

## Unit of Study Guide

<b>Unit Code and Title</b>	<b>BUS6014 Sales Leadership</b>
<b>Course(s)</b>	Master of Business Administration
<b>Core or Elective</b>	<b>Elective:</b> Master of Business Administration
<b>Credit Points</b>	8 credit points
<b>Duration</b>	12 weeks
<b>AQF Level</b>	9
<b>Student Workload</b>	Students should expect to spend 156 hours on learning activities across the study period. This includes time spent attending scheduled classes, undertaking private study, preparing assessments, and completing examinations.
<b>Essential Requirements</b>	N/A
<b>Mode(s) of Delivery</b>	On campus / Online
<b>Pre-Requisite/Co-Requisite</b>	Pre-Requisites BUS5001 Ethical, Legal and Industrial Frameworks BUS5102 Supplier and Consumer Behaviour BUS5103 Marketing and Communications
<b>Unit Coordinator</b>	
<b>Contact Information</b>	✉: ☎: +61 02 9318 8111 Consultation: By appointment

### Unit Description

The sales activity is where organisational intent and promise become a manifest reality in the eye of the consumer, and it is at this point they decide to continue to interact with the organisation or not. A sale must occur for an organisation to function and if the sales function is not engaged then the consumer will move on. Leading the sales activity is therefore critical for organisational success. Using real world examples and applied methodologies, *BUS6014 Sales Leadership* discusses theoretical and contemporary sales concepts and approaches within an organisational context. Sales tools, analytics and leadership principles are explored and applied.

### Unit Learning Outcomes (ULOs)

On successful completion of this unit, students will be able to:

- ULO1** Analyse sales market intelligence in order to make optimal and informed organisational decisions.
- ULO2** Articulate the relationship between seller and buyer.
- ULO3** Develop evidence-based sales strategies.
- ULO4** Postulate the best sales tools and strategies for a given problem in a specific market.

### Course Learning Outcomes (CLOs)

Successful completion of this unit will contribute to the following Course Learning Outcomes (CLOs):

- CLO1** Using appropriate technologies and methodologies, review, critically analyse and apply theoretical and practical knowledge, complex information and concepts, and research findings to support and justify enterprise decisions.
- CLO2** Generate innovative, sustainable solutions to the complex real world, contemporary enterprise problems.
- CLO3** Interact effectively in diverse teams to deliver outcomes, both as team members and as team leaders, as appropriate to the context.
- CLO4** Effectively communicate complex concepts, relating to the analysis, planning, design and evaluation of responses to enterprise problems to both specialist and non-specialist team members, clients and collaborators using a range of communication modalities as appropriate.
- CLO5** Demonstrate responsible, accountable and ethical behavior.
- CLO6** Objectively reflect on and evaluate outcomes and feedback for continuous improvement.

### Graduate Attributes (GAs)

Successful completion of this unit will contribute to the following APIC Graduate Attributes (GAs):

**GA1. Analytical and Scholarly:** APIC graduates will be able to locate, select and evaluate information from a range of sources to ensure currency of their knowledge base.

**GA 2. Ethical and Inclusive Professionals:** APIC graduates will respect multiple perspectives, human rights, and ethical principles. They will also be capable of autonomy and self- directed practice.

**GA 3. Innovative Problem Solvers and Decision Makers:** APIC graduates will be curious, enquiring and adaptable, embracing and creating change. They will be able to find novel and effective solutions for anticipated and unexpected challenges and make appropriate, timely and justified decisions.

**GA 4. Excellent Communicators:** APIC graduates will be able to communicate effectively in oral and written English and collaborate with others to achieve outcomes. They will be able to adapt their communication style to context.

**GA 5. Critical and Reflective Thinkers:** APIC graduates will actively reflect on and critique information, decisions, and strategies for continuous improvement.

**GA 6. Leaders and Collaborators:** APIC graduates will be able to work effectively in diverse teams that require leadership, collaboration and teamwork skills to achieve outcomes.

### **Learning and Teaching Approach**

Learning and teaching in this unit applies the APIC model of providing transformational learning experiences that are student-centered, collaborative, active, reflective and applied. Key themes embedded into the resources, challenges and assessments are ethical practice, sustainability, evidence-based decision making and real-world applications. Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved. Additional support to further enhance students' academic skills is available from the Academic Enhancement team.

### **Expectations of Students**

Students are expected to:

- Prepare for scheduled classes by completing assigned activities
- Attend at least 80% of scheduled classes
- Actively participate in class activities
- Seek clarification and advice from teaching staff as needed
- Attempt all assessments
- Submit assessments on time
- Review and reflect on feedback on assessments and seek clarification about feedback where needed
- Notify the lecturer and / or unit coordinator if unable to attend classes and/or submit assessments

Completion of the learning activities for each week will give students the discipline knowledge and skills required to complete the assessments. Successful completion of all assessments demonstrates that the unit learning outcomes have been achieved.

### Schedule of Learning and Teaching Activities

	Topic	Learning Activities	Readings
<b>Week 1</b>	Introduction to the Unit, Types and Context of the Sales Process	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Introduction to the Unit, its aims and ethos</li> <li>• Exploring the types of sales</li> <li>• The process of sales</li> <li>• The contextual significance of sales in organisations</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Forming groups</li> </ul>	Readings provided in LMS
<b>Week 2</b>	The Sales Environment	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Exploring how markets function</li> <li>• Identifying sales opportunities</li> <li>• Competitor evaluation</li> <li>• The role of the sales professional</li> <li>• Direct and indirect, personal or remote selling methods and strategies</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Reflection on assessments</li> </ul>	Readings provided in LMS
<b>Week 3</b>	Customer and Seller Relationships	<b>Concepts</b> <ul style="list-style-type: none"> <li>• The ecosystem of sales</li> <li>• Relationship selling</li> <li>• Customer needs compared to the product offering</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Preparing for Fieldwork</li> </ul>	Readings provided in LMS
<b>Week 4</b>	Why Customers Buy	<b>Concepts</b> <ul style="list-style-type: none"> <li>• “Getting in the Mind of the Customer”</li> <li>• Understanding customer trends</li> <li>• The psychology of buying</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Fieldwork</li> </ul>	Readings provided in LMS
<b>Week 5</b>	<b>Field Work</b>		

<b>Week 6</b>	Sales Tools	<b>Concepts</b> <ul style="list-style-type: none"> <li>Challenger, 5 Step, ABC and their effectiveness</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Situational experimenting with sales processes (role play)</li> </ul>	Readings provided in LMS
<b>Week 7</b>	Sales Data, Predictions and Analysis	<b>Concepts</b> <ul style="list-style-type: none"> <li>Establishing data from fake data</li> <li>Understanding the importance of sensitivity analysis</li> <li>Understanding trends contextually within specific market places</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Interpreting sensitivity analyses from cases with discussion</li> </ul>	Readings provided in LMS
<b>Week 8</b>	Sales Communication	<b>Concepts</b> <ul style="list-style-type: none"> <li>External communication and internal communication, methods, reasons and effectiveness</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Preparing for assessments</li> </ul>	Readings provided in LMS
<b>Week 9</b>	Territory and Category Management	<b>Concepts</b> <ul style="list-style-type: none"> <li>Exploring how territory and category classification can affect organisational outcomes</li> <li>Designing territories and categories for optimum performance</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Mapping territories</li> </ul>	Readings provided in LMS
<b>Week 10</b>	The Role of Sales Leadership in Brand Protection and Developing Organisational Product Stance	<b>Concepts</b> <ul style="list-style-type: none"> <li>How and why sales teams protect a brand</li> <li>Methods of brand protection</li> <li>What is product stance?</li> <li>How stance is developed and eroded throughout product lifecycles</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Discussion: Sales and the role of brand</li> </ul>	Readings provided in LMS

<b>Week 11</b>	Leading the Sales Team, and Bringing It All Together	<b>Concepts</b> <ul style="list-style-type: none"> <li>Motivation, communication, reward and recognition structures</li> <li>Types of sales teams</li> <li>Functions within the sales team</li> <li>Setting sales targets and measuring performance</li> <li>Conclusion and wrap up</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Planning for final assessment</li> </ul>	Readings provided in LMS
<b>Week 12</b>	Synopsis	<b>Concepts</b> <ul style="list-style-type: none"> <li>Sales integration</li> <li>Blending through field experience</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>Case studies</li> <li>Debate on strategy</li> </ul>	

### Assessment Information

Assessment	Weight	Due Week	Duration	ULO
<b>Assessment 1: Fieldwork Report (Experiential)</b> (Group) Students work in small groups to undertake a site visit and guided tour at the sponsor organisation premises and collect field data. Students prepare a report on the sector trends and consumer buying patterns specific to the sponsor organization.	30%	3	2000 words	ULO1
<b>Assessment 2: Sales Plan (Enterprise Engagement)</b> (Individual) Based on the data collected for Assessment 1, students develop a sales plan for the organisation.	40%	9	3000 words	ULO2 ULO3 ULO4
<b>Assessment 3. Reflection (Artifact)</b> (Individual) Student will examine the sales plan developed in Assessment 2 through the lens of the theories explored in the unit. Any modifications to the plan should be explained.	30%	12	2000 words	ULO3 ULO4

### Resources

Prescribed Text(s):

No Prescribed Text

Recommended Readings:

- Ahmad, S, & Saidalavi, K 2018, 'Sales leadership styles and sales performance', *Journal of Marketing Vistas*, vol. 8, no. 1, pp. 90-101, viewed 28 October 2019, <<https://search.proquest.com/docview/2234981861?accountid=191696>>.
- Badrinarayanan, V, & Ramachandran, I 2019, 'Ethical sales leadership and salesperson performance: The intervening influence of worthiness of being followed: An abstract', in P Rossi & N Krey (eds.), *Finding new ways to engage and satisfy global customers, AMSWMC 2018: Developments in Marketing Science: Proceedings of the Academy of Marketing*, Science Springer, Porto, Portugal, pp. 385-386.
- Ferrell, OC, Johnston, MW, Marshall, GW & Ferrell, L 2019, 'A new direction for sales ethics research: The sales ethics subculture', *Journal of Marketing Theory and Practice* Routledge, vol. 27, no. 3, pp. 282–297, doi:10.1080/10696679.2019.1615839.
- Hayati, B, Atefi, Y & Ahearne, M 2018, 'Sales force leadership during strategy implementation: A social network perspective', *Journal of the Academy of Marketing Science*, vol. 46, no. 4, pp. 612-631, doi:10.1007/s11747-017-0557-2.
- Malek, SL, Sarin, S & Jaworski, BJ 2018, 'Sales management control systems: Review, synthesis, and directions for future exploration', *Journal of Personal Selling & Sales Management*, vol. 38, no. 1, pp. 30-55, doi:10.1080/08853134.2017.1407660.
- Marcos-Cuevas, J 2018, 'The transformation of professional selling: Implications for leading the modern sales organization', *Industrial Marketing Management*, vol. 69, no. 2, pp. 198–208, doi:10.1016/j.indmarman.2017.12.017.
- Singh, R, Kumar, N & Puri, S 2017, 'Thought self-leadership strategies and sales performance: Integrating selling skills and adaptive selling behavior as missing links', *Journal of Business & Industrial Marketing*, vol. 32, no. 5, pp. 652-663, doi:10.1108/JBIM-06-2016-0127.
- Verbeke, W, Bagozzi, RP & Belschak, FD 2016, 'The role of status and leadership style in sales contests: A natural field experiment', *Journal of Business Research*, vol. 69, no. 10, pp. 4112–4120, doi:10.1016/j.jbusres.2016.03.040.
- Vieira, VA, Perin, MG & Sampaio, CH 2018, 'The moderating effect of managers' leadership behavior on salespeople's self-efficacy', *Journal of Retailing and Consumer Services*, vol. 40, no. 2018, pp. 150–162, doi:10.1016/j.jretconser.2017.09.010.
- Waltre, EA, Dietz, B & Van Knippenberg, D 2018, 'Sales leadership as the leadership of perseverance? A theoretical synthesis and research agenda', *Academy of Management Proceedings*, vol. 2018, no. 1, p. 17577, doi:10.5465/AMBPP.2018.17577.

Other Recommended Resources:

## Participation

Students are required to participate in all collaborative work, group work and work integrated activities, such as study tours, industry lead activities and open forums, (a) actively, fully and positively; and (b) in a timely manner. Student contributions to collaborative, group, and work integrated activities must be meaningful, of value to peers, and follow the specifications of the Unit Study Guide.

## Academic Misconduct

Ethical conduct and academic integrity and honesty are fundamental to the mission of APIC and academic misconduct will not be tolerated by the College. It is the responsibility of every student to make sure that they understand what constitutes academic misconduct and to refrain from engaging in it. Please refer to APIC's [Academic Integrity Policy](#) for further details.

### **Attendance**

APIC has a responsibility to ensure that all students enrolled at the College are able to make satisfactory progress through their course, and attending scheduled classes is essential for course progression. For onshore international students maintaining satisfactory attendance in the course and making satisfactory progress with the course are also conditions of the student Visa. APIC, therefore, monitors the attendance of all students at all scheduled classes and students are required to attend at least 80% of scheduled for units in which they are enrolled, where attendance means that the student is present for the whole duration of the scheduled lecture, tutorial or seminar class. Students are advised that decisions about the award of supplementary assessments will take into account student attendance.

### **Disclaimer**

This unit study guide may be updated and amended from time to time. Any changes to the unit will be notified to students through the Online Learning System (OLS) for the unit.