

Bus 258f
Sales and Sales Management

Tuesdays and Thursdays
2:00pm – 3:20 pm

Fall Semester 2012

International Hall

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Senior Lecturer

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Office Hours: Mondays and Wednesdays
8:30 – 9:20 and 11:00 – 12:20 pm
or by appointment

Brandeis University
International Business School

Course Description

To be successful in business, you have to be able to sell yourself, your ideas, your product and your company. Indeed, one of the primary skills any good CEO must have is the ability to sell her ideas and passion to shareholders, the board of directors, senior staff, employees, customers, vendors and lenders.

Sales is the ability to learn about a customer's needs in order to present just those products and services offered by the organization that most effectively help the customer achieve her stated goals, secure her commitment to buy the product, receive payment, provide installation and ongoing service and maintain a positive relationship over time.

Obviously, the sales function is central to every enterprise, as every enterprise needs revenues. This course will explore professional sales concepts and techniques, as well as options and methods to best manage the company's sales force.

In most classes, we will analyze case studies that require us to identify sales and sales management opportunities and challenges, and to develop strategies to maximize revenue and customer satisfaction while optimizing costs to sell, service and maintain the customer relationship.

Learning Goals and Outcomes

Through case study discussions, you will learn to:

- Analyze and solve complex sales and sales management problems through case discussion.
- Evaluate applicability of sales and sales management concepts and techniques in a variety of enterprises and markets, including, but not limited to financial services, consulting, and high technology sales.
- Build a persuasive argument
- Express that argument extemporaneously in the classroom among peers, in writing and in with the aid of visuals in a formal presentation
- Make marketing and sales management decisions backed by solid reasoning
- To listen critically and respectfully to the ideas of classmates.

Course Approach

In each session of this course we will analyze and solve marketing problems from an assigned case study. We will use our time together in the classroom to sharpen our skills in diagnosing problems and to build a framework to understand and leverage marketing's complexities. To benefit from this approach, each student must come to class prepared with an analysis and solution for the marketing opportunity or challenge at hand, not just a regurgitation of case facts. Class time together will follow a discussion format, with a constant challenging of viewpoints from the instructor and student alike.

Each class will focus on an individual case. One student will be randomly selected at the beginning of each class to “open” the discussion, and to provide a 3-5 minute overview of the basic facts.

Course Materials

Textbook: We will not be using a textbook per se for this course. Instead, we will use Harvard Business School notes, a Harvard Business Review Special Double Issue: *Sales*, and a classic sales book by Dale Carnegie. The HBS notes and HBR Special edition are included in the coursepack. The Dale Carnegie book: *How to Win Friends and Influence People*, is ubiquitous. You can buy new, used and electronic copies at Amazon and other booksellers, any edition will do. It’s a quick and powerful read. Don’t overlook it.

CoursePack: Case studies are the focal point of most class discussions. Course packs with the cases we will cover are REQUIRED and only available through Harvard Business Publishing at <http://hbsp.harvard.edu/>, with a specific link to our course pack at <http://cb.hbsp.harvard.edu/cb/access/14306585>. Course packs are comprised of copyrighted materials. Please respect intellectual property by purchasing your own copy of the materials.

Syllabus Changes and Updates

The intention is to follow the syllabus as presented. However, changes to both order and content will occur to make the best use of available or new resources, or to explore in greater detail topics that arise during class discussions. Changes and specific assignments will be announced during class, and students that are absent are responsible for obtaining relevant changes from their classmates.

Grading

For the purpose of grading, assignments will be weighted as follows:

Class Participation	40%
Case Write Up	30%
<u>Sales Negotiation Exercise</u>	<u>30%</u>
TOTAL	100%

Disabilities: If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

Academic Integrity: You are expected to be familiar with and to follow the University’s policies on academic integrity (see <http://www.brandeis.edu/studentlife/sdje/ai/>). Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University.

Class Participation. Students are expected to attend every class and participate on a regular basis. Less value will be placed on the quantity of your contributions than on their quality. For many students, qualitative analysis comes more easily than quantitative analysis, therefore, I will on occasion cold call students to present their quantitative analysis to the class. Be prepared. If you are hesitant to participate in class, please come to see me. I will work with you.

Absence from more than one class can result in a failing participation grade for this course. If you have to miss class for any reason, please notify me in advance by email. Further and importantly, anyone interested in taking this course **MUST ATTEND THE FIRST DAY OF CLASS. NO EXCEPTIONS!**

Many of you will bring your laptops to class. This is fine if you are using your laptop to access the case we are discussing or your notes on the case. Using your laptop or other electronic device to access the Internet is distracting to others and is not acceptable. You will be marked as though you were absent if you are online during class.

Negotiation Exercise. For class # 10, Tuesday, December 4, you will participate in and write up a negotiation exercise. Follow the instructions for the exercise listed below.

Case Write-Up. For class # 6, instead of just preparing the case for class discussion, students should submit their answers in a case write-up of up to 4 pages. ***This is an individual assignment, one that you need to do entirely on your own.*** Cases should be handed in at the start of class on Thursday, November 15. Submissions after the start of class will not be accepted.

You have 4 pages in which to write your analysis. You can also include addenda, if you need or choose to. This case analysis is no different than any of the cases we will do in class. You will be practicing case analysis skills virtually every time you prepare for class. Organize the relevant facts. Don't give me case facts that aren't pertinent to your analysis; I've read the case, too. Do necessary analysis, quantitative and qualitative. Come to conclusions. Develop detailed recommendations. Be sure that your logic flows from analysis through conclusions to recommendations. Be persuasive. You don't have to follow the outline of the questions in the syllabus, but you need to include the answers to the questions at a bare minimum. I don't need beautiful prose; you can use bullets, etc., but if you use a chart for pros and cons, say, be sure that you come to a conclusion. Cases write-up grades will be based on completeness and quality of analysis and recommendations, and the logic, strength and clarity of your arguments.

Office Hours

Office hours are Mondays and Wednesdays from 9 – 9:20 and 11:00 am – 12:20 am in **Lemberg 161**, and **by appointment**. I enjoy the opportunity to get to interact with you as much as possible. Email has proven very helpful in this regard. Please don't hesitate to contact me if you need assistance in any manner, or have comments, concerns or words of praise for some aspect of the course.

I can be contacted as follows: gzimmerm@brandeis.edu

Or, you may deliver messages through Karen Muise, Lemberg 160, by email at kmuisse@brandeis.edu, or by phone at (781)-736-2240.

Assignments

Class #1: Sales and Sales Management (Tues 10/30)
Module: Introduction

Pre-assignment

Readings: Personal Selling and Sales Management (HBS 9-507-039)
Selling as a Systematic Process (HBS 9-395-091)

Discussion:

1. Course Introduction
2. Assignments
3. Professional Selling

Class #2: Anatomy of a Sale (Th 11/1)
Module: Sales Process

Readings: What Makes a Good Salesman? (HBR)
Making the Major Sale (HBR)

Case: Siebel Systems: Anatomy of a Sale, Parts 1 and 2

Questions: Read Parts 1 and 2, pausing at each of the questions inserted in the text to think, evaluate, form an opinion and document your thoughts, then read on. I will distribute Part 3 in class.

Class #3: Customer Relationship Management (Tues 11/6)
Module: Sales Process

Readings: Low Pressure Selling (HBR)
Better Sales Networks (HBR)

Case: ABB and Caterpillar (A): Key Account Management

Questions:

1. What should Dan Ahern do?
2. How does he get the rest of the ABB organization to support him?
3. What are the roadblocks?
4. How can ABB and Caterpillar turn this into a win-win?
What's in it for Caterpillar?

Class #4: “Foot In The Door” (Th 11/8)
Module: Selling In

Readings: How Right Should the Customer Be? (HBR)

Case: SaleSoft, Inc. (A) (HBS 9-596-112)

- Questions:**
1. What is your plan? Do you plan to continue with PROCEED or Will you introduce the TH product? Provide support for your plan.
 2. What is the buying cycle for PROCEED? Who are the people involved in the purchase of the CSAS solution? What is the role of consultants?
 3. What is SaleSoft’s current approach to selling PROCEED?
 4. Quantify the benefits of CSAS to a customer using the information given in Exhibit 7.
 5. What value does TH provide a customer? How is this different from the customer value delivered by PROCEED?
 6. What is a Trojan Horse? How does it facilitate customer acquisition and retention?
 7. How will you price TH?
 8. How do you think SaleSoft’s organization structure will affect its ability to sell PROCEED or TH?

Class #5: All At Once (Tues 11/13)
Module: Selling In

Readings: “The Sales Learning Curve” (HBR)
Managing Global Accounts (HBR0709G)

Case: HP – Computer Systems Organization: Selling to Enterprise Customers (HBS 9-500-054)

- Questions:**
1. Is this the time for HP-CSO to institute more changes?
 2. How is selling instruments (HP’s traditional business) different from selling computer systems? Why does HP treat its sales force as a cost center? What are the implications of such a structure?
 3. What is HP-CSO’s approach to building relationships with Enterprise customers? What are its strengths and weaknesses?
 4. Do you agree with the findings of the two audits? What are the consultant’s recommendations? How is the new approach different from the HP-CSO’s current approach to managing enterprise customers?
 5. Are you comfortable with the conclusions of the audit? What are your recommendations to Diaz?

Class #6: **Motivating Sales Behavior/Compensation** (Th 11/15)
Module: **Sales Management Strategy**

DUE: **Your hardcopy case write up is due BEFORE the start of class. Please remember, this is an *individual assignment*. Your case write-up is to be analyzed and written without consultation with anyone. *Be specific and detailed in you analysis (quantitative and qualitative) and recommendations.***

Case: Sales Force Integration at FedEx (HBS 9-506-029)

Questions:

1. Compare the Express compensation with the Ground compensation plan. What are the key differences?
Why do you think these differences existed? What do they reflect?
2. What are the main objectives that Beyl and his team should consider in setting the new compensation plan for the integrated sales force?
3. Devise a compensation plan that meets these objectives.
4. What criteria/metrics would you suggest Beyl use to evaluate the effectiveness of the compensation plan?
5. How will Ground/Express salespeople react to your plan?

Class #7 **Professional Sales** (Tues 11/20)
Module: **Professional, personal sales**

Readings: How to Win Friends and Influence People by Dale Carnegie

Case: None

Ned Dubilo, Morgan Stanley
Guest Lecture on professional sales in the financial industry.

No Class Thursday, November 22, THANKSGIVING Weekend

Class #8: **Sales Organization to Increase CRM/Structure** (Tues 11/27)
Module: **Sales Management Strategy**

Readings: “Match Your Sales Force Structure to Your Business Life Cycle” (HBR)

Case: Lincoln Financial Group (A) (HBS 9-508-028)

- Questions:**
1. What do you think of the LFD concept?
 2. What does the proposal have to do with “customer intimacy?” How does this differ from what FedEx did?
 3. Why would we expect retention or loyalty to increase as the number of touchpoints increase? Why wouldn’t LFG just offer incentives for their customers to have multiple touchpoints?
 4. On p. 8 of the case, Thompson asks, “What if we had all of our wholesaling efforts under one umbrella? How would that allow us to serve our customer better?” What’s your answer to that question?
 5. How should Jon Boscia have weighed the feedback he received from his top management team? Which of the arguments did you find most compelling?
 6. What are your primary concerns about the model?
 7. What implementation strategy would you recommend to Thompson?

Lincoln Financial Group (B) will be handed out at the end of class for preparation for the next session.

Class #9: **Skill Set Development and Transformation/Training** (Th 11/29)
Module: **Sales Management Strategy**

Readings: “Major Sales: Who Really Does the Buying?” (HBR)
 “The Ultimately Accountable Job: Leading Today’s Sales Organization”

Case: Lincoln Financial Group (B) (HBS 9-508-029)
 (TO BE HANDED OUT AT THE END OF THE PREVIOUS CLASS)

- Questions:**
1. What are your reactions to Thompson and Miner’s implementation plan? How well did the various pieces of the new sales strategy work together?
 2. What can you learn from Exhibit 4? What can’t you learn?
 3. What are the benefits and drawbacks to the quantitative approach they’ve taken to skills management?
 4. Do you see in this plan the potential for a significant impact on Lincoln’s business? Why or why not?

Class #10: Negotiating an OEM Deal
Module: Sales Negotiation Exercise

(Tues 12/4)

Case: OuterBay and EMC

DUE: **Your hardcopy write up of the negotiation is due BEFORE the start of class. Please remember, this is an *individual assignment*. Your negotiation preparation write-up is to be analyzed and written without consultation with anyone. Along with your name at the top of your paper, please indicate the role you assumed for the negotiation and your negotiation partner's name (classmate). I will assign teams and roles the week before the negotiation exercise. You will arrange to meet your negotiation partner at a mutually convenient time prior to our class session.**

NEGOTIATION EXERCISE PREPARATION:

- Questions:**
1. What are the pros and cons of doing an OEM deal with EMC from Michael Howard's perspective? How might Howard's list be different from the board's list or from Mark Burton's perspective? What would be the consequences to OuterBay if EMC did this type of deal with Princeton?
 2. From Scott Menzel's perspective, what are the pros and cons of doing a deal with OuterBay?
 3. Based on EMC's initial offer, which terms, or combination of terms give you the most concern, in other words, what are the potential deal breakers from your perspective? What would you be willing to offer on these terms to try to come to an agreement? Where do you walk away? In other words, what deal terms go too far?
 4. Assuming EMC and Outerbay can come to terms, what steps does Mark Burton need to take in order to maximize value from the deal while retaining an effective and motivated internal sales organization?

TO BE COMPLETED AFTER THE NEGOTIATION:

5. Which side of the negotiation did you play? Did you or did you not come to an agreement? If so, spell out the terms of your agreement, and explain your rationale. Are you satisfied with the outcome of your negotiation? Why or why not?

Class #11: Selecting the Sales Process and Levers (Th 12/6)

Module: Sales Management Strategy

Readings: “Leading Change From the Top Line” (HBR)

Case: ENSR International (HBS 9-503-075)

- Questions:**
1. Which of the proposed solutions do you favor and why?
 2. What is the ideal client for ENSR?
 3. Are they getting enough of their ideal clients?
 4. What is the ideal client for a CSC manager?

Class #12: Outcome and Behavioral Sales Management (Tues 12/11)

Module: Relationship Between Marketing and Sales

Readings: “Ending the War Between Marketing and Sales” (HBR)

Case: Avaya (A) (HBS 9-508-048)

- Questions:**
1. What are the main hurdles standing in the way of effective demand Generation? What should Claereboudt and Gruenewald do to overcome these hurdles and build the demand generation engine they’re trying to build?
 2. What do you make of the “gap” that Charlie III talks about on p. 10 of the case? What gives rise to this gap? Is this gap inevitable? What are some of the implications of this gap?
 3. What is the objective of Marketing? What is the objective of Sales? How do we ensure that these objectives are aligned and reinforcing?
 4. Once you come up with a plan for aligning Sales and Marketing, think about how you might implement your plan in Avaya’s markets.
 5. Look closely at Exhibit 7. If you were the sales manager in charge of the Brazil market, how would you react to the fact that you converted only 2.8% of marketing leads to sales? If you were the marketing manager, how would you react to the fact that only 30% of your leads were accepted by Sales?