

LINGNAN UNIVERSITY
Department of Marketing and International Business
MKT 311 – Salesmanship and Sales Management
Course Description and Schedule
First Term, 2008-09

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Credit Hours: Three hours per week, one term

Brief Course Description:

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 see 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, make use of many resources available in the community and share their experiential learning with others in the classroom.

Textbook:

Johnston, Mark W and Greg W Marshall (2008), *Relationship Selling*, 2nd Edition, 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 Greg W Marshall (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 industry.

Measurement of Learning Outcomes:

1. Role Play Assignment

Role plays have 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 one given scenario. The scenario introduces the background of a company and some market/product information. The students are required to search 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 as scheduled next page. Each team will role play both as a seller and as a buyer for a scenario. Details of the role play assignment will be given in the class. A copy of the criteria for evaluating the presentation is showed 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, analyse the situation in the case, make recommendations and present their views to the classmates. Students only need to submit a copy of their PP materials to the instructor before their presentation.

3. Term Test

A term test will be conducted to refresh the 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 this 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.

Course Schedule for MKT 311 Salesmanship and Sales Management

Week	Topic	Textbook Reading
1	<ul style="list-style-type: none"> ▪ Orientation ▪ <i>Video: Day in the Life: 3M and Wallace</i> ▪ <i>Video: Creston Vineyards Facing Channel Challenges</i> 	Handouts
2	<ul style="list-style-type: none"> ▪ 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
3	<ul style="list-style-type: none"> ▪ Ethical and Legal Issues in Relationship Selling ▪ <i>Video: Ethical Issues in Personal Selling</i> ▪ Mini Case – Health Sense Pharmaceuticals (class discussion) 	Ch. 4
4	<ul style="list-style-type: none"> ▪ Prospecting and Sales Call Planning ▪ Preparation for Role-play Assignments ▪ <i>Video: Maxwell House Coffee</i> ▪ Mini Case – Strong Point Financial Services 	Ch. 5
5	<ul style="list-style-type: none"> ▪ Communicating the Sale Message ▪ Mini Case – Bright Colors Paints (class discussion) 	Ch. 6
6	<ul style="list-style-type: none"> ▪ Negotiating for Win-Win Solutions ▪ <i>Video: Negotiating with a Vendor</i> ▪ Mini Case – Mid-Town Office Products (class discussion) 	Ch. 7
7	<ul style="list-style-type: none"> ▪ Closing the Sale and Follow Up ▪ Self-Management: Time and Territory ▪ <i>Video: Personal Selling – Helping Customer to Solve Problems</i> ▪ Mini Case – St. Paul Copy Machines (class discussion) ▪ Term Test (One Hour) 	Ch. 8 Ch. 9
8	<ul style="list-style-type: none"> ▪ Salesperson Performance: Behavior, Motivation and Role Perceptions ▪ Mini Case – Ace Chemicals (class discussion) ▪ Case Presentation 1: The Valley Winery 	Ch. 10
9	<ul style="list-style-type: none"> ▪ Recruiting and Selecting Sales People ▪ <i>Video: Keep Climbing</i> 	Ch. 11
10	<ul style="list-style-type: none"> ▪ Case Presentation 2 - Omega Medical Products, Inc. ▪ Due: Role-play Script 	-
11	<ul style="list-style-type: none"> ▪ Role-play Presentations 	-
12	<ul style="list-style-type: none"> ▪ Training Salespeople for Sales Success ▪ Case Presentation 3 – A. T. Kearney 	Ch. 12
13	<ul style="list-style-type: none"> ▪ Sales Compensation and Incentives ▪ Case Presentation 4 - General Electric Appliances 	Ch. 13
14	<ul style="list-style-type: none"> ▪ Evaluating Salesperson Performance ▪ Case Presentation 5 - Hanover-Bates Chemical Corporation 	Ch. 14
15	<ul style="list-style-type: none"> ▪ Feedback on Role-play Assignments and Case Presentations, Exam Revision 	-

Appendix 1

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

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: _____
