



2022 National Conference in Sales Management

Hyatt Regency Minneapolis
Minneapolis, Minnesota
March 23-25, 2022

PROCEEDINGS

Mission Statement.....	1
Foreword.....	2
Heritage of Leadership.....	3
Reviewers.....	7
Agenda.....	8
Presentation Abstracts.....	13

National Conference on Sales Management Mission Statement

The mission of the National Conference on Sales Management (NCSM) is to create and disseminate knowledge on professional selling and sales management. This mission has three legs: Research, PSE, and Business Involvement.

Research – The conference should be a focal point for the development and transfer of knowledge on sales and sales management. We should provide a forum for the development of quality research in the sales and sales management area.

PSE – A related leg is to encourage growth that strengthens PSE and its educational component. The NCSM should be designed whenever reasonable to support the PSE faculty advisors. Our activities should be structured in a fashion that recognizes their important role in the dissemination of sales and sales management knowledge as advisors to students.

Business Community Involvement – The final leg consists of our role in recognizing the opinions and contributions of the people who are working in the field of sales and sales management. Business people can make an important contribution in evaluating the research we are doing and in sharing ideas on trends in sales management and selling. NCSM seeks to enhance the practice of professional selling and sales management by fostering the dialogue between academicians and practitioners.

Through adherence to the mission, the National Conference on Sales Management (NCSM) exists to create the premier national conference for disseminating knowledge in the areas of sales management and professional selling.

FOREWORD

This thirty-sixth volume of the Proceedings from the National Conference in Sales Management contains articles and abstracts of presentations scheduled at the 2022 Conference held March 23-25 at the Hyatt Regency Minneapolis in Minneapolis, Minnesota. Each article was selected after a blind competitive review process and will be presented at the conference by at least one author. In addition, the three-day Conference devotes four sessions to the corporate sponsored Best Sales Teaching Innovation award. Based on the success of the Research Round Table this session continues at this year's conference, as well as four very interesting special session presentations/panel discussions. As always, the 2022 Conference continues to provide the outstanding socializing and networking opportunities that are hallmarks of the NCSM.

As interest in sales research and education has significantly expanded over the years, Conference attendance by both academics and practitioners continues to be strong.

Special recognition for this 2020 Conference goes to:

- Joan Rogala, Executive Director of Pi Sigma Epsilon for her expert support and guidance throughout the conference planning process, and all the staff of Pi Sigma Epsilon for all they do behind the scenes.
- The NCSM Executive Board – Lisa Simon of Cal Poly, San Luis Obispo for her leadership and guidance as the Executive Director of the NCSM; Christine Lai of Emlyon Business School for serving as Competitive Sessions Chairs; Bryan Hochstein of The University of Alabama and Catherine Johnson of the University of Toledo serving as Co-chairs of the Doctoral Student Sales Research Program; Rebecca Dingus of Central Michigan University for serving as Sales Education Track Coordinator; Stefanie Boyer of Bryant University for serving as Special Sessions Coordinator; Aaron Arndt of Old Dominion University and David Locander from University of Tennessee Chattanooga for serving as member at large and assisting with program development.
- All the paper reviewers (see list in separate document) for their constructive feedback to help authors advance their research.
- And all of the contributors and supporters of the Conference who put their valuable time into making this Conference a success.

The goal of the National Conference in Sales Management is to serve as a forum for professionalizing selling and sales management by bringing together a broad spectrum of academics and practitioners. Thanks to the support and effort of everyone associated with this thirty-fifth event, this goal continues to be met.

David Fleming

Program Chair

Indiana State University

Stacey Schetzle

Proceedings Editor

University of Tampa

HERITAGE OF LEADERSHIP FOR NCSM

Year	Program Chair	Proceedings Editor
1986	E. James Randall <i>Georgia Southern University</i>	E. James Randall <i>Georgia Southern University</i>
1987	E. James Randall <i>Georgia Southern University</i>	E. James Randall <i>Georgia Southern University</i>
1988	E. James Randall <i>Georgia Southern University</i>	David J. Good <i>Central Missouri State University</i>
1989	David J. Good <i>Central Missouri State University</i>	David J. Good <i>Central Missouri State University</i>
1990	David J. Good <i>Central Missouri State University</i>	James B. Deconinck <i>Central Missouri State University</i>
1991	E. James Randall <i>Georgia Southern University</i>	Roberta J. Good <i>Central Missouri State University</i>
1992	Ramon A. Avila <i>Ball State University</i>	Dan C. Weilbaker <i>Northern Illinois State University</i>
1993	Ramon A. Avila <i>Ball State University</i>	Dan C. Weilbaker <i>Northern Illinois State University</i>
1994	Dan C. Weilbaker <i>Northern Illinois State University</i>	Rick E. Ridnour <i>Northern Illinois University</i>
1995	Dan C. Weilbaker <i>Northern Illinois State University</i>	Timothy A. Longfellow <i>Illinois State University</i>
1996	Timothy A. Longfellow	Michael R. Williams

	<i>Illinois State University</i>	<i>Illinois State University</i>
1997	Timothy A. Longfellow <i>Illinois State University</i>	Michael R. Williams <i>Illinois State University</i>
1998	Michael R. Williams <i>Illinois State University</i>	Michael A. Humphreys <i>Illinois State University</i>
1999	Michael R. Williams <i>Illinois State University</i>	Michael A. Humphreys <i>Illinois State University</i>
2000	Michael A. Humphreys <i>Illinois State University</i>	Jon M. Hawes <i>The University of Akron</i>
2001	Michael A. Humphreys <i>Illinois State University</i>	Jon M. Hawes <i>The University of Akron</i>
2002	David A. Reid <i>The University of Toledo</i>	Jon M. Hawes <i>The University of Akron</i> Scott A. Inks <i>Middle Tennessee State University</i>
2003	David A. Reid <i>The University of Toledo</i>	Scott A. Inks <i>Middle Tennessee State University</i>
2004	Scott A. Inks <i>Ball State University</i>	C. David Shepherd <i>Kennesaw State University</i>
2005	Scott A. Inks <i>Ball State University</i>	C. David Shepherd <i>Kennesaw State University</i>
2006	C. David Shepherd <i>Kennesaw State University</i>	Mark C. Johlke <i>Bradley University</i>
2007	Mark C. Johlke <i>Bradley University</i>	C. David Shepherd <i>Georgia Southern University</i>
2008	Mark C. Johlke <i>Bradley University</i>	Ellen Bolman Pullins <i>The University of Toledo</i>

2009	Mark C. Johlke <i>Bradley University</i>	Ellen Bolman Pullins <i>The University of Toledo</i>
2010	Ellen Bolman Pullins <i>The University of Toledo</i>	Concha R. Neeley <i>Central Michigan University</i>
2011	Ellen Bolman Pullins <i>The University of Toledo</i>	Concha R. Neeley <i>Central Michigan University</i>
2012	Concha Allen <i>Central Michigan University</i>	Michael L. Mallin <i>The University of Toledo</i>
2013	Concha Allen <i>Central Michigan University</i>	Michael L. Mallin <i>The University of Toledo</i>
2014	Michael L. Mallin <i>The University of Toledo</i>	Scott M. Widmier <i>Kennesaw State University</i>
2015	Michael L. Mallin <i>The University of Toledo</i>	Scott M. Widmier <i>Kennesaw State University</i>
2016	Scott M. Widmier <i>Kennesaw State University</i>	Lisa R. Simon <i>California Polytechnic State University, San Luis Obispo</i>
2017	Scott M. Widmier <i>Kennesaw State University</i>	Lisa R. Simon <i>California Polytechnic State University, San Luis Obispo</i>
2018	Lisa R. Simon <i>California Polytechnic State University, San Luis Obispo</i>	David E. Fleming <i>Indiana State University</i>
2019	Lisa R. Simon <i>California Polytechnic State University, San Luis Obispo</i>	David E. Fleming <i>Indiana State University</i>

2020	David E. Fleming <i>Indiana State University</i>	Stacey Schetzle <i>University of Tampa</i>
2021	David E. Fleming <i>Indiana State University</i>	Stacey Schetzle <i>University of Tampa</i>
2022	David E. Fleming <i>Indiana State University</i>	Stacey Schetzle <i>University of Tampa</i>

National Conference in Sales Management 2022 Reviewers

Conference Chair: David E. Fleming, *Indiana State University*

Competitive Papers Chair: Christine Lai, *Emlyon Business School*

Reviewers:

Richard McFarland, ESSEC Business School

Gary Hunter, University of Mississippi

Laura Munoz, University of Dallas

Gregory Alan Rich, Bowling Green State University

Ryan Mullins, Clemson University

Alexander Hass, Justus Liebig University

Carlin Nguyen, California State University

Gary Schirr, Radford University

Deva Rangarajan, IESEG Business School

Karina Burgdorff, Aalborg University Business School

Manoshi Samaraweera, University of Central Oklahoma

Bruno Lussieur, HEC Montreal

Lisa Beeler, Clemson University

David Locander, University of Tennessee Chattanooga

J. Ricky Ferguson, Indiana State University

Jeff Hoyle, Central Michigan University

Rebecca Dingus, Central Michigan University

Michael L. Mallin, University of Toledo

Scott Widmier, Kennesaw State university

Mark Johlke, Bradley University

Sunder Sarang, Texas Christian University

Narendra Bosukonda, Texas A&M University

Muzeeb Shaik, Texas A&M University

National Conference in Sales Management 2022 Agenda

Time	Session
Wednesday, March 23, 2022	
11:00-12:45	Pre-Conference: Doctoral Student Consortium and Lunch
1:00-1:20	Welcome
1:25-1:55	Teaching Moment Session #1
	Session Chair:
	Presentation #1:
	Developing the link between salesperson use of questions, need gap, and FAB statements
	David Locander, University of Tennessee at Chattanooga, Barron W. Brown, Louisiana Tech University
	Presentation #2:
	Take selling out of the box: Auction style
	Linda G. Mullen, Georgia Southern University
	Presentation #3:
	Uncovering the hidden need: Practicing probing and implication questions
	Barb Barney-McNamara, Ferris State University, Nicole Flink, Weber State University
2:05-3:05	Research Session #1
	Session Chair:
	Presentation #1:
	Salesperson depression and performance overtime: Examining job resources during the initial period of a crisis
	Lisa Beeler, Clemson University, Willy Bolander, Florida State University, Nathaniel N. Hartmann, University of South Florida and Bruno Lussier, HEC Montreal
	Presentation #2:
	Are the managers and the salespersons on the same page? The effects of the alignment between sales managers' intended control and salespersons' perceived control on performance
	Mohammad Sakif Amin, Western Michigan University, Juan Xu, NEOMA Business School
	Presentation #3:
	Transitioning from sales stars to specialized sales teams
	Michael Peasley, Middle Tennessee State University, Bryan Hochstein, University of Alabama
3:15-3:45	Teaching Moment Session #2
	Session Chair:
	Presentation #1:
	Undercover salespeople: Identifying influence in unexpected places and ways
	Rebecca Dingus, Central Michigan University
	Presentation #2:
	Story spine for role play prep
	Robert M. Peterson, Northern Illinois University
	Presentation #3:
	Uncover students thinking by empowering them: Sales management case study creation project

	Hayam Alnakhli, Central Michigan University, Benjamin Griffith, Central Michigan University
3:45-4:05	<i>Vendition Teaching Moment Award Winner Announced</i>
4:15-4:45	Special Session #1
	Technology and Teaching
	J. Ricky Ferguson, Indiana State University, Stacey Schetzslle, University of Tampa, Charles Ragland, Indiana University
6:00-7:00	VIP Reception - Sponsored By Carew
7:00-10:00	Networking Social - Wear School Colors
Thursday, March 24, 2022	
8:00-9:00	Breakfast
9:00-9:15	Welcome
9:15-10:15	Research Session #2
	Session Chair:
	Presentation #1:
	Fake it until you make it: The impostor phenomenon among sales students
	Erin Adamson Gillespie, University of North Alabama, Shaun W. Davenport, University of North Alabama, Timothy D. Butler, University of North Alabama
	Presentation #2:
	You shouldn't talk about that: A preliminary empirical study of religious messages in sales interactions from multiple theoretical perspectives
	David Fleming, Indiana State University, Laura Munoz, University of Dallas
	Presentation #3:
	Selling innovative solutions: Are you helping or hurting your customer?
	Khashayar (Kash) Afshar Bakeshloo, Iowa State University
10:20-10:55	Teaching Application Session #1
	Presentation #1:
	Selling in teams: Using a virtual escape room to demonstrate the application of Tuckman's stages of group development
	Brock Adams, Weber State University
	Presentation #2:
	Application of MEDDIC methodology for internal selling
	Michael Rodriguez, Campbell University, Stefanie Boyer, Bryant University
11:00-11:25	Special Session #2
	Tips for Effective Document Management
	Aaron Arndt, Old Dominion University, Christine LAI_BENNEJEAN, Emlyon Business School

11:30-1:00	Lunch and Keynote Speaker
1:10-1:40	Special Session #3
	Exploring digital selling and smart rooms – a place for asynchronous digital customer engagement, the next step in the evolution of virtual sales
	Mary Shoemaker, Widener University
1:45-2:45	Research Session #3
	Presentation #1:
	How does feedback design motivate the next generation of salespeople? Theory and evidence from an experimental study
	Ying Yang, University of Iowa, Xiaofei Pan, Bryant University, Christine Lai, Emlyon Business School
	Presentation #2:
	Exploring intrinsic and extrinsic motivation in driving salesperson envy and burnout
	Tyler Hancock, Catherine Johnson, Mike Mallin and Ellen Pullins, The University of Toledo
	Presentation #3:
	Competition and threat in sales: The underlying negative mechanism of mixed results
	William Zahn, University of Houston, Willy Bolander, Florida State University, Bryan Hochstein, University of Alabama and Yi Peng, Tennessee Tech University
2:55-3:45	Teaching Application Session #2
	Session Chair:
	Presentation #1:
	Filling the advanced professional sales class <i>funnel</i> – A cross-course mentorship program
	Mark D. Groza, Northern Illinois University, Charles H. Howlett, Northern Illinois University
	Presentation #2:
	Nailing the asynchronous class: Content and street videos, minus the dreaded discussion board
	Robert M. Peterson, Northern Illinois University
	Presentation #3:
	Is this really sales?
	Jeffrey A. Hoyle, Central Michigan University
3:45-4:05	<i>Federated Insurance Teaching Application Award Winner</i>
4:15-5:00	Special Session #4
	Applied Improv in the Sales Classroom
	Robert M. Peterson, Northern Illinois University
6:00-9:00	Murder Mystery Dinner
9:00-10:00	After Dinner Networking - Hospitality Suites
Friday, March 25, 2022	
8:00-9:00	Breakfast

9:00-9:15	Welcome
9:15-10:55	Doctoral Working Paper Session #1
	Session Chair:
	Presentation #1:
	The dynamic relationship between organizational identification and the social capital amongst sales, marketing, and R&D
	Ali Anwar, Wilfrid Laurier University, Maria Rouizio, HEC Montréal (Presenter)
	Presentation #2:
	The effect of emotionalization on B2B sales interactions - categorizing stimuli for a digital application based on recommended actions to promote sales
	Sam Linus Schweickhardt, Aalen University, Germany
	Presentation #3:
	From selling to value co-creating: Evolution in sales practices
	Laure Guigard, Jean-Moulin University
	Presentation #4:
	Predicting retention in B2B relationships: The danger of “too much” engagement with highly engaged customers
	Ross Johnson, University of Alabama
10:55-11:15	<i>Doctoral Working Paper Award Sponsor - Announce Winner</i>
11:30-1:00	Lunch on Your Own
1:00-1:15	Board Report
1:20-1:50	Special Session #5
	I have everything I need for my brilliant model... except the data. PSE to the rescue!
	Maria Rouziou, HEC Montréal
1:50-2:10	<i>Hunt/Deitz/Hanson Best Doctoral Paper Award</i>
2:20-3:20	Research Session #4
	Session Chair:
	Presentation #1:
	Letting customers win: Live-chat agent effectiveness in B2C sales negotiations
	Frank Lin, University of Missouri
	Presentation #2:
	Behind the blinds: Linking ESM usage and adaptive selling via social capital
	Shoaib Shafique, Riphah International University, Hayam Alnakhli, Central Michigan University
	Presentation #3:
	Using video calls in B2B buyer-seller relationships
	Michael Marck, The University of Strathclyde
3:20-3:40	<i>Best Paper Award Sponsor - Announce Winner</i>

3:45 - 4:00	Conclusion - Conference Wrap-up

2022 NCSM Competitive Papers & Abstracts

The Dynamic Relationship between Organizational Identification and the Social Capital amongst Sales, Marketing, and R&D

Ali Anwar (Wilfrid Laurier University)

Abstract

Prior research in marketing highlights the importance of cross-functional ties for organizational outcomes (Kalaiganam et al., 2021). However, the primary focus has been on marketing and R&D, overlooking the potential role of the sales function (cf. Homburg et al., 2017). This is despite arguments that the cross-functional ties of those in the sales function help enable sales productivity (Peterson et al., 2021). To study the ties among sales, marketing, and R&D, we draw on social capital theory (Nahapiet and Ghoshal, 1998) to examine: 1) if internal social capital is influenced by how employees identify with the organization within which their functional unit is situated, and 2) vice versa. Given the potentially dynamic nature of both constructs, we conduct a longitudinal study of how their relationship evolves. In this regard, we consider the relationship over time and also amidst an exogenous shock (COVID-19). The proposed relationships are being studied with data from 280 individuals nested in 103 young technology firms[1].

Predicting Retention in B2B Relationships: The Danger of “Too Much” Engagement with Highly Engaged Customers

Ross Johnson (University of Alabama)

Abstract

Sales literature has covered the topics of effectively closing sales and the management of these salespeople, yet the literature is scant on the management of closed relationships. This paper investigates specific actions that salespeople can employ to better their retention efforts in subscription based B2B markets. The author utilizes relationship marketing as a theoretical underpinning, and a dataset of over 1600 customer firms nested within 50 post-sale salespeople, across 15 months to test these effects. The two most common types of meetings employed in this setting, customer education based and planned engagement meetings, both have positive effects on retention and revenue. However, there are some nuances in the findings regarding the negative moderating effect of product dependence.

The Effect of Emotionalization on B2B Sales Interactions - Categorizing Stimuli for a Digital Application Based on Recommended Actions to Promote Sales

Sam Linus (Aalen University, Germany)

Abstract

For several years, b2b sales at all levels and stages of the sales process have been experiencing a disruption that is unprecedented in scope and speed. Disruption is characterized in particular by the transition from linear to nonlinear buying behavior, the resulting unmanageable asynchrony and the omnipresent competitive situation in terms of almost complete market transparency. All of this is enabled and driven by digitalization and technology. Industry is increasingly trending toward reducing costs with process automation and artificial intelligence. 67% of marketing and sales managers use platforms to automate processes. Particularly strong investments are being made in the automation of the customer view, the so-called customer journey, in order to make its individual phases independently traversable and thus controllable for the customer.

From Selling to Value Co-creating: Evolution in Sales Practice

Laurie Gugard (Jean-Moulin University)

Abstract

While sales is currently facing a tremendous revolution, evolving from a transactional perspective to a value co-creation one, we know little about how sales practices change at a micro level. Theoretically founded on S-D Logic and Practice Theory, this research identifies everyday sales work practices to understand what is the role of exchange actors in the value co-creation process. A qualitative method is used to collect data by interviewing salespeople, sales managers and sales experts. The preliminary findings show that new value co-creation practices are about to emerge and that salespeople play a significant role in preventing value co-destruction.

Selling Innovative Solutions: Are you Helping or Hurting Your Customer?

Khashayar Afshar Bakeshloo (Iowa State University)

Abstract

In the digital economy, many companies seek innovative solutions to improve their costs and external affairs like customer relationships. Yet, there is limited research on the consequences of such innovative solutions. Utilizing knowledge creation theory and 16 years of CRM data, the authors find that a seller's innovative solutions have a differential effect on the buyer's internal and external affairs. The findings also suggest two boundary conditions for these relationships. This research helps managers by offering a balanced view of innovative solutions and provides insight into how organizations can benefit from innovative solutions while mitigating their negative impact.

Letting Customers Win: Live-Chat Agent Effectiveness in B2C Sales Negotiations

Frank Lin (University of Missouri)

Abstract

Sales negotiations over Internet-enabled live-chat portals are increasingly common in B2C durable product sales, but little is known about sales agent effectiveness in this context. Drawing from theories of scarcity and information processing, this study conceptualizes three sales agent tactics—delivery, delay, and value affirmation—that interact to enhance the likelihood of closing sales. Unique live-chat data and archival performance data from a national home appliance retailer were employed to develop a validated corpus of textual cues to capture sales-agent closing tactics and test the proposed hypotheses. The results show the effective and ineffective combination of tactics.

Uncovering the hidden need: Practicing probing and implication questions

Barb Barney-McNamara (Ferris State University), Nicole Flink (Weber State University)

Abstract

Questioning is an essential skill for salespeople. To be successful in today's modern selling environment, sales students must sharpen their questioning ability to reach deeper into a sales conversation to diagnose problems and offer solutions. However, students often remain inefficient in their ability to uncover the implication of the customer's problem effectively and instead continue to use rapid-fire questioning techniques before they "tell" about features and benefits. Thus, instructors need to find effective methods to assist sales students in improving this critical selling competency. This presentation offers an innovative question and answer card activity to teach sales questioning skills, focusing on implication questions.

You Shouldn't Talk About That: A Preliminary Empirical Study of Religious Messages in Sales Interactions from Multiple Theoretical Perspectives

Laura Munoz (University of Dallas), David E. Fleming (Indiana State University)

Abstract

A commonly held belief is that salespeople should avoid certain topics of conversation (politics and religion) because of their divisive natures. Many companies (Hobby Lobby, Chick-Fil-A) are very public about how their religiosity drives their business decisions. This paper contributes to the literature by using extant theories (signaling, threshold and advertising response) to explore how religious messaging impacts the buyers' perceptions of the salesperson through the use of experimental methodology in the B2C sales dyad context. Specifically, it looks at how the customers' perceptions and intentions vary based on high/low use of iconography and on the high/low use of speech content.

Salesperson Depression and Performance Overtime: Examining Job Resources During the Initial Period of a Crisis

Bruno Lussier (HEC Montréal), Lisa Beeler (Clemson University), Willy Bolander (Florida State University), Nathaniel N. Hartmann (University of South Florida)

Abstract

Drawing from job-demand resource theory and using performance data from 145 salespeople matched with objective monthly sales performance data for quarter one of 2020 (the outset of the COVID-10 pandemic), we seek to understand how salespeople with depression respond to the crisis. The findings reveal that depression has a negative effect on sales performance over time, and that adaptability and family support mitigate this negative relationship, but (surprisingly) supervisor support fails to mitigate the negative effect of depression on sales performance. The article provides scholars and practitioners insights to better support their depressed salespeople during the early stages of a crisis.

How does Feedback Design Motivate the Next Generation of Salespeople? Theory and Evidence from an Experimental Study

Ying Yang (The University of Iowa), Xiaofei Pan (Bryant University), Christine Lai-Bennejean (Emlyon Business School)

Abstract

The effect of feedback information regarding the current performance on subsequent performance has flourished across disciplines (i.e., economics, education, management, etc.) (e.g., Lechermeier and Fassnacht 2018). Providing effective and timely feedback is particularly critical to sales research because performance feedback influences the learning and achievement of salespeople (e.g., Luo et al. 2021). Without appropriate feedback, salespeople are unclear about their progress towards the goals and demotivated to deploy the effort to improve performance. Consequently, sales managers lack sufficient knowledge about the effectiveness of selling activities and are unlikely to align them with the objectives.

Fake It Until You Make It: The Impostor Phenomenon Among Sales Representatives

Erin A. Gillespie, Shaun W. Davenport, Timothy Butler (University of North Alabama)

Abstract

Impostor Phenomenon (IP) has been examined in many contexts but has yet to be examined specifically in the sales context. This research suggests that IP is a neglected factor impacting turnover intentions among sales representatives. Through qualitative research, the prevalence of IP was demonstrated and factors impacting IP were identified including age, experience, and training. Results suggest sales may be particularly ripe for IP to occur due to the constant comparison inherent in sales. Performance suffered and turnover intentions were elevated among these representatives suffering from IP. Possible remedies were identified such as coaching, mentorship, and training.

Using Video Calls in B2B Buyer-Seller Relationships

Michael Marck (The University of Strathclyde)

Abstract

This study examines the role of salespeople in B2B buyer relationships that has been impacted by the rapid uptake of internet video calls as a result of the Covid-19. The paper focuses on the experience of sales representatives from a multi-national Scottish engineering company that is publicly traded. The study investigates the impact of Covid-19 on the development and maintenance of buyer-seller relationships using video sales calls (Zeeland van der Holst and Henseler, 2018). The paper presents strategies being used by sales people to replace information sources that are no longer available to them due to restrictions on in-person meetings.

Behind the Blinds: Linking ESM usage and adaptive selling via social capital

Shoaib Shafique (Riphah International University), Hayam Alnakhli (Central Michigan University)

Abstract

In contrast to traditional brick-and-mortar offices and in the era of a highly competitive marketplace and technological transformations (Agnihotri, 2021; Reday et al., 2009), both sales organizations and salespeople constantly need to adopt new technology to maintain their foothold (Bowen et al., 2021; Rayburn et al., 2021). Thus, to confidently and effectively serve customers, sales scholars have recognized the crucial role of a salesperson's intra-organizational relational ties (Agnihotri et al., 2019; Bolander & Richards, 2018; Guenzi & Nijssen, 2020; Plouffe, 2018).

Filling the Advanced Professional Sales Class Funnel – A Cross-Course Mentorship Program

Mark D. Groza (Northern Illinois University), Charles H. Howlett (Northern Illinois University)

Abstract

A challenge of many professional sales programs is encouraging students to take additional sales courses beyond the *introduction to selling* course often required as part of a student's major or minor program. 'Selling' professional sales as an academic pursuit is an important goal for those in sales academia. This challenge is addressed by creating a cross-course, semester-long mentorship program where students of an upper-level advanced professional selling class are partnered with students from a lower-level principles to selling course. Throughout the semester, the pair is required to meet periodically to review sales topics and execute a telephone role play with the advanced sales student being the buyer. At the conclusion of the semester both the mentor and mentee are evaluated by each other and the professor and a portion of their final grade in their respective course is a function of their engagement in the mentorship program.

Application of MEDDIC Methodology for Internal Selling

Michael Rodriguez (Campbell University), Stefanie Boyer (Bryant University)

Abstract

The following teaching innovation provides an opportunity for students to apply MEDDIC (Metrics, Economic buyer, Decision criteria, Decision process, Identify pain, and Champion) methodology to enhance sales professionals ability to “internal sell” for resources to support their sales opportunities. Internal selling is deemed as part of a professional’s sales role in order to gain internal resources (i.e. engineering, product specialists, executive support) to support a current sales opportunity. The acronym MEDDIC and definition are defined in the following manuscript. Application and examples of MEDDIC are provided in a team-based format. The teaching innovation allows advanced sales students to qualify a sales opportunity internally. The following innovation walks the educator through the process of defining MEDDIC and takes action on sales opportunities.

Take Selling Out of the Box: Auction Style

Linda Mullen (Georgia Southern University)

Students in most advanced and professional sales classes in universities are learning B-to-B selling skills. Do these skills apply to other sales situations? Will local auctions have similar methods implemented (ex: approach, needs, presentation, and closing)?

Activity

Students:

1. are asked to go to an auction located near the university
2. check into the registration desk, are given a number for bidding
3. are required to stay for at least 2 hours. (do not have to buy anything)
4. check out at the registration desk when leaving to receive receipt for attendance
5. write a one-page single-spaced review of the experience and relevance to sales

Take away

Sales is sales...it comes in all shapes and sizes and can relate to the material learned in the classroom.

Handouts

1. Assignment given to students
2. Reviews by students

Is this really Sales?

Jeffrey Hoyle (Central Michigan University)

Abstract

How can students apply sales skills to authentic situations while still in college. One way is by what is called service-learning or learning by doing. This requires engaging with community members and allowing students to use skills they have learned in the classroom and apply them to authentic/actual settings that allow for the acquisition of knowledge using activities outside the classroom walls, which is referred to as experiential learning. In MKT 460 - Organizational Selling - student teams work with community organizations, both Not-for-Profit and For-Profit. Once student teams are assigned to an organization a handoff e-mail is sent to each organization contact, student team is copied on the e-mail, to make the introduction and say the team will be in touch about next steps. The project includes establishing a scope of work (SOW), a written and oral report to the organization. The organization is given a rubric to grade the paper and presentation. Team grades are 60% based on the organization's evaluation and 40% on instructor's evaluation.

Story Spine for Role Play Prep

Robert M. Peterson (Northern Illinois University)

Abstract

Pixar, a computer animation film studio, has been highly successful when creating blockbusters: Toy Story, A Bug's Life, Monsters, Finding Nemo, Cars, and Incredibles. They have a code to their movies; it's typically called a "story spine". What is holding the story together for the reader/watcher? Most films follow a similar structure DNA code of storytelling that is represented by this approach:

1. Once upon a time...
2. Everyday...
3. Until one day...
4. Because of that...
5. Because of that...
6. Because of that...
7. Until finally...
8. Ever since then...
9. The moral of the story is...

When trying to get the students to have a "business conversation" vs. blasting the role play buyer with questions, seldom deviating from the script, I have become an old, frustrated man. To force them to think more broadly, as a problem solver vs. some seller with the "perfect" solution, they must prep by telling the Buyer Story for the actual role play. In short, they must narrate the story spine of their prospect's dilemma and pain points. It gets them thinking, compelled to lift their heads out their own preparation and become more reflective with what the buyer is truly struggling with.

Nailing the Asynchronous Class: Content and Street Videos, Minus the Dreaded Discussion Board

Robert M. Peterson (Northern Illinois University)

Abstract

Teaching sales courses asynchronously is challenging, highly detailed, and is missing what many of us cherish – the human interaction. Tasked with developing a graduate Digital Selling Strategies course and hearing/seeing horror stories of the insanity that is the discussion board, I knew there had to be a better way. In short, I curated content from numerous sources (books are rare on the topic), then video recorded the most salient points of the articles/websites with PowerPoint slides and wrote a case (as there were none).

For each of the 8 modules I recorded interviews with industry experts, so it was not the “World according to the Rob. Finally, each week the teams tackle a digital sales case challenge and create a 4-8 minute video response presentation. They post to Blackboard, I give video feedback, they watch others’ creations (easy since they are wickedly short videos) and grow through each week’s “sales call”. Outcomes were off the charts positive across the board...except for “my dysfunctional team”.

Uncover Students Thinking by Empowering Them: Sales Management Case Study Creation Project

Hayam Alnakhli, Benjamin Griffith (Central Michigan University)

Abstract

Case studies have been used for years by various schools including businesses, law, physicians, and artists critiquing work. Like other forms of problem-based learning, case studies can be accessible for every age group, both in one subject and in interdisciplinary work. Further, case studies are a powerful instrument to enhance students' knowledge and optimize their learning experience through thought-provoking and developing skills such as problem-solving, decision making in complex situations, coping with ambiguities, and storytelling. However, a learning model that is focused on solving an issue and reflection during the problem-solving process has only, usually, been used. Consequently, students had never, to some extent, created a case study.

Our innovation is a team-based project that is focused on students creating a product (i.e., sales management case study). The creation process is valuable itself as it requires a higher level of critical thinking to approach case studies from different angles. Meaning, instead of solving challenges, students create them! As a result, help students develop critical skills and help them build expertise in a subject area.

In this group assignment, students have to create a real-life situation, as the group members interact with each other, they should create a situation related to a sales manager who is grappling with some challenges or problems that need to be solved. Additionally, as the group members dig deeper, they must concisely and clearly articulate their story, make it relatable, easy to read, and use good content formatting elements such as headers, bulleted lists, and bold or italicized text to help the readers—especially those that like to skim—find the most important parts and challenges of the case study.

The case study should include:

- a. A description of the problems' context (a product/ service, an industry, sales teams, managerial practices).
- b. What are the key facts and factors contributing to the issues? (e.g., external factors or/ and internal factors)
- c. Supporting data, which can range from data tables to quoted statements or testimony, or any supporting documents, and references.

Developing the Link Between Salesperson Use of Questions, Need Gap, and FAB Statements

David Locander (University of Tennessee at Chattanooga), Barron W. Brown (Louisiana Tech University)

Abstract

This teaching moment is an in-class exercise designed to facilitate student understanding of the connection between salesperson use of questions, understanding the buyer's need, and the development of Feature, Advantage, and Benefit (FAB) statement(s). Students are given a handout with information about a product, potential customer, and a transcribed dialog with the buyer. Unbeknownst to the class, there are two versions of the handout with two different companies. Differences between the versions are found in the company name and the buyer's dialogue. After reading the scenario, students answer questions on the buyers needs and develop a FAB statement. After completing the handout, the teacher asks what was the buyers need? At this point there is a discrepancy among students. Once students figure out there are different versions, the teacher breaks down the differences in the types of questions, the importance of identifying the need, and differences in FAB statements.

Filling the Advanced Professional Sales Class Funnel – A Cross-Course Mentorship Program

Mark D. Groza, Charles H. Howlett (Northern Illinois University)

Abstract

A challenge of many professional sales programs is encouraging students to take additional sales courses beyond the introduction to selling course often required as part of a student's major or minor program. 'Selling' professional sales as an academic pursuit is an important goal for those in sales academia. This challenge is addressed by creating a cross-course, semester-long mentorship program where students of an upper-level advanced professional selling class are partnered with students from a lower-level principles to selling course. Throughout the semester, the pair is required to meet periodically to review sales topics and execute a telephone role play with the advanced sales student being the buyer. At the conclusion of the semester both the mentor and mentee are evaluated by each other and the professor and a portion of their final grade in their respective course is a function of their engagement in the mentorship program.