

University of Washington Foster School of Business
Marketing 579
Culture Driven Sales & Go-To-Market Strategy
Course Curriculum Spring 2025

Spring 20245, 5 Week Course, 2 Credits

Dates and Time: Tuesday evenings, April 15 – May 13, 2024; 6:00pm – 9:30pm PDT

MKTG 579: Culture Driven Sales & Go-To-Market Strategy

Instructor: [Kelly Breslin Wright](#)

Location: University of Washington Foster School of Business

Student Programs: Full-time MBA; Evening MBA

Office Hours: Kelly is available for office hours (in person or virtually) at a mutually agreeable time. To schedule an appointment, email Kelly Wright at kwright0@uw.edu.

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Course Description

The focus of this class is on the key elements required in building a best-in-class go-to-market strategy and sales organization. We will review the steps needed for a company to build an effective sales strategy that ties to the overall corporate strategy and deploy a high-performing sales organization. This course will review best practices to tie the corporate mission, vision, and core values to the go-to-market approach. Content will incorporate how company and sales culture are tightly tied to an effective and successful go-to-market and sales strategy. Although the course will cover sales strategy and essential elements of running an effective sales organization, 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 sell.) The course will focus on best-in-class go-to-market strategies for companies with a direct sales organization.

In this course, we will address:

- Company Vision/Mission
- Core Values
- Culture
- Company Story
- Differentiated Value Propositions
- 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

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

Business school curriculums provide strategy, finance, marketing, and operations courses to provide a general framework for setting up and running a business. This course builds upon basic business foundations by taking a deeper dive into the development and execution of a successful go-to-market and sales strategy. A go-to-market strategy is the overarching plan and approach to take a product or service to market in a way that best conveys the company's differentiated value and addressing the needs of customers.

Each person in a company, whether a Founder, CEO, or in Product, Engineering, Sales, Marketing, Finance, Operations, or General Administration, should have a comprehensive understanding of the go-to-market and sales strategy, as successful deployment of the strategy requires alignment from all departments and individuals. Companies need a cohesive, integrated strategy that helps drive this cross-departmental alignment. The corporate strategy is tightly coupled with the go-to-market and sales strategy.

The go-to-market approach must engage and motivate all constituents, including customers, partners, employees, investors, analysts, and the communities in which the company serves. The best sales and go-to-market teams sell and market in a manner that communicates the company's purpose, mission, and values. Top go-to-market professionals often crave an inspiring message and story to share with prospects and customers. Customers also care about mission and purpose, as well as how a company conducts itself, as they have increasingly high expectations, demanding exceptional service and thought leadership to drive top-notch customer success. The highest performing go-to-market organizations have cultures that integrate the company's purpose, mission, vision, and core values, enabling cohesive interactions and communications with employees, customers, partners, investors, and communities in which the company operates.

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.

What Will I Get from This Course?

In this Culture Driven Sales & Go-To-Market Strategy course, you will be introduced to the fundamentals needed to develop a go-to-market strategy, sales strategy, and to set up the sales organization. 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/service and focus
- Understand the importance of a company's core values and culture and how they impact how go-to-market teams operate and behave
- Assess a company's story and whether it clearly articulates the company's "why"
- Understand how to create differentiated value propositions that tie back to and promote the mission and company story
- Know the components of and how to generate an Ideal Customer Profile
- Comprehend the various sales motions and learn how to match the ideal sales motion(s) to target, reach, and 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, Ideal Customer Profile, Differentiated Value Propositions, Ideal Seller Profile, Sales Motion(s), and overall Go-To-Market and Sales Strategy

Who Should Take This Course?

Marketing 579 is a general business course. Future entrepreneurs, founders, and general managers should take this course, as the Go-To-Market strategy must be effectively communicated to raise funding, recruit employees, and sell your product or service. Anyone interested in a career in Go-To-Market, including Sales, Customer Success, and Marketing must be intimately familiar with all these concepts. Product and Engineering leaders need to fully understand how the go-to-market strategy aligns with all elements of the product. Other functions including Finance, Operations, Human Relations, and General Administration will also benefit. This course will provide practical applications and knowledge surrounding go-to-market and sales strategies relevant for companies of any size or vertical.

Who Is the Instructor?

Kelly Breslin Wright has over 30 years of experience in leadership, sales, operations, and strategy roles. She has deep go-to-market experience and has helped teams navigate 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 from 2005 – 2016 at [Tableau Software](#) 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 revenue and worldwide sales and field operations, including Direct Sales, Channel Sales, Services, Training, Technical Support, Customer Success, Sales Operations, and Sales Readiness. (Tableau was acquired by Salesforce in 2019 for \$15.7B.)

After Tableau, Kelly was President and Chief Operating Officer at [Gong](#) from 2021-2023. Gong is an Artificial Intelligence company that provides an AI Revenue Intelligence Platform that helps companies better engage customers, forecast accurately, improve team productivity, and increase revenues.

Kelly has also served on many corporate boards as a director and advisor. Her board service has included both public and private company boards, including: [Fastly](#) (NYSE:FSLY), Plum Acquisition Corp I (NASDAQ:PLMI), [Lucid](#), [Gong](#), [Even](#), and [Amperity](#). She has been a Board Advisor at [Dropbox](#), [Asana](#), [data.world](#), [Hyperproof](#), [Cien](#), and [Two Ravens](#). She has served on multiple non-profit boards, including the Stanford LEAD Council, Stanford Seattle Advisors, [The Jack and Ann Rhodes Professional Sales Program at UW Foster School of Business](#), and has participated in many board organizations.

Kelly is Founder and CEO of [Culture Driven Sales](#), her own thought leadership platform that she created to help companies create exceptional cultures that drive sales. She is an active speaker, writer, and podcaster on Culture Driven Sales, as well as other topics including Sales, Go-To-Market, Scaling, Culture, High Performing Teams, Operational Excellence, Diversity, and Women in Leadership.

Kelly created this Culture Driven Sales & Go-To-Market Strategy course and the content covered to fill a void in curriculum essential to business leaders that was noticeably missing at the top business schools. The content she has created for her company and the expertise that she brings to her board roles are central to the curriculum covered in the class.

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 have individual homework reflections to apply 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 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 breakouts, 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 participation performance.

What Are Expectations Regarding Attendance?

With only five class sessions, regular attendance is recommended. Given unanticipated events, students may face conflicts or unforeseen circumstances, making it necessary to miss class at some point during the mini-term. Engage in regular communication with the instructor should you have issues impacting your attendance. 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 complete an assignment, contact the instructor prior to class to get approval to submit late work. Assignments submitted late may have points deducted, as full credit assumes work is completed by the deadline.

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 Assignments?

Each student is expected to submit assignments throughout the course. For three of the five sessions, you will write and submit an individual reflection assignment. Assignments require the student to synthesize learnings from the readings and class sessions. The requirements for each assignment are to address the requirements outlined in the grading rubric.

There are many resources to assist students with research and work completion. Students may use artificial intelligence as one of multiple research methods, but students may not copy or plagiarize text from any resource, including from AI applications. If a student or group of students are caught cheating or plagiarizing, the assignment will earn zero credit.

What Is the Final Project?

All students must complete a final team project, which includes both a written report and a group oral presentation. The final project will consist of a "Sales Audit" for a company

that has a professional sales organization and meets the minimum criteria. 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 currently or formerly part of the organization to best understand the company's approach, and compiling a final written project report. Teams should be comprised of 6-8 students, with a maximum of 8 students.

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

- Have a published vision and/or mission 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
- Have a B2B sales motion (B2B rather than B2C companies are strongly preferred)

The company (which can be public or private) cannot be one of the companies covered in the Session 1 class mission/vision exercise. Nobody on the project team can have ever worked at, advised, or consulted for the company. The rubric requires interviews with current or prior company employees, so keep this in mind when selecting the company to help make the research component more accessible.

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

- Company Vision and/or Mission
- Company Core Values
- Company Story
- Differentiated Value Proposition
- Ideal Customer Profile
- Sales Motion(s)
- 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 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, filings, 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 activities, discussions, class breakouts, surveys, and in class and team projects.

Students have different preferences with regards to participation. Some students will feel more comfortable speaking up in the full class sessions, while others prefer participating more actively in breakouts. Participation points can be earned by contacting the instructor outside of class time, scheduling time in office hours, posting in canvas discussions, or presenting homework to the class.

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 and learnings. Participation which detracts from the learning environment will negatively impact the participation grade.

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 and activity.

Surveys will be given to provide feedback to help improve the course content and format. Participation in these surveys will contribute to your class participation.

Self and peer evaluations assessing class participation are factored into the class participation grade.

Some of the best contributors are those who participate in a subset of sessions, discussions, and activities, but whose comments and contributions are insightful and compelling. Quality is just as, if not more, important than quantity.

Given that class participation is a large portion of the total grade, missing multiple class sessions may negatively impact the participation grade.

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

Homework Grading:

Your three homework assignments contribute to 30% of your overall class grade. There are three individual homework assignments, due at the beginning of the second, third, and fourth sessions. Each assignment represents 10% of your overall grade. The assignments 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: Taking Control of the Customer Conversation* by Matthew Dixon and Brent Adamson at a bookstore or online. ISBN 9781591844358. The book is 240 pages. The book can be purchased online for approximately \$10.

You also must purchase the Harvard Business Publishing Coursepack, which includes one reading by Harvard Business Publishing entitled “Sales Force Design and Management” by Doug Chung and Das Narayandas (32 pages). The coursepack costs \$8.75 and should be purchased at [MKTG 579: Culture Driven Sales and Go-To-Market Strategy Coursepack Spring 2025](#).

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

- [Why Vision and Mission Really Do Matter](#)
- [HBR Article: The Difference Between Purpose and Mission](#)
- [Difference Between Vision and Mission Statements: 25 Examples](#)
- [Create a Winning Company Culture By Perfecting These 2 Elements](#)
- [The 3 Stories Every Company Should Know And Share Often](#)
- [Sales Operations Demystified: What It Is, Why It Matters, and How To Do It Right](#)

Course Workload:

During this five-week course, there is approximately 30-90 minutes of reading per week.

There are three individual homework assignments, due in sessions 2, 3, and 4. These assignments are short 1-page reflections that should take no more than 60 minutes to complete.

The team project is worth 50% of your grade and is the largest time commitment for your work outside of class. Although time committed in this project varies widely by team, you should be able to complete the team project with an individual investment of 5-10 hours outside of class time.

Total time commitment outside of class (including readings, homework assignments, and team project) is approximately 15-25 hours over the five weeks, or 3-5 hours per week.

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 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:

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



Session	Topic*	Session Structure/Review	Preparation/Readings for Class (To be completed before class)	Assignments Due (At Start of Session)
Session 1 April 15	Go-To-Market Introduction Vision/Mission Core Values Culture GTM Executive Guest Speaker	<ul style="list-style-type: none"> • Introduction of Go-To-Market Strategy • Vision/Mission • Core Values and Company Culture • Introduction to Final Team Project • Class Activity on Mission Statement • Simon Sinek TED Talk Discussion • 	<ul style="list-style-type: none"> • Why Vision and Mission Really Do Matter (5 minutes) • HBR: The Difference Between Purpose and Mission (5 minutes) • Difference Between Vision and Mission Statements: 25 Examples (10 minutes) • Create a Winning Company Culture By Perfecting These 2 Elements (5 minutes) 	
Session 2 April 22	Start with Why The Challenger Sale Differentiated Value Propositions Ideal Customer Profile	<ul style="list-style-type: none"> • Challenger Sales Approach • Storytelling • Differentiated Value Propositions • Ideal Customer Profile • Guest Speaker Elissa Fink – Former CMO, Tableau and Tech Board Director • Project Team Breakouts 	<ul style="list-style-type: none"> • <i>The Challenger Sale: Taking Control of the Customer Conversation</i> by Matthew Dixon and Brent Adamson, Chapters 1-4, Pages 1-64 (ISBN 9781591844358) (60 minutes) • The 3 Stories Every Company Should Know and Share Often (5 minutes) 	<ul style="list-style-type: none"> • <i>Assignment: Vision, Mission, and Core Values</i> • <i>Company Selection for Final Team Sales Audit Project Due</i>
Session 3 April 29	Sales Motions GTM Executive Guest Speaker Ideal Seller Profile	<ul style="list-style-type: none"> • Guest Speaker TBD • Sales Motions • Ideal Seller Profile • Sales Audit Questions • Tableau Case Study & Discussion • Project Team Breakouts 	<ul style="list-style-type: none"> • Work on Final Sales Audit project 	<ul style="list-style-type: none"> • <i>Assignment: Ideal Customer Profile</i>
Session 4 May 6	Sales Operations & Guest Speaker Tableau Case Study Team Project Work Time	<ul style="list-style-type: none"> • Sales Operations Guest Speaker: Sarah Bedwell – Sales Operations and Enablement Consultant • Project Team Breakouts 	<ul style="list-style-type: none"> • Harvard Business Publishing Article “Sales Force Design and Management” by Doug Chung and Das Narayandas – 32 pages in Coursepack (30 minutes) • Sales Operations Demystified: What It Is, Why It Matters, and How To Do It Right (10 minutes) • Work on Final Sales Audit project 	<ul style="list-style-type: none"> • <i>Assignment: Ideal Seller Profile</i>
Session 5 May 13	Final Project Team Presentations Class Reflections	<ul style="list-style-type: none"> • Final Project Team Sales Audit Presentations • Final Sales Audit Project Discussion • Course Evaluation • Class Reflections 	<ul style="list-style-type: none"> • Optional: Watch one or both Sales Executive Panel Videos 	<ul style="list-style-type: none"> • <i>Final Team Project: Sales Audit Written Project & Team Oral Presentation</i>

*Session topics, material, structure, speakers, readings, and assignments may change.

Outline of Sessions and Assignments

Session 1: Go-To-Market Mission and Core Values

April 15, 2025

Readings/Homework:

- [Why Vision and Mission Really Do Matter](#)
- [HBR: The Difference Between Purpose and Mission](#)
- [Difference Between Vision and Mission Statements: 25 Examples](#)
- [Create a Winning Company Culture By Perfecting These 2 Elements](#)
- Watch Video: [Simon Sinek: How Great Leaders Inspire Action - TED Talk](#) (18 Minutes)

Course Content:

6:00pm – 7:05pm

- Introduction of Culture Driven Sales & Go-To-Market Strategy and course & grading expectations (20 minutes)
- Introduction to Final Team Project Assignment (15 minutes)
- Review definitions of vision/mission, why they are important, and class discussion (30 minutes)

7:05pm – 7:15pm – Break

7:15pm – 8:15pm

- Group Activity on Company Mission Statements (20 minutes)
- Group Presentations on Mission activity (20 minutes)
- Class Discussion on Simon Sinek Video (20 minutes)

8:10pm – 8:20pm - Break

8:20pm – 9:30pm

- Class Discussion on Culture/Core Values (30 Minutes)
- Class Reflections (20 minutes)
- Discuss Readings and Homework due Session 2 (10 minutes)

Discussion Questions:

1. What is a Go-To-Market Strategy?
2. What is the difference between vision and mission?
3. Why should a company have a stated mission?
4. Why is the “why” important?
5. Why should company culture be a priority? Why do core values matter?

6. How do mission and culture influence Go-To-Market Strategy?

Learning Objectives. By the end of this class, you will be able to:

1. Evaluate vision and/or mission statements and assess their alignment with a company's product, core values, and focus
2. Ability to articulate what a Go-To-Market Strategy is and why it matters

Homework Due Session 2:

- Homework #1: Vision, Mission, and Core Values Reflection

Pick a company with a public vision and/or mission statement and core values. Company should be different from companies reviewed in class during Session 1. Using principles reviewed in Session 1, write an assessment of the effectiveness and alignment of the mission/vision and core values with the company's business. Company must have a published vision and/or mission statement and core values stated on their official website. Reflection should take 30-60 minutes to complete and should be 1.5 pages or less.

Criteria	Points (10 Total)			
Identify company, vision and/or mission, and core values	<p>Excellent (4 points)</p> <p>Identifies company, along with published vision and/or mission. Lists all core values. Includes reference(s) links on company website where these were identified and/or found.</p>	<p>Good (3 points)</p> <p>Identifies company, along with published vision and/or mission, and lists core values. Missing references.</p>	<p>Satisfactory (1-2 points)</p> <p>Lists company but has only vision/mission or core values. Missing having both and missing references.</p>	<p>Needs Improvement (0 points)</p> <p>Missing both vision/mission statement or core values. Missing references.</p>
Describe if and how vision and/or mission impact company and drive company strategy	<p>Excellent (3 points)</p> <p>Detailed description of effectiveness and alignment of company vision and/or mission statement to company purpose and company strategy.</p>	<p>Good (2 points)</p> <p>Partial description of effectiveness and alignment of company vision and/or mission statement to company purpose and company strategy.</p>	<p>Satisfactory (1 point)</p> <p>Incomplete description of effectiveness and alignment of company vision and/or mission statement to company purpose and company strategy.</p>	<p>Needs Improvement (0 points)</p> <p>Lacks explanation of how vision and/or mission statement ties to company purpose or company strategy.</p>

Describe if and how core values affect employee behavior and impact company	<p>Excellent (3 points)</p> <p>Effectively ties core values to company purpose and company culture. Draws correlation between core values and company strategy.</p>	<p>Good (2 points)</p> <p>Ties core values to company purpose, but lacks clear correlation between values and company culture.</p>	<p>Satisfactory (1 point)</p> <p>Highlights core values but limited connection between those values and company culture and employee behavior.</p>	<p>Needs Improvement (0 points)</p> <p>Lacks explanation of how core values impact employee behavior, company culture, or company strategy.</p>
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- Proposal for Sales Audit Final Team Project, including company name and team members, due before start of Session 2.

Project teams should have 4-5 MKTG 579 students, with no more than 5 students per team. No team member can have worked or advised for the proposed company. Final project teams will have in-class team activities and breakout time to help prepare for the final project. Contact Kelly Wright via email, text, or phone before Session 2 to have your company selection approved before the second class. If you would prefer to be assigned to a Final Project team instead of selecting the team yourself, notify Kelly Wright at least a day before session 2, and she will assign you to a project team.

Session 2: Differentiated Value Proposition, & Ideal Customer Profile**April 22, 2025**

Readings:

- [The 3 Stories Every Company Should Know And Share Often](#)

Course Content:

6:00pm – 7:05pm

- Agenda and Learning Objectives for Session 2 (5 minutes)
- Challenger Sale Lesson (20 minutes)
- Guest speaker on Mission, Values, and Company Story – [Elissa Fink](#) (40 minutes for fireside and live Q&A)

7:00pm – 7:10pm – Break

7:10pm – 8:10pm

- Discuss Vision, Mission, Core Values Homework – few examples (15 minutes)
- Storytelling Lesson (10 minutes)
- Differentiated Value Propositions Lesson (15 minutes)
- Differentiated Value Proposition Team Breakout (20 minutes)

8:10pm – 8:20pm – Break

8:20pm – 9:30pm

- Differentiated Value Proposition Class Discussion (10 minutes)
- Introduction of Ideal Customer Profile (20 minutes)
- Class Takeaways from Session 2 (15 minutes)
- Ideal Customer Profile Homework Assignment and Questions about Final Sales Audit (15 minutes)

Class Discussion Questions:

- How can a company leverage the mission, values, and company story into a differentiated value proposition?
- What are key factors in determining the Ideal Customer Profile?

Learning Objectives. By the end of this class, you will be able to:

1. Assess if a company's story is compelling and ties into the differentiated value proposition
2. Generate a defensible Ideal Customer Profile

Homework Due Session 3: Ideal Customer Profile

- *Ideal Customer Profile*: Assess your company's Ideal Customer Profile. For homework, use Ideal Customer Profile template provided on canvas. This homework should take you approximately 30 minutes. (This is an individual assignment.)

Criteria	Points (10 Total)			
Write the Ideal Customer Profile	<p>Excellent (5 points)</p> <p>Ideal Customer Profile is comprehensive list of ideal characteristics, including ideal company attributes, ideal use case(s), target company demographics, and other requirements.</p>	<p>Good (3-4 points)</p> <p>Ideal Customer Profile contains list of ideal characteristics, including ideal company attributes, ideal use case(s), target company demographics, and other requirements, but not entirely comprehensive.</p>	<p>Satisfactory (2 point)</p> <p>Ideal Customer Profile is missing key characteristics which should be included.</p>	<p>Needs Improvement (0-1 point)</p> <p>Ideal Customer Profile is incomplete.</p>
Write list of questions to flush out and assess Ideal Customer Profile	<p>Excellent (5 points)</p> <p>Detailed list of questions to be asked to validate all attributes listed in Ideal Customer Profile.</p>	<p>Good (3-4 points)</p> <p>Good list of questions to be asked to validate all attributes listed in Ideal Customer Profile.</p>	<p>Satisfactory (2 point)</p> <p>Incomplete list of questions, covering only a few target areas of the Ideal Customer Profile.</p>	<p>Needs Improvement (0-1 point)</p> <p>Questions are missing or rudimentary..</p>

Session 3**Sales Motions****April 29, 2025**

Reading:

- *The Challenger Sale: Taking Control of the Customer Conversation* by Matthew Dixon and Brent Adamson, Chapters 1 – 4, pages 1 – 64 (ISBN 9781591844358)

Course Content:

6:00pm – 6:55pm

- Agenda and Learning Objectives for Session 3 (5 minutes)
- Discuss Ideal Customer Profile Homework (15 minutes)
- Team Breakout. Discuss your company's ICP (15 minutes)
- Class Discussion on ICP (10 minutes)
- The Challenger Sale Discussion (10 minutes)

6:55pm – 7:05pm – Break

7:05 – 8:00pm

- Guest Speaker [Matt Dixon](#) – Author of four business best-sellers, including *The Challenger Sale* (30 minutes)
- Ideal Seller Profile (20 minutes)
- Ideal Seller Profile Homework (5 minutes)

8:00 – 8:10pm – Break

8:10pm – 9:30pm

- Sales Motions Lesson (20 minutes)
- Team Breakout. Discuss your company's Sales Motions (20 minutes)
- Class Discussion on Sales Motions (10 minutes)
- Learnings and Takeaways from Today's Session (15 minutes)
- Ideal Seller Profile Homework and Questions about Final Sales Audit (5 minutes)
- Class Participation Self-Assessment (5 minutes)

Class Discussion Questions:

1. How is the optimal sales motion related to the company's mission? Go-To-Market strategy?
2. What are the different sales motions?
3. What are the key attributes of an Ideal Seller Profile?
4. How does the Challenger Sale approach help craft a company's positioning and messaging?

Learning Objectives. By the end of this class, you will be able to:

1. Articulate characteristics of the Challenger Sale approach
2. Identify the best sales motion(s) to engage with your company's target Ideal Customer Profile
3. Design an Ideal Seller Profile based on what you know of your company's Ideal Customer Profile, Differentiated Value Proposition, and target Sales Motion (Use the Ideal Seller Profile worksheet.)

Homework Due Session 4: Ideal Seller Profile

Write the Ideal Seller Profile for your company. If your company enlists multiple sales motions, identify which motion is the basis for your ISP. For homework, use provided Ideal Seller Profile template on canvas. This homework should take you approximately 30 minutes. (This is an individual assignment.)

Criteria	Points (10 Total)			
Write the Ideal Seller Profile skills and experience	<p>Excellent (3 points)</p> <p>Ideal Seller Profile includes a summary of ISP profile and comprehensive list of ideal background, skills and experience requirements, and behavioral traits.</p>	<p>Good (2 points)</p> <p>Ideal Seller Profile includes some of ideal background, skills, and experience requirements, but could be more comprehensive.</p>	<p>Satisfactory (1 point)</p> <p>Ideal Seller Profile is incomplete background, skills, and experience requirements.</p>	<p>Incomplete (0 points)</p> <p>Ideal Seller Profile is missing background, skills, and experience section.</p>
Write the Ideal Seller Profile behavioral traits	<p>Excellent (3 points)</p> <p>Ideal Seller Profile includes list of at least 10 relevant behavioral traits.</p>	<p>Good (2 points)</p> <p>Ideal Seller Profile includes at least 7 relevant behavioral traits.</p>	<p>Satisfactory (1 point)</p> <p>Ideal Seller Profile includes less than 7 relevant behavioral traits.</p>	<p>Incomplete (0 points)</p> <p>Ideal Seller Profile is missing behavioral traits section.</p>
Interview questions to be asked of candidate to assess match against Ideal Seller Profile	<p>Excellent (4 points)</p> <p>List of at least 10 questions to assess candidate's fit with Ideal Seller Profile. List to include questions to assess fit for ideal background, skills, and experience and at least 5 questions to assess against</p>	<p>Good (3 points)</p> <p>List of at least 7 questions to assess candidate's fit with Ideal Seller Profile. List to include questions to assess fit for ideal background, skills, and experience and at least 3 questions to assess against</p>	<p>Satisfactory (2 point)</p> <p>Incomplete list of questions, covering only a few target interview areas. List is missing questions to assess either background and experience or</p>	<p>Needs Improvement (0-1 point)</p> <p>Questions are missing or very incomplete.</p>



	ideal behavioral traits.	ideal behavioral traits.	behavioral attributes.	
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Session 4**Sales Operations Functions****May 6, 2025**

Readings:

- Harvard Business Publishing: “Sales Force Design and Management” by Doug Chung and Das Narayandas (32 pages)
- [Sales Operations Demystified: What It Is, Why It Matters, and How To Do It Right](#)

Course Content:

6:00pm – 7:10pm

- Agenda and Learning Objectives for Session 3 (5 minutes)
- Discuss Ideal Seller Profile Homework (15 minutes)
- Tableau Case Study & Discussion (50 minutes)

7:10pm – 7:20pm - Break

7:20pm – 8:20pm

- Sales Operations Functions Guest Speaker [Sarah Bedwell](#) (60 Minutes)

8:20pm – 8:30pm - Break

8:30pm – 9:30pm

- Final Team Project Review, Expectations, and Questions (10 Minutes)
- Team Breakout. Work on final audit (30 minutes)
- Key Learnings/Takeaways (15 Minutes)
- Class Participation Self-Assessment (5 minutes)

Class Discussion Questions:

1. What are the key Sales Operations Functions?
2. What are practical examples of Sales Operations you have seen in the workplace?
3. What are learnings and best practices from years in the sales profession?

Learning Objectives. By the end of this class, you will be able to:

1. Ability to describe the 5 core sales operations functions of Sales Organizational Structure, Sales Planning & Compensation, Sales Processes & Tools, Sales Metrics, and Sales Enablement
2. Explore and discuss open questions and practical applications of Go-To-Market Strategy with key sales leaders with diverse backgrounds

Final Team Project Due Session 5: Sales Audit (Final Written Paper and Oral Presentation)

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 & Sales Strategy, sales practices, and sales structure. Teams will do research leveraging the company’s website, marketing materials, publicly available information, and interviews with people associated with the organization to best understand the company’s approach. Project teams will be finalized by the start of Session 2. The Sales Audit includes both a written report and an oral team presentation, including a recorded video.

Teams will be comprised of self-organized teams of 7-8 students. Teams will submit a request for the final project company, and companies will be approved and assigned on a first come, first served basis. Each team will be required to select a company that meets these requirements:

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

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

- Company Vision and/or Mission
- Company Core Values
- Company Story
- Differentiated Value Proposition
- Ideal Customer Profile
- Sales Motion(s)
- 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 Assessment

Your audit will include your team’s overall assessment on the effectiveness of your company’s go-to-market and sales strategy in relation to the principles taught in this course.

Have fun with this project! The last section, your Integrated Go-To-Market Strategy Assessment, could be a grade, a rating, a list of pros/cons, a review of what was done well and what could be done better, a reflection on what works and what doesn't work, or however else you want to summarize your team's assessment.

Include references used in your written report 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, and/or interviews with current or former company staff. Refer to List of Resources/Research Ideas for Sales Audit for research ideas.

The final oral presentation will showcase each team's project for the rest of the class, summarizing Mktg 579 course principles into practical, applied learnings and takeaways. The Sales Audit Presentation should provide a summarized Go-To-Market & Sales Strategy Assessment based on the rubric criteria. Thorough assessment and critique should cover the effectiveness of company's Go-To-Market Strategy in relation to the principles learned in this course, incorporating how the mission/vision/values and at least 4 other Sales Audit rubric criteria factor into the company's overarching Go-To-Market Strategy.

Video Requirements:

- 5 Minute Time Limit
- Video format should be Zoom recording downloadable file or YouTube
- Upload Zoom video file or YouTube link to Video Assignment on Canvas by midnight on May 28, 2024
- Each team can decide ideal participation format for this video. Teams can choose to have just one student present, all team members participate, or whatever team prefers.

This video will be graded as one of the categories on the final Sales Audit rubric. These videos will showcase each team's project for the rest of the class to summarize the course principles into practical, applied learnings and takeaways. Video will be cut at 5 minutes, so if video is longer than 5 minutes, only the first 5 minutes will be shown.

Total oral presentation length is 10 minutes maximum: 3-5 minute recorded video and up to 5 minutes for class Q&A. After video is shown to the entire class, the team will lead class Q&A for up to 5 minutes. Teams can choose to have just one student lead class Q&A, have all team members participate, or whatever team prefers. Team members participating in the oral presentation class Q&A portion will come to the front of class for class discussion. Q&A portion will be limited to 5 minutes maximum.

Final Sales Team Audit	Points (120 Total)			
Written Report	Points (100 of 100 total)			
Company Vision and/or Mission (5 points)	<p>Excellent (9-10 points)</p> <p>Description of company with overview of what company does, products and services it provides, and company vision and/or mission with thorough description and explanation of how the vision and/or mission is representative of the company's true north</p>	<p>Good (7-8 points)</p> <p>Description of company with overview of what company does, products and services it provides, and company vision and/or mission with basic description of how the vision and/or mission is representative of the company's true north</p>	<p>Incomplete (4-6 points)</p> <p>Description of company with overview of what company does, products and services it provides, and company vision and/or mission. Incomplete explanation of how the vision and/or mission is representative of the company's true north</p>	<p>Needs Improvement (0-3 points)</p> <p>Missing or incomplete company vision and/or mission and missing description of how the vision and/or mission is representative of the company's true north</p>
Company Values and Culture (5 points)	<p>Excellent (9-10 points)</p> <p>Lists company's core values, a full review of their impact on company culture, and a description of how the core values are integrated into daily employee and team behavior and performance management</p>	<p>Good (7-8 points)</p> <p>Lists company's core values and full review of their impact on the company culture</p>	<p>Incomplete (4-6 points)</p> <p>Lists company's core values and bare definition of impact on company culture</p>	<p>Needs Improvement (0-3 points)</p> <p>Missing or incomplete company core values and culture explanation</p>
Company Story (5 points)	<p>Excellent (5 points)</p> <p>Explanation of the company founding story, incorporating the differentiated value proposition, the "why" this is important, packaged in a way that could be used to provide thought leadership to the</p>	<p>Good (3-4 points)</p> <p>Explanation of the company founding story, incorporating the differentiated value proposition and the "why" this is important</p>	<p>Incomplete (1-2 points)</p> <p>Incomplete explanation of the company founding story or rough outline without full company story</p>	<p>Missing (0 points)</p> <p>Company story missing</p>

	space, prospects, and customers			
Differentiated Value Proposition (10 points)	Excellent (9-10 points) Thorough explanation of the differentiated value proposition highlighting not only the differentiators but also why this matters to the prospect/customer and how they provide unique and differentiated competitive advantages over other competitive options	Good (7-8 points) Detailed explanation of the differentiated value proposition and why this matters to the prospect/customer	Satisfactory (4-6 points) General overview of differentiated value proposition	Needs Improvement (0-3 points) Lacking clear differentiated value proposition
Ideal Customer Profile (10 points) Use provided Ideal Customer Profile Template (Assessment for this ICP section will be aligned with the Homework #2 grading rubric)	Excellent (9-10 points) Comprehensive list of Ideal Customer Profile attributes including many factors in target company Demographics and Needs along with a list of at least 10 open-ended discovery questions to ask prospects to help qualify customer attributes and measure the prospect's fit with ICP propensity to buy	Good (7-8 points) Thorough list of Ideal Customer Profile attributes including many factors in Customer Demographics and Needs	Satisfactory (4-6 points) Basic of Ideal Customer Profile attributes	Needs Improvement (0-3 points) Lacking Ideal Customer Profile
Sales Motion(s) (10 points)	Excellent (9-10 points) Comprehensive explanation of sales motion(s), including why the motions are used, and an assessment as to whether the motions are the best way to address the Ideal	Good (7-8 points) Thorough explanation of sales motion(s) used, including why the company leverages such motions	Incomplete (4-6 points) Basic explanation of sales motion(s) used	Needs Improvement (0-3 points) Lacking sufficient definition or explanation of sales motion(s)

	Customer Profile and align with the company's go-to-market strategy			
<p>Ideal Seller Profile (10 points)</p> <p>Use provided Ideal Seller Profile Template</p>	<p>Excellent (9-10 points)</p> <p>Ideal Seller Profile includes a summary of ISP profile and comprehensive list of ideal background, skills and experience requirements, and behavioral traits.</p> <p>Ideal Seller Profile includes list of at least 10 relevant behavioral traits.</p> <p>List of at least 10 questions to assess candidate's fit with Ideal Seller Profile. Questions must help to assess whether the candidate has the ideal experience requirements and behavioral traits listed in the top section of ISP template. List to include questions to assess fit for ideal background, skills, and experience and at least 5 questions to assess against ideal behavioral traits.</p>	<p>Good (7-8 points)</p> <p>Ideal Seller Profile includes some of ideal background, skills, and experience requirements, but could be more comprehensive.</p> <p>Ideal Seller Profile includes at least 7 relevant behavioral traits.</p> <p>List of at least 7 questions to assess candidate's fit with Ideal Seller Profile. List to include questions to assess fit for ideal background, skills, and experience and at least 3 questions to assess against ideal behavioral traits. Questions could be better aligned with flushing out experience requirements and behavioral traits listed in top section of ISP template.</p>	<p>Satisfactory (4-6 points)</p> <p>Ideal Seller Profile is incomplete background, skills, and experience requirements.</p> <p>Ideal Seller Profile includes less than 7 relevant behavioral traits.</p> <p>Incomplete list of questions, covering only a few target interview areas. List is missing questions to assess either background and experience or behavioral attributes. Questions poorly aligned with assessing key experience requirements and behavioral traits listed on top section of ISP template.</p>	<p>Needs Improvement (0-3 points)</p> <p>Ideal Seller Profile is missing background, skills, and experience section.</p> <p>Ideal Seller Profile is missing behavioral traits section.</p> <p>Questions are missing or very incomplete. Questions assess attributes not aligned with key hiring criteria on top section of ISP template.</p>
<p>Sales Operations Overview (10 points)</p>	<p>Excellent (9-10 points)</p> <p>Coverage of all five Sales Operations Functions, including Sales Organizational Structure, elements of and/or factors considered in Sales Planning & Compensation,</p>	<p>Good (7-8 points)</p> <p>Coverage of four Sales Operations Functions, including Sales Organizational Structure, elements of and/or factors considered in Sales Planning & Compensation,</p>	<p>Incomplete (4-6 points)</p> <p>Coverage of three Sales Operations Functions, including Sales Organizational Structure, elements of and/or factors considered in Sales Planning & Compensation,</p>	<p>Needs Improvement (0-3 points)</p> <p>Coverage of two or less Sales Operations Functions, including Sales Organizational Structure, elements of and/or factors considered in Sales Planning &</p>

	description of at least one key Sales Process and/or Tool, explanation of at least one Sales Metrics for tracking or measuring performance, and explanation of approach or at least one program within Sales Enablement	description of at least one key Sales Process and/or Tool, explanation of at least one Sales Metrics for tracking or measuring performance, and explanation of approach or at least one program within Sales Enablement	description of at least one key Sales Process and/or Tool, explanation of at least one Sales Metrics for tracking or measuring performance, and explanation of approach or at least one program within Sales Enablement	Compensation, description of at least one key Sales Process and/or Tool, explanation of at least one Sales Metrics for tracking or measuring performance, and explanation of approach or at least one program within Sales Enablement
Audit Assessment of Go-To-Market Strategy (30 points) (Assessment of company's overarching go-to-market strategy encompassing all the elements of the course.)	Excellent (25-30 points) Thorough assessment and critique of the effectiveness of company's Go-To-Market Strategy in relation to the principles learned in this course, incorporating how the mission/vision/values and at least 4 other Sales Audit rubric criteria factor into the company's overarching Go-To-Market Strategy.	Good (20-25 points) Good assessment and critique of the effectiveness of company's Go-To-Market Strategy in relation to the principles learned in this course, incorporating how the mission/vision/values and at least 2-3 other Sales Audit rubric criteria factor into the company's overarching Go-To-Market Strategy.	Needs Improvement (10-19 points) Basic assessment of the effectiveness of company's Go-To-Market Strategy in relation to the principles learned in this course, incorporating how the mission/vision/values but missing tie-ins with adequate examples of how the other Sales Audit rubric criteria factor into the company's overarching Go-To-Market Strategy.	Poor (0-9 points) Incomplete assessment of the effectiveness of company's Go-To-Market Strategy in relation to the principles learned in this course. Poor tie-ins back to mission/vision/values or additional elements of the Sales Audit criteria incorporated into assessment.
References (5 points)	Excellent (5 points) At least 5 references from various sources, including but not limited to the company's website and marketing materials, books, articles, or interviews with current or prior company staff. Excellent rating requires at least 2 interviews with current or prior company staff	Good (3-4 points) At least 3-4 references from various sources, including but not limited to the company's website and marketing materials, books, articles, or interviews with current or prior company staff or including 5 required references, but not from a variety of sources. Good rating requires at least one	Incomplete (1-2 points) 1-2 references listed	Missing (0 points) No references listed

		interview with current or prior company staff		
Oral Presentation	Points (20 total)			
<p>Final Team Sales Audit Video and Oral Presentation (20 points)</p> <p>Total oral presentation length is 10 minutes maximum:</p> <p>3-5 minutes recorded video and up to 5 minutes of class Q&A</p> <p>Team can decide number of presenters – can be as few as one or multiple</p>	<p>Excellent (18-20 points)</p> <p>Excellent, organized, and engaging oral presentation within time limit that summarizes team’s assessment of the company’s overarching go-to-market and sales strategy, including all of the following:</p> <ul style="list-style-type: none"> - Company Vision/Mission - Core Values/Culture - Company Story - Differentiated Value Propositions - Ideal Customer Profile - Ideal Seller Profile <p>You may include other elements covered in the final written audit, but these above must be covered in the video presentation for full credit. Points will be deducted if video is longer than 5 minutes or if total presentation runs over 10 minutes.</p>	<p>Good (15-17 points)</p> <p>Good oral presentation that summarizes team’s assessment of the company’s overarching go-to-market and sales strategy, including most of following:</p> <ul style="list-style-type: none"> - Company Vision/Mission - Core Values/Culture - Company Story - Differentiated Value Propositions - Ideal Customer Profile - Ideal Seller Profile 	<p>Satisfactory (10-14 points)</p> <p>Satisfactory oral presentation that summarizes team assessment of the company’s overarching go-to-market and sales strategy and includes at least 3 of the following:</p> <ul style="list-style-type: none"> - Company Vision/Mission - Core Values/Culture - Company Story - Differentiated Value Propositions - Ideal Customer Profile - Ideal Seller Profile 	<p>Needs Improvement (0-9 points)</p> <p>Oral presentation missed key elements of summarizing team’s assessment of the company’s overarching go-to-market and sales strategy. Presentation could have been better structured and organized.</p>

Final Team Sales Audit Project

Recorded Video Presentation and Project Team Discussion

The final oral presentation will showcase each team's project for the rest of the class, summarizing Mktg 579 course principles into practical, applied learnings and takeaways. The Sales Audit Recorded Video should provide a summarized assessment and critique of the effectiveness of the company's go-to-market & sales strategy in relation to core principles taught in the course. Video may provide an assessment of as many course principles as you'd like in the allotted time, so long as they cover these key principles:

- Company Vision/Mission
- Company Core Values/Culture
- Company Story
- Differentiated Value Propositions
- Ideal Customer Profile
- Ideal Seller Profile

Video Requirements:

- 5 Minute Time Limit
- Video format should be Zoom recording downloadable file or YouTube
- Upload Zoom video file or YouTube link to Video Assignment on Canvas by midnight on May 28, 2024
- Each team can decide ideal participation format for this video. Teams can choose to have just one student present, all team members participate, or whatever team prefers

Total oral presentation length is 10 minutes maximum: 3-5 minutes recorded video and up to 5 minutes of class Q&A. After video is shown to class, the project team will lead class Q&A for up to 5 minutes. Teams can choose to have just one student lead class Q&A, have all team members participate, or whatever team prefers. Team members participating in the oral presentation class Q&A portion will come to the front of class for class discussion. Q&A portion will be limited to 5 minutes maximum.

Have fun with this project! Your assessment could be a grade, a rating, a list of pros/cons, a review of what was done well and what could be done better, a reflection on what works and what doesn't work, or however else you want to summarize your team's assessment. Before getting to the assessment portion of your video, your team will need to provide some basics and the overall context, covering mission/vision, core values, company story, differentiated values propositions, Ideal Customer Profile, Ideal Seller Profile, and whatever other points about Sales Motions, Sales Operations, or other principles covered in the course you'd like to cover. The context overview should be 3 minutes or less, leaving the remaining time to review your team's assessment.

For the open Q&A portion of each presentation, each project team will facilitate its own discussion, fielding questions from the class or asking prompts to facilitate discussion. Each team may want to assign a point person to manage the classroom discussion.

Instructor will be time-keeper, as each team will have a maximum of 10 minutes. If discussion ends earlier, we will move onto the next team.

The recorded video will be the main component of your team's Oral Presentation points on the Sales Audit rubric. Each member of the project team will receive the same grade for the video.

Session 5**Final Project Presentations and Reflections****May 13, 2025**

Readings:

- None – all efforts on final project

Content to Watch Before Class:

- Optional to watch recorded Sales Executive Panel Video

Final Project: Company Audit

- Final Team Sales Audit Written Report must both be submitted on canvas by the beginning of class.
- Each team will present a final oral presentation. After maximum 5 minute team presentation, each team will have up to 5 minutes to lead a discussion and answer general Q&A from the class.

Course Content:

6:00pm – 7:10pm

- Introduction of Session (5 minutes)
- Final Sales Audit Project Discussion (10 minutes)
- Final Sales Audit Project Presentations – 5 Teams (55 minutes)

7:10pm – 7:25pm - Break

7:25pm – 9:00pm

- Final Sales Audit Project Presentations – 4 Teams (45 minutes)
- Final Sales Audit Project Votes and Discussion (15 minutes)
- Class Reflections (20 minutes)
- Course Evaluation (15 minutes)

Learning Objectives. By the end of this class, you will be able to:

1. Provide a comprehensive Sales Audit for a company, including assessment of Mission, Core Values, Company Story, Differentiated Value Propositions, Ideal Customer Profile, Sales Motion(s), Ideal Seller Profile, Sales Operations Functions, and overall Go-To-Market Strategy
2. Evaluate whether a company's go-to-market strategy adequately aligns with the mission, core values, and company story
3. Synthesize and communicate your findings in an effective written and oral presentation

Class Participation Grade for Course

Class Preparation and Participation (20% of course grade) is evaluated on a 20-point scale. Classroom learning, especially in an online environment, benefits from an interactive environment with active participation, lively discussions, and experience sharing. Diversity of thought and multiple perspectives lead to improved learning. This course involves classroom activities, exercises, case discussions, and peer feedback which all directly impact the learning environment of the class. The class participation grade incorporates the student's individual constructive oral contributions and contributions to creating a positive, respectful classroom learning environment.

Participation also includes following the guidelines for this online learning environment, including having video on during class time, muting and managing sound appropriately from your mic, and being actively engaged and not distracted. Note that absences will negatively impact the ability to participate, so attendance does indirectly influence the Class Participation grade.

You are expected to actively participate in the course. 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 virtual hands raised and random calling. Participation is encouraged, but there is no need to contribute to every discussion. Participation also includes participation in breakout exercises and within your project teams. Some of the best contributors are those who participate in a subset of sessions, but whose comments are insightful and compelling. The key issue is one of quality, not quantity. Participation which detracts from the learning environment will negatively impact the participation grade.

Students have different preferences with regards to participation. Some students will feel more comfortable speaking up in the full class sessions, while others prefer participating more actively in the breakouts. Participation points can be earned by contacting the instructor outside of class time, scheduling time in office hours, posting in canvas discussions, or presenting homework to the class.

The class participation grade will also incorporate self-evaluations at the end of each class and peer evaluations of each student's contribution to team projects at the end of the term.

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.

Class Participation Criteria	Points (20 Total)
Class Participation and Preparedness	<p>Contributions during class and in classroom activities, breakouts, and discussions reflect exceptional preparation. Ideas offered are always substantive and provide one or more major insights as well as providing a fruitful direction for the class. Arguments are well-substantiated and persuasively presented. If this person were not a member of the class participating in class sessions, break-outs, and other course interactions, the quality of the discussions would be diminished significantly. Treats other students and instructor with dignity and respect. Active listener. Appropriate classroom etiquette during classroom sessions or in other course interactions. Arrives on time to class at start of class and after breaks.</p> <p>Participation points will be deducted for:</p> <ul style="list-style-type: none"> • Lack of class participation • Contributions during class and in classroom activities, breakouts, and discussions, whether when called on or volunteered, reflect inadequate preparation • Comments and participation not additive to classroom discussion or detractive from lessons • Contributions are “cherry picking” efforts making isolated, obvious, or confusing points. • Not paying attention during class or multi-tasking • Poor classroom citizenship or not treating others with respect • Missing class • Arriving to class late at start of class, after breaks, or leaving for large segments during class sessions <p>Turning in assignments late</p>