve)</i>	Jive
<b>Sep 15</b>	<b>Drivers of Sales Performance</b> <i>Reading: Cracking the Sales Management Code 5,6</i>	Baria Planning Solutions*
<b>Sep 22</b>	<b>Complex Sales Environments</b> <i>Reading: HBR Article 'Marking the Major Sale'</i>	ABB & Caterpillar
<b>Sep 29</b>	<b>Collecting and Managing</b> <i>Reading: Cracking the Sales Management Code 7,8</i>	
<b>Oct 6</b>	<b>Challenger Model</b> <i>Readings: HBR Articles 'Dismantling the Sales Machine' and The End of Solution Selling</i>	ENSR*
<b>Oct 13</b>	<b>Complex Sales Process</b> <i>Reading: HBR Article 'Making the Major Sale'</i>	Siebel Systems*
<b>Oct 20</b>	<b>Managing, Given the Sales Process</b>	Qualtrics

	<i>(Coaching, Lifecycle, Recruitment, etc.)</i>	
<b>Oct 27</b>	<b>Coaching Module I</b> <i>Reading: TBA (Possible Guest Lecture)</i>	<b>Sales Process Mapping Due*</b>
<b>Nov 3</b>	<b>Building Based on your Model: Executive Presentation</b>	Lincoln Financial* or coaching case
<b>Nov 10</b>	<b>Building Based on your Model: Executive Presentation</b> <i>Reading: HBR 'What Coaching is All About: It's Place in Management'</i>	
<b>Nov 17</b>	<b>Coaching Module II</b> <i>Reading: TBA (Possible Guest Lecture)</i>	TBA Coaching case or activity
<b>Nov 24-29</b>	<b>Thanksgiving Break</b>	
<b>Dec 1</b>	<b>Model Building Workshop</b>	<b>Draft Presentation Due</b>
<b>Dec 8</b>	<b>Presentations to Companies</b>	
<b>Finals Week</b>	<b>Additional Presentation to Companies (If needed)</b>	

### UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies

*These descriptions and timelines are subject to change at the discretion of the Professor.*

## APPENDIX A

### General Instructions for Case Write-ups – Executive Summary Style

#### **Template for Analysis**

Your analysis should be in an “executive summary” format. Use bullet points wherever you think that format adds value. It should be no longer than three pages, typed, and single-spaced on bulleted areas and 1.5-spaced on paragraph areas. We will be discussing the cases in class the day they are due, so you can add much via your discussion in terms of additional ideas that might augment your paper. Follow these general headings in the paper:

- (1) Brief summary of current situation (do not rehash the entire case) – provide your “take”
- (2) Identification of key problem(s) or issue(s) that need addressing, with supporting evidence as to why you believe these deserve attention
- (3) Options you suggest for addressing the problem(s)/issue(s) – provide a top-line analysis of each including pros/cons or advantages/disadvantages
- (4) Your recommended action plan, including implementation

#### *How it will be graded:*

Each of these papers is worth 50 points. I will be looking for nicely developed ideas, logic and completeness of thought, how the paper ties together to make sense, and of course good professional formatting and writing style. Especially, make your best effort to tie the paper to specific topics from the readings and class discussion.