Contact Information

Instructor: Dr. Phillip H. Wilson, Assistant Professor of Marketing
Office: DH 277
Office hours: MTWR 9:00 – 10:00 and 1:30 – 2:00, or by appointment.
Phone: (940) 397-4478
Fax: (940) 397-4280
E-mail: phillip.wilson@mwsu.edu

Course Materials

Tanner, Jeff, Earl Honeycutt, and Robert C. Erffmeyer (2009), Sales Management: Shaping Future Sales Leaders, Boston: Pearson.

(Readings on Blackboard)

Course Description

Basics of first-level management in a sales setting. Topics include the boundary spanning role, strategic programs, planning, organizing, staffing, directing and controlling the sales and sales force operation. The course is built around formulation, implementation, and evaluation and control of the sales program.

Course Prerequisite(s)

MKTG 3723

Learning Goals

I. General Learning Goals:

- **Problem solving and decision-making abilities through critical analysis, evaluation, and interpretation of business information.** Students will practice problem solving and decision-making skills during sales management case analysis. Assessment will occur during case grading.

- **Written and Oral communication skills.** Written and oral communication skills will be practiced as students analyze sales management Leadership Challenges and Minicases. These skills will be assessed as the case analyses and presentations are graded. The case analyses require well written, organized, and presented reports free from spelling errors and reflecting good grammar.

- **Team skills.** Students will practice team skills during group case analysis and presentation.

These general learning goals are among those established by the Dillard College of Business Administration. General learning goals represent the skills that graduates will carry with them into their careers. While assessing student performance in obtaining these general learning goals, the Dillard College is assessing its programs. The assessments will assist us as we improve our curriculum and curriculum delivery.
II. Course Specific Learning Goals: After completing this course, students should be able to:
- Explain the contributions of personal selling to society, business firms, and customers.
- Discuss how corporate and business strategy decisions affect the sales function.
- Describe ways that personal selling, advertising, and other tools can be blended into effective integrated marketing communications programs.
- Explain how to determine the appropriate sales organization structure for a given selling situation.
- Identify the key activities in planning and executing a program for sales force recruitment and selection.
- Communicate the role of sales training in sales force socialization.
- Identify the problems encountered in leading and supervising a sales force.
- Explain the key components of motivation.
- Differentiate between sales organization effectiveness and salesperson performance.
- Discuss salesperson performance evaluation and how the evaluations are used.

Course Policies

Attendance Policy: Regular attendance is expected and roll will be taken. Upon a student’s fourth absence, that student will be dropped for nonattendance and receive a grade of WF for the course. Participation in class discussion is encouraged. Students should read the assigned material and complete assignments prior to coming to class and be prepared to discuss and ask questions relating to assigned material. See the Midwestern State University Undergraduate Catalog for University Class Attendance Policy.

Other Related Policies

Missed Examination Policy: Only students with authorized absences (see University Class Attendance Policy) may make up missed examinations. Students must make up a missed exam before they are allowed to return to class.

Class communication: Students must communicate with the instructor via Blackboard. I will provide course updates, readings, handouts, examination reviews, and other communication. Students may also check their grades via Blackboard.

Grading and Evaluation:

Student performance will be assessed using the following elements.

Exams (3): Exams one and three will consist of multiple-choice, short answer and essay type questions. Exams will cover lectures, guest speakers, discussions, readings, and handouts are the focus of the examination questions.

Absences on the date of the exam must be justified via a University excuse. A make-up exam date near the end of the semester will be determined. The make-up exam is essay in nature (five 20-point questions). A blue book is required.

Cases (2): Each student is responsible for two cases.
Case #1 is the Syracuse District Realignment Case. The case will be distributed to the class and instructions provided on July 17. The written case report is due on July 23. Students will prepare their write-ups as if their next promotion, raise, or re-assignment depends upon its quality.
Case #2 will be assigned to two person student manager teams. The student sales management team is responsible for preparing an executive summary of their assigned case and recommendations. The sales management team will also prepare and deliver a presentation of their assigned case.

Justifications (4): Real-life sales management scenario will be presented for student sales managers to analyze. (These scenarios were encountered by Dr. Wilson during his career in sales.) The student sales manager will prepare a 1-2 page write-up that details his or her management response and the justification for that response.
Exam and project points will be allocated using the following scheme.

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>200</td>
</tr>
<tr>
<td>Exam II</td>
<td>200</td>
</tr>
<tr>
<td>Exam III</td>
<td>200</td>
</tr>
<tr>
<td>Cases (2)</td>
<td>300</td>
</tr>
<tr>
<td>Justifications (4)</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
</tr>
</tbody>
</table>

### Grades will be assigned using the following scheme.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>Less than 600</td>
</tr>
</tbody>
</table>

The grade ranges are **firm**. For example, a 799 is a "C". Thus you can assess the performance required prior to the final exam. **Semester grades will be reported through normal University channels with no exceptions.**

### Course Content and Outline:

I. **Strategic Planning**
   A. Introduction to Sales Management
   B. The Sales Function and Multi-sales Channels

II. **Sales Leadership**
   A. Leadership and the Sales Executive
   B. Ethics, the Law, and Sales Leadership

III. **Analyzing Customers and Markets**
   A. Business-to-Business (B2B) Sales and Customer Relationship Management
   B. Leveraging Information Technologies

IV. **Designing and Developing the Sales Force**
   A. Designing and Organizing the Sales Force
   B. Recruiting and Selecting the Right Salespeople
   C. Training and Developing the Sales Force

V. **Process Management**
   A. Supervising, Managing, and Leading Salespeople
   B. Setting Goals and Managing the Sales Force’s Performance
   C. Motivating and Rewarding Salespeople

VI. **Measurement, Analysis, and Knowledge Management**
   A. Turning Customer Information into Sales Knowledge
   B. Assessing the Performance of the Sales Force and the People Who Comprise It
   C. Internal and External Cultural Forces That Affect a Firm’s Sales Performance

### Academic Integrity:

With regard to academic honesty, students are referred to the “Student Honor Creed” in the **Midwestern State University Undergraduate Catalog**. Academic dishonesty (cheating, collusion, and plagiarism) is taken seriously and will be investigated. The minimum penalty is an "F" in this course and referral to the Dean of Students for disciplinary action, which may result in expulsion from the University.

### Americans with Disabilities Act:

If a student has an established disability as defined in the **Americans with Disabilities Act** and would like to request accommodation, that student should please see me as soon as possible (i.e., within the first two weeks of the semester). Refer to my office hours and phone number shown on page 1. This class follows the guidelines suggested by the Center for Counseling and Disabilities Services for those students who qualify for disability services. See **Midwestern State University Undergraduate Catalog**.

### Syllabus Change Policy:

This syllabus is a guide for the course and is subject to change. Syllabus changes will be communicated via Blackboard.
Additional Information:

Grade Appeals: Any student who believes a grade has been inequitably awarded should first contact the instructor who awarded the grade to discuss the issue and attempt to resolve the differences. A student has 30 days following the first day of the succeeding semester to file a written appeal with the dean of the instructor's college in which the course was taught. Refer to the Undergraduate Catalogue for further details. See the MSU Student Handbook for University policy on grade appeal.

Grade Changes: No grade except I may be removed from a student's record once properly recorded. Changes are not permitted after grades have been filed except to correct documented clerical errors. Requests for error correction must be initiated immediately after the close of the semester for which the grade was recorded.

Awarding and Removal of I: I - incomplete; a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has reason beyond the control of the student why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. A student may remove a grade of I within 30 days by completing the stipulated work.

Final Grades: The instructor does not post final grades. The department staff does not give out grades. Do not call or stop by the department office to ask for grades. Only a student's instructor can release a student's grade.

General policies: Exam dates are firm. The student is responsible to have all materials prepared on time. Please feel free to contact the instructor as needed. I want to see everyone do well in this course, but a big part of success depends on the student. I view everyone as an "A" student until proven otherwise. I expect on-time attendance, preparation, participation, and professional effort. Students who have a good attitude and strive to meet these expectations will find me very supportive - I will do whatever I can to help students succeed in this course and beyond.

Assignments: Assignments are due in class at the beginning of class on the specified due date. There is NO PROVISION for late work on any assignment. Plan and schedule to complete work early. Having your work completed on schedule is a key to early success in your business career.

Classroom behavior: Some miscellaneous expectations that I have in the delivery of the course.

- Ask questions.
- Come to class on time and leave on time. You are late to class if I have started the lecture or discussion. If you leave the classroom before class ends, do not return.
- Turn off your cell phones and put them away. If I suspect you are “text messaging” during class you will be asked to depart for the day.
- Please do not wear hats or caps in the classroom. These are inappropriate in almost all indoor business situations.
- Please avoid my pet peeves.
  - Attempting to turn in late assignments.
  - Asking: “Did I miss anything important,” “Will I miss anything important,” or “Will we get out early today?”
  - Packing up before class is over.

Tentative schedule (See attached.) Please keep this syllabus as a reference! Students are responsible for all information contained in the syllabus and for any changes to the syllabus, which will be announced in class or on Blackboard.
### SCHEDULE: Sales Management

**MKTG 4303-401**  
**MTWR 2:30 – 4:30 Dillard Building 131**  
**Summer II, 2012**  
(Revised 7/4/2012)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2 (M)</td>
<td>Greeting</td>
<td></td>
</tr>
<tr>
<td>July 3 (T)</td>
<td>Introduction to Sales Management</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>July 5 (R)</td>
<td>The Sales Function and Multi-sales Channels</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>July 6 (F)</td>
<td>Leadership and the Sales Executive</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>July 9 (M)</td>
<td>Ethics, the Law, and Sales Leadership</td>
<td>Chapter 4</td>
</tr>
<tr>
<td><strong>July 10 (T)</strong></td>
<td><strong>Exam 1</strong></td>
<td><strong>Chapters 1-4</strong></td>
</tr>
<tr>
<td>July 11 (W)</td>
<td>B2B Sales and CRM</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>July 12 (R)</td>
<td>Leveraging Information Technologies</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>July 16 (M)</td>
<td>Designing and Organizing the Sales Force</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>July 17 (T)</td>
<td>Case and Presentations: Syracuse District Realignment</td>
<td>Case</td>
</tr>
<tr>
<td>July 18 (W)</td>
<td>Recruiting and Selecting the Right Salespeople</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>July 19 (R)</td>
<td>Training and Developing the Sales Force</td>
<td>Chapter 9</td>
</tr>
<tr>
<td><strong>July 23 (M)</strong></td>
<td><strong>Exam 2 and Syracuse Realignment Case Due</strong></td>
<td><strong>Chapters 5-9</strong></td>
</tr>
<tr>
<td>July 24 (T)</td>
<td>Supervising, Managing, and Leading Salespeople</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>July 25 (W)</td>
<td>Setting Goals and Managing Sales Force Performance</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>July 26 (R)</td>
<td>Motivating and Rewarding Salespeople</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>July 30 (M)</td>
<td>Turning Customer Information into Sales Knowledge</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>July 31 (T)</td>
<td>Assessing Performance of the Sales Force</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Aug 1 (W)</td>
<td>Internal and External Cultural Forces</td>
<td>Chapter 15</td>
</tr>
<tr>
<td><strong>Aug 2 (R)</strong></td>
<td><strong>Exam 3</strong></td>
<td><strong>Chapters 10-15</strong></td>
</tr>
</tbody>
</table>

Cases and Justifications will be assigned during class meetings.