



BUSI 4211A Sales Management

WINTER 2026

Instructor	Asit Kaul
Email Address	asit.kaul@carleton.ca
Class Times	Friday, 8.35 AM to 11.25 AM (except session 12)
Modality	In Person
Office Hours	By Appointment

Pre-Requisites & Preclusions

Prerequisites: BUSI 2204 or BUSI 2208 with a grade of C- or higher

Preclusions: N/A

Course Description/Instructor's Statement

Carleton Calendar Description

This course explores the strategic role of sales management within organizations, focusing on developing and implementing effective sales strategies, managing and motivating sales teams, and leveraging technology to optimize sales processes.

Instructor's Description:

Sales management sits at the intersection of strategy, customer value, technology, and human behaviour. It represents the point where an organization's plans translate into day to day market execution. In competitive environments shaped by digital tools, data, and shifting buyer expectations, the sales function has evolved into a strategic capability rather than a transactional activity.

This course introduces students to the foundations of sales management. It examines salesforce planning, performance management, leadership, compensation, CRM effectiveness, and the expanding role of analytics and AI. Ethical considerations, regulatory expectations, and the long term dynamics of customer retention are also addressed.

The course emphasizes evidence based thinking and practical application. Students engage with cases, research articles, interactive discussions, and real organizational examples to develop the analytical and managerial skills required to contribute to a modern sales environment across diverse organizational contexts.

Course Learning Objectives:

Upon successful course completion, you will be able to:

- Describe the sales function within an organization, including its strategic importance, integration with marketing and other departments, and the roles of key personnel such as the sales manager.
- Discuss the ethical and legal issues facing the sales function and explain the relationship between Customer Relationship Management (CRM) and the sales process, including the impact of technology, such as AI, on sales management practices.
- Assess the importance of after-sales service and customer retention, and their impact on customer loyalty and satisfaction within the selling process.
- Evaluate and apply sales forecasting, budgeting, and territory management techniques to develop salesforce plans and strategies that align with organizational goals and respond to changing market dynamics.
- Develop salesforce strategies for recruiting, training, managing, and motivating sales teams to optimize performance.

Required/Optional Materials & Prices

Hair Jr, J. F., Anderson, R., Mehta, R., & Babin, B. (2020). Sales Force Management. John Wiley & Sons. 2nd edition.

- PRICE: \$55 for eBook rental
(<https://www.wiley.com/en-ca/Sales+Force+Management%2C+2nd+Edition-p-9781119702825>)
- ISBN: 978-1-119-70282-5

Additional Readings:

All the readings listed below are either available through the library website or publicly on the internet.

Deeter-Schmelz, D. R., Goebel, D. J., & Kennedy, K. N. (2008). What are the Characteristics of an Effective Sales Manager? an Exploratory Study Comparing Salesperson and Sales Manager Perspectives. *The Journal of Personal Selling & Sales Management*, 28(1), 7–20.

Kaski, T. A., Hautamaki, P., Pullins, E. B., & Kock, H. (2017). Buyer versus salesperson expectations for an initial B2B sales meeting. *The Journal of Business & Industrial Marketing*, 32(1), 46–56.

McClure, C. E., Epler, R. T., Schmitt, L., & Rangarajan, D. (2024). AI in sales: Laying the foundations for future research. *Journal of Personal Selling & Sales Management*, 44(2), 108-127.

CRTC (2022). Report on Misleading or Aggressive Communications Retail Sales Practices. Crtc.gc.ca. Government of Canada. https://crtc.gc.ca/eng/publications/reports/2018_246/

Please purchase the textbook(s) from the campus bookstore in Nideyinàn (formerly the University Centre) or through the bookstore website: <https://carleton.ca/campus-services/the-bookstore/>.

Grading Scheme

Class Participation (Individual)	10%
Sales Dynamics Review (Individual)	10%
Case Analysis (Individual)	10%
Final Exam (Individual)	35%
Group Project Presentation (Group)	10%
Group Project Report (Group)	25%
TOTAL	100%

Important Dates to Note

Class Participation (Individual)	Each session
Sales Dynamics Review (Individual)	February 06, 2026
Case Analysis (Individual)	February 27, 2026
Group Project Presentation (Group)	March 27, 2026
Group Project Report (Group)	April 08, 2026

Final Exam Date: To be held during the official university exam period.

University Academic Calendar: <https://calendar.carleton.ca/academicyear/>

Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



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Methods of Evaluation

Class Participation (10%)

Each student is required to actively engage in class discussions in a constructive manner. Participation entails attentive listening, sharing opinions and knowledge, asking questions, actively engaging in class exercises, and providing constructive feedback professionally. Absenteeism, tardiness, and repeated disruptions such as noise, leaving/re-entering the class, etc. will also lead to a deduction in this section.

Sales Dynamics Review (10%)

Each student will choose one of the two options below and submit a write-up of up to 5 pages (excluding references or appendices) in APA 7 format (Times New Roman 12, Double Spaced, One-inch margins all around), complete with proper citations. The assignment is due by February 06, 2026 (11.59 pm EST) in Brightspace.

Option 1: Sales Management Practices: Public vs. Private Sector

Conduct a comparative review of sales management practices between the public and private sectors. Explore how the goals, strategies, and implementation of sales management processes differ between these two sectors. Assess how external factors such as regulatory environments, economic conditions, and culture influence sales management practices in each. Use specific examples from government agencies, non-profits, or various private industries to illustrate your points.

Option 2: Comparative Analysis of Sales Management in Different Industries

Choose two distinct industries (e.g., technology vs. pharmaceuticals, automotive vs. consumer goods, financial services vs. healthcare) and conduct a comparative review of how sales management practices are tailored to meet the unique dynamics of each industry. Examine factors such as industry-specific challenges, salesforce planning, customer relationships, and market pressures. Analyze how these elements shape the approach to sales management in each industry, providing specific examples to support your analysis.

Case Analysis (10%)

This assignment requires students to analyze a case related to sales management. The case will present a company facing a specific sales management challenge. Students must identify the key issues, analyze the situation, and propose well-reasoned practical solutions. The case details will be posted in Brightspace after session 6. No purchase will be required.

Each student will submit a write-up of up to 5 pages (excluding references or appendices) in APA 7 format (Times New Roman 12, Double Spaced, One-inch margins all around), complete with proper citations. The assignment is due by February 27, 2026 (11.59 pm EST) in Brightspace.

Group Project

Groups of 2 or 3 members each will be self-selected by the students. The list of members for each group must be emailed to the instructor by January 16, 2026 (11.59 pm EST).

Each group will select a real-life organization (either a well-known company or a business that at least one student in the group has access to) and analyze its current sales management strategies. This can be done through reviewing publicly available information such as annual reports, company websites, industry publications, and market research reports, and/or by interviewing the sales leadership at the chosen organization. The group will then develop salesforce plans and strategies that align with the organization's goals and respond to changing market dynamics. Additionally, they will propose strategies for recruiting, training, managing, and motivating the sales team to optimize performance.

The project will evolve week by week, aligning with the course's exploration of sales management components. Groups are encouraged to integrate course knowledge, class deliberations, and pertinent literature in developing their project

Note: All groups must upload (in Brightspace – one person will submit on behalf of the group) a brief description of the organization they wish to explore for this assignment (and why) for approval by January 23, 2026 (11.59 pm EST). A bonus grade of 1% will be awarded to groups whose submissions are received before this deadline. This bonus provision does not apply to any other submissions within this assignment or in the course.

Group Project Presentation (10%): The presentation should be no more than 20 minutes in length, followed by a brief Q&A. The content should be as if presenting to top executives of the selected organization to gain their buy-in on your plan. These presentations will be held during the last two sessions of the course. Presentation slides must be uploaded to Brightspace 24 hours before session 11 i.e., by March 26, 2026 (11.30 am EST).

Group Project Report (25%): Each group will submit a written report of up to 15 pages (excluding references and appendices) in APA 7 format (Times New Roman 12, Double Spaced, One-inch margins all around), complete with proper citations. The report is due by April 08, 2026 (11.59 pm EST). Groups are encouraged to be creative with the structure and content of the report. However, it should cover the following key elements:

Organization Background: Brief background, including its industry, market position, target customers and the sales function.

Current Sales Strategy: Analysis of the organization's current salesforce plans and strategies, including challenges faced. Evaluation of how well these strategies align with the organization's goals and respond to market dynamics.

Sales Force Strategy Development: Development of new or improved salesforce plans and strategies, tailored to better align with organizational goals and changes in market dynamics.

Recruiting, Training, and Managing Sales Teams: Proposed strategies for recruiting, training, managing, and motivating the sales team in the context of the organization and its goals.

Implementation Plan: Outline of an implementation plan for the proposed strategies, including timelines, budget allocation, and key performance indicators (KPIs) to measure success.

Peer Evaluation: To foster equitable division of group work and encourage fairness, students are required to submit a confidential peer evaluation form. This evaluation will be used by the instructor to determine individual grades to be assigned to each group member for group assignments in this course. Peer evaluations are due in Brightspace by April 08, 2026 (11.59 pm EST) – same deadline as the Group Project Report. Students who do not submit a peer evaluation form will incur a thirty-percentage points penalty for their individual score in group assignments.

Final Exam (35%)

The final exam will be a paper-based, closed-book examination lasting two hours. It will assess your understanding of the course materials, including topics covered in the textbook, assigned readings/cases, lectures, discussions, and in-class work. The exam will be held during the official university exam period. Date: To be held during the official university exam period.

Course Norms

Course Design: The course is designed to encompass various learning activities, including lectures for content exposure, case/reading analysis, class discussions, and in-class exercises. To fully engage in these activities, students are required to prepare by reading the assigned materials before each session.

Use of Brightspace: This course uses Brightspace, Carleton's learning management system. Brightspace will contain all the pertinent course information and will be the primary source for course announcements and distribution of course materials. To access your courses on Brightspace, go to <https://brightspace.carleton.ca/>. For help and support, go to <https://carleton.ca/brightspace/students/>. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at its.service.desk@carleton.ca.

Email Policy: The best way to contact the professor is to send an email. Please be sure to indicate the course number and section in your email's subject line, and your full name and student ID within the body of the email. In keeping with Carleton University policy, your @cmail accounts must be used for any email inquiries. The instructor will endeavour to answer your emails within 48 hours; you should not expect an immediate response.

Course Material Sharing Policy: Student or professor materials created for this course (including presentations and posted notes/slides, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recording or Videotaping Policy: Students are NOT permitted to audio or video record any portion of the class lectures, nor are you permitted to make digital images of the lecture slides. If you feel you require this form of accommodation, please contact the Paul Menton Centre to formally request accommodation.

Attendance: Students should attend all classes. Topics are interrelated and can build on each other on a weekly basis. Any missed class is detrimental to understanding new material. Absenteeism will lead to a deduction in the class participation grade (see Methods of Evaluation section for more details). If a student cannot attend a class, the student is responsible for obtaining any missed information (i.e., contacting colleagues for notes, etc.). To be fair to other students, no class time will be used to re-visit missed information.

Assignments & Late Penalty: All assignments must include student name, CUID, and signed declaration of academic integrity on the submitted report to receive a grade. To ensure fairness for all students, penalties will be applied to late submissions. Failure to submit an assignment on time will result in a penalty of five (5) percentage points per day of delay. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 70% if submitted the following day, and so on.

Missed Exam or Test: Missing an exam or test will result in a mark of 0. Only in case of exceptional circumstances (medical reasons or death in the family), a make-up test may be granted when proper supporting documentation is provided. In such an event, please inform instructor (by email) of the inability to write the test no later than 24 hours from the scheduled exam time. A make-up test is not granted for students who have made travel arrangements that conflict with test schedule or any other non-documented reasons. It is the responsibility of the student to accommodate the school's availability for a make-up test. Failure to write the make-up test results in a test mark of 0.

Deferred Examinations/Assignments: If you wish to defer a **Formal Final Exam**, you – the student – must reach out to the registrar’s office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, your instructor will be notified for their approval. Your final exam will be formally scheduled. If you miss the deadline for applying for a deferral, please reach out to your instructor personally to discuss.

Phones: The use of phones is not permitted in class; students should turn off their phones. If special circumstances require the phone to be on, please inform the instructor in advance.

Laptops: Laptop use in class is allowed for activities related to the class work only. Students should not use the laptop for other purposes (e.g., email or chat).

Use of Generative Artificial Intelligence: While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning - not AI output - will form the basis of assessment. Using AI for graded submissions constitutes an academic integrity violation.

Course Schedule

Session	Date	Topics & Material	Notes
1	Jan 09, 2026 (Friday)	Topics: <ul style="list-style-type: none"> • Introduction and Course Overview • The Sales function & Sales Management Trends • Customer Value and Marketing Mix Material: <ul style="list-style-type: none"> • Textbook Chapter 1 	
2	Jan 16, 2026 (Friday)	Topics: <ul style="list-style-type: none"> • The Selling Process • Sales strategy and channels • Role and profile of the Salesperson and Sales Manager Material: <ul style="list-style-type: none"> • Textbook Chapter 4 (partial) • Deeter-Schmelz, D. R., Goebel, D. J., & Kennedy, K. N. (2008). What are the Characteristics of an Effective Sales Manager? an Exploratory Study Comparing Salesperson and Sales Manager Perspectives. <i>The Journal of Personal Selling & Sales Management</i>, 28(1), 7–20. 	Finalize groups and email the list to instructor. (11.59 pm EST)
3	Jan 23, 2026 (Friday)	Topics: <ul style="list-style-type: none"> • Sales Leads, Prospecting, and Deal Making • Sales presentation, Objection Handling, and Closing • The Competition 	Finalize the organization for group project and submit in Brightspace

		Material: <ul style="list-style-type: none"> Textbook Chapter 4 (remainder) Kaski, T. A., Hautamaki, P., Pullins, E. B., & Kock, H. (2017). Buyer versus salesperson expectations for an initial B2B sales meeting. The Journal of Business & Industrial Marketing, 32(1), 46–56. 	for approval. (11.59 pm EST)
4	Jan 30, 2026 (Friday)	Topics: <ul style="list-style-type: none"> Developing the Sales organization/function Sales Force Planning and Territory Management Material: <ul style="list-style-type: none"> Textbook Chapter 6, 7 	
5	Feb 06, 2026 (Friday)	Topics: <ul style="list-style-type: none"> Forecasting and Budgeting Sales Compensation Management Material: <ul style="list-style-type: none"> Textbook Chapter 5, 12 	Assignment Due: Sales Dynamics Review (11.59 pm EST)
6	Feb 13, 2026 (Friday)	Topics: <ul style="list-style-type: none"> Sales Funnel/Pipeline Management Customer Relationship Management (CRM) Role of Technology Material: <ul style="list-style-type: none"> Textbook Chapter 3 McClure, C. E., Epler, R. T., Schmitt, L., & Rangarajan, D. (2024). AI in sales: Laying the foundations for future research. Journal of Personal Selling & Sales Management, 44(2), 108-127. 	
Reading week. No class.			
7	Feb 27, 2026 (Friday)	Topics: <ul style="list-style-type: none"> Recruiting and Training the Sales Force Material: <ul style="list-style-type: none"> Textbook Chapter 8, 9 	Assignment Due: Case Study Analysis (11.59 pm EST)
8	Mar 06, 2026 (Friday)	Topics: <ul style="list-style-type: none"> Sales Leadership and Motivation Material: <ul style="list-style-type: none"> Textbook Chapter 10, 11 	
9	Mar 13, 2026 (Friday)	Topics: <ul style="list-style-type: none"> Performance Metrics 	

		<ul style="list-style-type: none"> Performance Evaluation <p>Material:</p> <ul style="list-style-type: none"> Textbook Chapter 13, 14 	
10	Mar 20, 2026 (Friday)	<p>Topics:</p> <ul style="list-style-type: none"> Sales Ethics and Legal Considerations After Sales Service, Customer Retention and Loyalty <p>Material:</p> <ul style="list-style-type: none"> Textbook Chapter 2 CRTC (2022). Report on Misleading or Aggressive Communications Retail Sales Practices. Crtc.gc.ca. Government of Canada. https://crtc.gc.ca/eng/publications/reports/2018_246/ 	
11	Mar 27, 2026 (Friday)	Final Project Presentations	<p>Assignment Due:</p> <p>Group Project Slides (24 hours in advance)</p>
12	Apr 08, 2026 (Wednesday)	Final Project Presentations	<p>Assignment Due:</p> <p>Group Project Report (11.59 pm EST)</p>
Final Exam: In-person. To be held during the official university exam period.			

Note: The content and schedule in this course outline are subject to change at the instructor's discretion. Any changes will be communicated in class or via Brightspace.

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Not Covered *Learning goal is not addressed in the course, or addressed only minimally.*

Introduced *Course introduces content related to the learning goal but does not focus on it
OR activities included in the course serve to cultivate this skill incidentally.*

Taught but not Assessed *Course contributes explicitly and meaningfully to student achievement of the learning goal but is not the point where competency is formally assessed.*

Taught and Assessed *Select this option if the course has been designated by the UG CRC as the point where achievement of the learning goal will be assessed.*

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				✓
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				✓
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				✓

BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				✓
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>		✓		

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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Appendix***Additional Readings and Articles:***

The following readings are optional. They can be useful for students who intend to pursue a career in sales management to solidify their foundational knowledge on the subject matter.

Rapp, A., & Beeler, L. (2021). The state of selling & sales management research: a review and future research agenda. *Journal of Marketing Theory and Practice*, 29(1), 37-50.

Piercy, N., & Lane, N. (2009). *Strategic customer management: strategizing the sales organization* (1st ed.). Oxford University Press. Chapter 4 (Integration)

Bongers, F. M., Schumann, J. H., & Schmitz, C. (2021). How the introduction of digital sales channels affects salespeople in business-to-business contexts: a qualitative inquiry. *The Journal of Personal Selling & Sales Management*, 41(2), 150–166.

Rapp, A. A., Petersen, J. A., Hughes, D. E., & Ogilvie, J. L. (2020). When time is sales: the impact of sales manager time allocation decisions on sales team performance. *The Journal of Personal Selling & Sales Management*, 40(2), 132–148.

Piercy, N., & Lane, N. (2009). *Strategic customer management: strategizing the sales organization* (1st ed.). Oxford University Press. Chapter 2 (Putting Sales Back into Strategy)

Donath, B., Obermayer, J. W., Dixon, C. K., & Crocker, R. A. (1994). When your prospect calls. In *Marketing management* (Chicago, Ill.) (Vol. 3, Number 2, pp. 26-). American Marketing Association.

Levitch, D., Pande, A., & Selby, B. (2017). Landing the megadeal: Seven keys to closing big sales that make money. *The McKinsey Quarterly*.

Gustavson, J. (2023). How to Close a Sale (6 Sales Closing Techniques That Work). *salesforce.com*. <https://www.salesforce.com/blog/sales-closing-techniques/>

Leslie, M., & Holloway, C. A. (2006). The sales learning curve. *Harvard Business Review*, 84(7/8), 114.

Zoltners, A. A., & Sinha, P. (1983). Sales Territory Alignment: A Review and Model. *Management Science*, 29(11), 1237–1256.

- Habel, J., Alavi, S., & Linsenmayer, K. (2021). Variable Compensation and Salesperson Health. *Journal of Marketing*, 85(3), 130–149.
- Zoltners, A. A., Sinha, P., & Lorimer, S. E. (2012). Breaking the sales force incentive addiction: A balanced approach to sales force effectiveness. *Journal of Personal Selling & Sales Management*, 32(2), 171-186.
- Venermo, A., Rantala, J., & Holopainen, T. (2020). From Sales Funnel to Customer Journey. In *Advances in Human Factors, Business Management and Leadership* (pp. 200–206). Springer International Publishing.
- Beco, J., & Zeren, E. (2020). Funnel Performance Management. In *Marketing and Sales Automation* (pp. 347–360). Springer International Publishing.
- Marcos Cuevas, J. (2018). The transformation of professional selling: Implications for leading the modern sales organization. *Industrial Marketing Management*, 69, 198–208.
- Paschen, J., Wilson, M., & Ferreira, J. J. (2020). Collaborative intelligence: How human and artificial intelligence create value along the B2B sales funnel. *Business Horizons*, 63(3), 403-414.
- Luo, X., Qin, M. S., Fang, Z., & Qu, Z. (2021). Artificial Intelligence Coaches for Sales Agents: Caveats and Solutions. *Journal of Marketing*, 85(2), 14–32.
- Prieto, F., & Braga, H. F. T. (2021). Contribution of Artificial Intelligence in B2B Sales: A Danfoss Case Study. *International Journal of Advanced Engineering Research and Science*, 8(4), 225–234.
- Peesker, K. M., Kerr, P. D., Bolander, W., Ryals, L. J., Lister, J. A., & Dover, H. F. (2022). Hiring for sales success: The emerging importance of salesperson analytical skills. *Journal of Business Research*, 144, 17–30.
- Gordon, G. L., Shepherd, C. D., Lambert, B., Ridnour, R. E., & Weilbaker, D. C. (2012). The training of sales managers: current practices. *Journal of Business & Industrial Marketing*, 27(8), 659-672.
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