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Office Hours: 12:30 to 1:30 p.m. on Tuesday, Wednesday and Thursday

COURSE MATERIALS

Harvard Cases and Readings as well as Other Readings.

Available as a packet from Michelle Falgous, Room 542.

Cost: about \$90.

Sales Management Simulation, 6th edition, by Douglas J. Dalrymple and Harish Sujan.

Available from the bookstore.

Cost: about \$35

An overview of the course

Personal selling is one of the three major ways firms market to their customers. The other two are advertising and sales promotion. Often, sales is the first job for a marketing graduate—it is an experience considered necessary to advance to marketing management positions.

Sales can be very enjoyable if the salesperson enjoys developing relationships. More and more, firms recognize that relationship building is critical. Sales can be very enjoyable if salespeople believe in their products. That is, they genuinely believe that their customers are going to be better off through buying and using their products or services.

At the opposite end there is a fair amount of illegitimate selling. Salespeople, not infrequently, compromise their ethical standards in order to succeed. This has led to many classes of salespeople being stereotyped negatively and to sales failing to attract the most talented and motivated.

A study of sales management requires and understanding of:

- Recruiting and selecting people who will be effective at pursuing goals beyond achieving sales.
- Training salespeople to improve on their knowledge, skills and abilities.
- Motivating salespeople
- Compensating salespeople.
- Allocating them appropriately to territories, defining their jobs.
- Providing effective supervision, leadership.
- Monitoring and controlling behavior to ensure ethics.

These are the issues that comprise the course.

The goal is to apply principles that are learned to not only improve the effectiveness of a sales force and lower their turnover but also to enhance their sense of well being.

Weekly Planner

Class	Date	Topic	Preparation
1.	01/16/07 (T)	Introduction	
2.	01/18/07 (R)	Sales Simulation	Read: Participants' Manual –Trial Decision
3.	01/23/07 (T)		Decision: Period 1
4.	01/25/07 (R)		Decision: Period 2 and 3
5.	01/30/07 (T)		Decision: Period 4 and 5
6.	02/01/07 (R)		Decision: Period 6 and 7
7.	02/06/07 (T)	<i>Test 1</i>	Decision: Period 8 and Analysis
8.	02/08/07 (R)	Selection	Read: Case study on Kramer Pharmaceuticals
9.	02/13/07 (T)	Selection ¹	Read: 1. What makes a good salesman David Mayer and Herbert M. Greenberg (HBR 64 411).
10.	02/15/07 (R)		Read: 2. Case study on Paper Distributors (C).
11.	02/22/07 (R)	Selection ²	Read: 1. Case study on Mike Miller
12.	02/27/07 (T)		
13.	03/01/07 (R)	Selection	Read: 1. <i>Tacit knowledge in sales</i> by Rick Wagner, Harish and Mita Sujjan, Carol Rashotte and Robert J. Sternberg. Read: 2. <i>Tacit knowledge and management</i> by Chris Argyris Read: 3. <i>Making solutions work with practical intelligence</i> by Robert J. Sternberg
14.	03/06/07 (T)	Test 2	On selection
15.	03/08/07 (R)	Training	Read: 1. Case study on Lawford Electric
16.	03/13/07 (T)	Salespeople	Read: 2. Role Playing as a Sales Training Tool Larry J.B. Robinson (HBR 87310)
17.	03/15/07 (R)	Motivating Salespeople	Read: 1. Case study on Nordstrom
18.	03/27/07 (T)		Read: 2. What Counts Most in Motivating Your Sales Force Stephen X. Doyle and Benson P. Shapiro (HBR 80305)
19.	03/29/07 (R)	Compensating Salespeople ³	Read: 1. Case study on Mary Kay
20.	04/03/07 (T)		Read: 2. How to Pay your Sales Force John P. Steinbrink (HBR 78 410)

¹ Selling to tough customers (Video)

Turchin Library

² Competitive Edge (Video)

23297 -- Penn State

³ Creating a Learning Organization (Video)

Class	Date	Topic	Preparation
21.	04/05/07 (R)	Sales	Read: 1. Case study on Waters Chromatography
22.	04/10/07 (T)	Leadership ¹	Read: 2. The CEO Hits the Road (and other Sales Tales) Harvey B. Mackay (HBR 90 208)
23.	04/12/07 (R)	Sales Territory	Read: 1. Case study on Syntex Laboratories
24.	04/17/07 (T)		Read: 2. Case Study on The Pilgrim Drug Company
25.	04/20/07 (R)	Sales Ethics ²	Read: 1. The Case of the Omniscient Organization Gary T. Marx (HBR 90 209)
26.	04/24/07 (T)	Test 3	Read: 2. Case study on Petite Playthings On Training, Motivation, Compensation, Leadership and Territory
27.	04/26/07 (R)		Final Projects Due—Presentation of the projects
28.	05/01/07 (T)		

¹ A Case of Working Smarter for 6/12/06 Turchin Library

² The Obedience Film: Milgram for 6/15/06 Turchin Library

Grades

INDIVIDUAL (50%)

TESTS (25%)

There will be three tests: on the simulation, on selection and on the other topic areas. The questions will be multiple choice questions and will relate to the content of the readings and cases as well as on identifying the principles or ideas derived from the readings or cases. Together the three quizzes will constitute 25% of the grade.

CLASS PARTICIPATION (25%)

There are three components to the class participation evaluation. The first is attendance. The second is your knowledge of facts of the simulation, readings and the case studies and your answers to questions on blackboard. The third is the quality of your analysis of the simulation, readings and case studies as evidenced in class discussion.

GROUP (50%)

ESSAYS (25%)

At the end of the simulation, at the end of selection module and at the end of the other modules you will be asked, in class, as a group to write an essay that reflects your ability to solve sales management problems. The three essays together will constitute 25% of your grade..

PROJECT REPORT (25%)

Tulane University runs an annual fund that has the goal of soliciting donations from alumni. Most universities have a similar operation. Solicitors, or salespeople, are students who work part time. Details of this operation can be learned from their web site. For the project, you need to assume you are the manager that runs the annual fund seeking to improve performance and reducing turnover through a change in selection policy. Identify the current selection procedure (or assume it), suggest an alternative procedure and justify the choice in a manner that is likely to be persuasive to the current manager of the annual fund. Use principles, or rules of thumb, learned in class. Consider too as an important goal raising the job satisfaction of the student sales force.

To identify how applicable the principles you apply are to this population of salespeople and this sales organization, please conduct a survey of some of the student callers to assess if better performers, more loyal callers, and happier salespeople differ on the criteria you recommend from less effective, less loyal and less happy callers. Alternatively, survey the first level supervisors. While formulating your plan consider too how the manager of the annual fund is likely to react to a large versus a small change of policy. Is a smaller change likely to be more persuasive?

Present your recommendations as a two page letter directed to the manager of the annual fund.

Notes

Plagiarism

An exciting and necessary part of college life occurs when students and faculty consider the ideas of others to form their own ideas: we read them in texts, listen to them in lectures, discuss them in class, and use them in our own writing. However, when you use another's ideas, you must cite your source. By citing your source, you differentiate between your ideas and those of another, make the source of your ideas clear, and give them proper credit¹. Therefore, **plagiarism** is using another's ideas, words, computer code or any work of another, including specific help from someone in writing a paper, without clearly acknowledging the source of that information and then passing those ideas, words, computer code or work of another off as your own even if those ideas are paraphrased in your own words².

Plagiarism is dishonest, cheating and a violation of the Freeman Honor Code. Examples of material that you must cite include, but are not limited to: published works (books, textbooks, magazines, newspapers, movies, plays, photos, paintings, and websites) and unpublished sources (class lectures, class notes, class slides, handouts, other students' papers, material from a research service, speeches or assistance in writing a paper), as well as original ideas, strategies, research, art, graphics, computer programs, music, and other creative expression that may consist of writing, charts, diagrams, graphs, pictures, data, websites, or other communication or recording media, innovative terminology, formatting, or other representations.

Disability

Any student with a disability in need of accommodations, for taking a test or an exam, making a presentation, working with group members to complete a project, or participating in class, should request accommodations through the University's Office of Disability Services located in the Mechanical Engineering Building. Please do this as soon as possible. Please provide a copy of your approved accommodation form from ODS to each professor in whose course you wish to receive accommodations. The course instructor is committed to working with the Office of Disability Services to ensure that all approved accommodations are provided. If you do not deliver the approved accommodation form to each professor, your professors will not know you have been approved to receive accommodations and will have no basis for providing those accommodations.

¹ Essentials of Writing: *The Hamilton College Style Sheet* (New York: The Trustees of Hamilton College 2003)

² Paraphrasing poses the most difficulty for students who inadvertently plagiarize. Even when a student substantially changes the wording of the passage, the student should still document his or her source. Compare the passage referenced in footnote one with the direct quote: "Drawing on the ideas of others as you develop your own is an essential and exciting component of intellectual work. Whenever you use other writers' ideas, however, you must acknowledge your sources. Doing so allows you to distinguish between your ideas and those of others; it directs your readers to relevant sources; and it allows you to give credit where credit is due." The author substantially reworded the passage, but still uses similar phrases and structural elements. Therefore, the author should cite the material.