**MKT 410 – Strategic Selling**

**Syllabus – Spring 2023 – Days T/Th – 2 – 3:50pm – 4 Units**

**Instructor:** Professor John Benson, MBA

**Office:** HOH 331

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**Office Hours: Fridays at 3 pm**

**Course Description**

A career in sales can be an excellent entry point for someone who wants to work in a specific or new industry, but hasn’t yet built-up the knowledge or experience in that industry. This course will provide you with fundamentals of strategic selling which can lead to an exciting, challenging, and lucrative career in sales. In addition, if your focus is on executive leadership, or a C-suite position, the knowledge obtained in this course will give you the skillsets to make data-driven decisions as a leader.

**Learning Objectives**

By enrolling in this course, the student can expect to learn the following:

* The Fundamentals of selling
* Incorporating Salesforce, LinkedIn, and Power BI into a B2B selling strategy
* How to go beyond customer satisfaction and build customer loyalty
* Incorporating sales skills into one’s leadership style
* How to determine Customer Lifetime Value, and how to factor CLV into strategic decision-making as a sales executive.

**Required Materials**

* Access to Blackboard. I will add course content to the Blackboard (http://blackboard.usc.edu) as the class progresses. I will post course assignments under “Assignments” and other documents under “Content”.
* Course Reader (available from the USC Bookstore)

**Prerequisites and/or Recommended Preparation:**

Recommended Preparation: Successful completion of BUAD 307

**Course Notes:**

**Attendance**

Your attendance is required. If you are unable to attend class, or will be late, please

email me in advance. As this is course is focused on selling skills participation will be highly encouraged.

**Focus**

It is critical that you are focused and engaged to maximize the value of what we discuss during class. The course structure will emphasize discussion, role-play, and presentations to emphasize key topics covered. In addition, lecture and guest speaker content will also be covered in the exams.

**Be Prepared**

Complete the reading prior to class and prepare any questions that you may wish to ask. While I will not review all reading material in-class, you will be responsible for knowing it as you may see it on an exam.

**Class Methodology**

* Lecture/Guest Speakers
* Role Plays
* Individual Presentation
* Team Presentations
* Exams

**Grading Policies:**

**ASSIGNMENTS**  Points % of Grade

TESTS Mid-Term Exam 80 20.0%

Final Exam 80 20.0%

Individual Presentation

(Interview of B2B Salesperson) 80 20.0%

CONTRIBUTION 60 15.0%

TEAM PROJECT

(Complex Selling Situation) 100 25.0%

TOTAL 400 100.0%

**Contribution.** In-class contribution is 15.0% of the total grade and evaluated based on your level of involvement in class discussions and in-class exercises.

One of the primary goals of this course is to help you develop the ability both to clarify your own position on an issue and to be able to articulate and defend it clearly. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assisting others in shaping their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others.

Effective class contribution consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability.

* **Outstanding Contribution**: Your contributions reflect considerable preparation; they are substantive and supported by evidence from the case, readings, and logic. Your comments or questions create a springboard for discussion by making a critical insight. You synthesize and build upon what has already been said in the discussion. The class learns from you when you speak; in your absence, the discussions would suffer.
* **Good Contribution**. You come prepared with substantiated comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you’re not part of the discussion.
* **Minimal Contribution**. You participate but are unprepared. You rarely offer interesting insights into the discussion. It appears that you are not listening to what others are saying during discussion.
* **No Contribution**. You say little or nothing in class. If you were not in the class, the discussion would not suffer.

**Individual Presentation: Interview with a B2B Sales Professional**

Schedule a meeting with a sales professional who sells products or services to other business. As you will be interviewing them to learn more about a career in sales, come prepared with questions that would help you better understand the role and expectations (as least as it pertains to the company for which the individual works).

*Sample questions could include, for example:*

* What interested you most about sales as a career?
* How did you secure the job you are in now?
* What has been the biggest surprise to you about sales?
* As someone that is looking into sales as a career, what advice would you give me?
* What is your methodology for getting new customers?
* Can you give me an example of how you landed your biggest customer order?
* What was the most challenging customer complaint you have received? Were you able to successful in addressing the complaint? If so, how did you do it?

After the interview, you will prepare a PowerPoint presentation, in which you will share with the class the details of who you interviewed, their current position and responsibility, and key learnings from the experience.

**Individual Presentation Evaluation Criteria**

* 50% Presentation Structure and Content
* 40% Presentation Delivery
* 10% Adherence to Allotted Delivery Time

**Team Project – Complex Sales Scenario**

Students will work in small teams to develop a complex sales scenario that will demonstrate skills learned during the class, including but not limited to: (1) Introductions, (2) Needs Assessment, (3) Product Presentation, (4) Handling Objections, (5) Next Steps. In addition, students will submit a term paper related to the team project, focusing on key skills and lessons learned during the course.

**Team Project Evaluation Criteria**

* 25% Quality of sales role-play content and introduction to the class
* 25% Demonstrates all skills as required above
* 30% Sales role-play delivery
* 20% Term paper (individual)

**Collaboration policy (for non-quiz/exam assignments).**

Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. Please see the “Academic Integrity and Conduct” section below for further details. For more information about unauthorized collaboration, visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or <http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html>.

**Assignment Submission Policy:**

Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course.

**Evaluation of Your Work:**

You may regard each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

**COURSE CALENDAR**

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| **Week** | **Topics/Daily Activities** | **Readings and Homework** | **Deliverables and Due Dates** |
| **1** | Introductions  Syllabus review  Pitch Yourself Presentations  Case Review  Universal Truths in Sales | Exercise: Pitch Yourself!  Article - The Art of the Elevator Pitch  Main Case: Konica Minolta Business Solutions - A Professional Approach to Selling |  |
| **2** | Key Attributes of Top Salespeople  Introduction to the Sales Cycle:  1. Prospecting 2. Qualifying 3. Identifying key stakeholder(s) 4. Presentation 5. Handling Objections 6. Closing 7. Staying engaged | Prep: Exercise: Pitch Your Product or Idea  Article - The 5 Things All Great Salespeople Do  Article – Companies with a Formal Sales Cycle Generate More Revenue  Article - Replacing the Sales Funnel with the Sales Flywheel |  |
| **3** | How to engage more experienced customers when starting out in sales  How to organize and rehearse for key presentations to ensure success  Pitch Your Product or Idea Presentations | Article - How Younger Salespeople Can Win Over Older Customers  Article - How to Rehearse for an Important Presentation  Article - What the Best Presenters Do Differently |  |
| **4** | Guest Speaker – International Director of Sales  Personal Habits for Success in Sales  Building an effective presentation  Introduction: Individual Presentation – Interview with a B2B Sales Professional | Article - How to Help Your Salespeople Spend Time on the Right Things |  |
| **5** | Individual Presentations: Interview with a B2B Sales Professional  The evolution of sales and sales organizations | Interview with a B2B Sales Professional  Article - A Portrait of the Overperforming Salesperson  Article – How to digitalize your sales organization |  |
| **6** | How to Incorporate Salesforce, LinkedIn, and other Data Sources into a Sales Business Plan  How advanced analytics is changing sales in the B2B environment | Case: Sales Force Management and Measurement  Article - How Advanced Analytics is Changing B2B Selling  Article - Why Salespeople Need to Develop Machine Intelligence |  |
| **7** | **Mid-Term Exam** |  | Mid-Term Exam |
| **8** | Planning the Work – How to strategically attack a sales target  Goal setting for sales team | Article - 7 Ways Sales Teams Can Set Better Goals  Article - The Sales Playbook for Successful B2B Teams |  |
| **9** | Time and Territorial Management  Introduction to Complex Selling:  Customer Segmentation  Territory Mapping | Case: Lawford Electric; Article - Selling Solutions Isn't Enough  Article - Stop Selling. Start Collaborating  Article - What an Effective Client Referral Strategy Looks Like |  |
| **10** | Complex Selling continued:  Determining Customer Lifetime Value (CLV)  Team-selling dynamic  Case reviews  Complex sales role-play introduction | Case: Boise Automation Canada LTD. : The Lost Order at Northern Paper  Case: Customer Value Measurement at Nortel Networks - Optical Networks Division  Article - There's Still Profit Potential in Your Low-Profit Customers |  |
| **11** | Going beyond customer satisfaction  How to measure Customer Satisfaction  Guest speaker | Article - Sensemaking for Sales  Chapter - The Measure of Success: Better Metrics for Customer Satisfaction |  |
| **12** | Sales Compensation Plans – Variations; Advantages and disadvantages  Case Study Discussion | Main Case: Field Crest - Compensation for Field Sales Representatives  Background Note: Introduction to Incentive-based Sales Compensation Systems  Article - Wells Fargo and the Slippery Slope of Sales Incentives |  |
| **13** | Incorporating sales skills into your leadership style | Main Case: Zen Recruit - Sales Coaching and Performance Reviews  Article - How to Retain Your Best Sales Talent |  |
| **14** | Effective coaching to performance | Article – Sales Team Need More (and Better) Coaching  Article – Avoid a One-Size-Fits All Approach to Sales Coaching |  |
| **15** | Team Presentation & Project Report Due |  | Presentations |
| **Final** | **Final Exam** |  | May 4th 2:00-4:00 pm |

Please note: The date/time of the Final Exam is determined by the University. For the date and time of the final for this class will be Thursday, May 4th from 2:00pm to 4pm, as stated in the USC *Schedule of Classes* at [www.usc.edu/soc](http://www.usc.edu/soc). Select the corresponding semester to view and click on the “Final Examinations Schedule” link on the left side of the screen.

**ADDITIONAL INFORMATION**

**Add/Drop Process**Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration.  If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

The last day to add the class or withdraw without receiving a “W” (and receive a refund) is January 27, 2023. The last day to drop with a mark of a “W” (no refund) is February 24, 2023.

**Retention of Graded Coursework**

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

**Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices (cell phones, tablets, other texting devices, laptops) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

**Use of Recordings**

Pursuant to the USC Student Handbook (https://policy.usc.edu/studenthandbook/, page 57), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on USC classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class. Violation of this policy may subject an individual or entity to university discipline and/or legal proceedings.

**Open Expression and Respect for All**

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “[Open Expression Statement](https://www.marshall.usc.edu/about/open-expression-statement).”

**USC Statement on Academic Conduct and Support Systems**

**Academic Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](https://policy.usc.edu/studenthandbook/) or the [Office of Academic Integrity’s website](http://academicintegrity.usc.edu/), and university policies on [Research and Scholarship Misconduct](https://policy.usc.edu/research-and-scholarship-misconduct/).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

**Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu/). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**Support Systems:**

[*Counseling and Mental Health*](http://sites.google.com/usc.edu/counseling-mental-health) *- (213) 740-9355 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[*988 Suicide and Crisis Lifeline*](http://988lifeline.org/) *- 988 for both calls and text messages – 24/7 on call*

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[*Relationship and Sexual Violence Prevention Services (RSVP)*](http://sites.google.com/usc.edu/rsvpclientservices/home) *- (213) 740-9355(WELL) – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*](http://eeotix.usc.edu/) *- (213) 740-5086*

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[*Reporting Incidents of Bias or Harassment*](http://usc-advocate.symplicity.com/care_report) *- (213) 740-5086 or (213) 821-8298*

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[*The Office of Student Accessibility Services (OSAS)*](http://osas.usc.edu/) *- (213) 740-0776*

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[*USC Campus Support and Intervention*](http://campussupport.usc.edu/) *- (213) 740-0411*

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[*Diversity, Equity and Inclusion*](http://diversity.usc.edu/) *- (213) 740-2101*

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[*USC Emergency*](https://emergency.usc.edu/) *- UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[*USC Department of Public Safety*](https://dps.usc.edu/) *- UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*

Non-emergency assistance or information.

[*Office of the Ombuds*](http://ombuds.usc.edu/) *- (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[*Occupational Therapy Faculty Practice*](http://chan.usc.edu/patient-care/faculty-practice) *- (323) 442-2850 or* [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

**USC Statement on Academic Conduct and Support Systems**