San José State University

College of Business
Department of Marketing
BUS2 135, Section 01 (Course # 42159)
Sales Management
Semester: Fall
Year: 2015

<table>
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<tr>
<th>Instructor:</th>
<th>Benny Boveda</th>
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<tr>
<td>Office Location:</td>
<td>BT 756</td>
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<tr>
<td>Telephone:</td>
<td>650-291-3204</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:Benny.Boveda@sjsu.edu">Benny.Boveda@sjsu.edu</a></td>
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</tbody>
</table>
| Office Hours:     | Tuesday and Thursday 12:30 pm to 1:30 pm by appointment
|                   | Wednesday 1:00 pm to 2:45 pm by appointment |
| Contact Method Preference: | Email |
| Faculty Web Site URL | http://www.cob.sjsu.edu/boveda_b/ |
| Class Days/Time:  | Tuesday and Thursday – 3:00 pm to 4:15 pm |
| Class Location:   | BBC 022              |

Required Texts/Readings

Textbook
Sales Force Management; 11th Edition
By Mark W. Johnson and Greg W. Marshall

Other Required Reading
Wall Street Journal, especially the 2nd section- “Marketplace.” I recommend you sign up for online subscription for students at a reduced rate.
Other recommended reading for students include *Fortune, Forbes, and Local Newspapers.*

*Other discussion material will be provided by the professor.*

**Other equipment**

Laptop computer for online quizzes and exams.

**Course Web Site(s)**

**Course Description**

This course is designed to be interactive, experiential, and pragmatic while developing your conceptual and creative management abilities. Case studies, Internet, and ethical dilemmas will be used each week to augment learning. Groups of two students will participate in Role Playing exercises. Many of the materials used in the course (syllabus, chapter quizzes,) are available online at SJSU Canvas.

You’ll learn to recognize and capitalize on emerging market opportunities while effectively and efficiently solving managerial problems daily with different salesperson and customer personality types from diverse backgrounds and cultures … enhance your communication skills (listening, observing, speaking, writing, reading, and body language) … develop your cultural and ethical sensitivity in managing and negotiating with people … increase your planning, organization, forecasting, and budgeting skills … strengthen your recruiting, selecting, training, leadership, and motivational talents … improve your profitability analysis, compensation, and performance evaluation tools … and learn how to build long-term, mutually beneficial relationships and partnerships with prospects, customers, and various stakeholders.

**Course/Learning Goals**

1. **Analytical and Problem Solving Skills.** To understand problems and opportunities from the customer’s and salesperson’s perspectives in order to derive mutually beneficial outcomes for both customers and the salesperson’s organization.

2. **Managerial Skills.** To develop managerial abilities in planning, organizing, forecasting, and budgeting; recruiting, selecting, and training salespeople; designing compensation plans to better motivate and lead salespeople; analyzing sales volume, costs, and profitability; and evaluating sales force and individual salesperson performance.

3. **Motivational and Leadership Abilities.** To learn how to more effectively and efficiently solve daily problems with customers, salespeople, and senior management while motivating and leading sales force to achieve organizational goals and individual quotas.
4. **COMMUNICATION AND NEGOTIATION SKILLS.** To enhance writing, speaking, reading, body language, observing, and listening skills ... and learn how to flex with different communication styles of customers and salespeople to negotiate “win-win” outcomes.

5. **INTERPERSONAL SKILLS AND TEAM DYNAMICS.** To adapt to diverse customers and salespeople to develop mutually profitable long-term relationships and partnerships with customers ... and reduce turnover of productive salespeople.

6. **ETHICAL AND CULTURAL SENSITIVITY.** To develop an awareness, sensitivity, and understanding of the diverse ethical and cultural contexts of today’s markets, so that, as a sales manager, you can provide better training and support for the sales force.

7. **TECHNOLOGICAL SKILLS.** To learn how technology (e.g., advances in telecommunications) can increase sales management effectiveness and efficiency as well as that of the sales force.

8. **INTERNATIONAL and CULTURAL SKILLS.** To gain an understanding and empathy for the diversity of customers, salespeople, and cultures in which the company must operate in order to be competitive in an increasingly global economy.

**Course Requirements/Format**

**Class Lectures and Discussions**

Each class will consist of lectures by the instructor as a review of the assigned reading. The rest of the class time is scheduled as participation time for students to discuss chapter review questions, case review and discussion, current events, and guest speakers. Students are expected to do the assigned reading prior to class meeting.

**Class Participation and Attendance**

Class participation is an important element of the course. Class members are asked to contribute to the class/case discussions through questions and offering insights into the topic discussed. Students are encouraged to share articles and news related to sales strategies that caught their attention and is worth sharing with the class. **Attendance is required and can affect the final grade.**

**Course Evaluation**

**Grade Distribution:** Exams will be graded on the accuracy of responses to key points asked in the questions. Exams consist of multiple choice questions, or essay questions. Quizzes and exams are taking on Canvas. There are no extra credit assignment for this class.
Final Exam 40%
Mid-term 30%
Quizzes (4 quizzes, drop the lowest) 30%

Total 100%

Final Letter Grade:

A+ 97 – 100    B  83 – 86    C- 70 - 72
A  93 – 96     B- 80 – 82    D+ 67 - 69
A- 90 – 92     C+ 77 - 79    D  63 - 66
B+ 87 – 89     C  73 – 76    D- 60 - 62
F 0 – 59

Course Outline:

Note: This course calendar is subject to change with ample notice to students

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Chapters</th>
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<tr>
<td>8/20/2015</td>
<td>INTRODUCTION/GO OVER SYLLUBUS</td>
<td>INTRODUCTION TO SALES MANAGEMENT</td>
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In Class Activities:
- What’s in the news?
- Ethical Dilemma Discussion
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/25/2015</td>
<td>INTRODUCTION TO SALES MANAGEMENT IN THE 21ST CENTURY</td>
<td>1</td>
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<td>In Class Activities:</td>
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<td>- What’s in the news?</td>
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<td>- Leadership Challenge, page 24</td>
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<td>8/27/2015</td>
<td>INTRODUCTION TO SALES MANAGEMENT IN THE 21ST CENTURY</td>
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<td>- What’s in the news?</td>
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<td>- Minicase: <em>iTeam, Inc.</em>, pages 25-26</td>
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<td>9/1/2015</td>
<td>THE PROCESS OF SELLING AND BUYING</td>
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<td>9/3/2015</td>
<td>THE PROCESS OF SELLING AND BUYING</td>
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<td>- What’s in the news?</td>
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<td>9/8/2015</td>
<td>LINKING STRATEGIES AND THE SALES ROLE IN THE ERA OF CRM</td>
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<td>In Class Activities:</td>
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<td>- What’s in the news?</td>
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<td>- In Class Quiz #1 - Chapters 1 - 2</td>
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9/10/2015 LINKING STRATEGIES AND THE SALES ROLE IN THE ERA OF CRM

In Class Activities:
- What’s in the news?
- Leadership Challenge: *Whose CRM is it anyway?*
  Pages 101-102

9/15/2015 No in Person Class

ORGANIZING THE SALES EFFORT

In Class Activities:
- Read chapter 4 on your own
- Online Quiz #2 Chapters 3 – 4: Submit your responses to 6 of 8 essay questions by 9 pm on 9/15. Late assignments receive no credit.

9/17/2015 ORGANIZING THE SALES EFFORT

In Class Activities:
- What’s in the news?
- Leadership Challenge: *Internal or Outsourced Sales Force*, page 135

9/22/2015 THE STRATEGIC ROLE OF INFORMATION IN SALES MANAGEMENT

In Class Activities:
- What’s in the news?
- Leadership Challenge: *A Quota by Any Other Name*
  Page 189

9/24/2015 THE STRATEGIC ROLE OF INFORMATION IN SALES MANAGEMENT

In Class Activities:
- What’s in the news?
- Breakout Questions: 3, 5, 7, 10; pages 187-188
9/29/2015  POSSIBLE GUEST SPEAKER

10/1/2015  COMPREHENSIVE CASES
In Class Activities:
- What’s in the news?
- Case 1.1: The Valley Winery, pages 194-200
- Case 1.2: Effective Law Office, pages 201-204

10/6/2015  BARC Conference

SALESPEerson PERFORMANCE  6

In Class Activities:
- What’s in the news?
- Leadership Challenge: Tough Choices, page 234

10/8/2015  SALESPEerson PERFORMANCE  6

In Class Activities:
- What’s in the news?
- Breakout Questions: 1, 3, 4, 5. Pages 233-234

10/13/2015  MOTIVATING THE SALES FORCE  7

In Class Activities:
- What’s in the news?
- Leadership Challenge: What have you done for me lately? pages 265-266

10/15/2015  MOTIVATING THE SALES FORCE  7

In Class Activities:
- What’s in the news?
- Minicase: Land Escape Vacation Club, pages 267-268
- Mid-term Review

10/20/2015  MID-TERM EXAM – CHAPTERS 1-7
10/22/2015  CRITERIA FOR SELECTING SALESPEOPLE  8

In Class Activities:
- What’s in the news?
- Discussion of exhibit 8.2, pages 278-279

10/27/2015  CRITERIA FOR SELECTING SALESPEOPLE  8

In Class Activities
- What’s in the news?
- Leadership Challenge: Characteristics of the Great Salesperson, page 291

10/29/2015  Possible Guest Speaker

11/3/2015  SALES FORCE RECRUITING AND SELECTION  9

In Class Activities:
- What’s in the news?
- Exhibit 9.2: The Hiring Quiz, pages 299-300

11/5/2015  SALES FORCE RECRUITING AND SELECTION  9

In Class Activities:
- What’s in the news?
- Leadership Challenge: Internet or Interview, pages 326-327

11/10/2015  SALES TRAINING  10

In Class Activities:
- What’s in the news?
- In Class Quiz #3 - Chapters 8-9

11/12/2015  SALES TRAINING  10

In Class Activities:
- What’s in the news?
- Minicase: Fletcher Ball Bearings, pages 357-358
11/17/2015  COMPENSATION AND INCENTIVES  11

In Class Activities:
- What's in the news?
- Leadership Challenge: *One for all, all for one*, pages 387-388

11/19/2015  COMPENSATION AND INCENTIVES  11

In Class Activities:
- What's in the news?
- Minicase: *Francesco's Bike World*, pages 390-391

11/24/2015  COMPREHENSIVE CASES

In class Activities:
- What’s in the news?
- Case 2.1: *California Credit Life Insurance*, pages 393-402
- Case 2.2: *On-time Package Delivery*, pages 403-409

11/26/2015  No Class

12/1/2015  COST ANALYSIS  12

In class Activities:
- What’s in the news?
- In Class Quiz #4 – Chapters 10-11

12/3/2015  COST ANALYSIS  12

In class Activities:
- What’s in the news?
- Leadership Challenge: *That sale was expensive*, page 442

12/8/2015  EVALUATING SALESPERSON PERFORMANCE  13

In class Activities:
- What’s in the news?
- Leadership Challenge: *Understanding salesperson Performance*, pages 472-475
- Final Exam Review

12/10/2015  COMPREHENSIVE CASE

In class Activities:
- Case 3.2: *Hanover-Bates Chemical Corporation*,
University Policies

Academic integrity

Students should know the University’s Academic Integrity Policy that is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-spring/rec-324.html

Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/ Students should be aware of the current deadlines and penalties for adding and dropping classes. You are responsible for all University deadlines for adds and drops.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may are available on the 3rd floor of BBC. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

College of Business Policies

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

Cell Phones:
Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.
Computer Use:
In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

Academic Honesty:
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.