

Lingnan University
Department of Marketing & International Business
Course Description and Schedule
Second Term 2009–2010

MKT 311 – SALESMANSHIP AND SALES MANAGEMENT

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Brief Course Description and Objectives

Prerequisite: BUS205-Marketing Management

No. of credits: Three

The objective of this course is to acquaint students with the knowledge and skills for a career in personal selling. The selling process today is characterized by managing the buyer-seller relationship process. Students are expected to integrate their liberal arts experience with business education, and develop their own perspectives and skills for solving major problems facing a professional salesperson. Students will learn both the short-term and lasting effects on their career development.

The course is designed to give students in-depth knowledge and understanding of the principles, concepts and issues underlying personal selling and sales management. Lectures, role play exercises and case studies will be used to reinforce the text. Classes are mainly interactive seminars with presentations, discussions, debates, role-plays, experiential exercises, and group works. Students are expected to apply what they have learnt in the class and in other courses to solve the daily problems, make use of many resources available in the community and share their experiential learning with others in the classroom.

Textbook

Johnston, Mark W. and Marshall, Greg W. (2010), *Relationship Selling*, 3rd Edition, New Jersey: McGraw-Hill/Irwin.

References

Futrell, Charles (2006), *Fundamentals of Selling: Customers for Life through Service*, 9th Edition, McGraw-Hill/Irwin.

Jobber, David and Geoff Lancaster (2006), *Selling and Sales Management*, 7th Edition, Pearson Education/Prentice Hall.

Johnston, Mark W. and Marshall, Greg W. (2006), *Churchill/Ford/Walker's Sales Force Management*, 8th Edition, McGraw-Hill/Irwin.

Spiro, Rosann, Gregory A. Rich and William J. Stanton (2008), *Management of Sales Force*, 12th Edition, McGraw-Hill/Irwin.

Learning Outcomes

On completion of this course, students are expected to:

1. Understand the concepts, principles and issues involved in personal selling process and in managing a team of sales force;
2. Identify the set of ethical problems and issues in personal selling and sales management;
3. Prepare and make a sales presentation in a professional manner;
4. Acquire the skills and techniques in analyzing problems in real life settings; and
5. Develop the communication and critical thinking skills needed to address managerial problems in the field of professional selling.

Measurement of Learning Outcomes

1. Role Play Assignment

Role play has been used as an effective learning tool in training sales reps for many years. The students in the class will form six teams and each team will study a given scenario. The scenario introduces the background of a company and some market/product information. The students are required to identify the relevant information for the issues or problems given in the scenario, prepare a script for a sales call presentation, rehearse the role play and present the role play before the class according to the schedule shown on page 5. Each team will role play both as a

seller and as a buyer for the scenario. Details of the role play assignment will be given in the class. A copy of the criteria for evaluating the presentation is shown in Appendix 1.

2. Case Studies

A number of mini cases for class discussions are selected as examples with decision situations that a salesperson or sales manager may encounter in their daily activities. Case study as a teaching tool provides a chance to apply what the students have learnt in the class. Emphasis is placed on the major ethical issues that salespeople may encounter throughout the selling process. To further train students' analytical ability, critical thinking and presentation skills, each student team is required to study an assigned case, analyze the situation in the case, make recommendations and present their views to the classmates. Students only need to submit a copy of their PowerPoint materials to the instructor before their presentation.

3. Term Test

A one-hour term test will be conducted to refresh students the materials learnt in the class.

4. Examination

A two-hour examination will be given at the end of the semester and will test the students' ability to apply the knowledge and skills learnt in the class. The exam may consist of case studies and essay questions that cover all materials discussed during the semester.

Assessment Weights

Class Participation	5%
Role Play Assignment	20%
Case Study	15%
Term Test	10%
<u>Examination</u>	<u>50%</u>
	<u>100%</u>

To evaluate individual contribution to group assignments, each student is asked to fill in a team evaluation form (as shown in Appendix 2) at the end of the term.

All written assignments should be done by using the word processing software, double-spaced and printed in letter (laser) quality with A4 size paper. Cover page should be included in the assignments or reports with the following information: Course Title, Section Number, Report Title, Group Number, Name(s) and Student ID (s).

Academic dishonesty and plagiarism will automatically result in a failing grade.

Policy Statements

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations.

MKT311 – Salesmanship and Sales Management
Course Schedule (2nd Term, 2009–10)

Week & Date	Topic	Textbook Reading
Week 1 (11-15 Jan)	Orientation <i>Video: Day in the Life: 3M and Wallace</i> <i>Video: Creston Vineyards Facing Channel Challenges</i> <i>Video: Personal Selling – Helping Customers to Solve Problems</i>	Handouts
Week 2 (18-22 Jan)	Introduction to Relationship Selling Understanding Sellers and Buyers and Value Creation in Buyer-Seller Relationships <i>Video: Reebok – Relationship Selling and Customer Value</i> Mini Case – Best Value Computers (class discussion)	Ch. 1 Ch. 2-3
Week 3 (25-29 Jan)	Ethical and Legal Issues in Relationship Selling <i>Video: Ethical Issues in Personal Selling</i> Mini Case – Health Sense Pharmaceuticals (class discussion)	Ch. 4
Week 4 (1-5 Feb)	Prospecting and Sales Call Planning <i>Video: Preparing for Successful Sales Relationship</i> Preparation for Role-play Assignments <i>Video: Maxwell House Coffee</i> Mini Case – Strong Point Financial Services	Ch. 5
Week 5 (8-12 Feb)	Communicating the Sale Message Mini Case – Bright Colors Paints (class discussion)	Ch. 6
Week 6 (15-19 Feb)	15-19 Feb: Chinese New Year Holidays	
Week 7 (22-26 Feb)	Negotiating for Win-Win Solutions <i>Video: Negotiating with a Vendor</i> Mini Case – Mid-Town Office Products (class discussion)	Ch. 7
Week 8 (1-5 Mar)	Closing the Sale and Follow Up <i>Video: The Power Close</i> Self-Management: Time and Territory Mini Case – St. Paul Copy Machines (class discussion) Term Test (One Hour)	Ch. 8 Ch. 9
Week 9 (8-12 Mar)	Salesperson Performance: Behavior, Motivation and Role Perceptions Mini Case – Ace Chemicals (class discussion) Case Presentation 1 – The Valley Winery	Ch. 10
Week 10 (15-19 Mar)	Recruiting and Selecting Sales People <i>Video: Keep Climbing</i> Due: Role-play Script	Ch. 11
Week 11 (22-26 Mar)	Role-play Presentations	
Week 12 (29 Mar-2 Apr)	Case Presentation 2 – Omega Medical Products, Inc. 2 Apr: Easter Holidays	
Week 13 (5-9 Apr)	Training Salespeople for Sales Success <i>Video: Digital Think</i> Case Presentation 3 – A.T. Kearney	Ch. 12
Week 14 (12-16 Apr)	Sales Compensation and Incentive Case Presentation 4 – General Electric Appliances	Ch. 13
Week 15 (19-23 Apr)	Evaluating Salesperson Performance Case Presentation 5 – Hanover-Bates Chemical Corporation Feedback on Role-play Assignment and Case Presentation	Ch. 14

Appendix 1

MKT311—Role-play Presentation Assessment Criteria

Section _____ Group _____ (As Seller) _____ (As Buyer) _____

Role Play Scenario _____

Role-Play Script Preparation	
Role-Play Presentation Style <ul style="list-style-type: none"> ▪ Verbal skills ▪ Visual Aids ▪ Applications of sales presentation techniques (e.g. the approach, the questioning techniques, the use of FAB) ▪ Applications of the case information given (e.g. demand analysis, ROI) 	
The Use of Trial Closes	
The Handling of Objections	
The Values and Benefits Analysis and the Value Proposition presented	
The Closing Approach	

Appendix 2

MKT311—Team Evaluation Form

Student's Name: _____

Assume that you have \$100 to divide among the members of your team (including yourself) based on each member's overall contribution to the case study and the role play presentation. The team member whose contribution was the greatest should receive the largest share of the \$100. The member whose overall contribution was smallest would receive the smallest amount. In the space below, please write the names of your team members *-including yourself-* and the dollars you feel they deserve:

<u>Name</u>	<u>Case Presentation</u>	<u>Role-play Exercise</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
	TOTAL	\$100
	\$100	\$100

Now, use the following space to write a few sentences explaining the major strengths of the strongest member of your team and the major weaknesses of the weakest member of your team (*excluding yourself*):

Strongest member's name: _____

Comments: _____

Weakest member's name: _____

Comments: _____

