

Case Studies in Marketing Management and Sales Management

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Abstract

Business undergraduate and MBA students employed case studies from Harvard University, Thunderbird University and Cranfield University UK for many years. Using these publications and the internet research, add much to the learning of marketing management and sales management. Two hottest jobs today are marketing manager and sales manager. The Marketing Management course was offered in an undergraduate business program. Sales Management course was offered in an MBA class. Real-world examples were explained and discussed in great depth. Students did case studies as their final projects. This paper summarized the results.

Keyword: Case Studies, Team Assignment, Final Projects, Marketing Management, Sales Management

Harvard University, Thunderbird University and Cranfield University UK have been publishing case studies for 20+ years. Courses such as Marketing Research, Sales Management and Marketing Management are required in the undergraduate or MBA program. Hsu (2006) wrote a paper on Marketing Research. Job market is very good. A quick search on Hotjobs (2009) yielded 2538 jobs for sales, 2280 for marketing, 3449 jobs for manager. The results from CareerBuilder (2009) gave 2651 for sales, 2938 for marketing, 4519 jobs for manager. This search was done for Manhattan with zip code 10001, and a twenty-mile radius.

In the down economy, marketing and sales managers fare much better than other managers, CNBC (2009). Every business needs to generate revenue. Sales people are always in demand. Marketing manager sets up a strategic marketing plan. Sales managers hire a team of salespeople, to execute this plan. For the large companies, they work closely together. For the small firms, marketing manager does the sales manager's job. The two job functions overlap quite often.

Since 1996, internet e-commerce quickly became the new paradigm for doing business. The savvy managers must take advantage of employing e-commerce to reach the global consumers. Managing the global e-commerce sales and marketing, will be the growth area for the next ten years.

(A) Dominican College***

Dominican College is located 15 miles northwest of New York City. Division of Business Administration offers Bachelor of Science programs in Accounting, Computer Information Systems (CIS), Economics, and five concentrations of management: Financial Management, Human Resource Management, Information Systems Management (MIS), International Management, and Marketing Management. As of the Fall Semester of 2009, the College enrolled 2000+. Business is the largest division.

This author taught all courses in CIS/MIS, Hsu (2007). Hsu served as the Director of Business Administration Division, from 1990 to 1996. Starting in 1992, Hsu also taught courses in International Management curriculum: International Business, International Finance, International Management and Manage Global E-Commerce. While the majors in CIS/MIS decreased (Hsu (2007)), there has been a steady increase for students to major in International Management since 2001. For marketing courses, Hsu taught Basic Marketing and Global Marketing.

MG 345 Marketing Management course

This course is required for the Marketing Management major. It covers the real-life applications of concepts learned in basic marketing course. Extensive use of case studies is made to illustrate how marketing programs are planned and executed in both large and small companies. Analytical techniques are stressed to give students the opportunity to identify problems and find solutions. Course aims to address these issues:

1. describe the strategic planning and marketing management process
2. understand the importance of marketing research
3. examine issues in consumer behavior
4. explain buying pattern from business, government and institutions
5. introduce market segmentation
6. comprehend product and brand strategy
7. learn new product planning and development
8. discuss integrated marketing communications
9. define personal selling, relationship building and sales management
10. describe distribution and pricing strategy
11. conduct case studies in a variety of topics
12. perform "hands-on" labs

Textbook was written by Peter and Donnelly (2009). This book has thirteen chapters covering: basic marketing four Ps, marketing research, consumer behavior, market segmentation, integrated communication, distribution, personal selling, pricing, marketing services, and global marketing. Four sections of cases, ranged from short one to in-depth. Twenty people enrolled. This course was taught in the Accelerated format (Accel Program). The class ran eight Thursday evenings, from 5:45 to 9:50 pm. There were two online Blackboard sessions. Therefore, only six classes were done face-to-face in the classroom. During a typical class, chapters were covered with PowerPoint presentations, and question/answer followed. Real-life examples were given whenever applicable. Marketing plans for cell phone, real estate, retail operation, and insurance were discussed in details. During each class, one-hour was allocated for team exercise. This involved the analysis of marketing management and SWOT issue on textbook cases, Table 1. Blackboard submissions were collected and graded for each student. The textbook has plenty of materials to cover these assignments. For the final project, two people were assigned in a group. The task was to read the case in this book, and to use online materials to provide additional information. The final project consisted of a twelve-page paper and 12+ PowerPoint slides. Two people receive the same final paper grade, but different presentation grades. They did very good jobs, in presenting their projects, Table 2. Table 3 provides the information sheet for the written paper.

(B) Keller Graduate School of Management*

Keller is part of the DeVry University (DV) system. DV is a for-profit firm that has significant impact to the University Education community. DV has 90+ locations offering online or onsite courses, throughout the United States. It trades in the stock market under the stock symbol DV. The price was \$57.02 as of 12/23/2009. DV has 65,000+ students.

The Oracle based DV eLearning platform (eDV), is a very powerful learning tool for both the instructor and the students. DV eCollege helpdesk is available 24/7 and 365 days, with toll free telephone and online support. Registered MBA students signed in with the D numbers and passwords. They were able

to preview course syllabus, chapters, assignments and references. Instructor's screen contained the same materials, but instructor could modify assignments, create the grade book, and receive assignments online. Short quizzes using multiple choices and true/false questions were graded by eDV. This feature saved much time on the instructor part. Threaded discussion questions were displayed on eDV. Students answered them in the threaded manner every week, and instructor graded them easily. Midterm exam could be done online if needed. Team or individual project was posted on eDV. The important thing to cover for the instructor is the terminal course objectives (TCO). eDV did an extensive work in TCO for each course. Final exam is conducted on the closed-book and closed-notes basis for the entire period, 3.5 hours.

MM 577 Sales Management course

Sales Management teaches how to design and implement a sales force strategy. The course presents techniques for identifying, recruiting and training sales personnel, monitoring/controlling sales efforts, budgeting, and forecasting sales performance. Issues such as territory decisions, compensation plans and motivation techniques are discussed. Terminal course objectives (TCO) are:

- A. Given information about a company's products, target markets, and sales strategy, determine the best organizational structure for its sales force.
- B. Given information about a company's products, target markets, and sales strategy, design a system to recruit, select, hire, and assimilate effective salespeople.
- C. Given information about a company's products, target markets, and sales strategy, design a system to train effective salespeople.
- D. Given information about a company's sales strategy, design a plan to motivate, monitor, and control the sales force.
- E. Given information about a company's sales strategy, design a compensation plan for the firm's sales force.
- F. Given information about a company's products, target markets, and competition, estimate the market potential for each product; determine sales territories and quotas and forecast sales performance.
- G. Given information about each salesperson's activities and results, evaluate the performance of each member of a company's sales force.
- H. Given a sales situation, determine possible ethical and legal implications for the salesperson, and assess management's responsibility to the customer, the salesperson, and the firm.

Textbook was written by Spiro et al (2008). The course was taught on Sunday 1:00 to 4:30 pm, for eight weeks. Seventeen chapters were covered: Field of Sales Force Management, Strategic Sales Force Management, The Personal Selling Process, Sales Force Organization, Selecting Sales Professionals, Profiling and Recruiting Salespeople, Selecting and Hiring Salespeople, Training and Motivation, Developing, Delivering, and Reinforcing a Sales Training Program; Motivating a Sales Force, Compensation and Morale, Sales Force Compensation, Sales Force Quotas and Expenses, Leadership of a Sales Force, Forecasting and Territories, Forecasting Sales and Developing Budgets, Sales Territories, Evaluation & Supervision of the Sales Professional, Analysis of Sales Volume, Marketing Cost and Profitability Analysis, Evaluating a Salesperson's Performance, Ethical & Legal Responsibilities, and Ethical and Legal Responsibilities of Sales Managers, Hsu (2006).

Two quizzes (200 points) were given, one in Week Three, and another one in Week Five. Online threaded discussions (100 points) were graded every week. Five people enrolled. Every class started with

PowerPoint presentation, with questions answers followed. Real-world sales examples in cars, construction, financial service, human resource, international business, insurance, pharmaceutical, real estates and retail stores, were given wherever applicable.

In 1975, SJ Development Corp (SJD) purchased the run-down YMCA building at Sands Street, Brooklyn, from the NYC, as part of the J-20 Tax Abatement program. SJD hired the construction company, and was able to convert it to 110 unit cooperative apartments. This author worked as a sales manager, training several local sales people. The end result: all 110 units were sold. The project was completed in less than three years, generating a net profit of \$2.4 million. This type of real-life case got students full attention.

Harvard, Cranfield, Thunderbird cases were used. Case paper (10 pages) and 12+ PowerPoint slides were required for their case projects (300 points). Case paper and presentations were due in Week Seven. Final written exam (Week Eight) accounted 400 points. The total points were 1000. The five case projects were:

1. Scent of New York, fragrance sales
2. Vonage, VOIP telecom sales
3. New York Life, insurance sales
4. S L Green, real estate sales
5. V Group Inc, headhunter sales

V Group Inc was founded in 1999, with main office in Iselin, NJ and a support center in Bhopal, India. The company has 50 employees, doing \$5 million business. Owners came from India. They received many small business awards from the State of New Jersey and US Federal Government. The headhunter is not an easy business. With hard work and a great sales management strategy, the company thrived. The salary and commission structure were explained in details. The other papers are of high quality as well. Overall, the presentations and papers gave students significant real-life learning experiences.

Conclusion

With the down economy, many students were interested in learning real-life management practices. Marketing Management and Sales Management courses were taught at two different firms to 25 people. Reading the PowerPoint slides with real-world examples made the lecture engaging. Hands-on approach, in-class team exercises, homework assignments, role play, use of software, Harvard case studies, internet search, final projects using oral presentation by a team or by an individual, will have the best chance of success. Student assessments were excellent, Table 4.

***** Full time position**

*** Part time consultant**

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	MG 345	Marketing	Management	
Table 1		Weekly	Assignment	
	<u>Group A</u>	<u>Group B</u>	<u>Group C</u>	<u>Group D</u>
	Andrews-Field	Aprahamian	Bodoosingh*	Figueroa
	Bernard	Coyle*	DeCosta	Green
	Little	Lunham	Manieri	Harris
	Rubeis*	Munch	Martin	Jo*
	Twumasi	Yavadakis	Nunez	Santana
10/29	Internet Ex	Internet Ex	Internet Ex	Internet E
11/12	EasyCar	Snacks to go	Red Bull	Wind Tech
11/19	Snacks to go	Red Bull	Wind Tech	Easy Car

12/03	Red Bull	Wind Tech	Easy Car	Snacks to Go
12/10	Wind Tech	Easy Car	Snacks to go	Red Bull
	*Group leader			
Table 2	MG 345 Marketing Management	Final Group Project chart		
<u>Group A</u>	<u>Topic</u>	<u>Group B</u>	<u>Topic</u>	
Figuroa		Green		
Twumasi	Coach Inc, p266	Andrews-Fields	Abercrombie & Fitch p516	
<u>Group C</u>	<u>Topic</u>	<u>Group D</u>	<u>Topic</u>	
Lunham		Harris		
Bernard	Mountain Dew, p359	Santana	Philip Morris, p539	
<u>Group E</u>	<u>Topic</u>	<u>Group F</u>	<u>Topic</u>	
Coyle		Jo		
Aphrahamian	Blockbuster, p412	Yavadakis	Caterpillar, p569	
<u>Group G</u>	<u>Topic</u>	<u>Group H</u>	<u>Topic</u>	
DeCosta		Nunez		
Munch	Espresso, p666	Rubeis	Harley Davison, p593	
<u>Group I</u>	<u>Topic</u>	<u>Group J</u>	<u>Topic</u>	
Boodoosingh		Martin		
Manieri	Kikkoman, p622	Little	Krispy Kreme, p688	

Table 3 MG 345 Marketing Management

Final Project sheet Name_____ Due: _____

Research on _____. Get info on:

- a. Company CEO and Senior VPs
- b. Company location
- c. Company annual sales
- d. Company core business
- e. Number of employees
- f. Stock price and investor relations
- g. Situation analysis and marketing management strategies
- h. SWOT analysis, financial statement
- i. Major competitors and market share
- j. How is the company doing today?
- k. Conclusion and future trend

Table 4 Student Assessment of MM 577 Sales Management

Degree of new knowledge
and skills acquired in the
course.

3.80 (out of 4.0)

Overall course rating.

3.80

How would you grade your instructor's ability to assist you
in achieving the Terminal Course Objectives of this course?

3.80

Overall instructor rating

3.80

- The instructor is knowledgeable, very approachable, willing to assist a student who has a problem.
- I've taken this professor 3 times already. He is great at what he does. His real life examples that relate to the course are great asset.
- He is immensely experienced in many fields.
- Experience and teaching skills. Dr. Hsu made this class an enjoyable learning experience.
- I would take any class he teaches.
- Professor listens to the students and encourages students to further their education.