



Harvard University Extension School

Marketing 6800 – Professional Selling and Sales Management

Course Syllabus – Spring 2016

Course Logistics

- Web Conference Component: Mondays, 5:30 pm -7:30 pm on the following dates: January 25, February 1, February 8, February 22, February 29, March 7, March 21, March 28, April 25
- On-Campus Component: April 2 from 9:00 am to 5:00 pm, April 3 from 9:00 am to 5:00 pm on the Harvard campus

Course Canvas Site: <https://canvas.harvard.edu/courses/1966>

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Office Hours: By appointment

About the Course

Course Description and Overview

What does it take to be a highly successful professional salesperson? This course answers this question and guides the student to explore and understand successful sales and sales management behaviors. Students will develop their competence in professional selling theory and approaches, presentation skills, and sales management techniques. Course topics include the selling process, the buying process, creating value in buyer-seller relationships, prospecting, sales call planning, communicating the message, negotiating for win-win solutions, closing the sale, as well as how to motivate, compensate and train sales people.

Course Format

This course will be taught using a **hybrid model**: including an intensive **mandatory** three-day on-campus session, and **seven on-line sessions** conducted via live web conference. Attendance is required for the entire weekend in order to earn credit and pass the course. No exceptions can be granted.

Attendance is required at the entire weekend in order to earn credit and pass the course. Tuition does not include hotel accommodations, transportation or meals. There is a link on how to plan your visit, which is listed at <http://www.extension.harvard.edu/resources/plan-your-visit>. In addition, HARVARD SQUARE.com (www.harvardsquare.com) is a good source for information about accommodations, restaurants and local activities. The link to access the on-line sessions will be provided to you.

The course consists of reading assignments, class discussions, guest speakers, a team project, an individual ride-along project and mandatory attendance of the on-site weekend sessions. Students are expected to prepare in advance for each class, participate in class, give class presentations, implement the ride-along, and complete the team project. Students should expect to spend 4-8 hours outside of class each week to read and reflect on the assigned materials, find and read additional material, complete assignments, and prepare for class sessions. Students are expected to arrive early and stay for the duration of the class session. If you plan to be late, absent or need to leave early from class, then you are expected to inform the instructor prior to the start of class. All assignments must be submitted at the specified day and time and late submissions will not be accepted. Medical or family emergencies will be dealt with on a case-by-case basis.

Course Materials

This course uses a textbook, selected books on professional selling, articles, a 'Selling tip of the day', and a sales management computer simulation. The books are available at the Harvard Coop or online retailers.

Course materials are:

- Contemporary Selling: Building Relationships, Creating Value, Greg Marshall and Mark W. Johnston, ISBN: 0415523494
- Selling 101: What every successful sales professional needs to know, Zig Ziglar, 1991
- The One Minute Sales Person, Spenser Johnson, 1984
- Blink, Malcolm Gladwell
- The Top Ten Best Selling Tips of all Time, John Westman, 2013
- Sales simulation: shootingformars.com
Sign up for a free 'tip of the day' on professional selling. Go to <http://www.makingthenumbers.com/index.html> and click the green button to sign up.

Grading

Grades will be based on the following weighting:

Class participation & synopsis write-up	20%
Opportunities to Excel (tests)	20%
Thistle Farms selling exercise	10%
Ride along report	10%
Sales simulation	10%
Team Project	30%
Total	100%

This is a graduate-level course with graduate-level work. Active participation in class discussions and activities and high-quality written work is expected. Effective written and oral communication is key to success in this class and will constitute a significant portion of a student's grade. Written work must be clear, logical, grammatically correct, spell-checked, persuasive and backed up by citations for data, ideas or other content.

Late submissions (without prior approval from the teaching staff) will be penalized 10% per day. A late submission is one that fails to meet the deadlines in this syllabus, or are announced or communicated during the term.

Grades reflect the quality of a student's work submitted throughout the term according to the Harvard Extension School's grading standards (<http://www.extension.harvard.edu/exams-grades-policies/grades>). Students who complete the requirements of this course may earn one of the following grades:

A and A-: Earned by work whose superior quality indicates a full mastery of the subject, and in the case of A, work of extraordinary distinction. There is no grade of A+

B+, B, and B-: Earned by work that indicates a strong comprehension of the course material, a good command of the skills needed to work with the course materials, and the student's full engagement with the course requirements and activities.

C+, C, and C-: Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course materials, and that indicates that the student has met the basic requirements for completing assigned work and participating in class activities.

D+, D, and D-: Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit.

E: Earned by work that is unsatisfactory and unworthy of course credit. This grade may also be assigned to students who do not submit required work in courses from which they have not officially withdrawn by the withdrawal deadline. Zero or E grades are assigned to students for missing work. These grades are included in the calculation of the final grade.

Test and Assignments

There will be tests, a 'ride-along' write-up, sales simulation, Thistle Farms selling exercise, and a final team project presentation to the class with a final written report.

Team Project

Your team (3 or 4 students) will select an organization, assess its professional selling and/or sales management effectiveness and make recommendations to improve its business results. Your team will deliver a presentation to the class and a written (or electronic) report to the instructor.

Class presentation:

Create and deliver a concise and informative 10 minute executive summary of the highlights of your project. The presentation can include (suggested time in parentheses): a brief the company/product/situation as background (2 minutes), details on what the company does well & what they can improve (3 minutes), and your specific, actionable recommendations (with an estimate of their impact) to help the company and/or sales rep be even more successful (5 minutes). Create actions that are specific and clear so that the company could implement them tomorrow.

Executive Summary Presentation rubric

Content (60%)

- Information is clear and easy to understand
- The assessment is thorough & states who (e.g.- by title or customer segment) was surveyed
- The recommendations are specific, can be implemented tomorrow, and you estimate their impact

Delivery (40%)

- Information is conveyed clearly and enthusiastically with good technical presentation skills
- Memorable theme or moment that stands out, is informative and is an important message

Written report rubric

Content quality (60%)

- ☐ purpose of the report is clear, outline shows logical organization of information
- ☐ analyzed the organization's selling approach with at least 5 concepts from the course
- ☐ recommendations are realistic, specific, thoughtful and will help the organization
- ☐ interviewed 5 or more people in the organization and interviewed or surveyed 10 or more customers

Documentation quality (40%)

- ☐ report is a written or e-document that gives a great first impression
- ☐ easy to read using section headings, bullet points, tables, figures and graphs when appropriate
- ☐ maximum 5 pages of text, 10 tables or figures

Thistle Farms selling exercise

You will have the opportunity to sell products for a not-for-profit called Thistle Farms. Students will receive sales training on Thistle Farms products and attempt to sell their products. Students will submit a 1 **to** 2 page assessment to include a) targets (who & how you qualified them), b) what you said or did to sell the products, c) best questions that you asked, d) objections and how you overcame them, e) results, f) top 3 lessons learned. If you prefer, you may sell for another non-profit organization of your choice by notifying the professor.

Sales Management simulation

Each team will have the same starting variables and input sales management instructions that will influence the success of their sales team. The simulation has 12 periods which simulate 3 years, 4 quarters per year. Each team has the option to order sales reports that will provide data and clues on how to optimize sales. Grades will be assigned in order of cumulative profit performance.

Individual Ride-along Project

You will identify, contact and spend one day riding with a professional sales person. You will write a 2 to 3 page report on the day that includes what you learned, how it relates to the course content, and conclude with the top 3 insights you gained from the experience.

Class Participation

Class participation is required. This class uses techniques to promote participation, and requires students to present and discuss professional selling concepts and techniques. Class behavior expectations are: sign in or arrive at least 5 minutes prior to the scheduled class start time, be respectful: use supportive words and tone of voice, let others finish speaking without interruption, listen, encourage participation of others, welcome diverse perspectives, add energy to the class with a positive tone of voice, collaborative and alert attitude and actively engage in conversations, and promote a learning attitude. You are expected to read and respond to email in a timely & professional manner.

Course Schedule: Classes and planned content are shown below, and subject to change per professor discretion. Unless otherwise noted, all assignments use the text, Contemporary Selling: Building Relationships, Creating Value by Greg Marshall and Mark W. Johnston. All students are expected to do review the materials prior to class.

Class	Date	Topics
1	1/25	1. Introduction and overview of the course 2. Review of syllabus 3. Select your team, sign up for assignments
2	2/1	1. Assignment # 1: SALES OVERVIEW & INFORMATION ON BUYERS & SELLERS 2. Assignment # 2: VALUE CREATION & ETHICS 3. Start team and individual projects
3	2/8	1. Assignment # 3: PROSPECTING AND COMMUNICATING THE MESSAGE 2. Assignment # 4: NEGOTIATING FOR WIN-WIN SOLUTIONS 3. Guests – Katrina Robertson and Megan E. Barry
4	2/22	1. Assignments # 5: CLOSING THE SALE 2. Assignment # 6: SELLING 101 – ZIG ZIGLAR 3. Sales simulation
5	2/29	1. Assignment #7: BLINK & LESSONS FOR SALES PROFESSIONALS 2. Assignment # 8: SELF MANAGEMENT 3. Sales simulation
7	3/7	1. Assignment # 9: ONE MINUTE SALES PERSON 2. Assignment #10: SALES PERSON PERFORMANCE 3. Sales simulation 4. Guest – Mike Schrader
8	3/21	1. Assignment # 11: RECRUITING, SELECTING & TRAINING 2. Assignment #12: COMPENSATION & INCENTIVES 3. Submit Ride-along project report 4. Sales simulation 5. Guest – Chip Mok, MD
9	3/28	Placeholder class, if needed
10	4/2 9 am to 5 pm	1. Project presentations, ride-along report highlights 2. Top Ten Best Selling Tips of All Time 3. Sales simulation and guests- TBD
11	4/3 9 am to 5 pm	1. Project presentations, ride-along report highlights 2. Sales Management Topics 3. Sales simulation and guests – TBD
12	4/25	1. Thistle Farm exercise write-up due at the start of this class 2. Written report of the team project due at the start of this class 3. Key take-aways from this course to apply to your job immediately 4. Review of course: what to keep the same, add, delete, or revise

ASSIGNMENT DESCRIPTION

All students are required to review the material for each week. The assigned team will create a synopsis of the material and prepare to be class experts. The team sends their draft **synopsis** and **case study** to the professor by the Thursday, 8pm EST prior to class, and the professor sends back comments by Saturday, 2pm EST and then the team will send the final versions to the professor by Sunday 8pm EST. Late submissions will receive 5 points off the grade if 1 day late, and 10 points off the grade if 2 days late.

SYNOPSIS OF THE MATERIAL AND RELATED CASE STUDY

Create 3 to 4 pages of words, tables, graphs and images that effectively summarize the most important material from the reading assignment and additional material from at least 3 other sources (start with Google & ask the instructor for additional suggestions if needed). The bulleted information described in the "Assignment" on this syllabus needs to be covered. The synopsis will be posted on Canvas as a reference document and will not be presented to the class. In the beginning of the synopsis in 300 words or less, list 3 insights you gained from the material and relate each insight to one of your personal work or life situation.

In addition, the assigned team will create **a case study in powerpoint (use the case study template)** based on a team member's experience that uses and cites ideas from the material for the week. The first slide shows the top 3 insights from the reading and a related personal experience for each insight. The rest of the template organizes information into 3 sections - 1) the situation or problem, 2) actions taken, 3) actual results or expected results- and inserts multiple choice questions to engage the class. Please cite sources from that week's material on the slides and make sure this case study adds value to the entire class.

CLASS EXPERTS

For the class that you prepare the synopsis and case study, you are our designated experts. Be prepared to explain and comment on **the material for this class and your synopsis and case study**. You may be called on to define a term, give an example, provide pro and con reasons, verify information and/or share your opinions.

ASSIGNMENT #1: Overview of selling function & using information to understand buyers and sellers (chapter 2)

- What information is important in selling?
- Why are sales jobs rewarding?
- Key success factors in relationship selling
- Organization buying process and decision stages

ASSIGNMENT #2: Value creation in buyer-seller relationships and Ethics (chapters 3 and 4)

- What is value and how do sales people create it?
- What is lifetime value with a financial model
- Segments such as most valuable customers, most growable customers, etc.
- Key factors in communicating value
- Managing customer expectations
- Are business relationships rational, emotional or both? Give examples from your experience.
- Ethical concerns for sales people
- Legal issues and Code of sales ethics

ASSIGNMENT #3: Prospecting and sales call planning and communicating the message (chapters 5, 6, 7)

- Role and description of CRM
- Systematic prospecting plan
- Define customer segments
- Communicating the sales presentation
- Approach the customer
- Keys to a great sales presentation and conversation

ASSIGNMENT #4: Negotiating for win-win solutions (chapter 8)

- Negotiation win-win solutions
- Common customer concerns
- Basic points in negotiating win-win
- Negotiation techniques

ASSIGNMENT #5: Closing the sale and follow-up (chapter 9)

- Definition and description of closing the sale
- Closing techniques
- Dealing with rejection and Buying signals
- Enhancing the relationship
- Sales manager's role in closing the sale

ASSIGNMENT # 6: Selling 101: What every successful sales professional needs to know, Zig Ziglar, 1991

- Describe and discuss the most important ideas from this book

ASSIGNMENT # 7: Blink, Malcom Gladwell

- Select 3 concepts and stories that provide valuable insight for professional selling

ASSIGNMENT # 8: Self management: time and territory (chapter 10)

- Importance of time management
- Salespeople's role in time and territory management
- Sales manager's role in time management

ASSIGNMENT # 9: The One Minute Sales Person, Spenser Johnson, 1984

- Describe and discuss the most important ideas from this book

ASSIGNMENT # 10: Sales persons performance: behavior, motivation and role perceptions (chapter 11)

- What is sales performance and how do you measure it?
- How do salespeople influence performance?
- How do sales managers influence performance?

ASSIGNMENT # 11: Recruiting, selecting and training sales people (chapter 12)

- Recruiting and selection issues
- Training objectives
- Developing successful sales training programs
- Sales training topics and methods

ASSIGNMENT # 12: Compensation, incentives & evaluating salesperson performance (chapter 13)

- Compensation programs and sales contests
- Making compensation and incentive programs work
- Measures of performance – objective and subjective

Key Concepts to Memorize:

- Selling is Helping
- Offer ONLY something that you sincerely believe will serve the best interest of your buyers
- Tune into WIIFM = What's In it For Me.... "Me" means customer!
- Value = monetized benefits minus costs
- Value elements: 1. Increase Revenue, 2. Decrease Time or Cost, 3. Improve Quality of Life
- People buy on emotion, justify with facts
- CHANGE MODEL: 1. **Dissatisfied** with today, 2. **Compelling Vision** of the future, 3. **Easy steps** to get there
- In the dictionary and in sales, "No" is a just word that comes before "Yes"
- In sales, "**No**" means 'I need to **kNOw** more about how you will make my life even better'
- Feel, Felt, Found: I understand that you feel....., others have felt, and after working with us, they found.....

Academic Integrity

You are expected to know and comply with Harvard's policies on academic integrity, which can be found at <http://www.extension.harvard.edu/exams-grades-policies/student-responsibilities>. Other resources include, *The Harvard Guide to Using Sources* (<http://usingsources.fas.harvard.edu/icb/icb.do>), Plagiarism and the Proper Use of Sources (<http://www.extension.harvard.edu/resources/career-academic-resource-center/plagiarism-proper-use-sources>), including two very good online tutorials on what constitutes plagiarism.

Supplemental Readings (optional)

Outstanding books that can provide perspective on Selling, Marketing and Business Leadership are listed below:

- To Sell is Human, Daniel Pink 2013
- Kotler on Marketing: How to create, win and dominate markets, Philip Kotler, Free Press, 1999.
- Winning, Jack Welch, 2005
- First, Break All the Rules, Marcus Buckingham and Curt Coffman, Simon and Schuster, NY, NY, 1999
- Built to Last and Good to Great-2001, James C. Collins, Jerry I. Porras,
- SPIN Selling, Neil Rackham 1988, and the SPIN Selling Fieldbook, Neil Rackham, 1996
- Zig Ziglar's Secrets of Closing the Sale, Zig Ziglar, 1982
- Maximum Achievement- 1993, Advanced Selling Strategies – 1985, Brian Tracy
- Secrets of Question Based Selling, Thomas A. Freese, 2000
- Stop Telling, Start Selling, Linda Richardson, 1994
- Consultative Selling, Mack Hanan, 2004
- Value-added selling, Tom Reilly, 2003
- The 25 most common sales mistakes and how to avoid them, Stephan Schiffman, 1995
- Proactive Sales Management, William Miller, 2001
- Raving Fans, Ken Blanchard, 1993
- Discipline of Market Leaders, Michael Treacy and Fred Wiersema Addison Wesley, 1995.
- The Psychology of Selling: The Art of Closing Sales workbook, Brian Treacy, Nightingale Conant, 1987

Instructor Biography

John Westman has led commercial efforts, including marketing, sales, business development and strategic partnerships resulting in improved business results for healthcare companies. He is currently the Executive Vice President for Novellus Inc., a biotech startup. Prior positions include: Vice President of Marketing and Sales for ElizabethArden Rx, a dermatology start-up with products that reduce the effects of sun damage such as cancer and visible signs of aging, Vice President for Fresenius Medical Care's Hospital Business, General Manager for NxStage Medical's Critical Care business, Vice President, Business Development for PharMetrics, Inc., a venture capital backed pharmaceutical information start-up that was purchased by IMSHealth in 2005. John was Vice President and Corporate Officer at Decision Resources where he led global marketing, sales, new product and customer service functions. He held leadership positions at Baxter Healthcare's Renal division in Global and North American marketing and sales, and at a Bain & Baxter consulting firm. He has been on the faculty at Boston College and Harvard University, the Extension School since 2005. He has a B.A. in French and English from Colgate, an M.A. in International Relations from the University of Wisconsin, an MBA in Marketing from Kellogg Graduate School of Management, and is a Fulbright Scholar. John served on the board of directors for Athletes Serving the Community, and for the Alliance for Healthcare Strategy and Marketing, and ran the United Way campaign for Baxter's Renal division.