



## JAIPURIA INSTITUTE OF MANAGEMENT

### 1. Course Information

#### Post Graduate Diploma in Management

Course title	Sales Management & Business Development; MKT-X0103
Credits	3
Term and Year	III Term, AY 2021-22 ( Batch 2021-23)
Course Pre-requisite(s)	Marketing Management I and II
Course Requirement(s)	Knowledge of Key Marketing Terminologies
Course Schedule (day and time of class)	As per Time Table Schedule
Classroom # (Location)	As per PMC allocation
Course Instructor	Faculty's Name
Course Instructor Email	Faculty's Email
Course Instructor Phone (Office)	Faculty's extension number
Student Consultation Hours	As offered by faculty
Office location	Designated cabin

### 2. Course Overview

Sales Management and Business Development is a course designed to engage students in various classroom and out of class activities to familiarize them with the various techniques and tactics which works in real life sales situations. The focus of this course will be to acquire selling skills. High pressure on margins, changing expectations of customers, modifications in the channels of communication and distribution necessitate the corresponding alteration in the skills and profile of sales force.

This course will discuss relevant sales management frameworks and examine their application for practical sales situations. The course also focuses on imparting knowledge related to attracting, developing, motivating and retaining performers and building teams. The course would prepare the students for a career in sales.

### 3. Course Learning Outcomes (CLO)

After undergoing this course, the students will be able to:

**CLO1:** Summarize the role of sales executives (*Understand-Factual*)

**CLO2:** Demonstrate selling skills (*Apply-Procedural*)

**CLO3:** Reflect the knowledge of conceptual frameworks for sales management (*Evaluate-Metacognitive*)

### List of CGs

- CG 1: Communicate Effectively
- CG 2: Demonstrate the Ability to Work in Teams to Achieve Desired Goals
- CG 3: Apply relevant conceptual frameworks to a given business situation
- CG 4: Evaluate different ethical perspectives
- CG 5: Aware of impact of business decisions on Issues of social concern

### List of PLOs

- PLO1: Communicate Effectively.
- PLO2: Demonstrate the Ability to Work in Teams to Achieve Desired Goals.
- PLO3: Reflect on business situations applying relevant conceptual frameworks.
- PLO4: Evaluate different ethical business perspectives.
- PLO5: Determine sustainability issues.
- PLO 6: Exhibit creative thinking.

	<b>PLO-1 (CG-1)</b>	<b>PLO-2 (CG-2)</b>	<b>PLO-3 (CG-3)</b>	<b>PLO-4 (CG-4)</b>	<b>PLO-5 (CG-5)</b>	<b>PLO-6</b>
<b>CLO1</b>						
<b>CLO2</b>	<b>R</b>					
<b>CLO3</b>			<b>R</b>			

*\*\* I: Introduced; R: Reinforced; E: Emphasised*

### 4. Mapping of CLOs with Graduate Attributes (GAs)

- GA 1: Self-initiative
- GA 2: Deep discipline knowledge
- GA 3: Critical thinking and Problem solving
- GA 4: Humility, Team-Building and Leadership Skills
- GA 5: Open and Clear Communication
- GA 6: Global outlook
- GA 7: Ethical competency and sustainable mindset
- GA 8: Entrepreneurial and innovative

	<b>GA 1</b>	<b>GA 2</b>	<b>GA 3</b>	<b>GA 4</b>	<b>GA 5</b>	<b>GA 6</b>	<b>GA 7</b>	<b>GA 8</b>
<b>CLO 1</b>								
<b>CLO 2</b>			<b>X</b>		<b>X</b>			<b>X</b>
<b>CLO 3</b>			<b>X</b>					

### 5. Reference/ Book

1. Havaladar K. & Cavale V.M., Sales and Distribution management, McGraw Hill, 3<sup>rd</sup> Edn.
2. Panda, Tapan K, and Sahadev Sunil, (2013), 'Sales and Distribution Management, Oxford, 2<sup>nd</sup> ed.
3. Still, Cundiff, and Govni, (2011), Sales Management: Decision, Strategy and cases, Pearson, 5<sup>th</sup> ed.
4. Ingram & Lafarge, Sales management: Analysis & Decision making, Cengage

## Internet Resources

- [www.salesforce.com](http://www.salesforce.com)  
It is a website which provides latest information on sales practices and procedures followed by leading organization. A practical guide all sales related problem
- [www.sellingpower.com](http://www.sellingpower.com)  
The website updates students on recent articles and studies including white papers on sales management. This is an online magazine which is quite informative in nature.
- [www.forbes.com](http://www.forbes.com)  
This online magazine gives tips on latest in sales management and business development

## 6. Assessment Plan

S.No.	Assessment Tools:	Weightage
1	<p><b>Reflective Notes of module 1&amp;2 (CLO1)</b> <b>(Individual Assessment)</b> Each student would be required to <b>submit by session no. 8</b> a reflective note on their understanding of content covered in module 1 and 2. The reflective note should cover the following points:</p> <ul style="list-style-type: none"> <li>• Nature, Role and Importance of Sales Management</li> <li>• What are different forms of personal selling in context of B2C, B2B and B2G</li> <li>• Importance of Business Development; Difference between business development planning and sales planning; How is business plan developed- gathering market intelligence, understanding the market, funnel management, choosing right marketing mix, omnichannel sales. All these points need to be elaborated through examples from various industries</li> </ul> <p><b>Suggestive Pedagogy:</b> Students can be sent to big bazaar/ retail outlet and based on their experience they can add on to the reflective notes. <b>Submission Details:</b> Soft copy submission through LMS by session no 8</p>	20%
2	<p><b>Sales Pitch/Role Play (CLO2)</b> <b>(Individual Assessment)</b> (Students would be given sales situations/scenarios which would be evaluated)</p> <p>I. The sales situations/scenarios will be shared with the students in <b>session number 5</b> and the role plays will be conducted and evaluated from <b>session number 10 onwards</b>.</p> <p>II. The scenarios will be covering selling situation for products and services.</p> <p>III. Students would be required to submit in hard copy a page write up on the product/service and the selling scenario provided</p> <p>IV. The student will have 10 minutes for the sales pitch where they would be evaluated on the following parameters:</p> <ul style="list-style-type: none"> <li>• Knowledge about product/service</li> <li>• Market and competitor knowledge</li> <li>• Presenting and Objection handling</li> </ul>	20%

	<ul style="list-style-type: none"> <li>• Communication skills and following sales procedure</li> </ul>	
3	<b>Workshop Submissions (CLO3)</b> <b>(Group Assessment)</b> <ul style="list-style-type: none"> <li>• Students would be <b>divided into groups in session no. 14</b> before the start of the workshop based learning of topics on Sales Forecasting, Sales Quotas and sales Territories.</li> <li>• The team submissions during the workshop conducted in session no. 15,16 and 17 will be evaluated.</li> <li>• During the workshop, the concept and the theory would be discussed first and thereafter the students in group would be working on a caselet or a scenario related to the topic and submitting their work by end of the day.</li> </ul>	<b>20%</b>
4	<b>End Term (CLO3)</b> <b>(Individual Assessment)</b> Conceptual and application based questions would be used for evaluating the students during End Term Examination	<b>40%</b>
<b>Total</b>		<b>100%</b>

**\*\* Note: Students would be required to complete the Sales Mastery course offered on ijaipuria platform during the trimester.**

### 7. Mapping of Assessment Component with CLO

Assessment Component	Reflective Note (20%)	Sales Pitch (20%)	Workshop Submissions (20%)	End Term (40%)
<b>CLO1:</b> Summarize the role of sales executives	Embedded			
<b>CLO2:</b> Demonstrate selling skills		Embedded		
<b>CLO3:</b> Reflect the knowledge of conceptual frameworks for sales management			Embedded	Embedded

### 8. Session Plan

<b>Curtain Raiser: Busting Myths About Sales (GT-1)</b>
<p>Create awareness about sales careers, roles and responsibilities, career progression of sales executives/managers through Alumni/Industry Professional Interaction &amp; Discussion of JDs</p> <p><b>Break Myths like:</b></p> <p>A) Sales is not for girls</p> <p>B) Sales requires Door-to-door sales calls</p> <p>C) Sales is all about cold Calling</p> <p>D) It is a high pressure target driven job</p> <p>E) Sales is only a field job</p> <p>F) Selling can be unethical</p> <p>G) Selling is for those who have gift of Gab</p>

Session No.	Topic	Reading /Reference	Pedagogy	CLO
<b>Module:1 Fundamentals of Sales and Personal Selling</b>				
1	<b>Nature, Role and Importance of Sales Management</b> ( Topics not covered in the curtain raiser)	Krishna Havaldar Ch 1 Pg. 1-10	<b>Movie Review</b> (Prerequisite- watch the movies Rocket Singh/Pursuit of Happyness) and Rendenvouz	<b>CLO1</b>
2	<b>Personal Selling- in context of consumers and businesses</b> (Types/ Classification of personal selling, Difference between selling and marketing)	Krishna Havaldar Ch 1 Pg. 11-25 <b>Case 1 - Vishal Julka's Dilemma (Tapan Panda pg. 37)</b>	Scenario Based Discussions	<b>CLO1</b>
<b>Module 2: Business Development Plan &amp; Process</b>				
3	<b>Business Development</b> (Importance of business development; Difference between business development planning and sales planning; How is business plan developed- gathering market intelligence, understanding the market, funnel management, choosing right marketing mix, omnichannel sales)	Kirshna Hawaldar Ch 3 Pg. 77-88 and 107-110 <b>Handouts on Business development- Business Development Manager</b>	Classroom Discussion (along with group activity on framing business development plan/template)	<b>CLO1</b>
4	<b>Business Development Case</b>	<b>Case 2- Kheyti- Product and Business Development</b>	Case based discussion	<b>CLO1</b>
5	<b>Sales Technologies</b> (Social Selling-linked in sales navigator, Affiliate marketing)	<b>Handout:</b> <b>1.Social media and related technology</b> <b>2.How B2B sales can benefit from social selling</b>	Guest Talk	<b>CLO1</b>
<b>Module 3: Selling Process &amp; Skills</b>				
6	<b>Selling Process</b> (Pre-sales preparation, Methods of prospecting, Pre-approach- Lead generation)	Tapan Panda Ch 3 Pg. 101-115	Pre session- Video/flipped videos/ movie clips followed by classroom discussion	<b>CLO2</b>
7	<b>Selling Process</b> ( Approach to the Customer- FAB Approach, SPIN Approach, SPANCO Approach)	Tapan Panda Ch 3 Pg. 116-120	Concept delivery through sales pitch	<b>CLO2</b>

8	<b>Selling Process</b> (Approaches to Sales Presentation & Methods of handling customer objections)	Tapan Panda Ch 3 Pg. 121-125	Concept delivery through sales pitch	<b>CLO2</b>
9	<b>Selling Process</b> (Methods of closing sales and follow up action)	Tapan Panda Ch 3 Pg. 125-131	Concept delivery through sales pitch	<b>CLO2</b>
10	<b>Selling Skills:</b> (Communication skills and process, Managing Body Language, Listening Skills, Conflict Management)	Krishna Havaldar, Ch2, Pg. 64-66	Role Plays ( Invite to communication faculty or Placement trainer)	<b>CLO2</b>
11	<b>Selling Skills:</b> (Negotiation and Problem Solving Skills)	Tapan Panda, Pg 97 <b>Case 3- MRF Tyres</b>	Role Plays ( Invite to communication faculty or Placement trainer)	<b>CLO2</b>
12	Demonstration of selling skills		Role Plays ( Invite to communication faculty or Placement trainer)	<b>CLO2</b>
13	Demonstration of selling skills		Role Plays ( Invite to communication faculty or Placement trainer)	<b>CLO2</b>
<b>Module 4: Sales Planning : Process, Execution &amp; Effectiveness</b>				
14	<b>Sales Forecasting</b> (Qualitative & Quantitative Forecasting approaches)	Ingram LaForge Module 4	Classroom discussion	<b>CLO3</b>
15	<b>Sales Forecasting through practical cases (using excel)</b>	Excel Based questions	Workshop mode	<b>CLO3</b>
16	<b>Staffing salespeople</b> (Workload analysis)	Tapan Panda Ch 7 Pg.258 <i>practical exercise</i>	Workshop mode	<b>CLO3</b>
17	<b>Sales Quotas</b> (Types of Sales Quotas, Procedure of Quota setting, Problems in setting sales quotas)	Tapan Panda Ch 8 Pg.278- 285	Workshop mode	<b>CLO3</b>
18	<b>Sales Territories</b> (Designing and Allocation of Sales Territories Route Planning)	Kirshna Hawaldar Ch 4 Pg. 123-138 Tapan Panda Pg 265 <b>Case 4- Territorial Design of German Remedies</b>	Scenario Based Discussions	<b>CLO3</b>
19	<b>Sales Organization Structures</b> ( hierarchy, product based, customer based, geography based, key account management)	Kirshna Hawaldar Ch 5 Pg. 161-174 <b>Case 5 - Protek Packaging Inc. (Making sales Management Decisions)</b>	Case based discussion	<b>CLO3</b>

20	<b>Sales Motivation, Compensation &amp; Ethics</b> (Factors Influencing Motivation of Sales Person, Types of Compensation Plan)	<ul style="list-style-type: none"> <li>• Tapan Panda Ch 11 Pg.375- 386</li> <li>• Tapan Panda Ch 11 Pg.387- 391</li> </ul> <b>Case 6- Ethical Sales Practices</b>	Co-teaching	<b>CLO3</b>
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## 9. Evaluation Rubrics

### a. Rubrics for Reflective Notes (CLO1)

Criteria	Below Expectations (BE)	Meets Expectations (ME)	Exceeds Expectations (EE)
<b>Understanding and Addressing the task</b>  <b>Maximum marks (5)</b>	Has not understood the nature of the task. Relies on information copied from texts	Has understood the task but points selected are not always relevant or fully discussed	Understood and addressed task. Information is appropriate and relevant Key points organised to illustrate points being made.
<b>Structure and Content</b>  <b>Maximum marks (10)</b>	Information randomly presented. No sense of structure	Some structure but information not always presented in a logical order. Context and purpose introduced but need further clarification	Well structured, easy to follow. Addressed the task
<b>Overall Reflection</b>  <b>Maximum Marks (5)</b>	There is very poor integration with theory which lacks research/evidence/examples. The summary of reflection is poor	Theory is not well integrated with research/evidence/examples. The summary of the benefits of the reflection is very basic	Theory is well integrated with research/evidence/examples. Learning and the benefit of reflection well summarised

### b. Rubrics for Workshop Submissions (CLO3)

Traits	Below Expectations	Meets Expectations	Exceeds Expectation
<b>Gather Relevant Information related to Sales management &amp; business development taken during workshop.</b>  <b>(10 Marks)</b>	Struggles to pinpoint the information needed for sales. Gathers information from one source. Minimal evidence of search/ selection criteria.	Clearly identifies the information required for sales. Gathers information from multiple valid and reliable sources. Evidence of search/ selection criteria.	Demonstrates a sophisticated understanding of what information is needed for sales. Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence of search/ selection criteria.
<b>Select and Uses Relevant Concepts and Frameworks of SMBD on the basis of workshop learnings</b>  <b>(10 Marks)</b>	Has limited knowledge on selecting and using relevant concepts and relevant models of SMBD. Requires extensive assistance in selecting relevant concepts and frameworks.	Selects and uses relevant concepts and relevant models of SMBD. Requires minimal assistance in choosing relevant concepts and frameworks.	Selects and uses relevant concepts and relevant models of SMBD. Needs no assistance in selecting relevant concepts and frameworks.

### c. Rubrics for Sales Pitch/Role Plays (CLO2)

S.No	Evaluation Parameters	Exceeds Expectations	Meets Expectations	Below Expectations
1	Content: Product and competitor knowledge (5M)	<input type="checkbox"/> Excellent product knowledge was depicted <input type="checkbox"/> Excellent competitor knowledge was depicted	<input type="checkbox"/> Adequate product knowledge was depicted <input type="checkbox"/> Adequate competitor knowledge was depicted	<input type="checkbox"/> Poor product knowledge was depicted <input type="checkbox"/> Poor competitor knowledge was depicted
2	Organization: Opening & Closure skills (5M)	<input type="checkbox"/> Relevant questions were asked to identify customer needs <input type="checkbox"/> Excellently Exhibited skills in overcoming customer objections	<input type="checkbox"/> Many Irrelevant questions were asked to identify customer needs <input type="checkbox"/> Skills in order to overcome customer objections were average	<input type="checkbox"/> Relevant questions were not asked to identify customer needs <input type="checkbox"/> Poor Skills in overcoming customer objections
3	Organization: Conviction & Convincing Skills (5M)	<input type="checkbox"/> Exhibited convincing power while selling the product <input type="checkbox"/> Depicted detailed product knowledge and was aware of competition	<input type="checkbox"/> Exhibited adequate convincing power while selling the product <input type="checkbox"/> Depicted adequate product knowledge and more research on competition was needed	<input type="checkbox"/> Lacked convincing power while selling the product <input type="checkbox"/> Depicted poor product knowledge and was unaware of competition
4	Clarity in communication & Body Language (5M)	<input type="checkbox"/> Speech was clear with appropriate volume, tone & pronunciation <input type="checkbox"/> Body language depicted confidence	<input type="checkbox"/> Speech was not clear at times, some pronunciations were incorrect & the tone was same throughout <input type="checkbox"/> The signs of nervousness were there which needs to be worked upon	<input type="checkbox"/> Speech was unclear with poor pronunciation and no voice modulation <input type="checkbox"/> The body language was very poor throughout the role play

#### d. Rubrics for End Term (CLO3)

CRITERIA	Below Expectations	Meets Expectations	Exceeds Expectation
<b>Able to offer response by gathering relevant information related to SMBD and demonstrating conceptual clarity.</b>  <b>20 Marks</b>	Fails to demonstrate completeness of information, ability to synthesize learning to apply knowledge of SMBD.	Demonstrates a fair level of completeness of information, ability to synthesize learning to apply knowledge of SMBD.	Demonstrates completeness of information, ability to synthesize learning to apply knowledge of SMBD. Demonstrates a sophisticated understanding of what information is needed.
<b>Selects and Uses Relevant Concepts and Frameworks of SMBD</b>  <b>20 Marks</b>	Has limited knowledge on selecting and using relevant concepts and frameworks.	Selects and uses relevant concepts and frameworks.	Selects and uses relevant concepts and frameworks.

### 10. Institute's Policy Statements

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this



course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems and self-study. In addition, students may be required to complete an assignment, test or examination.

### **LMS-Moodle/Impartus:**

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials and tutorial notes to support class participation.

### **Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

### **Plagiarism:**

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalised equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.