



MKT 372/382, Sales Management & Strategy

Spring 2023

CLASS MEETS: MKT 372 [12:30 PM, TTH, CBA 4.348]

MKT 382 [11:00 AM, TTH, RH 3.406]

Instructor: Professor Doug Chung

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Office hours: Thursday 3:00-5:00

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(Please contact the section TA to schedule)

(Please include section number in all emails)

Phone: 512-232-4844

TA: MKT 372, TBD (email)

MKT 382, TBD (email)

Course Description

UNIVERSITY CATALOG COURSE DESCRIPTION:

This is a capstone sales management and strategy course. You can have the most sophisticated technology, the most innovative product, or a fascinating idea for new services; but, at the end of the day, nothing happens without a sale. Sales is the fundamental backbone of trade and business and, thus, this course is vital if you expect to run a business or manage an organization at some point in your career.

Specifically, students should take this course if they expect to join an organization (for-profit or non-profit) where the primary form of go-to-market activity involves personal selling—that is, the use of a sales force to go to market. Students who expect to undertake a leadership role in the management of employees (particularly salespeople) will benefit from this course by learning how to effectively motivate, evaluate, compensate and, therefore, manage them.

Many industries (including but not limited to management consulting, investment banking, private equity, technology, retail, healthcare, B2B) execute with personal selling. Furthermore, many in the professional service industries, traditionally not known for sales (such as private practice law firms and auditing/accounting firms) also rely on personal selling as a main method to go to market. This course will provide the fundamental tools to 1) properly apply sales processes and tactics, 2) effectively manage the people who are responsible for sales, and 3) appropriately execute sales strategies.

WHAT WILL I LEARN?

Personal selling is the primary (and sometimes the only) form of go-to-market activity for many organizations, especially in a business-to-business context.

This course focuses both on the tactical components of sales and sales force management as well as the strategic components of sales strategy. Hence, the course will provide the basic frameworks of sales management and strategy. Also, this course will cover the strategic element of linking the sales strategy with the firm's overall strategy.



The case studies used in the course will cover a variety of industries (door-to-door, enterprise software, professional services, micro finance, medical equipment, pharmaceuticals, automobiles and parts, digital transformation solutions, retail electronics, software-as-a-service, raw materials, high-end products, heavy industries, etc.) across various countries (Finland, India, Japan, Sweden, Turkey, U.S., etc.) both for large-sized, well-established firms (Siebel, Microsoft, Qualtrics, etc.) and medium-sized firms (Roush Performance, Kjell & Company, etc.).

A key element of the course is a field project, either sourced by the student(s) or linked to projects sponsored by our sales and business development forum, that analyzes the business situation and articulates the recommendations and learnings. Students will be organized in teams for the projects. Several class sessions will be specifically assigned for the project.

HOW WILL I LEARN?

The course is a case-based course aimed at developing your critical thinking and problem solving skills, discussing real-world case studies. While some part of the course will involve learning about the technical details of “selling,” most of the course will focus on sales management and strategy. Students are expected to fully read each case study and answer the questions ahead to discuss the case contents and action plans in class (**including the first class! Please come prepared**).

The course will begin with a module on personal selling which includes sales tactics and management in B2B enterprise software, direct sales in emerging markets, and sales of professional services.

The course will then move onto a module on sales force compensation, the primary form of motivating salespeople to exert greater effort. The contents of this module focus on how to use various different components (e.g., salary, commission, bonus, quota, overachievement rewards, etc.) of compensation to effectively motivate people.

Next, the course will cover key topics in sales such as inside sales, sales-process management, channel management, sales transformation, and key account management.

The course will end with a capstone module that links sales management and sales strategy with the overall firm strategy.

HOW TO SUCCEED IN THIS COURSE:

The class should be treated as a professional business commitment. Think of each class as a management meeting. As in a business environment, you will likely succeed with the following elements:

- Preparation: students should thoroughly understand the case contents and come up with viable solutions.
- Participation: students should actively share their ideas and action plans backed with logic and rigor.
- Action-plan oriented: analysis itself does not solve anything. Thus, students should always come up with specific action plans based on their analysis.
- Innovation: students should sometimes think outside the box to come up with innovative strategies.

Course Requirements

REQUIRED MATERIALS

All case studies are required readings and included in the course packet. Please purchase the digital course packet from HBS Publishing using the link provided on Canvas. Everyone must purchase their own copy of the course packet. Do not share copies of the packet as this is a violation of the author's copyright.

Name cards: students should bring and display their name cards for every class session. Please insure that your full name is clearly visible during the entire class session.



REQUIRED DEVICES

No devices are required. To facilitate classroom discussions, the use of all electronic devices in class is prohibited (including laptops, tablets, cellphones, etc.). For students with urgent needs, please consult the instructor.

CLASSROOM EXPECTATIONS

Students should actively participate, expressing their ideas back with logic and rigor. At the same, they should be respectful of the opinions of others and be willing to listen.

ASSIGNMENTS AND GRADING

1. **Assignment 1:** simple case writeup for each class (20% grades)

Before each class, students should submit a simple writeup of the answers to the assignment questions (one paper, 500 word limit) to the section TA. This assignment will only be graded based on submission (that is, only check if the assignment was submitted).

2. **Assignment 2:** mid-term exam (20% grades)

A takehome exam: case analysis

3. **Assignment 3:** final project (30% grades)

A key element of the course is a field project, either sourced by the student(s) or linked to projects sponsored by our sales and business development forum, that analyzes the business situation and articulates the recommendations and learnings. Students will be organized in teams for the project. Several class sessions will be specifically assigned for the project. The end product of a project can take the form of a business case or a research paper that deals with contents learned in class.

Grades will be composed of 20% simple case writeups, 30% class participation, 20% midterm exam, and 30% final project.

COURSE OUTLINE

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at the instructor’s discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Module	Class	Date	Case name	Key theme
Introduction: Personal Selling & Sales Management	1	10-Jan	Cabot Pharmaceuticals, Inc.	Role of a salesperson - boundary role
	2	12-Jan	Siebel Systems: Anatomy of a Sale, Parts 1 and 2	Personal selling: B2B sales
	3	17-Jan	Eureka Forbes Ltd.: Managing the selling effort (A)	Personal selling: direct sales
	4	19-Jan	Hale and Dorr (A)	Personal selling: professional services
Sales Compensation	5	24-Jan	Perelson Weiner LLP	Develop rainmakers / SF compensation



	6	26-Jan	Janalakshmi Financial Services' HR Dilemma	Sales force compensation
	7	31-Jan	Roush Performance: How to Design a Sales Force Compensation Plan	Sales force compensation
	8	2-Feb	How to motivate salespeople (Lecture)	Sales force compensation
	9	7-Feb	Team project meeting: No class	Class specifically assigned to team project
Other Topics in Sales	10	9-Feb	Stepsmart Fitness	Evaluation and employee management
	11	14-Feb	Qualtrics (A)	Inside sales
	12	16-Feb	Team project meeting: No class	Class specifically assigned to team project
	13	21-Feb	Outotec (A): : Project Capture	Sales process / pricing
	14	23-Feb	Avaya (A)	Sales / Marketing tension
Mid term exam	15	28-Feb	Mid term exam: Take-home individual exam	
	16	2-Mar	Mid term review	
Team Project and Spring Break	17	7-Mar	Team project meeting: No class	Class specifically assigned to team project
	18	9-Mar	Team Project Meeting: No class	Class specifically assigned to team project
		14-Mar	Spring break: No class	
		16-Mar	Spring break: No class	
Channel Management	19	21-Mar	Rohm and Haas (A): New Product Marketing Strategy	Channel management
	20	23-Mar	Château Margaux: Launching the Third Wine (Abridged)	Channel management
Account Management	21	28-Mar	Fortis Industries, Inc. (A)	Key account management
	22	30-Mar	ABB and Caterpillar	Key account management
Capstone: Sales Management, Sales Strategy, and Business Strategy	23	4-Apr	Commercial Sales Transformation at Microsoft	Sales strategy transformation
	24	6-Apr	Healthymagination at GE Healthcare Systems	Product portfolio management
	25	11-Apr	Cyberdyne: A Leap to the Future	Firm and sales strategy
	26	13-Apr	Team project meeting: No class	Class specifically assigned to team project
	27	18-Apr	Ti-Tech	Capstone
	28	20-Apr	Last Class: Final Wrap	Summary



Policies

SERVICES FOR STUDENTS WITH DISABILITIES

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact [Services for Students with Disabilities](#), 512-471-6259 (voice) or (512) 410-6644 (video phone).

GRADING POLICIES

Final grades will be assigned as follows:

Final score	Grade	Grade points
93-100	A	4
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1
60-62	D-	0.67
59 or less	F	0

Consistent with the guidelines for business electives suggested by the McCombs School of Business, the average grade for this course will be between 3.4 and 3.6 (or ~89-90%).

To avoid any misunderstanding regarding rounding methodology, grades will NOT be rounded up - an 89.99 (as close as it is to 90) will still be a B+.

There will be no exceptions regarding grading.

LATE WORK

No late assignments are accepted.

ABSENCES

As the core of the class (and grades) is class participation, students are expected to attend class. Excused absences in accordance with university policy (e.g., religious holidays and the death of an immediate family member) is allowed. Up to 3 unexcused absences will not impact the student's grade. After this, each unexcused absence will decrease the student's grade by a tier (that is, if a student's grade is A but had 4 unexcused absences, that student's final grade will be A-. If the student had 5 unexcused absences, the grade will be B+). Students who miss more than 7 sessions (1/4th of class) will receive a F grade. Arriving late for class or breaks during class will count as 0.5 unexcused absence.



POLICY ON SCHOLASTIC DISHONESTY

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

TEACHING MODALITY INFORMATION

Unless otherwise specified, all classroom meetings will be in-person. There will be no alternative to in-person attendance for these class meetings.

CLASS RECORDING PRIVACY

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

DIVERSITY AND INCLUSION

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the [Office of the Dean of Students](#). These reports can result in sanctions, including failure of the course.

MCCOMBS CLASSROOM PROFESSIONALISM POLICY.

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the McCombs experience hinges on this. You should treat the McCombs classroom as you would a professional corporate environment. Faculty are expected to be professional and prepared to deliver value for every class session. Students are expected to be professional in all respects. The McCombs classroom experience is enhanced when:

- Students arrive on time. On-time arrival ensures that classes are able to start and finish at the scheduled time. On-time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- Students display their name cards. This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.



- Students are fully prepared for each class. Much of the learning in the McCombs program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual but their peers who count on them, as well.
- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Students attend the class section to which they are registered. Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience and safety.
- Technology is used to enhance the class experience. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand, they are doing themselves and their peers a major disservice. Those around them face additional distractions. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of technology in class. Faculty will let you know when it is appropriate.
- Phones and wireless devices are turned off. We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, but it also cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

BEHAVIOR CONCERNS

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCCAL (the [Behavior Concerns and COVID-19 Advice Line](#)): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

TITLE IX REPORTING

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and**



must report any Title IX-related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

CLASSROOM SAFETY AND COVID-19

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at distribution sites throughout campus. Students can receive up to four tests at a time.
- The university will provide [symptomatic COVID-19](#) testing on campus for all students, faculty and staff.
- UHS maintains up-to-date resources on COVID, which can be found at:
 - <https://www.healthyhorns.utexas.edu/coronavirus.html>
 - https://www.healthyhorns.utexas.edu/coronavirus_exposure_action_chart.html

CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).

UNIVERSITY RESOURCES FOR STUDENTS

DISABILITY AND ACCESS

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.



COUNSELING AND MENTAL HEALTH CENTER

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful [resources](#) available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. A [Counselors in Academic Residence \(CARE\) Program](#) is available in each college from the [Counseling and Mental Health Center](#).

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

SANGER LEARNING CENTER

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [Sanger Learning Center](#) or call 512-471-3614 (JES A332).

STUDENT EMERGENCY SERVICES

UT's [Student Emergency Services](#) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, please register with [Student Emergency Services](#). SES will verify your situation and notify your professors.