

University of Washington
Marketing 579 E/F: Go-To-Market Strategy

Course Curriculum Spring 2020

Spring 2020, 5 Week Course, 2 Credits

Dates and Time: Wednesday evenings online on Zoom, May 6 – June 3, 2020; 6:00pm – 9:30pm PDT

MKTG 579: Go-To-Market & Sales Strategy

Instructor: [Kelly Breslin Wright](#)

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Course Description

The focus of this class is on the key elements required in building a Go-To-Market strategy and launching a professional sales organization. We will review the steps needed for a company to build an effective sales strategy and deploy a sales team. This course will review the steps needed to transition from the initial product market fit stage to the initial stages of bringing a product or service to market. There will be limited emphasis on sales technique and the actual selling process (i.e. students should not view this course as a class on how to be a better salesperson.)

In this course, we will address:

- Company Vision/Mission
- Core Values
- Company Story
- Differentiated Value Propositions
- Ideal Customer Profile
- Sales Motions, including mapping which sales models align best with different strategies
- Ideal Seller Profile
- Sales Operations Functions: Sales Organizational Structure, Sales Planning & Compensation, Sales Processes & Tools, Sales Metrics, and Sales Enablement
- Integrated Go-To-Market Strategy

Why Is This Course Important to My Career and to the World?

Business curriculums provide Strategy, Finance, Marketing, and Operations courses to provide a general framework for setting up and running a business. This course builds upon these basic business foundations by taking a deeper dive into the development and execution of a successful Go-To-Market Strategy. A Go-To-Market Strategy is the overarching plan to take a product or service to market in a way that best addresses the needs of customers. Each person in a company, whether in Product and Engineering, Sales, Marketing, Operations, or G&A should have a comprehensive understanding of the Go-To-Market Strategy, as successful deployment of the strategy requires alignment from all departments and individuals. An effective Go-To-Market Strategy requires an organization to first solidify its mission, core values, differentiated value proposition, ideal customer profile, relevant sales motions, and ideal seller profile. This strategy will arm the company with a competitive advantage impacting how the team reaches and interacts with prospects and customers. The course will also cover additional foundational elements required to effectively build and deploy a professional sales organization.

The Corporate Executive Board conducted a study of over 6,000 companies and found that fifty-three percent of the reason why people buy from and stay loyal to a company is related to the Sales Experience. The Sales Experience is an influential element of an individual's buying decision. Successful companies must have an integrated, thoughtful, and focused Go-To-Market strategy to inform messaging, sales motions, sales organizational structure, and overall decision-making.

What Will I Get From This Course?

In this Go-To-Market & Sales course, you will be introduced to the fundamentals needed to develop a Go-To-Market strategy, sales model, and sales organization. This class will expand beyond the principles of Market Sizing, Product Market Fit, Branding, and the 4 Ps (Price, Product, Promotion, and Place) taught in other MBA-level Marketing courses and introduce additional principles necessary to launch the Go-To-Market efforts to take the product or service to market. The course will be taught in a practical and applied way.

By the end of this course, you will be able to:

- Articulate what a Go-To-Market Strategy is and why it matters
- Evaluate vision and/or mission statements and assess their alignment with a company's product, core values, and focus
- Assess a company's story and whether it clearly articulates the company's "why"
- Understand the principles necessary in differentiated value propositions that tie into the mission and company story
- Know how to generate an Ideal Customer Profile
- Comprehend various sales motions and learn how to identify the sales motion(s) that best leverage the Ideal Seller Profile to engage the Ideal Customer Profile

- Design an Ideal Seller Profile
- Define the elements and importance of the key Sales Operations Functions
- Provide a comprehensive Go-To-Market and Sales Audit of a company that includes assessment and alignment of Vision/Mission, Core Values, Company Story, Differentiated Value Propositions, Ideal Seller Profile, Sales Motion(s), and overall Go-To-Market Strategy

Who Should Take This Course?

Marketing 579 is a general business course. This course will build on the foundation of other Marketing courses to incorporate the broader Go-To-Market strategy. Future entrepreneurs, founders, and general managers should take this course. Anyone interested in a career in Go-To-Market, including Sales or Marketing will benefit. Product Marketing and Product Management leaders need to fully understand how the Go-To-Market strategy aligns with all elements of the product. This course will provide practical applications and knowledge surrounding Go-To-Market strategy relevant for companies of any size or vertical.

Who Is The Instructor?

Kelly Breslin Wright has over 25 years of experience in leadership, sales, operations, and strategy roles. She has deep Go-To-Market experience and has helped teams navigate through multiple stages of company growth, through IPO, global expansion, leadership transitions, business model changes, and the demands of being a private and public company. Kelly spent 12 years at Tableau Software (NYSE: DATA) as Executive Vice President, Sales. She joined Tableau as the company's tenth employee and first salesperson in 2005 one month before the launch of version 1, and she helped grow Tableau into a multi-billion dollar public company as a key member of the executive team. She grew Tableau's worldwide sales and field operations from zero to \$850m in revenue and managed over half of Tableau's global team as the company grew to 3,400 employees. Kelly was responsible for all worldwide sales and field operations, including Direct Sales, Channel Sales, Services, Training, Technical Support, Customer Success, Sales Operations, and Sales Readiness. She now does board work, advising, and speaking. Kelly is a Board Director at Fastly (NYSE:FSLY), Lucid, Amperity, and Even. She is a Board Advisor at Asana, data.world, Hyperproof, and for the Professional Sales Program at the University of Washington's Foster School of Business. Kelly also sits on the Stanford LEAD Council and is a Stanford Seattle Advisor. She is an accomplished speaker on topics including Sales, Go-To-Market, Scaling, Culture, High Performing Teams, Operational Excellence, Diversity, and Women in Leadership.

How Will I Learn In This Course? What Is The Format?

This course will be interactive, demanding active participation from the students. The format will be varied, including readings, discussions, group activities, guest speakers, case work, individual work, and team projects. Readings will help you prepare for each session. You will

keep a journal to record your learnings. The culmination of the course will be a final team project which incorporates a written component and a final class presentation.

How Does Class Participation Work?

Given that this course will meet virtually and for only five times, class participation is an important part of the learning. Students should read the assigned readings prior to class and be prepared to participate in class discussion. Students may participate voluntarily, and cold calling will be used, so preparation is essential. Students will complete self and peer evaluations assessing themselves and classmates on participation levels within the class setting, in break-outs, and in team projects. Students may study and work together to prepare for each course, but the participation grade will be based on your own individual class performance.

What Are Expectations Regarding Attendance?

With only five class sessions, regular attendance is recommended. Given unusual circumstances due to COVID-19, students may face conflicts or unforeseen circumstances, making it necessary to miss class at some point during the mini-term. Have regular communication with the instructor should you have any issues impacting your attendance, including issues around health, geography, time zone, connectivity, etc. If you need to miss a class, please communicate ahead of time with the instructor to come up with a plan to cover the missed material. Class participation is part of the grade.

What Are Policies Around Late Work?

Assignments are expected to be submitted on time. If there are extenuating circumstances which may require additional time to submit an assignment, contact the Instructor prior to class to get approval for any late work. Assignments submitted late may have points taken off, as full credit assumes work is completed according to the deadline. The final project written report and presentation are due at the beginning of the final class session.

What Are Expectations Around Communications?

The instructor will respond to student email communications by the close of the next business day.

What Are Required in Journal Entries?

Each student is expected to make and submit journal entries throughout the course. For three of the five sessions, you will write and submit a journal entry. Journal entry assignments will require the student to synthesize learnings from the readings and class sessions. The requirements for each journal entry are to address the topics outlined in the grading rubric.

What Is The Final Project?

All students must complete a final project, which includes both a written component. The project is a team project. The Final Project will consist of a "Sales Audit" for a company that has a professional sales organization. The team project will involve selecting a company, doing research and investigation on the company's Go-To-Market and sales strategies and practices, interviewing people in the organization to best understand the company's approach, and compiling a final written project report. Teams will choose their own company, and the company must meet the minimum requirements. Teams should have 4-5 students, with a maximum of 5 students.

Before the start of Session 2, teams must organize into groups with each team selecting a different company. Students will self-organize into groups. Teams will submit their company proposal to the instructor via email. The instructor will approve team's proposed companies on a first come, first served basis. Any final project company must meet these following requirements:

- Have a published mission and/or vision statement
- Have published core values
- Have at least one product or service currently sold in the market
- Have a sales organization with a direct sales force

The audit should address many of the dimensions covered in the class, which may include (but not are limited to) the following:

- Company vision and/or mission
- Company core values
- Company Story
- Differentiated Value Proposition
- Ideal Customer Profile
- Sales Motions
- Ideal Seller Profile
- Sales Operations Functions: Sales Organizational Structure, Sales Planning & Compensation, Sales Processes & Tools, Sales Metrics, and Sales Enablement
- Integrated Go-To-Market Strategy

Include references used in both your written report and oral presentation at the end of the written report. Each team must have at least 5 sources. Sources may include your own research on the company's website, books, articles, or interviews with current or former company staff.

How Does Grading Work?

Class Participation Grading:

Class Participation is 20% of your grade. You are expected to actively participate in classroom discussions. Class participation makes classroom discussions and activities interesting,

insightful, and fun. Students are expected to know the material, to have done the required classwork preparation, and to participate in a way that positively contributes to the classroom discussion. Participation will include the Instructor calling on both individuals with hands raised and random calling. Participation is encouraged, but there is no need to contribute to every discussion. Participation also includes participation in break-out exercises and within your project teams. Some of the best contributors are those who participate in a subset of sessions, but whose comments are always insightful and compelling. The key issue is one of quality, not quantity. Self and peer evaluations assessing class participation are also factored into the class participation grade. Given that class participation is a large portion of the total grade, missing multiple class sessions may negatively impact this participation grade.

The Class Participation grade will be calibrated according to the Class Participation Rubric listed under the Class Participation Grade for Course Assignment.

Journal Grading:

Your personal journal entries contribute to 30% of your overall class grade. There are three journal assignments, due the second, third, and fourth class. Each journal entry represents 10% of your overall grade. The journal entries will be graded according to the rubrics listed under each assignment in the class schedule.

Final Team Project Grading:

The final team project represents 50% of your overall grade. The final project will have a team grade assessing team performance according to the rubric outlined in the class schedule.

What Are The Readings?

You will need to purchase the book *The Challenger Sale* at any physical bookstore or online. ISBN 9781591844358. The book is 240 pages, and the paperback price is approximately \$14.

The Challenger Sale: Taking Control of the Customer Conversation by Matthew Dixon and Brent Adamson

You also need to purchase the Harvard Business Publishing Coursepack entitled MKTG 579: Go-To-Market Strategy Coursepack at <https://hbsp.harvard.edu/import/720828>. The cost of the student Coursepack is \$16.45. This Coursepack includes these three readings:

- Harvard Business Review: “The Sales Learning Curve” by Mark Leslie and Charles A. Holloway (11 pages)
- Harvard Business Publishing: “Sales Force Design and Management” by Doug Chung and Das Narayandas (32 pages)
- Harvard Business Review: “The Right Way To Use Compensation” by Mark Roberge (7 pages)

The rest of the readings will be HBR Cases, Articles, or other online resources. Readings and articles are accessible through online web links:

- [What is Go-To-Market Strategy?](#)
- [Why Vision and Mission Really Do Matter](#)
- [HBR Article: The Difference Between Purpose and Mission](#)
- [Difference Between Vision and Mission Statements: 25 Examples](#)
- [Stanford GSB Case "Zappos: Happiness In A Box" \(32 pages\)](#)
- [Why Storytelling Is a Must-Have Inside Sales Skill](#)
- [9 Companies That Are Killing It With Brand-Driven Storytelling](#)
- [Sales Operations Demystified: What It Is, Why It Matters, and How To Do It Right](#)
- [The Ultimate Guide to Sales Metrics: What to Track, How to Track It, & Why](#)

What Should I Do If I Have To Miss A Class Meeting?

Speak to or email the instructor at least 1 day prior to the course to alert of your absence and/or extenuating circumstances and address plans to make up the work.

What Is The Policy On Virtual Presence During Online Class?

You are expected to stay engaged and on task while in course. Please use appropriate online etiquette, including having the video on and muting digital device unless speaking. Please do your best to refrain from doing anything distracting in your remote workspace.

What Are Disability Resources?

This course is inclusive and accessible to all students. If you have established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the Instructor at your earliest convenience to review your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts), you are free to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor, and DRS. The University of Washington's policy and practice is to create inclusive and accessible learning environments consistent with federal and state law.

What Are Expectations Regarding Academic Conduct?

Students are expected to adhere to the University of Washington's standard of conduct. According to Section 5.B.1 of [The Student Conduct Code](#), students' responsibilities include:

- Practicing high standards of academic and professional honesty and integrity:
- Refraining from any conduct that would violate the rights, privileges, and property of others;
- Refraining from any conduct that would substantially disrupt or materially interfere with University operations;
- Refraining from any conduct that could reasonably cause harm to or endanger the health, safety, or welfare of other persons; and
- Complying with the rules, regulations, procedures, policies, standards of conduct, and orders of the University and its schools, colleges, departments, units, and programs.