



1. Explain briefly and clearly the proposed improvement.

**Addition of the Sales Leadership course (MKTG 6750) as a Marketing Department elective in the MBA Program.**

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

**Addition of the Sales Leadership course will add a sought after Marketing elective that fits well into both the MBA curriculum as well as fits with the external marketplace demand for MBA's with a sales orientation**

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

**None**

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

**This new course adds to the departmental offerings at the MBA level giving the department more flexibility in the elective courses offered.**

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

**Addition of this course will make it easier for MBA students to complete their degree by offering another elective.**

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

**The addition of a course focused on Sales Leadership is one that the MBA students have expressed as a desired elective. It is anticipated that approximately 30 students would enroll per year in this course.**

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

**Multiple faculty exist to teach this course and could do so with no disruption to their normal teaching loads or duties. The course requires no special facilities beyond what already exists in HCOB (e.g. sales lab, computer lab).**

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

**N/A**

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

**See attached Syllabus**

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

**Response to student survey as to desirable marketing department electives.**

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

## **Proposed Course Catalog**

### **MKTG 6750 – Sales Leadership**

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This course is designed to be a “learning laboratory” for exploring key sales leadership concepts related to the sales function and that of the sales leader in the firm. We will focus on developing hands-on analytical and management coaching skills through the use of business case studies, active practice in the classroom/lab and videotaped interactions. Special attention will be given to how and when to use marketing analytics for decision-making, the role of the sales leader as coach, and the role of technology in the sales organization.

**Prerequisites/Corequisites:** Prerequisite: MKTG 6130.

**Credits 3 hrs.**

**Notes:**

Open to Graduate Students Only. Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the consent of the Director of Graduate Business Programs.



## MKTG 6750 – SALES LEADERSHIP

**Professor:** tbd

**Office:** Schneider Hall

**Email:** [@wmich.edu](mailto:@wmich.edu)

**Contact Phone:** 387-XXXX

**Office Hours:** W 10:00 AM to 2:00 PM| **OR** by appointment

\* Plus activities(s) which often occur outside of regularly scheduled class time.

**NOTE:** e-mail is the best method of contacting me during non-office hours.

### COURSE DETAILS:

#### **Required Readings and Coursepack:**

There is a required course pack for this class that is available through Harvard Publishing. The course pack contains all of the required case studies and articles that comprise the required reading for the course. There is no textbook or other materials, other than this course pack, required for the class.

#### **Haworth College of Business MBA Learning Goals and Objectives:**

On an overall basis the course is designed to help the MBA student become more proficient in the six direct learning objectives of the MBA Program. The course design that includes cases, exercises, role-plays and simulations is especially suited to bringing these objectives to life for the student. Below each objective, and the impact the course will have on that objective is reviewed.

**1. Demonstrate a solid conceptual foundation in each of the functional areas of business.**

As sales is one of the functional areas of business this course will provide the necessary conceptual foundation in this area.

**2. Demonstrate the capacity to function in a global, intercultural and diverse environment.**

While dealing with topics such as recruitment, hiring, motivation and coaching a global and diversity focus will be considered as that is what is demanded by the modern sales organization.

**3. Understand the business as an integrated system and apply strategic planning tools and techniques to coordinate among the functional areas.**

Strategic planning tools and techniques within the sales function will be covered in the course and the cases and exercises will bring these tools to life for the students.

**4. Exhibit business-related behavioral skills including leadership, interpersonal, communication (written and oral), team, and lifelong learning skills.**

The focus on leadership and strong communication skills will be central to the course making this the direct learning objective that is met most directly by this course.

**5. Understand business ethics, social responsibility, and legal implications of business decisions.**

The ethical environment of the sales organization and discipline will be considered as it applies to the role of the sales leader.

**6. Apply technologies in decision making processes and create innovative business solutions.**

Sales organization technologies such as CRM will be a major focus within the course as these technologies have become critical in the functioning of the modern sales organization.

### **MKTG 6200 Course Description, Objectives, and Expected Outcomes:**

This course is designed to be a “learning laboratory” for exploring key sales leadership concepts related to the sales function and that of the sales manager in the firm. We will focus on developing hands-on analytical and management coaching skills through the use of business case studies, active practice in the classroom and computer lab (Schneider 2250), and videotaped interactions in the Sales Lab (Schneider 1150). By creating a safe, respectful environment for practice, students will be encouraged to participate, coach, and be coached by the instructor and fellow classmates. This course will be guided by the following overarching learning outcomes:

#### **At the end of this course, students will be able to:**

1. Understand and describe key sales and sales management theories, concepts, and frameworks.
2. Understand, differentiate, and apply various strategies for effectively organizing and managing the sales function and salespeople within the firm.
3. Collect, analyze, and evaluate different types of data.
4. Confidently make informed business decisions.

#### **Effective course outcomes should lead to the following knowledge gains:**

<b>Enduring Knowledge:</b>	<b>Important Knowledge:</b>	<b>Familiar Knowledge:</b>
How to evaluate and analyze situations.	Strategies and tools for managing people.	Understand how cultural differences can affect the sales process.
How and when to use marketing analytics for decision-making.	Strategies and tools for motivating people.	Understand how internal relations can affect the sales function.
How to confidently make informed decisions.	A framework for developing a sales strategy(s).	

### **Case Learning Method:**

When you purchase and access your course pack, you will notice that it is a bit different than the typical material used in other classes. We will be exclusively using a case-based learning model. Therefore, this class will not use a textbook. Instead, we will use interesting and relevant real-life cases from industry to help illuminate the key issues confronting the sales function and the professional sales manager. The case method is particularly effective in driving deeper learning that extends beyond the classroom. It should also provide a challenging and engaging environment that is distinctly different from “read the chapter → listen to the lecture → take the exam” type of course. However, to achieve our goals, you must:

1. **Read** and thoroughly prepare the cases before coming to class,
2. **Participate** and listen actively throughout class discussions,
3. **Contribute** ideas, analysis, and personal experiences instead of simply stating case facts, and
4. **Respect** different viewpoints during class discussions and debates.

#### **Therefore, the “Recipe for Success in this Class” is as follows:**

1. **Be Ready:** I expect you to attend class and actively participate in your knowledge building. Read the case studies, lecture notes and/or other materials ahead of time. Check the E-learning system and your wmich.edu email regularly for communication about course happenings, assignments, and updates.
2. **Be Respectful:** Exhibit the types of behaviors now that future employers crave such as arriving early and doing more than you think is expected (not “just enough”); think for yourself; participate with your team; practice.
3. **Be Responsible:** Students should deal with conflicts professionally, that is, notify the instructor at the earliest point possible and take responsibility for the impact of the conflict. If you miss a class, you miss all opportunities associated with that class. It is the student’s responsibility to get copies of class handouts, assignments, or schedule changes which may have been covered in their absence.

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact me and the appropriate Disability Service office at the **beginning** of the semester. For more information, please refer to [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices). No retroactive accommodation can be made.

### **Academic Integrity and University Policies**

Any form of academic dishonesty, including cheating, copying other students work, and/or plagiarism will not be tolerated. Incidents of this nature will be handled according to the policies of the University. To review the policies and your rights please refer to the WMU Catalog. You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Please refer to [www.wmich.edu/conduct](http://www.wmich.edu/conduct), or [www.wmich.edu/registrar](http://www.wmich.edu/registrar) to access the Code of Honor and general academic policies on such issues as diversity, religious observance, etc.

### **Other Policies – To be determined collectively on first day of class.**

1. Attendance Policy
2. Late Arrivals Policy
3. Late Assignments
4. Missed Quizzes, Exercises, Exams
5. In-Class Phone and Texting
6. In-Class Computer Use, Facebook, IMs, etc.
7. Team Dynamics/Rules (e.g. Slackers, Divas, or Martyrs)
8. Evaluation and Assignment of “Participation and Professionalism” Points

### **Grading Approach**

Each assignment will be graded on two levels:

1. **According to Standard:** Each assignment has a fully detailed assignment description that goes with it, and within this assignment description there are grading standards. I will re-read the assignment description myself before grading the assignment and apply these grading standards. Remember, formatting always counts.
2. **Competitive:** For each assignment, I will judge each student’s work against the work of their classmates. Thus, you will not only have to meet all the assignment’s standards to do well, but you will also have to outperform your classmates to receive the top grades. This component of the grading has the biggest influence when we are doing the active assignments like role plays, class activities and presentations, and activities in the Sales and Computer Labs.

## **Grading**

I do not “give” grades – you earn them. Therefore, grades belong to you and represent my evaluation of your performance on the assignments of the course. Grades will not be altered or “negotiated” based on non-performance issues such as (but not limited to) effort, time constraints, academic standing and/or past performance. However, I am always open to meeting with you to discuss my evaluation of your performance on any assignment. The graded assignments and the grading scale for the course are documented below.

ASSIGNMENTS	POINTS	PERCENT
<b>Individual Hands-on Activities (57.8%)</b>		
Sales Coaching	100	15.4%
Performance Review	100	15.4%
Participation and Professionalism	100	15.4%
Analytics (E2, E3, E4)	75	11.5%
<b>Individual Written Exercises (26.9%)</b>		
Final Exam (Individual)	100	15.4%
Exercise 1 (E1)	25	3.8%
Quizzes (10)	50	7.7%
<b>Team Assignments (15.4%)</b>		
Mid-Term Take Home Exam (Team)	50	7.7%
Team SFA Presentation	50	7.7%
<b>TOTAL:</b>	<b>650</b>	<b>100%</b>

GRADE	POINTS RANGE (%)
A	605 or HIGHER (93%)
BA	572-604 (88%)
B	540-571 (83%)
CB	507-539 (78%)
C	475-506 (73%)
DC	442-474 (68%)
D	390-441 (60%)
E	389 or LOWER

## **MKTG 6200 - ASSIGNMENT DESCRIPTIONS:**

The course assignments are designed to help each student meet the course objectives and to provide the instructor with a consistently applied set of criteria by which to evaluate each student’s performance in the course. Your grade will be based solely on your performance on these assignments. If you are unsure of the intent, specific requirements or grading standards for any of the assignments please address those concerns to me (**after** reading the extended assignment descriptions posted on the course web site).

### **Individual Hands-on Activities:**

**Sales Coaching (100 pts.):** Each student will receive a description and data of a salesperson that hypothetically works in your division (played by a fellow student). You will be asked to prepare a 20 minute coaching session with the salesperson. This session will be conducted in the sales lab and recorded. Once all student coaching sessions are completed, you will be assigned by the instructor to a fellow student in class and asked to review their sales coaching video. After watching their video, you will prepare a 2 (min) - 3 (max) page summary critique that identifies what the student did well as a sales coach, and not so well in the call following the prescribed format of the assignment description on E-Learning. You will turn-in your document to me for grading and also present it one-on-one to the student in class. The points will be split with 75 points available based on my evaluation of your sales coaching meeting in the sales lab, and 25 points available based on the quality of your sales coaching critique of a fellow student.

**Performance Review (100 pts.):** Each student will receive a follow-up report of the same salesperson’s performance roughly 30 days after your initial sales coaching call. From the report, it seems clear that the salesperson is continuing to have issues. You are to conduct a formal performance review with this employee. This review will be conducted in the sales lab and videotaped. After the review, you will watch your own video and prepare a self-critique of your performance following the prescribed format of the assignment description on E-Learning. The points will be split with 75 points available based on my evaluation of your performance review meeting in the sales lab, and 25 points available based on the quality of your performance review self-critique (PRSC).

**Participation and Professionalism (100 pts.):** You cannot earn an “A” without good attendance, active participation, and professional behavior in this course. We will determine collectively how these points will be distributed.

**Analytics Spreadsheet and Analysis (75 pts.):** Learning how to calculate data via a spreadsheet and then knowing how to interpret your calculations is critically important for making sound business decisions. During this course we will have three computer lab “working days” in which we will work together to create an “Analytics Dictionary and Template” in an Excel Spreadsheet format. The goal of this assignment is to create a working template that you can use in the workplace after graduation.

**Individual Written Assignments:**

**Take Home Final Exam (100 pts.):** You will be assigned a sales management case study (like those we are reviewing in class) and asked to prepare a report addressing the specific questions listed. This is an individual project with competitive grading standards used to determine top performers. The written report must follow the prescribed format of the assignment description on E-Learning.

**Quizzes (50 pts.):** There will be 10 quizzes given. The quizzes will 1-3 questions, mostly multiple choice, and fill-in-the blanks; although short answer questions are fair game. The quizzes will be on the reading or case study assigned for that day. Quizzes will occur at the start of class and you will have 5 minutes to complete the quiz. Students who are late will not receive extra time.

**Team Assignments:**

**Mid-Term Exam Take Home (50 pts.):** Your team will be assigned a sales management case study (like those we are reviewing in class) and then given 48 hours to answer the specific questions given. This is a team project with competitive grading standards used to determine top performing teams. The written report must follow the prescribed format of the assignment description on E-Learning.

**Team Sales Force Automation (SFA) In-Class Presentation (50 pts.):** Each team will investigate a CRM/Sales Force Automation software and prepare a 15 minute in-class presentation. You will also create a 2-3 page executive summary for your software that you distribute to your classmates. Teams will sign up with the instructor for one of the following software packages (or another package approved by the instructor) on a first-come, first-served basis:

Salesforce.com	Netsuite CRM+	Tracker RMS CRM
Work Books CRM	eSales Track	AdaptCRM
SAP	Oracle	Goldmine/Front Range Solutions
Pivotal CRM	Salesnet	Microsoft Dynamics CRM
Claritysoft	Leadmaster	