Updated
Stephen F. Austin State University
Nelson Rusche College of Business
MKT 456-001
Sales Management
Spring 2020

Professor: Dr. Wenjing Li               Office: 403P
Email: liw1@sfasu.edu                  Office Phone: 936-468-1422
Class Meeting: MW 11:00 am – 12:15 PM   Class Location: BUSI 458

Office Hours: Monday 1:45-3:45pm; Tuesday 10am-11am, and 1:30-4:30pm; Wednesday 1:30-4:30pm; and Thursday 10:00am-11am and or by appointment. Please email or speak with me to set up a meeting (even during my normal office hours, I suggest making an appointment, so you don’t accidentally arrive when I am meeting with another students).

Course Materials (required):


2) Harvard Business School Publishing Cases:

3) Sales Management Simulation by Harish Sujan, Michael Ahearne, and Noel Capon. Wessex Publishing. $40 (I will send out an invitation via email for you to purchase the simulation).

4) D2L: [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)
   You are responsible for all announcements and materials presented on this web page, so you must check it regularly. Your course grades will be posted here. If you do not have access to our class D2L page for any reason, you must contact me.
COURSE DESCRIPTION

This course provides an overview of sales management, its concepts, and underlying principles. The course is designed to teach students how to formulate, implement, and evaluate and control a sales program. Course topics include, among others, designing and developing sales force, recruiting, selecting, and training sales force, evaluating and motivating sales force, and understanding the tasks and roles of the sales manager.

PROGRAM LEARNING OUTCOMES

You may access the program learning outcomes for your major and particular courses in the Curriculum Management Handbook at http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources

COURSE GOALS AND STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will be able:

1. Identify the marketing, and business terms and concepts that are significant within the field of sales management.

2. Understand the relationships of these concepts to each other and their relationship to marketing and/or business principles and practices.

3. Formulate of a sales program including the strategic role of information in forecasting, territory management, and customer knowledge.

4. Implement of a sales program to determine sales performance with special focus on a salesperson’s role perception and motivation.

5. Evaluate and control a sales program to monitor and control sales force behavior and performance.

6. Apply a systematic approach to problem solving and decision making in sales management through the use of case studies.

7. Enhance their analytical and communication skills, improve their decision making capabilities, and ultimately advance their careers in sales management and related areas.

8. Demonstrate preparation for entry into a career in industrial marketing, to be measured by overall performance in meeting the courses requirements.
OPEN DOOR POLICY AND FEEDBACK

If you have any issues or problems that are getting in the way of your success in the course, please let me know. I will be happy to meet with you to discuss possible solutions. As we move through the semester, I invite constructive suggestions from students on any aspect of the course: curriculum, content, teaching methodology, etc. If you have suggestions, you may e-mail them to me, come by during office hours.

STUDENTS’ RESPONSIBILITY AND TIME REQUIREMENTS

Students are expected to demonstrate a professional engagement in the class by attending class regularly, arriving on time, being prepared, and contributing actively. Through those professional behaviors, students will play an important role in contributing to establish a class environment that fosters mutual respect and co-learning. In this class, we typically meet twice each week in 75-minute segments for 15 weeks, and also meet for a 2-hour final examination. Students have significant weekly reading assignments to prepare for various class activities, are expected to take pop quizzes and exams, are required to submit case write-ups and simulation decision reports, and are required conduct a group field project. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

ATTENDANCE & CLASS PARTICIPATION

You are expected to attend class and to arrive on time. Students who regularly attend class consistently outperform those who do not. Students are requested to not come and go during class except for emergency reasons. Throughout the semester, there will be several in-class activities to assess your performance and track your attendance. If you miss class, it is your responsibility to find out what was covered and assigned. Exam material will largely come from class lectures.

You cannot make-up any in-class activities, including exams, quizzes, or projects, unless your absence is excused as per university policy. The following are acceptable reasons for excused absences: serious illness, illness or death of a family member, University-related trips, and major religious holidays. Poor planning and vacations do not constitute excused absences. If the University is closed for any reason on a scheduled class day, you should be prepared to adjust the schedule accordingly including taking an exam during the next class session.

- Students must notify me prior to their absence or within one week after the absence.
- Students must submit any written documentation supporting their excused absence within one week of the absence.
- Absences for major religious holidays require advance written notification.
- All the make-up activities have to be done within 2 weeks of the scheduled time for that assignment.
If you are 15 minutes late or leave class early, you will be considered as absent. However, I understand that sometimes emergencies can happen, so I will give you 2 free absences. To use these two free absences, you have to notify me before the missed class or right after (within 24 hours). You can make up the missed activities. But it has to be done within 1 week of the scheduled time for that assignment.

CLASSROOM ENVIRONMENT_UNIVERSITY POLICY 10.4

It is important to have a classroom environment that is conducive to learning for everyone. This requires adherence to some basic rules of respectful behavior. The following will NOT be tolerated: (1) side conversations, (2) reading or working on anything except the material in this class, (3) putting your head down on your desk (sleeping), (4) emailing, texting, etc., Students engaging in these disruptive behaviors may be asked to leave the classroom.

TECHNOLOGY PROHIBITION

Ample research (Hembrooke & Gay, 2003; Fried, 2008) has found that students who use computing devices during class have significant decrements in their memory performance. Further, students who use these devices are a distraction to students who do not use them (Sana, Weston, & Cepeda, 2013). Therefore, laptops, tablets, phones, and other electronic devices are not allowed in this class. However, students are allowed to petition for an exemption. The exemption requires students to read and critique the three above papers, giving dedicated attention to why they think their situation is different from the students in the study. Students who successfully defend their petition to use technology may be given an exemption. However, writing a paper critique does NOT necessarily mean that you will be given an exemption; this decision is made solely by me. Students with disabilities (and their assigned note takers) will be given special consideration.

ACADEMIC INTEGRITY (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or
plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

### WITHHELD GRADES SEMESTER GRADES POLICY (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

### STUDENTS WITH DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

### GRADING

<table>
<thead>
<tr>
<th>Task</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Notecard</td>
<td>10</td>
</tr>
<tr>
<td>Exam 1</td>
<td>150</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
</tr>
<tr>
<td>Exam Review Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Class Activities</td>
<td>100</td>
</tr>
<tr>
<td>Case Write-up</td>
<td>80</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Simulation Performance &amp; Write up</td>
<td>100</td>
</tr>
<tr>
<td>Simulation individual quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Group Field Project</td>
<td>200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>950</strong></td>
</tr>
</tbody>
</table>
Final grades earned as follows:

“A” 90-100%
“B” 80-89.99%
“C” 70-79.99%
“D” 60-69.99%
“F” < 60%

Notecard

Each student needs to turn in a notecard. The notecard needs to have the following components:
- Your name and name you wish to be called
- Your Picture
- Hometown
- Why you take this course
- Your career plan
- Things about you that you want me to know

Exams

Regular exams are in-class and non-cumulative. Questions may be multiple choice, short answer (about a paragraph), or long answer (about a page). Exam questions may cover material from the book, PowerPoint slides, class discussion, cases, or other assigned material.

Make-up Exams

In the event of a documented excused absence, as governed by university policy, you may complete a scheduled course exam up to one week before or after the exam date. It is your responsibility to provide the necessary documentation and to schedule the exam with your instructor within the +/- one-week timeframe. A make-up exam will be scheduled within 2 class dates of the original exam date. In addition, students will not be permitted to make-up more than one exam.

Exam Review Assignment

Exam review assignments are non-cumulative. Exam review assignments will be given throughout the semester during the exam review section.
Pop Quizzes

There will be unannounced quizzes/assignments administered throughout the course of the semester. Contents may cover material from the book, PowerPoint slides, class discussion, cases, or other assigned material. Students have an opportunity to drop their lowest quiz grade. No source of outside information (e.g. book, notes, internet, etc.) will be permitted during exams as it constitutes academic dishonesty.

Class Activities

There will be in-class activities. For each class, there will be one or several class activities. Class activities will be conducted at the individual or group level.

Case Study

Students will form a group of 4 to work on each case. You can find these cases at https://hbsp.harvard.edu/import/697540. The cases have been carefully selected to make a series of points. For each case, each group have to turn in one write-up due at the beginning of the class for that case discussion. Each group will also present one case in the class (10 minutes) with PowerPoint or other visual aid. You group can also refer to case analysis rubric for more guidance for the write-up and presentation.

Case Analysis Rubric

<table>
<thead>
<tr>
<th>Identification of Critical Marketing Issues</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies most of the critical issues and demonstrates a sophisticated understanding of the main issues.</td>
<td>Identifies most of the issues and demonstrate reasonable understanding of the issues.</td>
<td>Identifies some of the issues and provide some rational statements.</td>
<td>Fails to identify any critical issues.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis and Evaluation of Issues</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an insightful and thorough analysis of all identified issues; makes appropriate and powerful connects between identified issues and the strategic concepts studies in the class.</td>
<td>Provides a thorough analysis of most of the issues identified; make appropriate and good connects between identified issues and concepts studied in the class.</td>
<td>Provides some analysis of the issues identified; make some connects between identified issues and concepts studied in the class.</td>
<td>Provides a superficial or incomplete analysis of some of the identified issues; make little connection between issues identified and the concepts studied in the class.</td>
<td></td>
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</tbody>
</table>
Evaluation of Alternatives identifies several valid alternatives for each marketing issues, providing for each strengths and limitations with convincing and supported arguments.

Identifies several valid alternatives for each marketing issues, providing for each strengths and limitations with very good support.

Identifies several alternatives for each marketing issues, providing some support.

Fails to identify and evaluation of alternatives.

Recommended on Effective Solutions/Strategies

Articulates and persuasively defends effective and feasible recommendations that address the identified issues with strong arguments and well-documented evidence.

Articulates and effectively defends effective and feasible recommendations that address the identified issues with reasonable argument and well-documented evidence.

Lists and largely defends effective and feasible recommendations that address most of the identified marketing issues with arguments and evidence.

Fails to list and/or defend effective and feasible recommendations that address most of the identified marketing issues.

Sales Management Simulation

This is a group work. Students need to form a team of 4. This simulation gives students the opportunity to apply what they have learned in this course to practice. In this simulation, students have to make various strategic decision, such as who to hire, how to successfully recruit salespeople, how to motivate salespeople. It helps students develop higher-level skills, such as problem identification, critical analysis, and problem solving. Each team needs to submit 3 Simulation Strategy Reports. Grade will be based on both your team’s reports and performance. More information will be provided in class.

Field Project

Students are to form teams of size 4. In this project, each group will choose a business/firm to analyze their salesforce management. This project consists the following elements:

1) Cover at least 5 relevant areas of class content.
2) Conduct a business background analysis for this business/firm.
3) Conduct a field observation of this business/firm’s salespeople to evaluate their selling skills and management of sales people on-site.
4) Interview this business/firm’s salespeople to gain a deep understanding of their sales force management.
Your group will also present your sales management analysis for this business/firm to the class (15 minutes) via PowerPoint.

The Group Project consists of 6 deliverables:
1. Identify a business/firm to work on               10 points
2. Business background analysis                                    30 points
3. Observation Summary                                                40 points
4. Interview preparation                                                 30 points
5. Interview Summary                                                    40 points
6. Presentation                                                                50 points

For stages 3-6, group members will rate one another in terms of their relative contribution to the group project. As such, shirking group responsibilities is by far the surest route to oblivion. Fail to turn in group member evaluation on time will lost 5% of the points.

Please refer to group project handout for more instruction and guidance.

Late Work
If you have an excused absence or are having trouble completing an assignment on time, please talk with me well before the due date (i.e., NOT at the last minute). Late work may be accepted given proper documentation (up to instructor’s discretion) however will automatically lose 25% credit every 24 hrs.

TENTATIVE COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Book Chapter(s)</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/15/2020</td>
<td>Chapter 1</td>
<td>Welcome and Introduction to Sales Management</td>
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<tr>
<td>01/20/2020</td>
<td></td>
<td>Martin Luther King Holiday No Class</td>
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<tr>
<td>01/22/2020</td>
<td>Chapter 1</td>
<td>Introduction to Sales Management</td>
<td>Notecard Due</td>
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<tr>
<td>01/27/2020</td>
<td>Chapter 5</td>
<td>Analyzing Customers and Markets</td>
<td>Form Group</td>
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<tr>
<td>01/29/2020</td>
<td>Chapter 7</td>
<td>Designing Sales Force</td>
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<tr>
<td>02/03/2020</td>
<td></td>
<td><em>Case 1 Discussion: Water Chromatography (A)</em></td>
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<tr>
<td>02/05/2020</td>
<td>Chapter 8 &amp; 9</td>
<td>Recruiting, Selecting, and Training Sales force</td>
<td></td>
</tr>
<tr>
<td>02/10/2020</td>
<td>Chapter 8 &amp; 9</td>
<td>Recruiting, Selecting, and Training Sales force</td>
<td>Identify a Business/firm Due</td>
</tr>
<tr>
<td>02/12/2020</td>
<td>Chapter 11 &amp; 12</td>
<td>Managing the Sales Force</td>
<td></td>
</tr>
<tr>
<td>02/17/2020</td>
<td></td>
<td>Exam 1 Review</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>02/19/2020</td>
<td><strong>Guest Speaker</strong></td>
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<tr>
<td>02/24/2020</td>
<td><strong>Exam 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02/26/2020</td>
<td><strong>Guest Speaker</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
| 03/02/2020 | Chapter 11 & 12  
Managing the Sales Force |
| 03/04/2020 | Work on Group Project: Field Observation                             |
| 03/09/2020 | **Spring Break No Class**                                            |
| 03/11/2020 | **Spring Break No Class**                                            |
| 03/16/2020 |                                                                 |
| 03/18/2020 | **Case 2 Discussion: Laurs & Bridz: Human Resource Policies for Sales Personnel** |
| 03/23/2020 | **Case 2 Discussion: Laurs & Bridz: Human Resource Policies for Sales Personnel** |
| 03/25/2020 | **Case 2 Discussion: Laurs & Bridz: Human Resource Policies for Sales Personnel** |
| 03/30/2020 | Chapter 11 & 12  
Managing the Sales Force  
Field Observation Report Due |
| 04/01/2020 | Chapter 11 & 12  
Managing the Sales Force |
| 04/06/2020 | **Case 3 Discussion: NetApp: The Day-to-Day of a District Manager**   |
| 04/08/2020 | **Case 4 Discussion: StepSmart Fitness**                              |
| 04/13/2020 | Exam 2 Review                                                         |
| 04/15/2020 | **Exam 2**                                                            |
| 04/20/2020 | Sales Mgmt. Simulation Introduction                                  |
| 04/22/2020 | Sales Mgmt. Simulation- In Class                                      |
| 04/27/2020 | Sales Mgmt. Simulation and Review- In Class                           |
| 04/29/2020 | **Final Group Project Presentation**                                  |
| Final Week | Final Group Project Presentation  
Final Simulation Report Due |

**Subject to change as announced in class or on the class website. Additional readings may be required.**