

Sul Ross State University
Department of Business Administration

Sales Management

MKT 3372 - Online
Summer 2020

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Course Description:

This course provides a comprehensive overview of personal selling and sales management. Topics include but are not limited to, territory design, sales force compensation, evaluation, selling methods, essential ingredients of effective selling, sales forecasting and many others.

Prerequisite:

Junior Standing

Course Material: Recommended

Futrell, Charles: Sales Management – Teamwork, Leadership and Technology 6th ed.: Ohio; Thomson; 2001. *Free text Available on Blackboard*

Student Learning Outcomes:

- SLO1 Analyze and solve business problems across major business functions, using fundamental business principles and strategies
- SLO 2 Communicate business information through written, oral and other delivery processes
- SLO 3 Identify and discuss the impact of ethical and social responsibility issues in business

Course Objectives:

Introduction to the selling process and sales management.

Appreciation of problems and opportunities one might encounter in a career in sales.

Greater understanding of yourself, your potential and/or your suitability for a sales position.

Exposure to the changing role of, and technologies available to, the salesperson.

In sum, a practical and working knowledge of Sales Management practices to aid in further study and career pursuits.

Course Grades:

Grades in this course will be determined on a percentage/points basis. Points for course requirements follow:

| | | |
|----------------------------------|------|-------|
| Engagement/Responsiveness | 100 | (10%) |
| Question Group - <u>Team</u> | 200 | (20%) |
| Chapter Short Cases | 250 | (25%) |
| Discussion Forums | 150 | (15%) |
| Short Paper - <u>Team</u> | 200 | (20%) |
| Paper Presentation - <u>Team</u> | 100 | (10%) |
| TOTAL | 1000 | 100% |

Grades in the course will be assigned as follows:

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = Below 60%

Engagement/Responsiveness:

The purpose of this graded course component is solely a function of the fact that this is an online course. As such, it is critically important that you are “engaged!” That is – that you are active in the course; responsive in submitting work; timely in responding to various requests I may have and so forth. This is intentionally a small percentage but an important component nonetheless. In short, I want to try and ensure that each of you is “on top” of course components and that the course takes on a high priority in your life for the next several weeks.

Question Group - Team:

At the end of each chapter, there are several questions which provide an opportunity to link chapter content to a specific situation much as a sales manager might do. Thus, these are very appropriate for this course. When responding to these, make sure you answer the question as you think a working professional sales person or sales manager would answer rather than what you think I might be after or how I might be leaning. And, I do like to see practicality and thoughtfulness revealed in your responses. I have broken these up into groups of questions and will make all questions available in the next few days (look under assignment tab) if you wish to work hard and get ahead for whatever reason. ***All questions come from the end of chapter "Management Application Questions" with a few notable exceptions!! I may, in some instances, ask you to provide a more current perspective on a topic or issue to reflect the most recent technology or approach as it is related to professional sales and/or sales management.***

Please submit these in the same manner as you submit the case assignments. That is by way of the assignment tool in Black-Board. Your responses to these questions should not need to be supplemented with outside inquiries except in a few instances. In short, your responses should flow from what you have learned by reading the chapter and the other elements of the class. We

will do only one group of questions. ***You must work with one but no more than two other class members on this. And, each person must benefit from what every person contributes. That is, do not do one part and not take advantage of other team member responses!!***

The Question group should be single spaced and submitted as a WORD document. Nothing else. If you have an apple – find someone else to submit! Length will be dependent on the number of questions assigned and the depth of your answer. *Needless verbosity will not be rewarded* so in-depth and accurate substance wins out over length!! In fact, I will not put a minimum page limit on these but may place a maximum limit!! ***Responses are to be in your own words!!***

Case Assignments:

You will be asked to write five (5) end of chapter case assignments. The purpose of these is to provide more linkage between what we are studying and its application. And, as is the case with the chapter question groups, this element also helps you start and/or improve your ability to "think" like a professional sales person and/or a sales manager. These will also help you appreciate the nuances that sales managers face and help you make decisions under uncertainty. Finally, these are a primary component in helping us achieve the course objectives.

"Cases" should be typed and single spaced. Length will be dependent on the number of questions assigned to address the issues of the case. However, typical length usually falls somewhere between a half page and 1.5 pages single spaced. Any case with excessive mechanical errors (misspellings, typos, etc.) will be penalized. Do not "Google" for these cases. I know what's out there and I expect your work to be YOUR work – no exceptions. Cases will be evaluated on thoroughness of analysis of area(s), creativity and practicality revealed in your responses and the quality of organization, writing and clarity. ***The submission of cases via Blackboard can be found on Blackboard instructions. Cases are to be submitted individually. NOT a team deal.***

Remember that cases are written to inform in a professional, succinct and efficient way. Thus, verbosity should be avoided. It is fine if you want to "bounce" ideas off others but the final product must be yours. In short, the case analysis you submit must be independently written.

Discussion Forums:

This class is conducted on an online basis which changes several things but leaves many things intact as if it were offered on an in-class basis. One element that does not change is that proper preparation and class involvement are important. ***Online classes require much higher levels of discipline and self-motivation than do in-class offerings.*** Therefore, active participation and class contribution are mandatory and deviations from this can only reflect negatively on your performance. If you are not prepared, catch up and don't let it become habitual. One or two instances of less than active participation and/or discussion will be overlooked but repeated instances of this will not enable you to meet the course objectives. Discussion forum topics will be announced on the announcement page but you may not know the topic until the forum begins.

Discussion forums are a valuable and integral part of the course. You are urged to contribute at your own initiative and online discussion grades, for example, will be based upon quality of

comments more than on quantity. Thus, your *thoughtful contributions* are more compelling than your frequency of input!! Also, it should be noted that the reading assignment is heavy at times and again, this is largely dependent on your own initiative and time management capabilities. It is *easy to stay up with course progress but more difficult to catch up* once one falls behind. Finally, if you have difficulty with any aspect of the course, please let me know as early as possible. I will work with you on fixing whatever may be broken but I have no way of knowing this unless you let me know!! *Remember that 20% is a large part of your grade.*

Short Paper - Team

This will require each of you to first select a team member or members and a topic to be approved by the instructor. Then, once approved, write a short 3 – 5 page paper on the topic. Must do some research and should be referenced where appropriate. In other words, avoid rules and caveats as per plagiarism. More on this course component will be forthcoming.

Presentation – Team:

A presentation of the paper will be made to the class during a *Go To Meeting* session.

Final Points:

This syllabus represents the plan of action for the course. It is, in many ways, a contract between us. Should you lose this document, not understand any part of it, or most important, not agree with some component contained in it, please let me know.

Make sure to modify the tentative schedule as necessary.

University policy allows for students, who exceed the prescribed number of non-excused absences, to be dropped from the course (at the discretion of the instructor).

Students seeking accessibility services or other accommodations, per the Americans with Disabilities Act, are urged to contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. Mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas - Telephone: 432-837-8691. Email mschwartz@sulross.edu .

ACADEMIC HONESTY

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

“Cheating” includes:

1. Copying from another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.

2. *Using, during a test, materials not authorized by the person giving the test.*
3. *Collaborating, without authorization, with another person during an examination or in preparing academic work.*
4. *Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.*
5. *Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.*
6. *Bribing another person to obtain a non-administered test or information about a non-administered test.*
7. *Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm.*
This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. *"Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.*
9. *"Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.*
10. *"Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.*
11. *"Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.*
12. *"Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.*

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process...

On a personal note – if I find anyone cheating, I will take it very seriously.....!

Tentative Course Outline

| <i>Week</i> | <i>Topic</i> | <i>Assignment*</i> |
|-------------|--|--------------------|
| May 18 | Introduction – Personal Selling Case #1 | Ch. 1 |
| 25 | Planning Sales Effort – Part II Discussion Forum (DF) – Case #2 | Ch. 4 - 7 |
| June 01 | Staffing & Training the Sales force – Parts III & IV (DF) Case #3 | Ch. 8 – 11 |
| 08 | Directing & Controlling Sales force – Part V1 - DF Case #4 | Ch. 12 - 13 |
| 15 | Evaluating Sales Performance – Part VI Team Paper Presentations (DF) Case #5 | Ch. 16 |
| 22 | Wrap-up – Presentations (cont.) Team Question Group Due | |

* Assignment should be completed by the day it is assigned or at least during the week it's assigned - **also note that we will not cover all chapters nor all parts of the chapters we do cover!!**