



**JINDAL GLOBAL  
BUSINESS SCHOOL**  
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*  
**NAAC Accreditation - 'A' Grade**

---

Jindal Global Business School  
*Course Outline*

---

Course Title	Sales and Distribution Management
Core or Elective	Elective
Program and Batch	MBA 2, IBM 4, IBM 5
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	Marketing
Provide details if this course is a Prerequisite for any course/specialization	Introduction to Marketing
Name of the Faculty Member/Course Instructor	Victor Saha
Contact Details of the Faculty Member	vsaha@jgu.edu.in
Contact Details of Support Staff	jgbs-eo@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBD

### **Introduction to the Course**

The course familiarizes the student with the various selling functions and techniques, distribution channels and channel management. In addition, the course provides skills to the students to effectively handle the sales force and enhance value and productivity for the organization.

### **Course Learning Objectives**

**At the end of the course, students should be able to**

**CLO 1** To gain a basic understanding of important issues in sales and salesforce management-including but not limited to sales relationships, territory management and salesforce training.

**CLO 2** To gain insights into and critically analyse distribution strategies of organisations-specifically distribution channels and channel strategies.

**CLO 3** To understand issues surrounding distribution of products and services- including but not limited to channel power, channel management and channel incentives

## Program Competency Goals

MBA Programme Competency Goals (PCGs)		Programme Learning Objectives (PLOs)
		<b>Students will be able to</b>
<b>1</b>	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
<b>2</b>	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
<b>3</b>	<b>Effective communication:</b> Ability to effectively exchange ideas and information	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
		9. Use technology for effective communication
<b>4</b>	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
		13. Evaluate alternatives
		14. Summarize and conclude
<b>5</b>	<b>Leadership:</b> Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. Contribute effectively in groups

## PLO PCG Mapping

<b>Program Learning Objectives (PLOs)</b>	<b>Program Competency Goals (PCGs)</b>	<b>Course Assessment Item</b>
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
<b>PLO 1, 2, 3, 4, 5, 7, 10, 12, 13, 14</b>	<b>PCG 1, 2, 3, 4</b>	<b>A1, A3, A4</b>
<b>PLO 1, 3, 4, 7, 10, 11, 12, 13</b>	<b>PCG 1, 2, 3, 4</b>	<b>A1, A2, A3, A4</b>
<b>PLO 1, 2, 3, 4, 7, 10, 11, 12, 13, 14</b>	<b>PCG 1, 2, 3, 4, 5</b>	<b>A1, A2, A3, A4</b>

### Evaluation Schema

The course grade will be determined based on:

<b>Assessment Task</b>	<b>Weightage</b>	<b>Nature</b>	<b>Week of Assessment</b>	<b>PLOs to be Assessed</b>
<b>A1</b> Case Discussion	30%	Group	Continuous	7,10,11,13,14
<b>A2</b> Class Participation	10%	Individual		1, 2, 3, 4, 7, 10,14
<b>A4</b> Project Work	30%	Group		1,2,3,7,8, 12
<b>A5</b> End Term Examination	30%	Individual		2,7, 10, 12,13, 14

## Description of Assessments:

**A1. Case Discussion:** Designated classes for case discussion will be announced in the class. During these classes, students will be marked based on their active participation. After every case discussion, students will have to submit a write-up based on their reflections and learnings from the case.

**A2. Class Participation:** It covers the ongoing class discussion. You can participate in the discussion by speaking (ideally) or by writing in the chat box. This assessment will continue throughout the semester.

**A3. Project Work:** The groups will interview a practicing manager as per the brief shared with them. Groups will identify a problem based on the discussion and submit a solution. The key learnings from the interview and submit transcripts and recordings have to be submitted. The presentations will take place during the designated dates during the course.

**A4. End term examination:** The end term examination will be of 30 marks of 1.5 hours duration. This will be invigilated exam held on the JGU campus according to the mode decided by CoE.

**Rubrics for Assessments:** The rubrics have been provided as Appendix 1

## Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning 'what to do', the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students' and managers' different experiences.

## Textbook / Other Readings

The required text book for the course is

**TB 1: Sales and Distribution Management; Sixth Edition, By Richard R. Still, Edward W. Cundiff, Norman A.P. Govoni, Sandeep Puri**

**TB2: Marketing Channels, 7th Edition, Anne Coughlan, Erin Anderson, Louis W. Stern, Adel El-Ansary**

## Guest Lectures

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1	Victor Saha	Amit Sharma (Co-Founder, Sault and MCare)	6

## Session Plan

Session Details	Topics	PLOs Covered
<b>Session 1</b>	<b>Introduction to the course</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13</b>
Objective of the session	Setting up mutual expectations in the course Discussing the evaluation components	
Subtopics to be covered	Course outline discussion Discussion of evaluation components	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Lecture mode	
<b>Session 2</b>	<b>Introduction to Sales Management</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13</b>
Objective of the session	At the end of this session you will learn about various sales strategies followed by the organizations. Further we also learn about the various stakeholders and the roles of the intermediaries in the selling process.	
Subtopics to be covered	The sales function Personal selling Various stakeholders	
Readings	Chapter 1	
Case Title & Number	N/A	
Pedagogy	Lecture mode and case discussion	
<b>Session 3</b>	<b>The selling process</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13</b>
Objective of the session	At the end of this session you shall learn the nuances of the selling process. We shall also discuss the various stages and steps in the selling process	
Subtopics to be covered	The need for the selling process The various stages in the selling process Samples Demonstrations	
Readings	Chapter 2	
Case Title & Number	Class exercise: Sell your product	
Pedagogy	Case discussion	
<b>Session 4</b>	<b>Personal Selling</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 16</b>
Objective of the session	At the end of this session you shall learn about the importance of personal selling in the organisation	
Subtopics to be covered	Personal Selling Types of personal selling: Canned Approach, Sales pitch	
	MAD principle Relation based selling	

Readings	Chapter 2  Weitz, B. A., & Bradford, K. D. (1999). Personal selling and sales management: A relationship marketing perspective. <i>Journal of the academy of marketing science</i> , 27(2), 241-254.  Ankitha, S., & Basri, S. (2019). The effect of relational selling on life insurance decision making in India. <i>International Journal of Bank Marketing</i> .	
Case Title & Number	N/A	
Pedagogy	Class Discussion and Case Discussion	
<b>Session 5</b>	<b>Sales Force Management</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13</b>
Objective of the session	At the end of this session you will learn about the importance of the recruiting, training, incentivizing and motivating the sales force personnel.	
Subtopics to be covered	Salesforce recruitment Salesforce compensation Salesforce motivation	
Readings	Chapter 11 What are the Best Practices to Conduct Sales Training? What Makes a Good Salesman	
Case Title & Number	Roush Performance: How to Design a Sales Force Compensation Plan	
Pedagogy	Class Discussion and case discussion	
<b>Session 6</b>	<b>Sales Information Management</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13</b>
Objective of the session	At the end of this session you will learn about the various methods used by the sales organization in managing information from the market and from the consumers. We also discuss the demand and supply forecasting methods for the sales organisation.	
Subtopics to be covered	Forms of sales information Gathering Sales information Forecasting demand	
Readings	Chapter 3	
Case Title & Number	Metabical: Pricing, Packaging, and Demand Forecasting for a New Weight-Loss Drug 4183-PDF-ENG	
Pedagogy	Class discussion and case discussion	
<b>Session 7</b>	<b>Territory Management</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13</b>
Objective of the session	At the end of this session you will form an idea about sales territories and be able to describe factors which drive decisions of territory allocation in a sales organization	
Subtopics to be covered	The concept of sales territory Setting up sales territories Territory Size	
Readings	Chapter 19 Why Sales Teams Should Reexamine Territory Design	
Case Title & Number	Pai's Bakery: Reassigning Sales Territories	
Pedagogy	Class discussion and case discussion	
<b>Session 8</b>	<b>Distribution Channels</b>	<b>1, 2, 3, 4, 7, 9,</b>

Objective of the session	At the end of this session you will form a basic idea about the distribution channels	<b>10, 11, 12, 13,16</b>
Subtopics to be covered	What are distribution channels Need for distribution channels Length of distribution channels	
Readings	Chapter 21 Marketing Channels; Structure and Functions	
Case Title & Number	Reimagining Hindustan Unilever	
Pedagogy	Class Discussions	
<b>Session 9</b>	<b>Distribution Channels</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13,16</b>
Objective of the session	At the end of this session, you shall form a basic idea about the various intermediaries in a distribution system	
Subtopics to be covered	Wholesaling Distributors Retailers	
Readings	Chapter 21 Marketing Channels; Structure and Functions	
Case Title & Number	N/A	
Pedagogy	Class Discussion and Case Discussion	
<b>Session 10</b>	<b>Distribution Channel Strategies and Management</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13,14,16</b>
Objective of the session	At the end of this session, you will have an understanding of the various distribution strategies followed by organisations. We will discuss different distribution strategies for different product categories as also the power relationships between the various intermediaries in the distribution channel.	
Subtopics to be covered	Distribution Intensity Channel integration and control Channel conflict (basic understanding)	
Readings	TB-1 Chapter 22 TB-2 Chapter 7 and 8 Conceptualizing fairness in franchisor–franchisee relationship: Dimensions, definitions and preliminary construction of scale, Journal of Retailing and Consumer Services, Volume 28, 2016, Pages 28-35	
Case Title & Number	Dabur India Ltd.: Building Efficiency and Optimizing Retail Performance	
Pedagogy	Class Discussions	
<b>Session 11</b>	<b>Distribution Channel Strategies and Management</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13,14,16</b>
Objective of the session	This session continues from the previous one and focusses more on channel integration	
Subtopics to be covered	Power in Marketing Channels Channel integration	
Readings	TB-1 Chapter 22 TB-2 Chapter 7 and 8	
Case Title & Number	N/A	
Pedagogy	Class Discussion and Case Discussion	
<b>Session 12</b>	<b>Guest Lecture</b>	<b>1, 2, 3, 4, 7, 9,</b>

Objective of the session	At the end of this session students will be able to understand how the classroom learnings can be applied to real life business situations.	<b>10, 11, 12, 13</b>
Subtopics to be covered	(Tentative): Sales Relationships Relationship Marketing Customer Relationship Management	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	N/A	
<b>Session 13</b>	<b>Retail Management</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13,14,16</b>
Objective of the session	At the end of this session, you will be able to gain an understanding of the various strategies followed in distributing to retail chains, retailers' power.	
Subtopics to be covered	Visual Merchandising Retailer power Point of sale communications	
Readings	TB-2 Chapter 9	
Case Title & Number	Clique Pens: The Writing Implements Division of U.S. Home 914525-PDF-ENG	
Pedagogy	Class Discussion and Case Discussion	
<b>Session 14</b>	<b>Online Distribution</b>	<b>1, 2, 3, 4, 7, 9, 10, 11, 12, 13,14,16</b>
Objective of the session	At the end of this session you will be able to understand the role of online platforms in distribution	
Subtopics to be covered	Internet as a distribution and communication channel Advantages and Disadvantages of online distribution	
Readings	Reimagining the role of physical stores in an omnichannel distribution network  Gazzoli, G., Kim, W. G., & Palakurthi, R. (2008). Online distribution strategies and competition: are the global hotel companies getting it right?. International Journal of Contemporary Hospitality Management  The Future of Shopping	
Case Title & Number	Arcelik: COVID-19 Fueled Omnichannel Growth (B) 521068-PDF-ENG	
Pedagogy	Class Discussion and case discussion	
<b>Session 15</b>	<b>Project Presentations</b>	
Objective of the session	Students will be presenting their final projects.	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	N/A	

## **Disability Support**

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

## Appendix A: Rubrics for Evaluation Components

### Rubric for Case Presentation

Criteria	Excellent	Satisfactory	Can be Improved
Decision Dilemma	<b>4-5-5</b>	<b>2.1-2.4</b>	<b>0-2</b>
	A proper understanding of the dilemma	A basic understanding of the dilemma	A nascent understanding of the dilemma. Glaring factual inaccuracies
	List down all possible dilemmas in context of the case	Able to list down some but not all dilemmas in context of the case	Listing dilemmas out of context
Decision Alternatives	<b>4-5-5</b>	<b>2.1-4.4</b>	<b>0-2</b>
	Proper understanding of the alternatives along with a discussion of the criteria	Proper understanding of the alternatives but discussion of the criteria not detailed well	Nascent understanding of the alternatives, illogical alternatives, inability to discuss criteria
	Able to link the alternatives with the dilemmas suggested earlier	Some divorce between decision dilemma and alternatives suggested	Glaring lack of linkage between the dilemmas and the alternatives
Final Solution	<b>8-10</b>	<b>5-8</b>	<b>0-5</b>
	Proper linkage with the alternatives suggested in the previous slide	Inadequate linkage with the alternatives suggested in the previous slide	No or improper linkage with the alternatives suggested in the previous slide
	Detailed discussion of positives and negatives of all possible alternatives	Some basic discussion about the positives and negatives of the decision alternatives	Directly jumping onto the final solution without any discussion of the other alternatives
	Advanced level of understanding of the underlying theoretical stand point and a detailed discussion of the same	Basic understanding of the underlying theoretical stand point	No understanding or no discussion about the theoretical basis for arriving at the final solution

## Rubric for the Group Project Presentations

<b>Criteria</b>	<b>Details</b>
Content (8 marks)	Whether the student has substantially and fully examined all of the issues mentioned in the guiding document
Presentation Quality (12 marks)	Flow and structure of the presentation, clarity of the presenter, performance in Q&A
Supporting Material (5 marks)	Submission of Transcripts and recordings