

Course Outline – Sales & Distribution Strategy Communications

RSM 454H1S

Strategic Marketing Communications

Winter 2025

Course Meets: Tuesday 3-5

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Course Scope and Mission

This course aims to help students prepare for a successful, exciting, prosperous career in sales or sales management and supply chains. The challenges and opportunities faced by sales managers and salespeople today are unprecedented. Sales have emerged as one of the most rewarding and satisfying that pave the way towards senior management roles. Sales teams will continue to play a pivotal role and critical connection between companies and their customers. Sales roles today are complex and multifaceted, focused on planning, directing, leading, and managing multi-generational and multi-cultural sales teams and customer expectations. The role of sales personnel will continue to adapt and evolve in tandem with emerging technologies, more demanding customers and global competition. Big Data, Marketing Analytics and Artificial intelligence (AI) and their impact on traditional sales roles and responsibilities will also be discussed.

Subject learning outcomes

This course prepares sales and marketing managers for a successful career in sales. This course will go beyond traditional buyer-seller transactions and build mutually beneficial relationships based on professionalism, trust, service and customer service. There will be a stronger focus on B2B selling versus B2C to create a framework for solutions-based selling.

This course is designed to prepare students for this new environment. Key themes in the course will be:

- 21st Century Sales Force Management
- Sales Force Management & evolving roles
- Managing Ethics in a Sales Environment
- Customer Relationship Management (CRM)
- Organizing & Developing a Sales Force
- Sales Forecasting, Budgeting, Planning & Organizing
- Leadership & Managing a Sales team
- Compensation & Performance
- Emerging Technologies & Market Dynamics

On completion of this course, participants should be able to:

- Understand the role and importance of an effective sales force
- Communicate and collaborate effectively with marketing, sales, distribution and many other departments
- Understand the key drivers of performance for an effective sales team
- In-depth understanding of current and emerging technologies that impact sales teams
- Understand the RFP (Request for Proposals) process and the roles sales plays
- Understand the importance and impact of continuous learning in a sales role.
- The role and relationship between marketing, sales and supply chains.
- Develop and demonstrate adaptive and resilient collaborative and leadership capabilities.
- Embrace change and be willing to challenge the status quo.

Statement on Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Required Technology

The course will be in-person for the duration of the semester. To participate fully and complete the course successfully, you should ensure access to a computer that meets the University of Toronto guidelines.

Required Readings

Hair, Salesforce Management 2nd Edition printed textbook: 9781119702832 (\$168)

Hair, Salesforce Management 2nd Edition permanent etextbook: 9781119702825 (CAD 132)

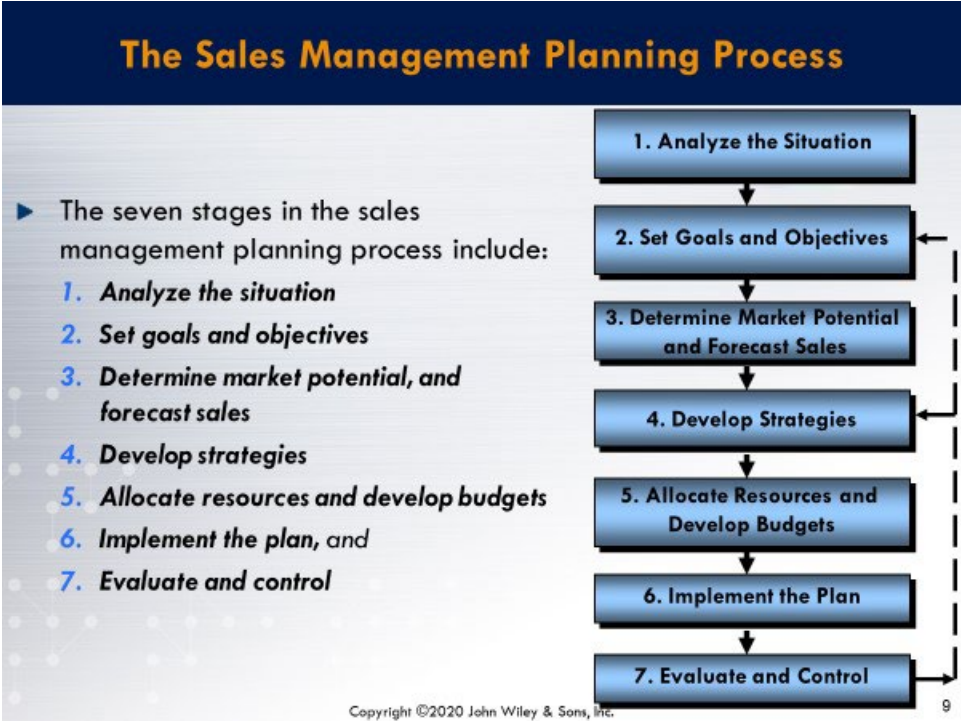
Course Pack – Cost \$40.95

<https://hbsp.harvard.edu/import/1245199>

Component	Due Date/Time	Weight
Class Participation	Ongoing	17%
Research Requirement	Rotman Research Study	3%
Online Midterm	February 11	20%
Sales Proposal Due	Choose a company for your sales plan and provide an overview of the company and critical sales challenges. February 25 11:59 PM	5%

Component	Due Date/Time	Weight
Group Assignment: Case Study – Lairs & Bridz: Sales Targets and Antiviral Drugs	March 14, 11:59 PM	20%
Group Project- Creating a Sales Plan-Written Report (20 %) & Presentation (15%)	Group Presentation: March Group Written Report: April 3, 11:59 PM	35%
Total		100%

- 1. Group Project – Sales and Supply Chain
 - a. Create a Sales Plan for your chosen Company



- b. Discuss the current distribution strategy and the supply chain and discuss improvement opportunities.

Group Assignment - Case – LAURS & BRIDZ: SALES TARGETS AND ANTIVIRAL DRUG

Learning Objectives

This case will help students understand the importance of setting the correct sales targets and considering all relevant factors, including industry growth, market segment growth, enhanced sales force, the launch of new products, and various promotional activities. After working through the case and assignment questions, students will be able to do the following:

Unless otherwise specified, all case facts and case research referenced in this case are supported by the sources and information contained in the associated case document.

- Understand the various factors affecting sales performance.
- Discuss what internal and external factors to consider when setting sales targets.
- Understand the process of revising sales targets.
- Discuss how sales targets motivate the sales force.
- Discuss the role of marketing strategies in helping the company achieve its sales targets.

Assignment Questions

Students should act like an executive team and reach a singular decision, even if they disagree.

1. Analyze the sales performance of the company. Have appropriate targets been set for the different zones?
2. What factors do Laurs & Bridz need to consider when setting sales targets?
3. Is it appropriate to revise the sales targets in the last quarter of the year? Suggest revised targets for the quarter of October–December 2020.
4. What factors may impede buy-in for revised targets from the zonal managers, area managers, and medical representatives?
5. Suggest sales promotion strategies for the company to help the sales force achieve the revised targets.
6. Is it the right time to launch a new product? What are the advantages and disadvantages of a new product launch?

2. Midterm (20%)

The final exam is an online test. The questions to answer will be provided on Quercus. Your response is required by 11:59 on the day of the midterm and must be submitted through Quercus. A student will risk receiving an incomplete in the course if the assignment is received after the assigned due date.

WEEKLY SCHEDULE

A - SALES PERSPECTIVE & ENVIRONMENT

WEEKLY SCHEDULE

1	January 7	<p style="text-align: center;">Introduction – The Role of Selling & Ethics</p> <ul style="list-style-type: none"> • <u>Introduction</u> • <u>Chapters 1 & 2 – Introduction to Sales Force Management & Managing Ethics</u>
2	January 14	<p style="text-align: center;">CRM and the Selling Process</p> <ul style="list-style-type: none"> • <u>Chapters 3 & 4</u> • <u>Linked In and Selling</u> • <u>Create Groups</u>
3	January 21	<p style="text-align: center;">Sales Forecasting & Planning</p> <ul style="list-style-type: none"> • <u>Chapters 5 & 6 – Selling Process & Forecasting</u> • <i>Case Pack - How AI is Streamlining Marketing and Sales</i>

B -SALES PRACTICE

4	January 28	<p style="text-align: center;">Sales Roles and Responsibilities</p> <ul style="list-style-type: none"> • <u>Chapters 7&8 Time & Territory Management & Recruiting</u>
5	February 4	<p style="text-align: center;">Sales Force Leadership & Motivation</p> <ul style="list-style-type: none"> • <u>Chapters 9 & 10 – Training & Leadership</u> • <i>Case Pack - Chat GPT – What Leaders need to know</i> • <u>Group Exercise – Leadership Styles & Multi-Generational Challenges for Motivation</u>
6	February 11	<p style="text-align: center;">Midterm</p> <ul style="list-style-type: none"> • <u>February 11 In Class midterm Chapters 1-10 case pack</u>

C – SALES MANAGEMENT AND SUPPLY CHAINS

Week		
	February 18	Reading Week, No classes
7	February 25	<p style="text-align: center;">Sales Audit & Analytics</p> <ul style="list-style-type: none"> • <u>Chapters 11&12– Sales Force Motivations (Guest Speaker Mohamed Haider)</u> • Case Pack - What's your Sales Automation Strategy • Sales Plan proposal due
8	March 4	<p style="text-align: center;">Supply Chains & Distribution</p> <ul style="list-style-type: none"> • <u>Chapters 13 & 14 – Sales Analytics & Evaluation (Guest Speaker John Tully)</u> • <u>Supply Chain Transparency article in Quercus</u> • Case Pack - How the War in the Ukraine is Disrupting Global Supply Chains

9	March 11	<p style="text-align: center;">Integrating Sales Teams with Marketing & Operations</p> <ul style="list-style-type: none"> • Case Pack – Are Your Marketing and Sales Teams on the Same Page • March 14 (11:59 PM) Due: Case Study – Laurs & Bridz: Sales targets and Antiviral Drugs
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TECHNOLOGY & SUSTAINABILITY

Week		Topic and Assigned Material
10	March 18	<p style="text-align: center;">Technology & Sales Automation</p> <ul style="list-style-type: none"> • How Linked In is Changing Traditional Sales Processes • Case Pack - Using ChatGPT to Make Better Decisions
11	March 25	<p style="text-align: center;">CHAT GPT & AI & Guest Speakers</p> <ul style="list-style-type: none"> • Case Pack – Using AI to Adjust Your Marketing & sales in a Volatile World

		<ul style="list-style-type: none"> • <i>Case Pack – How Generative AI Will Change Sales</i>
12	April 1	<ul style="list-style-type: none"> • <u>Sales Planning Presentation (Group Presentations Due before class at 3 PM)</u> • <u>Group Project written report due April 3 at 11:59 PM</u>

Original:

Students must submit their course essays to the University's plagiarism detection tool to review textual similarity and detect possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, which will be used solely to detect plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Writing Assignments or Presentations

Evaluating the assignment will consider how well you communicate your ideas, in writing or orally. You should aim for clarity, strong organization, concision, professionalism, and correct grammar in your written assignments. Your presentations should reflect vital planning and organization, clarity of speech, and an engaging demeanour. Whether in written or presentation assignments, sources should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who want help or feedback on their writing or speaking (presentations). CPS offers individual and group appointments with trained writing instructors and presentation coaches familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student support, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

Learning to work together in teams is a crucial transferrable skill you will use in your coursework and future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feel left out of the team.
- Team members are not responding to communication in a timely manner.
- Division or quality of work among team members is unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Policies and Procedures

Missed Tests and Assignments

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within two business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, e.g. Absence Declaration from [ACORN](#), medical note, etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

The structure of graded elements permits you to miss a weekly assignment or participate in a class. There are nine weekly assignments, and you get full marks for completing six. There is no provision for missing the Reflection Paper or the Final Exam. Both give you weeks (Reflection Paper) or days (Final Exam) to complete.

Late Assignments

Weekly assignments and the Reflection paper are dates stamped on submission. They are due at 11:59 PM EST on their respective days. Papers turned in after the time they are due will receive a 5% penalty. The penalty will increase by 5% for every additional day it is late.

Commitment to Accessibility

The University is committed to inclusivity and accessibility and strives to provide support for and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or [visit the Accessibility Services website for more information](#) as soon as possible. Obtaining your accommodation letter may take up to several weeks, so contact them as quickly as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Academic Integrity

Academic Integrity is fundamental to pursuing learning and scholarship at the University of Toronto. Participating honestly, responsibly and fairly in this academic community ensures that your U of T degree will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[*The University of Toronto's Code of Behaviour on Academic Matters*](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

Regarding tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated using the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions about what is or is not permitted in the course, please do not hesitate to contact the instructor. Suppose you have any questions about proper research and citation methods. In that case, you must seek additional information from the instructor or other U of T resources such as College Writing Centres or the Academic Success Centre.

Generative AI / ChatGPT

Students can use Generative AI such as ChatGPT and other AI writing assistants in certain instances or specific ways, namely:

- Students may use artificial intelligence tools to create an outline for an assignment. Still, the final submitted assignment must be original work produced by the individual student alone or in a group (as applicable for different types of assignments).
- Students may not use artificial intelligence tools to take tests, write research papers, create computer code, or complete major course assignments. However, these tools may be helpful when gathering information from across sources and assimilating it for understanding.
- Students may not use artificial intelligence tools for the final exam in this course.

- This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Email

The course instructor may sometimes decide to communicate important course information by email. All U of T students must have a valid UTMail+ email address. You are responsible for ensuring your UTMail+ email address is set up and properly entered on ACORN. For more information, visit help.ic.utoronto.ca/category/3/utmail.html.

Forwarding your utoronto.ca email to a Gmail or other email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

The University considers lectures and course materials prepared by the instructor to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students previously permitted to record lectures as an accommodation for a disability are accepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

Suppose permission for recording is granted by the instructor (or via Accessibility Services). In that case, it is intended for the individual student's study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Parts of this course, including your participation, will be recorded on video and made available to students in the course for viewing remotely after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the instructor's explicit permission.

For questions about recording and using the videos you appear in, please contact your instructor.