

**MARTIN de TOURS SCHOOL OF MANAGEMENT  
DEPARTMENT OF MARKETING**

**Lesson Plan  
MKT3525  
SALES MANAGEMENT**

# **MKT3525 Sales Management Lesson Plan**

## **COURSE DESCRIPTION**

The management of Personal Selling Process in marketing; types of sales organizations and their relations with other departments of the business; the place of sales research and planning in marketing; the selection of selling methods; credit, collection and sales financing, hiring, training, compensating and supervising of salespeople.

## **COURSE OBJECTIVES**

At the end of the course, students are expected to have thorough understanding on the basic concepts of Sales Management, and be able to analyze the strengths and weaknesses of the system currently used by the business organizations and formulate more effective or appropriate strategies to remedy the situations. The contents of discussion as well as teaching and learning process in this course would change the students to learn and realize the importance of Sales Management in their career.

## **MARK ALLOCATION**

Participation/Workshops	5%
Video Presentation & Discussion	5%
Group Project	20%
Midterm Examination	30%
Comprehensive Final Examination	40%
Total	100%

## Lesson 1: Introduction to Selling and Sales Management (Textbook Chapter 1)

Time Allocation: 3 hrs

Learning objectives	Brief contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 1</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Define sales management and its relation to other marketing activities.</li> <li>* Describe the changes in personal sales and sales management.</li> <li>* Describe the sales management process.</li> <li>* Discuss the competencies of successful sales manager.</li> </ul>	<p><b>* This chapter has introduced the topics of personal selling and sales management.</b></p> <p><b>* Personal selling:</b> focuses on direct contacts with prospects.</p> <p><b>* Sales management:</b> is concerned with the planning, organizing, leading, and controlling of personal contact programs to satisfy customers and achieve the objectives of the firm.</p> <p><b>* The major changes taking place in selling and the forces causing these changes:</b> The competitive market place is becoming more globalized, product life cycles are getting shorter, and competitive boundaries are blurring. Customers are buying from fewer suppliers, their service and performance expectations are increasing, and their power is increasing so that they cannot only demand, but also obtain higher service and offerings from suppliers. The selling process is becoming more focused on relationship selling, selling teams are often necessary to fully address customer needs, global account programs are being instituted, salespeople are spending more of their time on internal selling and marshaling resources to develop customer solutions, and sales force success is increasingly measured in terms of productivity and profits as opposed to top-line revenues.</p> <p><b>* The Sales Management Process:</b> is grouped as follows; seeing the big picture and developing strategic sales plans, defining the role of the sales force in executing a firm's business plan, structuring the sales force for efficiency and effectiveness,</p>	lecture	PowerPoint and video presentation	<ul style="list-style-type: none"> <li>* Questioning and Answering in Class</li> <li>* Case study</li> <li>* Term project</li> <li>* Exams</li> </ul>

	<p>building the sales competencies necessary to implement the firm's business strategy, and leading the sales force to achieve success.</p> <p>* <b>The competencies:</b> To be an effective sales manager in a dynamic environment requires six competencies; strategic action, coaching, team building, self-management, a global perspective, and technology competency. These competencies can be developed through study, training, and experience.</p>			
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## Lesson 2: Strategy and Sales Program Planning (Textbook Chapter 2)

Time Allocation: 3hrs

Learning objectives	Brief contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 2</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Know what is meant by strategic management planning.</li> <li>* Distinguish the major steps involved in strategic marketing planning.</li> <li>* Identify the four strategy implementation processes involving the sales force.</li> <li>* Describe the account relationship strategy element of a sales force program.</li> </ul>	<p>This chapter has given numerous examples of how sales force decisions are subject to and contribute to the overall strategy of the company and its marketing strategy.</p> <p><b>* The major elements of business strategy:</b> The strategic management process includes defining a business mission, setting specific measurable goals for the organization, and deciding on a strategy for meeting these objectives. A well-defined business mission should provide a sense of direction for the organization. The mission should be defined in terms of customers to be served, competitors with whom an advantage must be achieved, and the processes by which the company will achieve these advantages. Goals should be measurable and should guide goal setting throughout the organization. Strategies should be based on developing a sustainable competitive advantage through creation of customer value.</p> <p><b>* The basic elements of strategic marketing planning:</b> is a process whereby an organization attempts to meet the value requirements of its target markets. This process starts with a situation analysis that consists of taking stock of where the individual has been, where the individual is now, and where the individual is likely to go in the future. The next step is to define market segments from which to target. Then, an appropriate marketing mix program should be designed, including integration of the various promotion tools.</p> <p><b>* Strategic implementation process decisions:</b> refer to a set of</p>	Lecture	PowerPoint and video presentation	<ul style="list-style-type: none"> <li>* Questioning and Answering in Class</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

	<p>process that organizations will need to develop to create customer value and achieve a competitive advantage. The fundamental decisions that most companies will have to make with respect to these Level 2 process include;</p> <p>(1) How the customer be accessed? (go-to-market strategy)</p> <p>(2) How will new offerings be developed? (product development management)</p> <p>(3) How will physical products be created and delivered to the customer? (supply chain management).</p> <p>(4) How will customer relationships be enhanced and leveraged? (customer relationship management).</p> <p>The sales executive team will likely have an important voice in making these decisions, but they essentially involve cross-functional teams. The decisions the company makes with respect to these four processes will have an important impact on the sales job and on the skills the sales force will need to perform their job.</p> <p><b>* The purpose of a sales force program and its major elements:</b> A sales force program is a tool for planning how the sales force will perform its role in achieving the firm's objectives. The sales program planning process begins by reviewing the firm's business and marketing strategies. The major elements in a sales force program include an estimate of sales potential and forecast, an account relationship strategy, specification of the desired selling actions and behaviors, an estimate of the sales force budget and size, the sales force organizational structure, a competency development program, and a leadership program.</p> <p><b>* Account relationship strategy:</b> refers to the type or types of relationships a firm intends to develop with its customers. Relationship types differ in terms of how much of an investment a</p>			
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	<p>supplier and customer are willing to put into a relationship. The more both are willing to invest in the relationship, the more intimate, difficult to terminate, strategic, and broad-based the relationship is likely to be. The economic value of the relationship must usually be very important for both parties to be willing to make these investments. Three types of relationships are transactional, consultative, and enterprise.</p>			
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### Lesson 3: Estimating sales potentials and forecasting (Textbook Chapter 2- Management Resource)

Time allocation: 3 hrs

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 2: Management Resource</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Estimate sales potentials.</li> <li>* Forecast sales for the firms.</li> <li>* Implement qualitative and quantitative forecasting methods in their daily life.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Market potential:</b> is an estimate of maximum demand in a time period based on the number of potential users and the purchase rate.</li> <li>* <b>Sales potential:</b> is a portion of total industry demand. It is the maximum amount a firm can sell in a time period under optimum conditions.</li> <li>* All estimates of potential are based on two key components-the number of possible users of the product and the maximum expected purchased rate.</li> <li>* <b>Buying power index (BPI):</b> combines estimate of population, income, and retail sales to give a composite indicator of consumer demand in specific states, metropolitan areas, counties, and cities.</li> <li>* <b>Qualitative sales forecasting:</b> includes executive judgments, sales force projections, surveys, and market tests.</li> <li>* <b>Quantitative sales forecasting:</b> includes seasonal adjustments, naive forecasts, mean absolute percentage error, trend projections, moving averages, exponential smoothing, and time series regressions.</li> </ul>	Lecture	PowerPoint presentation	<ul style="list-style-type: none"> <li>* Questioning and Answering Questions in Class</li> <li>* problem solving</li> <li>* term project</li> <li>* Exams</li> </ul>



#### Lesson 4: Sales force investment and budgeting (Textbook Chapter 2- Management resource)

Time Allocation: 3 hours

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 2: Management Resource</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Determine whether company's sales force is the right size.</li> <li>* Find the right sales force size by using different methods.</li> <li>* Develop a sales budget.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Sales force investment:</b> There are two related sections; determining the sales force size and budgeting. Size of the sales force impacts on budget needed to support the sales force.</li> <li>* <b>Finding the right sales force size:</b> There are three methods to be used; workload approach, the sales response approach, and the percent of sales approach.</li> <li>* <b>Workload approach:</b> is used to determine a sales force budget derives the investment figure from what the workload will be to meet a revenue target. It is to determine the size of the sales force based on the amount of activity that a customer segment requires. Customer activities are specified in terms of reach, frequency, and duration.</li> <li>* <b>Sales response approach:</b> is based on the concept that the sales force derives sales. If the relationship between sales effort and sales response can be estimated, then different sales force size scenarios can be evaluated in terms of their sales and profit impact. To determine the right sales force investment for each segment, the anticipated sales responses to different call frequencies are compared with their associated costs.</li> <li>* <b>Percent of sales approach:</b> The sales forecast is multiplied by a predetermined percentage to derive the total amount of money available for the sales force. This approach bases sales investment on what managers think is a reasonable percentage of planned revenues. The percentage is usually derived from historical spending patterns and industry standards for a particular line of trade</li> <li>* <b>Sales budget:</b> is essential a set of planned expenses prepared on an annual basis.</li> <li>* <b>Sales budget planning:</b> it is necessary to further refine and identify the strategic avenues for achieving overall sales volume target. The overall sales target may be</li> </ul>	Lecture	Power point presentation	<ul style="list-style-type: none"> <li>*Questioning and answering questions in class.</li> <li>* problem solving</li> <li>* term project</li> <li>* Exams</li> </ul>

	<p>broken down by geographic area, region or district, and by the product line. Then management may decide to add more salespeople and spend more on marketing programs in this region.</p> <p><b>* Customer-Product Matrix:</b> This matrix identifies four strategic sources of sales revenue based on a combination of new and/or current customers and product. Four strategic sources are;</p> <ul style="list-style-type: none"><li>(1) Account management (current products, current customers)</li><li>(2) Leverage selling (new products, current customers)</li><li>(3) New business development (new products, new customers)</li><li>(4) Convergence selling (current products, new customers)</li></ul>			
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## Lesson 5: Sales Opportunity Management (Textbook Chapter 3)

**Time Allocation:** 3 hours

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 3</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Describe effective steps for generating new accounts.</li> <li>* Explain how to determine the minimum opportunity a salesperson should pursue.</li> <li>* Describe four methods for setting opportunity priorities and indicate when each method should be used.</li> <li>* Tell how salespeople can manage their time more efficiently.</li> </ul>	<p><b>* Effective steps for generating new accounts:</b> First, a prospect profile should be constructed which describes the best prospects for the company's offering. The profile may be based on sophisticated database analysis of the purchasing patterns and profitability of company's current customers. A list of prospects should be developed using a variety of methods, including direct mail, trade shows, directories, referrals and cold canvassing. Finally, prospects need be qualified based on their need for the seller's offerings and intention to buy in the near future, their authority to buy, and their ability to pay for the offering.</p> <p><b>* Determine the minimum account opportunity a salesperson should pursue:</b> Two techniques for making this determination should be used. First, the cost per sales call should be identified. This is calculated by identifying all direct selling costs for the period of time being evaluated and dividing this sum by the number of sales calls that are expected for the time period. The cost per call figure is then included in a breakeven sales volume analysis, which consists of multiplying cost per call times the number of calls necessary to close the sales and dividing this product by the company's sales costs as a percent of sales target. This provides a base figure from which to determine whether a sales opportunity is of sufficient magnitude to warrant a face-to-face selling effort.</p> <p><b>* Four methods for prioritizing sales opportunities:</b> This single factor model focuses on sales volume to classify account opportunities and allocate</p>	Lecture	Power point and video presentation	<ul style="list-style-type: none"> <li>* Questioning and answering questions in class.</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

	<p>salespeople's time.</p> <p>(1) Portfolio models: expand the criteria for classifying account opportunities by considering both competitive position and account opportunity factors.</p> <p>(2) Decision models allocate effort according to a sales response function, which is based on the sales response to different numbers of calls during a period of time.</p> <p>(3) Sales process models, allocate time to sales opportunities based on their stage in the selling process.</p> <p>The appropriate model will depend on the competitive and selling situation of the company.</p> <p><b>* How salespeople can spend more time selling:</b> Three avenues for increasing this percentage are incorporating technology into the selling and planning process, more efficient routing of sales calls within a territory, and reducing time wasters through personal time management techniques.</p>			
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## Lesson 6: Account Relationship Management (Textbook Chapter 4)

Time Allocation: 3 hours

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 4</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* List the steps in the professional purchasing process.</li> <li>* Identify the different buying influences in the buying center.</li> <li>* Explain how relationships are likely to evolve.</li> <li>* Describe factors critical to gaining commitment to a relationship.</li> </ul>	<p>A company's profitability and growth depend on establishing good relationships with the right customers and managing each relationship so as to deliver value to the customer.</p> <p><b>* The steps in the professional purchasing process:</b> The typical purchasing process; recognition of needs, evaluation of options, the purchase decision, and implementation and evaluation of performance. The sales force has the opportunity to create customer value during each of these steps. The level of customer value created is likely to depend on the type of buyer-supplier relationship – transactional, consultative, or enterprise.</p> <p><b>* The influences in the buying center:</b> A number of people are likely to be involved in most organizational purchasing decisions. These people are collectively referred to as the buying center. It is important that salespeople identify all those involved in the process, as well as the nature of their involvement. Regardless of functional area or level in the organization, people in the buying center will assume one of three roles; economic buyer, technical buyer, or user buyer.</p> <p><b>* How relationships are likely to evolve:</b> Growing relationships evolve through five general stages; (1) awareness, (2) exploration, (3) expansion, (4) commitment, and (5) dissolution. Because each stage represents a major shift in the nature of the relationship, salespeople should be aware of these changes and proceed accordingly.</p> <p><b>* Factors critical to gaining commitment to a relationship:</b> are</p>	Lecture	Power point and video presentation	<ul style="list-style-type: none"> <li>* Questioning and answering questions in class.</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

	<p>creating value, meeting expectations, and building trust. Each factor has been described within a professional account relationship situation.</p>			
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## Lesson 7: Customer Interaction Management (Textbook Chapter 5)

Time Allocation: 3 hours

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 5</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Describe the basic types of selling models.</li> <li>* Describe the skills utilized in the pre-interaction phase.</li> <li>* List the skill involved in the interaction phase.</li> <li>* Explain the skills involved in the post interaction phase.</li> </ul>	<p><b>* Different types of selling models:</b> are standardized, need-satisfaction, and problem solution.</p> <ol style="list-style-type: none"> <li>(1) A standardized presentation is designed to stimulate a positive customer response. The presentation is well rehearsed and places minimal emphasis on problem discovery.</li> <li>(2) A need-satisfaction type of presentation is oriented toward discovering and meeting customer needs. It relies on well-developed questioning skills to elicit customer-buying needs.</li> <li>(3) A problem solution selling approach involves an analysis of the customer's circumstances, but the analysis is more extensive and is based on formal studies of the customer's operations.</li> </ol> <p><b>* Skills involved in the pre-interaction phase:</b> It takes place prior to meeting with the customer. The planning skills involved in this phase focus on setting a good objective for the sales call, obtaining relevant information about the customer, and deciding how to open the conversation with the customer.</p> <p><b>* Skills involved in the interaction phase:</b> It includes all face-to-face interactions with the customer prior to arriving at the sale. The selling process focused on three skills important to all business situations; relating skills, discovery skills, and advocating skills. In addition, two skills more critical to success in transactional-type selling situations; gaining access and closing skills.</p> <p><b>* Skills involve in the post-interaction phase:</b> It takes place following the purchase and involves the servicing of the sales and building a lasting and growing customer relationship. Four skills included are; supporting the buying</p>	Lecture	Power point and video presentation	<ul style="list-style-type: none"> <li>* Questioning and answering questions in class.</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

	decision, managing the implementation, dealing with dissatisfaction, and enhancing the relationship.			
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## Lesson 8: Sales Force Organization (Textbook Chapter 6)

Time Allocation: 3 hrs

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 6</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Explain the various ways by which sales force can be organized.</li> <li>* Explain what a strategic accounts management program means.</li> <li>* State the reasons for the growth in telemarketing and its implementation issues.</li> <li>* Tell why and when sales agents are utilized.</li> <li>* Describe evolving trends in sales force organization.</li> </ul>	<p><b>* Various ways which sales force can be organized as specialists:</b> Organizations use geographic breakdown to help control the costs and activities of field salespeople. Firms with diverse lines of high-technology products often can improve their sales performance by specializing selling efforts by product. Where buyers have special needs, customer specialization can improve efficiency by eliminating duplication of calls and by more effectively identifying and meeting customers' needs. With complex products, the sales organization may be divided along functional lines into initial contact people and account maintenance people.</p> <p><b>* Strategic Management Program:</b> is a marketing philosophy directed at a select group of customers that account for a disproportionately large share of the seller's total revenues and have complex needs and problems. These customers have been selected for special attention because they put more emphasis on value-added options such as education, electronic data interchange, and management information system compatibility.</p> <p><b>* Reasons for the growth in telemarketing and the obstacles that must be overcome to implement a successful telemarketing program:</b> Telemarketing refers to customer contacts utilizing telecommunications technology for personal selling without direct, face-to-face contact. (1) it allows companies to make cost-effective sales calls, especially on small customers, (2) many customers prefer this method of communications owing to time pressure. The primary obstacles to successful implementation of telemarketing are resistance by field salespeople and the</p>	Lecture	PowerPoint and video presentation	<ul style="list-style-type: none"> <li>* Questioning and Answering Questions in Class</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

	<p>special management issues associated with hiring, motivating, and retraining telemarketers.</p> <p>* <b>Sales Agents:</b> are not employees, but independent businesses given exclusive contracts to perform the selling function within specified geographic areas. They take neither ownership nor physical possession of the products they sell and are always compensated by commission.</p>			
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## Lesson 9: Territory Design (Textbook Chapter 6 – Management Resource)

Time Allocation: 3 hrs

Learning Objectives	Brief Contents	Teaching Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 6 (Management Resource)</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Determine the territory design procedure.</li> <li>* Design the geographic territories.</li> <li>* Determine the issues that may arise when assigning salespeople to a particular territory.</li> </ul>	<p><b>* Territory:</b> is defined as the customers, located in a specified geographic area, that are assigned to an individual salesperson.</p> <p><b>* There are three reasons for properly aligning sales territories by bringing all territories within a proper workload tolerance level. (1) increased sales, (2) cost savings, and (3) higher morale.</b></p> <p><b>* Territory Design Process:</b> includes;</p> <ol style="list-style-type: none"> <li>(1) Select geographic control units.</li> <li>(2) Decide on alignment objectives.</li> <li>(3) Choose starting points.</li> <li>(4) Combine control units adjacent to starting points.</li> <li>(5) Make final adjustments.</li> <li>(6) Assign salespeople to new territories.</li> <li>(7) Revise territory boundaries to balance workload and potential.</li> </ol>	Lecture	PowerPoint and video presentation, Maps	<ul style="list-style-type: none"> <li>* Questioning and Answering Questions in Class</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

## Lesson 10: Recruiting and Selecting Personnel (Textbook Chapter 7)

Time Allocation: 3 hrs

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 7</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Discuss how to plan for recruiting and selection.</li> <li>* Identify relevant hiring criteria for sales jobs.</li> <li>* Identify the different sources of recruits.</li> <li>* Understand the selection and validation process.</li> </ul>	<p>The recruitment and selection of salespeople continues one of the primary responsibilities of field sales management. A poor hiring decision will not only increase out-of-pocket costs, but in some instances, will damage employee morale, productivity and client relationships.</p> <p><b>* How to plan for recruiting and selection:</b> Proper planning for recruiting is essential. To aid in planning, a multistage model for recruiting and selecting salespeople is presented.</p> <p>(1) The number of people to be recruited is determined. The sales manager prepares a thorough analysis of each sales job. A careful review of the activities to be performed by salespeople helps the sales manager in preparing a list of specific job qualifications. These job qualifications can then be used to build a profile to guide the search for successful recruits.</p> <p>(2) Management must decide where it will look for recruits. From a pool of recruits, sales managers must select job candidates.</p> <p>(3) Validating the hiring process helps to modify the hiring process for continued success.</p> <p><b>* Relevant hiring criteria for sales jobs:</b> Job qualifications referred to the aptitudes, skills, and knowledge necessary to perform the job successfully. These qualifications should be the basis for the posted job opening and serve as a set of criteria that will help limit the number of applicants and help sales manager choose the best prospects from among those who apply. An important criterion should include customer-focused selling abilities, such as willing to follow through for the customer and the ability to adapt to the selling situation.</p>	Lectures	PowerPoint and video presentation	<ul style="list-style-type: none"> <li>* Questions and Answering in Class</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

	<p><b>* The different sources of recruits:</b>  Depending type of job to be filled and company policy, the sales manager should seek applicants through various sources;</p> <ol style="list-style-type: none"> <li>(1) educational institutions</li> <li>(2) other departments within the firm</li> <li>(3) present employees</li> <li>(4) employment agencies</li> <li>(5) classified advertising</li> <li>(6) competing or customer firms</li> <li>(7) internet</li> </ol> <p><b>* Selection and validation process:</b>  Managers must evaluate the pool of applicants in order to select the most promising candidates. The selection process involves the use of application blanks, interviews, background and credit checks, and examination in order to identify those persons who meet the job qualifications. Then the sales manager must decide which, if any, of the candidates should be offered selling positions. Hiring criteria should be validated by identifying traits associated with success on the job and including these traits as screening criteria for new candidates.</p>			
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## Lesson 11: Sales Training (Textbook Chapter 8)

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 8</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Determine specific training needs for a sales force.</li> <li>* Discuss the topics to include in a training program.</li> <li>* Describe the advantages of centralized and decentralized training.</li> <li>* Understand the use of line, staff and outside trainers.</li> <li>* Recognize the value of alternative training methods and media.</li> <li>* Describe the different methods for evaluating training results.</li> </ul>	<ul style="list-style-type: none"> <li>* Sales personnel must understand their products, their customers, and the marketing program of the firm.</li> <li>* <b>Specific sales force training needs:</b> A training need analysis is a process for determining where problems and opportunities exist and whether training can best address the issues. A complete training needs analysis includes;               <ol style="list-style-type: none"> <li>(1) a review of management objectives</li> <li>(2) surveys</li> <li>(3) and observation of the sales force,</li> <li>(4) customer input, and</li> <li>(5) a review of company records.</li> </ol>               Each of those sources of information should be cross-validated whenever possible.             </li> <li>* <b>Topics to include in training:</b> The choice of subjects to be covered in a sales training program depends on the products sold, training purpose, and personnel background. The topics typically covered in training programs include product knowledge, selling skills, teamwork, customer and market information, and company orientation. Some recent training developments include sales force automation and web-based topics.</li> <li>* <b>Advantages of centralized and decentralized training:</b> The advantage of <b>centralized training</b>;               <ol style="list-style-type: none"> <li>(1) the high quality and consistency of the training.</li> <li>(2) Communications and coordination are enhanced when everyone receives the same training.</li> <li>(3) Boost salesperson morale by giving trainees exposure to top-level managers and other specialists.</li> </ol> <b>Decentralized training:</b> <ol style="list-style-type: none"> <li>(1) provides a learning environment closer to the salesperson's customer</li> </ol> </li> </ul>	Lecture	Power point and video presentation	<ul style="list-style-type: none"> <li>* Questioning and answering questions in class.</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

	<p>base.</p> <p>(2) trainees participate in programs that incorporate customers issues similar to those they will encounter in their own near by territories.</p> <p>(3) reduces travel and instructional expenses.</p> <p><b>* The use of line, staff and outside trainers:</b> Training can be conducted by staff specialists, line managers, or outside consultants.</p> <p><b>(1) Staff specialists;</b> are usually involved with centralized training activities and the preparation of classroom materials.</p> <p><b>(2) Line sales managers;</b> are more likely to conduct one-on-one training. This method allows sales managers to take immediate corrective action to improve the skills of those working under their supervision.</p> <p><b>(3) outside consultants;</b> provide a degree of variety, inspiration, and excitement to the training program.</p> <p><b>* Value of alternative training methods:</b> Company-run training programs generally are the best way to instill the necessary knowledge; a variety of teaching methods can be used, including lectures, case studies, videotapes, and programmed instruction. Role-playing exercises and one-on-one coaching are also a good way to teach sales skills. Filming and videotaping of trial presentations help to increase participation and to polish skills during training sessions.</p> <p><b>* Different methods for evaluating training results:</b> Sales training requires substantial investment in facilities and materials, and sales managers must continually justify these expenditures. Training programs should be evaluated on a regular basis to measure their impact on sales force turnover, morale, product knowledge, and sales revenues. Knowing the results of training efforts can help managers refine these programs for maximum efficiency and effectiveness.</p>			
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## Lesson 12: Leadership (Textbook Chapter 9)

Time Allocation: 3 hrs

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 9</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Explain what is meant by leadership.</li> <li>* Understand how leaders manage change</li> <li>* Determine the appropriate leadership styles for a particular situation.</li> <li>* Know when and how to coach salespeople.</li> <li>* Discuss what is involved in planning and conducting a sales meeting.</li> <li>* Recognize common people problem.</li> </ul>	<p>* Leadership is essential to maintaining a high-performing sales force. A sales manager's leadership responsibility is multifaceted and affects every aspect of a salesperson's job.</p> <p>* <b>Leadership:</b> is defined as the ability to influence the behavior of other people. There are five skills that the best leaders develop during their careers; empowerment, intuition, self-understanding, vision, and value congruence.</p> <p>* Leaders also rely on five types of power to exert influence; legitimate, reward, coercive, referent, and expert. The most effective use of power results in sales people who are committed to the manager's goals. Sales people tend to be more satisfied with supervision when they feel a sales manager is particularly knowledgeable and makes good decisions and suggestions (expert power), and when they identify closely with the sales manager (referent power).</p> <p>* <b>The process involved in managing change:</b> Use a five-step process; assessment, redesign,, measurement, sales support programs, and implementation.</p> <p><b>(1) Assessment</b> is the examination of the customer environment in which the company operates.</p> <p><b>(2) Redesign</b> change activities are made in three areas; customer orientation, sales strategy, and selling process.</p> <p><b>(3) Measurement</b> involves measuring indicators of successful change.</p> <p><b>(4) Sales support programs</b> energize and direct performance for the long term.</p> <p><b>(5) Implementation</b> process will be a function of the size and complexity of the organization.</p> <p>* Different leadership styles: Based on the combination of two behavior</p>	Lecture	Power point and video presentation	<ul style="list-style-type: none"> <li>* Questioning and answering questions in class.</li> <li>* case study</li> <li>* term project</li> <li>* Quiz and Exams</li> </ul>



	<p>characteristics (directive and supportive), four leadership styles are involved; telling, selling, supporting, and delegating.</p> <p><b>(1) Telling style</b> (low supportive/high directive); managers tell a salesperson what, when, how and where to do various tasks.</p> <p><b>(2) Selling style</b> (high supportive/high directive); leaders provide a great deal of guidance with other own ideas, but sales people's ideas are solicited.</p> <p><b>(3) Supportive style</b> (high supportive/low directive); calls for a shift of day-to-day problem solving from the sales manager to the salesperson.</p> <p><b>(4) Delegating style</b> (low supportive/low directive); has the sales manager discussing problems in the territory with the salesperson.</p> <p>An important concept of the situational leadership model is that a leader's style should be flexible in order to adapt to changing situations.</p> <p><b>* Principles involved in coaching salespeople:</b> <b>Coaching</b> consists of three components; (1) positive feedback, (role-molding, and (3) trust. The best time for coaching is before and after actual sales calls. Immediate comments on the salesperson's behavior can be effective in improving the selling and territory management skills of the salespeople. Managers must be careful to always emphasize the things salespeople do well and to praise them for their accomplishments.</p> <p><b>* Developing team work and organizing sales meetings:</b> High performance depends on cooperation between salespeople and others within the company. One of the responsibilities of a sales manager is to develop a team effort emphasizing mutual support and respect. In order to develop effective teams, sales managers must understand how groups function. One of the most commonly used methods for influencing the sales team is through sales meetings. Planning effective sales meetings is based on three keys factors;</p> <p>(1) Meeting objectives  (2) Budgets, and  (3) Location and timing.</p>			
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### Lesson 13: Motivating salespeople (Textbook Chapter 11)

Time Allocation: 3 hrs

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 11</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Define motivation and explain sales manager's concerns with motivation.</li> <li>* Tell how and why individual needs may differ.</li> <li>* Describe a basic model of the motivation process.</li> <li>* Discuss the different type of quotas and the administrative issues involved in using quotas.</li> <li>* Describe how to design incentive and recognition programs and their limitations.</li> </ul>	<p>* Role perceptions, skill levels, aptitude, and motivation all affect a salesperson's on-the-job performance. Salespeople need basic selling skills, but they also must be motivated to put forth the effort needed to achieve their objectives.</p> <p>* <b>Motivation:</b> is an individual's willingness to exert effort to achieve the organization's goals while satisfying individual needs.</p> <p>* Sales managers should understand that people have different needs and that these needs change over a salesperson's career. The four basic career stages a salesperson experiences are; exploration, establishment, maintenance, and disengagement. Each of these stages has different career concerns, motivational needs, personal challenges, and psychological needs.</p> <p>* <b>Expectancy theory of motivation:</b>  <b>Expectancy</b> is the salesperson's belief that greater effort will lead to greater performance.  This theory is based on three interrelated factors;  <b>(1)</b> the relationship between effort and performance (expectancies)  <b>(2)</b> the relationship between performance and rewards (instrumentalities), and  <b>(3)</b> the importance of receiving more of a certain reward (valences).</p> <p>* Salespeople estimate the chances that their actions will lead to specific goals and that goal achievement will lead to rewards, and they assess the desirability of the rewards offered for achieving those goals. If the objectives seem reasonable and the rewards sufficiently attractive, then salespeople will be motivated.</p>	Lecture	Power point and video presentation	<ul style="list-style-type: none"> <li>* Questioning and answering questions in class.</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

	<p><b>* Different types of quotas and the administrative issues: Quotas;</b> are widely used motivational devices that not only provide goals and direct salesperson efforts, but also set standards for evaluation of individual performance. The common types of quotas are;</p> <p><b>(1)</b> Sales volume (which includes dollar volume, unit volume, and point quota systems.</p> <p><b>(2)</b> Profit-based, and</p> <p><b>(3)</b> activity quotas.</p> <p>Management plays an important role in both setting quotas and ensuring that salespeople accept the goals. Quotas are usually set on one or more of the following; past sales, forecast sales, sales potential, and individual and salesperson territory adjustments. For salespeople to accept the goals as their own, management should provide frequent feedback, have salespeople committed to the goal, and build salesperson self-confidence.</p> <p><b>* Incentive programs:</b> are short-term promotional events that can stimulate salespeople to reach their quotas through the offer of prizes such as merchandise, cash, or trips.</p> <p><b>* Recognition programs:</b> are awards recognizing salesperson's exceptional performances by giving titles, trophies, and certificates.</p>			
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## Lesson 14: Compensating salespeople (Textbook Chapter 12)

Time allocation: 3 hrs

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 12</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Balance the need for wages against company resources.</li> <li>* Select appropriate compensation methods.</li> <li>* Set pay levels.</li> <li>* Assemble a compensation plan.</li> </ul> <p>retailers</p>	<p>* <b>Compensation:</b> is one of the key factors in motivating salespeople to achieve the sales and profit objectives of the firm.</p> <p>* <b>Balancing wages against company resources:</b> Compensation plans should allow salespeople to reach their own income goals without overstocking customers or ignoring non-selling duties. However, it is difficult to design a compensation program that motivates salespeople to reach company goals and satisfy customers without bankrupting the firm.</p> <p>* <b>The customer-product matrix:</b> is a useful tool for conceptualizing a compensation plan that matches company objectives with the desired sales job. Sales positions that focus primarily on new business development require a greater proportion of incentive (commission and bonus) in the compensation plan than account management sales jobs. Account management-type sales jobs involve a greater account servicing component, which is better suited to a larger component of salary compensation.</p> <p>* <b>Compensation methods:</b> Straight commission plans offer maximum incentives for performance, but little control over sales force activities. The opposite is true for straight salary plans. The limitations of both plans have made combination plans the most popular with sales organizations.</p> <p>The combination plans are;</p> <ol style="list-style-type: none"> <li>(1) salary plus bonus</li> <li>(2) salary plus commission</li> <li>(3) salary plus bonus plus commission</li> <li>(4) commission plus bonus</li> </ol> <p>It is important that sales managers learn to combine salary, commissions, bonuses, and benefits so that both salespeople and the company benefit.</p>	Lecture	Power point and video presentation	<ul style="list-style-type: none"> <li>* Questioning and answering questions in class.</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

	<p><b>* Assembling the compensation plan:</b> When properly conceived and implemented, a pay plan should offer a balance of control and incentive. Important considerations in obtaining such a balance include determining an expense reimbursement program, selecting a level of benefits to be offered, and evaluating the plan to see how it will affect salespeople's wages and total cost.</p>			
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## Lesson 15: Evaluating Performance (Textbook Chapter 13)

Time Allocation: 3 hrs

Learning Objectives	Brief Contents	Teaching/ Learning Strategies	Teaching Aids/ Materials	Evaluation
<p><b>CHAPTER 13</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>* Conduct a sales force performance review.</li> <li>* Describe the criteria used to evaluate salespeople.</li> <li>* Distinguish between input and output measures of sales performance.</li> <li>* Discuss the importance of cost control.</li> <li>* Discuss the value of behavioral control procedures for salespeople.</li> <li>* Explain the advantages and disadvantages of management by</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Sales force evaluation:</b> is a process that compares goals with accomplishments.</li> <li>* <b>Sales force performance review: The first step</b> is to decide what the company wants the sales force to accomplish. <b>The second step</b> is to prepare a sales plan. <b>The third step</b> is to set performance standards for individual products for different levels in the organization. <b>Finally</b>, reasons for above-and-below-standard performance are analyzed, and modifications are made in future plans.</li> <li>* <b>The criteria used to evaluate salespeople:</b> The most common criteria used are sales by territories, products, unit sold, and customers. The company must also evaluate selling expenses and margins. An effective expense analysis could show whether salespeople are wasting company travel funds or cutting prices to boost their commission income.</li> <li>* <b>Input and Output measures of sales performance: Input criteria</b> measure important factors that are generally thought to be closely associated with sales (number of sales calls, days worked, and expenses). <b>Output measures</b> look at those criteria that are direct measurements of salesperson performance (sales volume, number of new accounts, margins, and the number of orders). The use of performance measures that are consistent with the organization's goals and objectives. Most sales managers use both input and output criteria to assess the multidimensional character of sales jobs. Ranking procedures, performance indexes, and performance matrices can be used to combine control factors to show overall effects and interactions more clearly.</li> <li>* <b>The importance of cost control:</b> A</li> </ul>	Lecture	Power point and video presentation	<ul style="list-style-type: none"> <li>* Questioning and answering questions in class.</li> <li>* case study</li> <li>* term project</li> <li>* Exams</li> </ul>

objectives.	<p>review of expense data can show important trends for the sales manager. Controllable expenses are relevant for evaluating the efficiency of the sales organization. Cost-of-good-sold figures can also help measure the effects of price-cutting or other changes in selling tactics that may affect profits.</p> <p><b>* Behavioral control procedures for salespeople:</b> Behavioral systems produce a number of desirable benefits.</p> <p><b>(1) Behavioral-based evaluation</b> procedures can lead to knowledgeable and expert salespeople who are more committed to the organization.</p> <p><b>(2) Salespeople</b> tend to be self-motivated and react favorably to peer recognition. With this system, salespeople can be expected to spend more time planning their calls and providing sales support activities to their customers.</p> <p><b>(3) Behavioral measures</b> encourage salespeople to achieve company goals and better serve the needs of customers.</p> <p><b>* MBO:</b> is an evaluation system in which a salesperson and a sales manager jointly set personal development goals for the salesperson and an action plan to reach each goal.</p> <p><b>Advantage;</b> Reps prefer MBO systems because they can see where they stand and know that progress toward their goals will be rewarded.</p> <p><b>Disadvantage;</b> Some sales force goals cannot be quantified. MBO goals can sometimes become ceilings that salespeople refuse to exceed. The greatest weakness of MBO systems is that they require a lot of sales manager time.</p> <p><b>* Evaluation models that use both input and output data:</b></p> <p><b>(1) Four-factor model;</b> the individual's input is gauged by the number of days worked and the total number of calls made. The output of the salesperson is measured by the number and average size of orders.</p> <p><b>(2) Ranking procedures;</b> combines input and output measures of sales force output and are generally added up to give an overall measure of efficiency.</p> <p><b>(3) The Performance Matrix;</b> is</p>			
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	<p>constructed by dividing sales force sales and contribution margin percentages into high and low categories. Then, averages are calculated for age, calls, and contribution dollars for salespeople falling into each cell. The four cells of the matrix are given descriptive names to highlight comparisons among different groups.</p>			
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