

University of Washington

Marketing 579 C/D: Go-To-Market & Sales Strategy

Course Curriculum Spring 2021

Spring 2021, 5 Week Course, 2 Credits

Dates and Time: Wednesday evenings, May 5 – June 2, 2021; 6:00pm – 9:30pm PDT

MKTG 579: Go-To-Market & Sales Strategy

Instructor: [Kelly Breslin Wright](#)

Location: Virtual on Zoom through University of Washington Foster School

Student Programs: Full-time MBA; Evening MBA

Office Hours: Kelly is available for virtual office hours at a mutually agreeable time. To schedule an appointment, email Kelly Wright at kwright0@uw.edu.

Contact Information: Kelly Breslin Wright **email address:** 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 and deploy a high-performing sales team. This course will review best practices to tie the corporate mission, vision, and core values to the go-to-market approach. There will be limited emphasis on sales technique and the actual selling process (i.e. students should not view this course as a class on how to be a better salesperson.)

In this course, we will address:

- Company Vision/Mission
- Core Values
- Company Story
- Differentiated Value Propositions
- Ideal Customer Profile
- Sales Motions
- 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 while best addressing the needs of customers.

Each person in a company, whether in Product and Engineering, Sales, Marketing, Operations, or General Administration should have a comprehensive understanding of the go-to-market 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.

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 Go-To-Market & Sales 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 how they impact the way the go-to-market teams operate and behave
- Assess a company's story and whether it clearly articulates the company's "why"

- Understand the principles necessary in 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 reach 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. Anyone interested in a career in Go-To-Market, including Sales or Marketing will benefit. Product Marketing and Product Management leaders need to fully understand how the go-to-market strategy aligns with all elements of the product. This course will provide practical applications and knowledge surrounding go-to-market strategy relevant for companies of any size or vertical.

Who Is The Instructor?

Kelly Breslin Wright has over 25 years of experience in leadership, sales, operations, and strategy roles. She has deep go-to-market experience and has helped teams navigate through multiple stages of company growth, through IPO, global expansion, leadership transitions, business model changes, and the demands of being a private and public company. Kelly spent 12 years at Tableau Software (NYSE: DATA) as Executive Vice President, Sales. She joined Tableau as the company's tenth employee and first salesperson in 2005 one month before the launch of version 1, and she helped grow Tableau into a multi-billion-dollar public company as a key member of the executive team. She grew Tableau's worldwide sales and field operations from zero to \$850m in revenue and managed over half of Tableau's global team as the company grew to 3,400 employees. Kelly was responsible for all revenue and worldwide sales and field operations, including Direct Sales, Channel Sales, Services, Training, Technical Support, Customer Success, Sales Operations, and Sales Readiness.

Kelly currently does board work, advising, and speaking. Kelly is a Board Director at [Fastly](#) (NYSE:FSLY), [Plum Acquisition Corp I](#) (NASDAQ:PLMI), [Lucid](#), [Gong](#), and [Even](#). She is a Board Advisor at [data.world](#), [Hyperproof](#), and [Cien](#). She formerly was a Board Director at [Amperity](#) and an Advisor to [Dropbox](#) and [Asana](#). She also sits on the Board of the [The Jack and Ann Rhodes Professional Sales Program at UW Foster School of Business](#), on the Stanford LEAD Council, and is a Stanford Seattle Advisor. She is an accomplished speaker on topics including Sales, Go-To-Market, Scaling, Culture, High Performing Teams, Operational Excellence, Diversity, and Women in Leadership.

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

This course will be interactive, demanding active participation from the students. The format will be varied, including readings, discussions, group activities, guest speakers, case work, individual work, and team projects. Readings will help you prepare for each session. You will have homework 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 virtually and 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 unusual circumstances due to COVID-19 and virtual classroom, 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, including issues around health, geography, time zone, working conditions, connectivity, etc. If you need to miss a class, please communicate ahead of time with the instructor to come up with a plan to cover the missed material. Class participation is part of the grade.

What Are Policies Around Late Work?

Assignments are expected to be submitted on time. If there are extenuating circumstances which may require additional time to submit an assignment, contact the Instructor prior to class to get approval for 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 assignment. Assignments will require the student to synthesize learnings from the readings and class sessions. The requirements for each assignment are to address the topics outlined in the grading rubric.

What Is The Final Project?

All students must complete a final team project, which includes a written report. 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 4-5 students, with a maximum of 5 students.

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

- Have a published 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 preferred)

The company (which can be public or private) can not 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 to help make the research component more accessible.

The audit should address all of 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 break-outs, 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 the break-outs. 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 be part of 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 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.

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 physical bookstore or online. ISBN 9781591844358. The book is 240 pages, and the paperback price is approximately \$12.

You also need to purchase the Harvard Business Publishing Coursepack entitled MKTG 579: Go-To-Market Strategy Coursepack Spring 2021 at <https://hbsp.harvard.edu/import/799785>.

The cost of the student Coursepack is \$12.20. This Coursepack includes these two readings:

- Harvard Business Review: "The Sales Learning Curve" by Mark Leslie and Charles A. Holloway (11 pages)
- Harvard Business Publishing: "Sales Force Design and Management" by Doug Chung and Das Narayandas (32 pages)

The rest of the readings will be HBR Cases, Articles, or other 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](#)
- [Why Storytelling Is a Must-Have Inside Sales Skill](#)
- [Sales Operations Demystified: What It Is, Why It Matters, and How To Do It Right](#)
- [The Ultimate Guide to Sales Metrics: What to Track, How to Track It, & Why](#)

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

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

What Is The Policy On Virtual Presence During Online Class?

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

What Are Disability Resources?

This course is inclusive and accessible to all students. If you have established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the Instructor at your earliest convenience to review your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts), you are free to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and

coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor, and DRS. The University of Washington's policy and practice is to create inclusive and accessible learning environments consistent with federal and state law.

What Are Expectations Regarding Academic Conduct?

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

- 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.

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Session	Topic*	Session Structure/Review	Preparation/Readings for Class	Assignments Due (At Start of Session)
Session 1 May 5	Go-To-Market Introduction Vision/Mission Core Values GTM Executive Guest Speaker	<ul style="list-style-type: none"> • Introduction of Go-To-Market Strategy • Definitions of Vision/Mission • Class Activity on Mission Statements • Guest Speaker Elissa Fink – Former CMO, Tableau and current Tech Board Director • Introduction to Final Team Project 	<ul style="list-style-type: none"> • Why Vision and Mission Really Do Matter • HBR Article: The Difference Between Purpose and Mission • Difference Between Vision and Mission Statements: 25 Examples 	
Session 2 May 12	Start with Why The Challenger Sale Differentiated Value Propositions Ideal Customer Profile	<ul style="list-style-type: none"> • Simon Sinek TED Talk Discussion • Challenger Sales Approach • Differentiated Value Propositions • Ideal Customer Profile • 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) • Why Storytelling Is a Must-Have Inside Sales Skill • Watch Simon Sinek and Challenger Sale Videos (additional optional videos available) 	<ul style="list-style-type: none"> • <i>Assignment:</i> Vision, Mission, and Core Values • <i>Company Selection for Final Team Sales Audit Project Due</i>
Session 3 May 19	Sales Learning Curve Sales Motions GTM Executive Guest Speaker Ideal Seller Profile	<ul style="list-style-type: none"> • Sales Learning Curve • Sales Motions • Fireside Chat with GTM Executive Kate Johnson – President, Microsoft US • Ideal Seller Profile • Sales Audit Questions • Project Team Breakouts 	<ul style="list-style-type: none"> • Harvard Business Review Article, “The Sales Learning Curve” by Leslie and Holloway – 11 pages (in Coursepack) • Watch Sales Motions and Ideal Seller Profile Videos 	<ul style="list-style-type: none"> • <i>Assignment:</i> Ideal Customer Profile

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Session	Topic	Session Structure/Review	Preparation/Readings for Class	Assignments Due
Session 4 May 26	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 Tableau Case Study & Discussion 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) Sales Operations Demystified: What It Is, Why It Matters, and How To Do It Right The Ultimate Guide to Sales Metrics: What to Track, How to Track It, & Why Watch Sales Operations Functions Video 	<ul style="list-style-type: none"> <i>Assignment:</i> Ideal Seller Profile <i>Prep for Sales Operations Functions Team Activity</i>
Session 5 June 2	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"> Watch at least one of two Sales Executive Panel Videos 	<ul style="list-style-type: none"> <i>Final Team Project:</i> Sales Audit (Written Project and Final Team Presentations) Team Oral Presentation

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

Outline of Sessions and Assignments

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

May 5, 2021

Readings:

- [Why Vision and Mission Really Do Matter](#)
- [HBR Article: The Difference Between Purpose and Mission](#)
- [Difference Between Vision and Mission Statements: 25 Examples](#)

Course Content:

6:00pm – 6:50pm

- Introduction of Go-To-Market & Sales Strategy and course & grading expectations (20 minutes)
- Review definitions of vision/mission, why they are important, and class discussion (15 minutes)
- Group Activity on Company Mission Statements (15 minutes)

6:50pm – 7:00pm – Break

7:00pm – 7:30pm

- Group Presentations on Mission activity (20 minutes)
- Introduction to Final Team Project Assignment (10 minutes)

7:30pm – 7:40pm - Break

7:45pm – 8:45pm

- Guest speaker on Mission, Values, and Company Story – [Elissa Fink](#) (55 minutes for online fireside and live Q&A)
- Class Participation Self-Assessment (5 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: Vision, Mission, and Core Values

- Pick a company with a public vision and/or mission statement and core values. (Company should not be one of the companies reviewed in Session 1 of the course.) Using principles reviewed in the class, write an assessment of the effectiveness and alignment of the mission/vision and core values with the company’s business. Company can be one of the other 25 examples in “Difference Between Vision and Mission: 25 Examples” assigned reading or any other company (public or private) with a publicly-stated vision and/or mission statement and core values.

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, and lists all core values. Includes reference(s) of 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.</p>	<p>Satisfactory (1-2 points)</p> <p>Lists company but has only vision/mission or core values. Missing the other.</p>	<p>Needs Improvement (0 points)</p> <p>Missing both vision/mission statement or core values.</p>
Describe how vision and/or mission impact company and drive company strategy	<p>Excellent (3 points)</p> <p>Effectively ties company vision and/or mission statement to company purpose and identifies how company strategy aligns with the vision/mission.</p>	<p>Good (2 points)</p> <p>Ties company vision and/or mission statement to company purpose, but limited detail on how the company strategy aligns with vision/mission.</p>	<p>Satisfactory (1 point)</p> <p>Ties company vision and/or mission statement to company purpose, but unclear on how the company strategy aligns with vision/mission.</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 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</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</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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	and company strategy.		and employee behavior.	
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Proposal for Sales Audit Final Team Project Due By start of Session 2. Proposal must include team members, company name, and short description as to how the company meets the qualification criteria.

Each project team should have 4-5 MKTG 579 students per team, with no more than 5 students per team. These final project teams will have in-class team activities and breakouts to help prepare for the final project. Although Team Project proposals are due by the start of Session 2, teams would benefit from having the Proposal approved prior to the start of Session 2. Contact Kelly Wright via email, text, or phone before Session 2 to have your company selection approved before the class meets. If you would prefer to be assigned to a Final Project team by the Instructor, notify Kelly Wright, and she will assign you to a team.

Session 2: Importance of Why, Differentiated Value Proposition, & Ideal Customer Profile

May 12, 2021

Readings:

- *The Challenger Sale: Taking Control of the Customer Conversation* by Matthew Dixon and Brent Adamson, Chapters 1 – 4, pages 1 – 64 (ISBN 9781591844358)
- [Why Storytelling Is a Must-Have Inside Sales Skill](#)

Content to Watch Before Class:

- Watch Simon Sinek Video: How Great Leaders Inspire Action – TED Talk (18 Minutes)
- Watch Challenger Sale Lesson Video (15 Minutes)

Course Content:

6:00pm – 6:55pm

- Learning Objectives for Session 2 (5 minutes)
- Discuss Vision, Mission, Core Values Homework – few examples (10 minutes)
- Class Discussion on Simon Sinek Video (10 minutes)
- Team Breakout. Discuss your company's mission/vision/values and how these tie into your company's story and "why" (15 minutes)
- Class Discussion - Team Takeaways on Mission/Vision/Values/Story (15 minutes)

6:55pm – 7:05pm – Break

7:05pm – 7:55pm

- The Challenger Sale Discussion (15 minutes)
- Differentiated Value Propositions Lesson (10 Minutes)
- Team Breakout. Identify your company's Differentiated Value Propositions (15 minutes)
- Class Discussion - Team Takeaways on Differentiated Value Propositions (10 minutes)

7:55pm – 8:05pm - Break

8:05pm – 9:00pm

- Introduction of Ideal Customer Profile (10 minutes)
- Team Breakout. Discuss your company's Ideal Customer Profile (15 minutes)
- Class Discussion - Team Takeaways on Ideal Customer Profile (10 minutes)
- Homework Assignment and Questions about Final Sales Audit (5 minutes)
- Class Takeaways from Session 2 (10 Minutes)
- Class Participation Self-Assessment (5 minutes)

Class Discussion Questions:

- What are the benefits of storytelling and the “why” in framing the company story?
- How can a company leverage the mission, values, and company story into a differentiated value proposition?
- How does the Challenger Sale approach help craft a company’s positioning and messaging?
- 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. Ability to articulate characteristics of the Challenger Sale
3. Generate a defensible Ideal Customer Profile

Homework Due Session 3: Ideal Customer Profile

Assess your company’s Ideal Customer Profile. (This is an individual assignment.)

Criteria	Points (10 Total)			
Write the Ideal Customer Profile	<p>Excellent (5 points)</p> <p>Comprehensive Ideal Customer Profile, including summary, profile and demographics, use cases, buyer contact/sponsor components and other ICP attributes.</p>	<p>Good (3-4 points)</p> <p>Good Ideal Customer Profile, including summary, profile and demographics, use cases, buyer contact/sponsor components and other ICP attributes, but not entirely comprehensive.</p>	<p>Satisfactory (2 point)</p> <p>Ideal Customer Profile is missing key attributes 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>List of at least 10 questions which could be used to effectively validate all attributes listed in Ideal Customer Profile.</p>	<p>Good (3-4 points)</p> <p>List of at least 10 questions which could be used to qualify prospects against the ICP, but list misses some key ICP attributes.</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

May 19, 2021

Reading:

- Leslie and Holloway, "The Sales Learning Curve", Harvard Business Review (July-August 2006)

Content to Watch Before Class:

- Sales Motions Video (30 minutes)
- Ideal Seller Profile Video (9 minutes)

Course Content:

6:00pm – 7:00pm

- Learning Objectives for Session 3 (5 minutes)
- Discuss Ideal Customer Profile Homework (10 minutes)
- Sales Learning Curve Takeaways (5 minutes)
- Sales Motions (15 minutes)
- Team Breakout. Discuss your company's Sales Motions (15 minutes)
- Class Discussion - Team Learnings on Sales Motions (10 minutes)

7:00 – 7:10pm – Break

7:10 – 7:50pm

- Guest speaker on GTM – [Kate Johnson](#) – President, Microsoft US (40 minutes for live Q&A)

7:50 – 8:00pm – Break

8:00pm – 9:10pm

- Ideal Seller Profile (10 minutes)
- Team Breakout. Discuss your company's Ideal Seller Profile (15 minutes)
- Class Discussion on Ideal Seller Profile (15 minutes)
- Team Breakout: Brainstorm list of Questions for Audit (10 minutes)
- Team shares of top questions for Audit (10 minutes)
- Assignment of Sales Operations homework for Session 4 / 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?

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

1. Identify the best sales motion(s) to engage with your company's target Ideal Customer Profile
2. 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. (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</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</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>

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	to assess against ideal behavioral traits.	to assess against ideal behavioral traits.	behavioral attributes.	
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Session 4

Sales Operations Functions

May 26, 2021

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](#)
- [The Ultimate Guide to Sales Metrics: What to Track, How to Track It, & Why](#)

Content to Watch Before Class:

- Watch Sales Operations Functions with Sarah Bedwell Video (40 Minutes)

Course Content:

6:00pm – 7:10pm

- Learning Objectives for Session 3 (5 minutes)
- Discuss Ideal Seller Profile Homework (10 minutes)
- Sales Operations Functions Guest Speaker Q&A [Sarah Bedwell](#) (25 Minutes)
- Team Breakout. Discuss your company’s Sales Operations Functions (15 minutes)
- Team Presentations on Sales Operations (15 minutes)

7:10pm – 7:20pm - Break

7:20pm – 8:00pm

- Tableau Case Study & Discussion (40 minutes)

8:00pm – 8:10pm - Break

8:10pm – 9:00pm

- Team Breakout. Work on final audit (30 minutes)
- Final Team Project Review, Expectations, and Questions (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 Class 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.

Teams will be comprised of self-organized teams of 4-5 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
- Has published core values
- 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 many of the dimensions 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

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.

The final team Sales Audit Oral Presentation Video 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 or YouTube
- Send video file to Kelly via email to kwright0@uw.edu by midnight on May 31
- 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 you prefer.

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.

Final Sales Team Audit Criteria	Points (100 Total)			
Company Vision and/or Mission (10 points)	Excellent (9-10 points) 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	Good (7-8 points) 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	Incomplete (4-6 points) 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	Needs Improvement (0-3 points) 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
Company Values and Culture (10 points)	Excellent (9-10 points) Lists 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	Good (7-8 points) Lists core values and full review of their impact on the company culture	Incomplete (4-6 points) Lists core values and bare definition of impact on company culture	Needs Improvement (0-3 points) Missing or incomplete company values and culture explanation

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	performance management			
Company Story (5 points)	Excellent (5 points) 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 space, prospects, and customers	Good (3-4 points) Explanation of the company founding story, incorporating the differentiated value proposition and the “why” this is important	Incomplete (1-2 points) Incomplete explanation of the company founding story or rough outline without full company story	Missing (0 points) Company story missing
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 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)	Excellent (9-10 points) Comprehensive list of Ideal Customer Profile attributes including many factors in Customer Demographics and Needs along with a list of questions to ask prospects to help qualify customer attributes	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

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<p>Ideal Seller Profile (10 points)</p>	<p>Excellent (9-10 points)</p> <p>Comprehensive list of Ideal Seller Profile attributes including explanation as to why Seller Profile aligns with the company's Go-To-Market strategy and list of interview questions to qualify prospective sales candidates</p>	<p>Good (7-8 points)</p> <p>Thorough list of Ideal Seller Profile attributes including explanation as to why Seller Profile aligns with the company's Go-To-Market strategy with limited questions</p>	<p>Incomplete (4-6 points)</p> <p>Basic explanation of Ideal Seller Profile with minimal questions</p>	<p>Needs Improvement (0-3 points)</p> <p>Lacking Ideal Seller Profile with no questions</p>
<p>Sales Motion(s) (10 points)</p>	<p>Excellent (9-10 points)</p> <p>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 Customer Profile and align with the company's Go-To-Market strategy</p>	<p>Good (7-8 points)</p> <p>Thorough explanation of sales motion(s) used, including why the company leverages such motions</p>	<p>Incomplete (4-6 points)</p> <p>Basic explanation of sales motion(s) used</p>	<p>Needs Improvement (0-3 points)</p> <p>Lacking sufficient definition or explanation of sales motion(s)</p>
<p>Sales Operations Overview (10 points)</p>	<p>Excellent (9-10 points)</p> <p>Comprehensive coverage of all five Sales Operations Functions, including Sales Organizational Structure and reasons for the selected structure, elements of and/or factors considered in Sales Planning & Compensation, description of at least one key Sales Process and/or Tool, explanation of key Sales Metrics for tracking and/or measuring sales and</p>	<p>Good (7-8 points)</p> <p>Coverage of at least four of the five key Sales Operations Functions, including Sales Organizational Structure and reasons for the selected structure, elements of and/or factors considered in Sales Planning & Compensation, description of at least one key Sales Process and/or Tool, explanation of key Sales Metrics for tracking and/or measuring sales and</p>	<p>Incomplete (4-6 points)</p> <p>Coverage of three of the five key Sales Operations Functions, including Sales Organizational Structure and reasons for the selected structure, elements of and/or factors considered in Sales Planning & Compensation, description of at least one key Sales Process and/or Tool, explanation of key Sales Metrics for tracking and/or measuring sales and</p>	<p>Needs Improvement (0-3 points)</p> <p>Coverage of two or less of the five key Sales Operations Functions, including Sales Organizational Structure and reasons for the selected structure, elements of and/or factors considered in Sales Planning & Compensation, description of at least one key Sales Process and/or Tool, explanation of key Sales Metrics for tracking and/or measuring sales and</p>

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	field operations performance, and explanation of approach and/or training programs involved in Sales Enablement.	field operations performance, and explanation of approach and/or training programs involved in Sales Enablement.	field operations performance, and explanation of approach and/or training programs involved in Sales Enablement.	field operations performance, and explanation of approach and/or training programs involved in Sales Enablement.
<p>Go-To-Market Strategy</p> <p>(10 points)</p> <p>(Assessment of company's overarching go-to-market strategy encompassing all the elements of the course.)</p>	<p>Excellent (9-10 points)</p> <p>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.</p>	<p>Good (7-8 points)</p> <p>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.</p>	<p>Incomplete (4-6 points)</p> <p>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.</p>	<p>Needs Improvement (0-3 points)</p> <p>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.</p>
<p>Final Team Sales Audit Presentation Video</p> <p>(10 points)</p>	<p>Excellent (9-10 points)</p> <p>Excellent, organized, and engaging video 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 - Company Values/Culture - Company Story - Differentiated Value Proposition 	<p>Good (7-8 points)</p> <p>Good video 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 - Company Values/Culture - Company Story - Differentiated Value Proposition 	<p>Satisfactory (4-6 points)</p> <p>Satisfactory video 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 - Company Values/Culture - Company Story - Differentiated Value Proposition 	<p>Needs Improvement (0-3 points)</p> <p>Video 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>

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	<ul style="list-style-type: none"> - Ideal Customer Profile - Ideal Seller Profile <p>Points will be deducted for going over 5-minute time allotment.</p>	<ul style="list-style-type: none"> - Ideal Customer Profile - Ideal Seller Profile 	<ul style="list-style-type: none"> - Ideal Customer Profile - Ideal Seller Profile 	
References (5 points)	<p>Excellent (5 points)</p> <p>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</p>	<p>Good (3-4 points)</p> <p>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 interview with current or prior company staff</p>	<p>Incomplete (1-2 points)</p> <p>1-2 references listed</p>	<p>Missing (0 points)</p> <p>No references listed</p>

Session 5

Final Project Presentations and Reflections

June 2, 2021

Readings:

- None – all efforts on final project

Content to Watch Before Class:

- Watch at least one of two recorded Sales Executive Panels

Final Project: Company Audit

- Final Team Sales Audit Written Report must both be submitted on canvas by the beginning of class.
- Each team will share final video 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)
- Sales Executive Panel Takeaways (10 minutes)
- Final Team Project Discussion (10 minutes)
- Final Team Project Presentations – 4 Teams (40 minutes)

7:05pm – 7:15pm - Break

7:15pm – 7:55pm

- Final Team Project Presentations – 4 Teams (40 minutes)

7:55pm – 8:05pm – Break

8:05pm – 9:15pm

- Final Team Project Presentations – 2 Teams (20 minutes)
- Final Team Project Discussion (15 minutes)
- Course Evaluation (15 minutes)
- Class Reflections (20 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.

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Class Participation Criteria	Points (20 Total)			
Class Participation and Preparedness	<p>Excellent (13-15 points)</p> <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. Consistent submission of session surveys and self-evaluations.</p>	<p>Good (9-12 points)</p> <p>Contributions during class and in classroom activities, breakouts, and discussions reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes a fruitful direction for class discussion. Arguments, when presented, are generally well-substantiated and are often persuasive. If this person were not a member of the class participating in class sessions, break-outs, and other course interactions, the quality of discussions would be diminished considerably. Regular submission of session surveys and self-evaluations.</p>	<p>Satisfactory (4-8 points)</p> <p>Contributions during class and in classroom activities, breakouts, and discussions reflect adequate preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a major new direction for the discussion. Arguments are sometimes presented and are fairly well-substantiated and sometimes persuasive. Spotty submissions of session surveys and self-evaluations.</p>	<p>Needs Improvement (0-3 points)</p> <p>Contributions during class and in classroom activities, breakouts, and discussions reflect inadequate preparation. Ideas offered are seldom substantive, provide few useful insights, and rarely offer a constructive direction for the class. Class contributions, whether during large class sessions or other course interactions, are few and far between. Many contributions are "cherry picking" efforts making isolated, obvious, or confusing points. Multiple instances when not prepared during classroom discussions, activities, team project work, and/or random calling. Minimal submissions of session surveys and self-evaluations.</p>

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<p>Good Citizenship</p>	<p>Excellent (5 points)</p> <p>Treats students, instructor, and guest speakers with dignity and respect. Active listener. Appropriate online classroom etiquette during classroom sessions or in other course interactions, including video on, mic muted except when speaking, actively engaged, and not distracting presence online. Arrives to class on time.</p>	<p>Good (3-4 points)</p> <p>Overall good citizenship, but at least one instance when not showing respectful behavior or staying on task. Appropriate online classroom etiquette during classroom sessions or in other course interactions, including video on, mic muted except when speaking, actively engaged, and not distracting presence online.</p>	<p>Satisfactory (1-2 point)</p> <p>Two instances when not showing respectful behavior or staying on task. Inconsistent online classroom etiquette around course guidelines during classroom sessions or in other course interactions, including video on, mic muted except when speaking, actively engaged, and not distracting presence online.</p>	<p>Needs Improvement (0 points)</p> <p>Three or more instances when not showing participatory or respectful behavior or staying on task. Inappropriate online classroom etiquette during classroom sessions or in other course interactions.</p>
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