

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department of Management and Marketing

Course No. MK547

Title of Course: Sales Management

Date: 10/6/2015

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course):

Human relations aspect of organizing and managing an outside sales force, sales analysis, planning and control.
(3 credit hours)

II. Prerequisite(s): MK301 with a minimum grade of "C."

III. Purposes or Objectives of the Course (optional):

- 1) Provide guidelines for selecting, training, compensating, regulating, evaluating, and stimulating salespersons.
- 2) Make students aware of the tremendous career opportunities for college graduates in sales management.
- 3) Provide a sound base for further study for those who wish to use sales-force management as a stepping stone to higher administrative positions, especially to marketing manager or vice president of marketing.
- 4) Review the development and present status of sales-force management in our economy.
- 5) Add to the students' base for sound development of professional competence in marketing, salesmanship, and sales management through practice in problem solving and decision making, by use of representative case problems.
- 6) Evaluate managerial and technological advancements in the field that tend to make for a more scientific method of sales management.
- 7) For graduate students: Ability to complete a significant research project/paper and foster leadership skills by acting in a leadership role for group related activities

IV. Student Learning Outcomes (Minimum of 3):

Upon completion of this course the students will be able to:

- A. identify guidelines for selecting, training, compensating, regulating, evaluating and motivating salespersons.
- B. demonstrate effective problem-solving skills when exposed to sales management issues. Explain and defend solutions to the issues presented.
- C. identify managerial and technological advancements in the sales management field.

V. Optional departmental/college requirements

VI. Course Content or Outline (Estimated Hours per section):

	<u>Class Hours</u>
A. Introduction to class and Sales Management	3
B. Formulation of a Sales Program	12
C. Implementation of the Sales Program	15
D. Creating an Effective Sales Force	9
E. Sales Force Analysis and Evaluation	6

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

Dept. approval granted on Nov. 4, 2015
College Council approval granted on Nov. 12, 2015

MK547 Sales Management (CRN xxxxxx)

MK547	Section-xx	Course Title: Sales Management	
Credit Hours: 3		Prerequisite: MK301 with a minimum grade of "C."	
Semester: xxxxxxxxxx			
Time xxxx	Days: xxxxxxxxx		
Location xxxxxxxxx			
Instructor Name: Dr. Dena Hale, Assistant Professor of Marketing			
Office Location: xxxxxxxx			
Office Hours: xxxxxxxxx			
Office Phone Number(s): xxxxxxxx			
SKYPE: dr.dena.hale Available as needed, best to email a time to connect			
Email Address: dhale@semo.edu			

The Schedule in the Syllabus is subject to change. *This is our roadmap for the course; however, due to unexpected or unplanned events the syllabus may be revised upon the discretion of the professor. A separate schedule of assignments will be distributed in the near future and it is also subject to change. Should a change become necessary, it is the student's **responsibility** to know of such changes.*

Class Description

<p>Catalog Description – Human relations aspect of organizing and managing an outside sales force, sales analysis, planning and control. (3 Credit Hours)</p>
<p>Global Course Objectives – (specific content objectives provided at time of coverage):</p> <ol style="list-style-type: none"> A. Provide guidelines for selecting, training, compensating, regulating, evaluating, and stimulating salespersons. (Complies with HCB BSBA Assurance of Learning Goal #4 – Demonstrated knowledge of the fundamentals of the business disciplines and HCB MBA Assurance of Learning Goal #4-Advanced knowledge of the fundamentals of accounting, finance, business law, management information systems, marketing, management and economics.) B. Make students aware of the tremendous career opportunities for college graduates in sales management. C. Provide a sound base for further study for those who wish to use sales-force management as a stepping stone to higher administrative positions, especially to marketing manager or vice president of marketing. D. Review the development and present status of sales-force management in our economy. E. Add to the students' base for sound development of professional competence in marketing, salesmanship, and sales management through practice in problem solving and decision making, by use of representative case problems. (Complies with HCB BSBA Assurance of Learning Goal #5 – Demonstrate critical thinking skills solving business problems and in addressing ethical dilemmas and HCB MBA Assurance of Learning Goal #5-Application of critical thinking and advanced research skills to solve business problems and ethical dilemmas). F. Evaluate managerial and technological advancements in the field that tend to make for a more scientific method of management. (Complies with HCB BSBA Assurance of Learning Goal #2 – Demonstrated effective use of technology and HCB MBA Assurance of Learning Goal #2- Effective management level knowledge and mastery of technology.) <p>Upon completion of this course the students will be able to:</p> <ol style="list-style-type: none"> D. identify guidelines for selecting, training, compensating, regulating, evaluating and motivating salespersons. E. demonstrate effective problem-solving skills when exposed to sales management issues. Explain and defend solutions to the issues presented. F. identify managerial and technological advancements in the sales management field.

Materials and Resources

ALL Students:

Johnston, Mark W. and Greg W. Marshall (2013), *Sales Force Management; Leadership, Innovation, Technology*. (11th Edition). New York, Routledge: Taylor & Francis Group

ISBN: 978-0-415-53462-8

ADDITIONAL SUGGESTED/RECOMMENDED TEXT FOR GRADUATE STUDENTS:

Zoltners, Andris A., Sinha, Prabhakant, and Zoltners, Greggor, A. (2001) *The Complete Guide to Accelerating Sales Force Performance*; AMACOM. ISBN 13: 978-0814420140

Expectations and Policies

Attendance

- The official University attendance policy, located at [http://www.semo.edu/pdf/2013 Bulletin.pdf](http://www.semo.edu/pdf/2013_Bulletin.pdf), p. 19:

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

There are points available for class participation and there will be in-class activities. If you are not in attendance and you do not have a university-sanctioned absence then you will not be able to make up these types of in-class activities. Erratic and poor attendance will seriously reduce your participation grade. Leaving early without prior permission is inconsiderate and is counted as an absence for the class session. **For the online course you are considered absent if you do not complete at least one course requirement for the week (such as an assignment, quiz or discussion board post).**

Academic Honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. *In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:*

1. *Presenting the exact words of a source without quotation marks;*
2. *Using another student's computer source code or algorithm or copying a laboratory report; or*
3. *Presenting information, judgments, ideas, or facts summarized from a source without giving credit.*

Cheating. *Cheating includes using or relying on the work of someone else in an inappropriate manner.*

It includes, but is not limited to, those activities where a student:

1. *Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.*
2. *Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;*

3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

General Responsibilities for Academic Honesty. It is the University's responsibility to inform both students and faculty of their rights and responsibilities regarding such important matters as cheating and plagiarism. Most of what is considered unethical or dishonest behavior can be avoided if faculty and students clearly understand what constitutes such practices and their consequences. The University community should also be aware of the procedures to be followed should a breach of academic honesty occur.

The faculty member is responsible for clarification to his/her class of those standards of honesty for class assignments or functions where such standards may be unclear or when such standards vary from the accepted norm. Further, some faculty may choose to utilize preventive measures (multiple exams, alternate seating, etc.) to help insure the maintenance of academic honesty. However, the use of such measures is the prerogative of the individual faculty member and is not a responsibility or requirement of faculty in general.

The fundamental responsibility for the maintenance of honesty standards rests upon the student. It is the student's responsibility to be familiar with the University policy on academic honesty and to uphold standards of academic honesty at all times in all situations.

Protocol for Adjudicating Alleged Violations of Academic Honesty. Faculty members who discover evidence of academic dishonesty should contact the student within five business days of discovering the alleged dishonesty to arrange to meet and discuss the allegation. Prior to this meeting the faculty member may consult with the Department Chairperson, the appropriate Dean, and the Office of Judicial Affairs. The following sections describe the procedures to be adhered to in each of the listed instances: the student acknowledges the violation, the student denies the violation, and the appeals process. If the faculty member is the Department Chairperson, a departmental designee will assume the Department Chairperson's role in this protocol and references to the Department Chairperson should be read as departmental designee. The procedures below should be followed with online, ITV or face-to-face classes.

From Faculty Senate Bill 11-A-16 <http://www.semo.edu/facultysenate/handbook/5d.html>

You will receive a zero on any assignments that are plagiarized. Depending on the type of plagiarism that occurs, your actions may be reported to judicial affairs.

CIVILITY AND HARASSMENT

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior —either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct (<http://www6.semo.edu/stuconduct/code.html>). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information visit the following site: www.semo.edu/lapdss or contact Disability Support Services at 573-651-2273

Technology

- All assignments will make use of DropBox or the Forum. It is expected that students would have access to the internet and our university's portal to access such assignments. The instructor will communicate with you via your university email address. You should check your student email regularly.
- Cell phones, portable technology, and recording devices should be turned off and put away during the class. Cell phones should be turned off or on "vibrate" during the class. (This is not applicable in our online section.)

Writing Effectively

- A common objective across the curriculum is the students' ability to write effectively. A link to the Center for Writing Excellence, located at <http://ustudies.semo.edu/writing>. The Center for Writing Excellence's Online Writing Lab (OWL), located at: <http://ustudies.semo.edu/writing/owl.asp>.

SOUTHEAST MISSOURI STATE UNIVERSITY'S ACCESSIBILITY PLAN

Southeast Missouri State University will take such means as are necessary to insure that no qualified disabled person is denied the benefits of, excluded from participation in, or otherwise subject to discrimination because Southeast Missouri State University's facilities are physically inaccessible to, or unusable by disabled persons. The accessibility standard required by Federal law for 'existing facilities' is that the recipient's program or activities when viewed in its entirety, must be readily accessible to disabled persons.

Southeast Missouri State University may meet this standard through such means as reassignment of classes, or other services to accessible locations, redesign equipment, assignment of aides, alterations of existing facilities, and construction of new accessible facilities. Southeast Missouri State University is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described above.

Because scheduling classes, coordinating accommodations, and arranging housing in accessible facilities may require reasonable advance planning, students with disabilities accepted for admission should identify themselves and their disability within five days of the start of the semester of enrollment and indicate the nature of accommodation needed for their disability.

For more information, see the [Disability Support Services](#) page or contact Disability Support Services, room 302, University Center, One University Plaza ms1300, Cape Girardeau, MO 63701; (573)651-2273.

Class Outline

Class Hours

A. Introduction	
1. Introduction to the Course and Online Format	1.5
2. Introduction to Sales Management in the 21 st Century (Ch 1)	1.5
B. Formulation of a Sales Program	
1. The Process of Buying and Selling (Ch 2)	3
2. Linking Strategies and the Sales Role in the Era of CRM (Ch 3)	3

3. Organizing the Sales Effort (Ch 4)	3
4. The Strategic Role of Information in Sales Management (Ch 5)	3
C. Implementation of the Sales Program	
1. Salesperson Performance: Behavior, Role Perceptions and Satisfaction (Ch 6)	6
2. Salesperson Performance: Motivating the Sales Force (Ch 7)	3
3. Salesperson Compensation and Incentives (Ch 11)	6
D. Creating an Effective Sales Force	
1. Personal Characteristics and Sales Aptitude: Criteria for Selecting Salespeople (Ch 8)	3
2. Sale Force Recruitment and Selection (Ch 9)	3
3. Sales Training: Objectives, Techniques, and Evaluation (Ch 10)	3
E. Sales Force Analysis and Evaluation	
1. Cost Analysis (Ch 12)	3
2. Evaluating Salesperson Performance (Ch 13)	3

Basis for Student Evaluation

- ❖ Classes consist of lecture notes, potential videos, exercises, cases, and discussions via the online discussion board. Probing questions, comments, and weekly topic contributions are encouraged. This is an interactive course that is taught in both online and ground formats. Lectures and lecture notes are designed to reinforce and supplement the text.
- ❖ Exercises and Case Analyses are assigned throughout the semester. Discussion of cases is required. To be successful, you MUST be prepared, complete your write up in the expected format and do your own work. Some exercise and cases may be assigned as group work.
- ❖ Participation is expected during the semester and there will be a participation grade. Inappropriate or irrelevant discussion board posts will lower your participation grade via lower discussion thread points.
- ❖ **LATE WORK NOTE:** You will be expected to turn in your work on time. Assignments turned in late will receive a 10% deduction per day during the first 7 days. Assignments more than 7 days late will not be graded. **This does not apply to quizzes, discussion forums or exams, which will not be accepted late without a university approved explanation and/or prior arrangements agreed to by the instructor.** This does not apply to the final weeks of the course. Nothing can be turned in after the course has ended without prior arrangements (only certain cases qualify).
- ❖ Exams: You are expected to take tests according to the exam schedule. No excuses are accepted after an exam is given. Make-up exams will be given in rare situations and must be for an emergency purpose. All material covered in class and assigned for this class, including “guest speaker” presentations, cases, readings, lectures, etc. is “fair game” for inclusion on exams. Material presented in power-points is the **minimum** information you need to know to perform well on exams. **Exams will be online and timed. Exams will be comprised of short answer and multiple choice-type questions.**
- ❖ **Graduate Students:** Additional requirements apply to individuals classified as Graduate/Master’s status. Such students will be required to complete an additional managerial project, act in the team captain (Sales Manager) leadership role for the online/ground teams during team activities, meet stronger grade criterion for grading (see grading details in sections that follow).
- ❖ Instructor feedback on assignments that involve reviewing written analyses may take up to 2 to 3 weeks. However, it is my goal to return assignments within 1 week.

Grading Plan – Assignment Value:

2 Exams (150 points each)	300 points (30%)	300 points (25%)
15 Discussion Threads (10 points each)	150 points (15%)	150 Points (12.5%)
4 Individual/Group mini-cases (50 points each)	200 points (20%)	200 Points (16.7%)
2 Individual/Group Cases (75 points each)	150 points (15%)	150 Points (12.5%)
4 Mini-Quizzes (25 points each)	100 points (10%)	100 Points (8.3%)

Participation (as observed by instructor)	100 points (10%)	100 Points (8.3%)
<i>For Graduate Credit:</i>		
2 Graduate Student Leadership Evaluation (50 Points each)		100 Points (8.3%)
1 Graduate Student Paper/Report		100 Points (8.4%)
Total Points	1000 points	1200 Points

Undergraduate Grading Scale:

900 to 1000 points	A
800 to 899 points	B
700 to 799 points	C
600 to 699 points	D
Below 600 points	F

Graduate Grading Scale:

1080 to 1200 points	A
960 to 1079 points	B
840 to 959 points	C
Below 840 points	F

WHOM TO CONTACT WITH CONCERNS

“Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be directed to the chairperson of the Dept. of Management and Marketing.

Just as salespersons are evaluated, so are you. I examine your activity (attendance/ participation), your accomplishments (exams/cases/other assignments), and determine your professional development (progress in the course). Salesperson professionals and sales managers know that, to perform effectively, they must work hard on each dimension relevant to their overall performance; in order for you to succeed in this class you must work hard on each aspect of the course!

Congratulations on your decision to take this course. **You are now a Sales Manager Trainee.** Welcome to the program!

Outline of Topics and Weekly Assignments, XXXXX The following is an outline of the course discussion topics and due dates for exams, cases, and assignments. This schedule is subject to change.

Week/Date	Course Material	What is Due by XXXXXXXXX
Week 1	Introduction to the Course and Online Format Introduction to Sales Management in the 21 st Century	Review Course Notes Read Chapter 1 Discussion Postings
Week 2	Formulation of a Sales Program: The Process of Buying and Selling	Read Chapter 2 Discussion Postings
Week 3	Formulation of a Sales Program: Linking Strategies and the Sales Role in the Era of CRM	Read Chapter 3 Discussion Postings <i>Leadership Challenge</i> (pg 65)
Week 4	Formulation of a Sales Program: Organizing the Sales Effort	Read Chapter 4 Discussion Postings
Week 5	Formulation of a Sales Program: The Strategic Role of Information in Sales Management	Read Chapter 5 Discussion Postings <i>Leadership Challenge</i> (pg. 135)
Week 6	Implementation of the Sales Program: Salesperson Performance: Behavior, Role Perceptions and Satisfaction	Read Chapter 6 Discussion Postings
Week 7	Catch up/Recap, Comprehensive Case Study Analysis	Review Chapters 1-6 Discussion Postings <i>Case Study 1.1 or 1.2 as assigned</i>
Week 8	Midterm	
Week 9	SPRING BREAK	Enjoy!!!
Week 10	Implementation of the Sales Program: Salesperson Performance: Motivating the Sales Force	Read Chapter 7 Discussion Postings <i>Mini-Case: Land Escape Vacation Club</i>
Week 11	Implementation of the Sales Program: Salesperson Compensation and Incentives	Read Chapter 11 Discussion Postings
Week 12	Creating an Effective Sales Force: Personal Characteristics and Sales Aptitude: Criteria for Selecting Salespeople	Read Chapter 8 Discussion Board <i>Leadership Challenge</i> (pg. 387)
Week 13	Creating an Effective Sales Force: Sale Force Recruitment and Selection	Read Chapter 9 Discussion Postings

Week 14	<i>Creating an Effective Sales Force:</i> Sales Training: Objectives, Techniques, and Evaluation	Read Chapter 10 Discussion Postings
Week 15	<i>Sales Force Analysis and Evaluation:</i> Cost Analysis	Read Chapter 12 Discussion Postings <i>Case Study 2.1 or 2.1 as assigned</i>
Week 16	<i>Sales Force Analysis and Evaluation:</i> Evaluating Salesperson Performance	Read Chapter 13 Discussion Postings
Week 17	Final Exam	Final Exam Celebrate your hard work!