

**San José State University**  
**College of Business/Marketing and Decision Science**  
**Bus 135 – Sales Management, Section 01 (23024), Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	Benny Boveda
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<b>Office Hours:</b>	Tuesdays 2:00 to 2:45 pm Starting 3/22 -Thursdays: 5:00 pm to 5:45 pm From 1/22 to 3/12 – Mondays: 5:00 to 5:45 pm
<b>Class Days/Time:</b>	Tuesdays, 6:00 pm to 8:45 pm
<b>Classroom:</b>	BBC 202

**Course Format**

Laptop computer required for in classroom activities, case studies, and online quizzes and exams on Canvas.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**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. 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.

## **Learning Outcomes and Course 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.

## **BSBA Program Learning Goals**

### **Goal One: Business Knowledge**

Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

### **Goal Two: Communication**

Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

### **Goal Three: Ethical Awareness**

Recognize, analyze, and articulate solutions to ethical issues that arise in business.

### **Goal Four: Leadership, Teams and Diversity**

Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

### **Goal Five: Critical Thinking**

Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

### **Goal Six: Innovation**

Recognize, analyze, and articulate strategies for promoting creativity and innovation.

## Course Learning Outcomes (CLO)

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.

## Required Texts/Readings

### Textbook

#### **Sales Management: Analysis and Decision Making, 9th Edition**

By Thomas N. Ingram and Raymond W. LaForge  
(Routledge, ISBN 978-0-7656-4451-0)

### Other Required Reading

*Wall Street Journal*, especially the 2<sup>nd</sup> section- "Business and Tech." 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*.

## Course Requirements and Assignments

SJSU classes are designed such that to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### 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.**

### Course Evaluation

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

### Grading Policy

**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. Exams are taken on Paper. There will be no extra credit assignment for this class. Late assignments are not accepted and will receive zero credit. Missed assignments will receive zero credit, no make-up day.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-- -registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students. See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Final Exam	25%
Mid-term #1	20%
Mid-term #2	25%
Group Sales Presentation Project	15%
Participation (Quizzes/assignments)	15%
 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				

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### **Classroom Protocol**

#### **Class Participation:**

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.

**Participation level during in-class activities is essential. Lack of participation can affect final grade.**

#### **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 instructor computer use that they regard as inappropriate (i.e., used for activities that are not class related).

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **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](http://www.sjsu.edu/president/directive/97-03/) at

[http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.



(Note: You need to have a QR Reader to scan this code.)

## SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

### **Bus 135 – Sales Management – Spring 2018, Tuesdays 6:00 pm to 8:45 pm**

*The schedule is subject to change with fair notice and announcement on canvas will be made available.*

#### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30/2018	Introduction/Go over Syllabus <b>Chapter 1 – Changing World of Sales Management</b> In-class Activities: - Questions and Problems
2	2/6/2018	<b>Chapter 2 – Overview of Personal Selling</b> In-class Activities: - Pop quiz - Ethical Dilemma, page 26 - Building Sales Management Skills - #2 and #3, pages 34 and 35 - Review cases and answer questions - Case 2.1, pages 36 – 37
3	2/13/2018	<b>Chapter 3 – Organizational Strategies</b> In-class Activities: - DSMK: #8 and 10, page 69 - Building Sales Management Skills: #1 and 4, pages 69 - 70 - Ethical Dilemma Discussion, page 64 - Review cases and answer questions - Case 3.2, page 72
4	2/20/2018	<b>Chapter 3 – Organizational Strategies (con't)</b> In-class Activities: - Pop Quiz - Supplemental Case Review – Spectrum Brand, pages 317 -331 - Possible Guess Speaker
5	2/27/2018	<b>Chapter 4 – Sales Organization Structure and Salesforce Deployment</b> In-class Activities: - Pop Quiz

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>- Building Sales Management Skills - #1 and 4</li> <li>- Ethical Dilemma Discussion, page 79</li>   <li>- Review cases and answer questions - Case 4.1, page 111</li> <li>- Case 4.2, page 112</li> <li>- <b>Review Sales Manager Interview assignment</b></li> </ul>
6	3/6/2018	<p><b>Chapter 4 – Appendix 4 – Developing Forecasts</b></p> <p>In-class Activities:</p> <ul style="list-style-type: none"> <li>- Pop quiz</li> <li>- Forecasting activities</li> <li>- DSMK: #5 and 10, page 109</li> <li>- Mid-term review</li> </ul>
7	3/13/2018	<p><b>Mid-term #1 – Chapters 1 – 4</b></p>
8	3/20/2018	<p><b>Chapter 5 – Acquiring Sales Talent</b></p> <p>In-Class Activities:</p> <ul style="list-style-type: none"> <li>- Pop quiz</li> <li>- Building Sales Management Skills - #1 and 4, pages 161 – 162</li> <li>- Ethical Dilemma, page 148</li> <li>- DSMK: #4, 9, and 10, page 161</li> <li>- Review cases and answer questions - Case 5.1, page 164</li> <li>- Case 5.2, page 165</li> </ul> <p>- <b>Sales Manager Interview Due 3/20</b></p>
9	3/27/2018	<p><b>Spring Break – No Class</b></p>
10	4/3/2018	<p><b>Chapter 6 – Sales Force Training</b></p> <p>In-class Activities:</p> <ul style="list-style-type: none"> <li>- Pop quiz</li> <li>- Ethical Dilemma, pages 184 and 185</li> <li>- Building Sales Management Skills - #5, 6, and 8, page 194</li> <li>- Review cases and answer questions</li> <li>- Case 6.1, page 195</li> <li>- Case 6.2, page 196</li> <li>- <b>Review Group Sales Presentation – Assign Groups</b></li> </ul>
11	4/10/2018	<p><b>Chapter 7 – Sales Leadership, Management, and Supervision</b></p> <p>In-class Activities:</p> <ul style="list-style-type: none"> <li>- Pop quiz</li> <li>- Ethical Dilemma, page 208</li> <li>- Building Sales Management Skills - #7, page 218</li> <li>- Mid-term #2 review</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	4/17/2018	<b>Mid-term #2 – Chapters 5-7</b>
13	4/24/2018	<p><b>Chapter 8 – Motivation and Reward</b></p> <p>In-class Activities:</p> <ul style="list-style-type: none"> <li>- Pop quiz</li> <li>- Ethical Dilemma, page 242</li> <li>- DSMK: #6, page 246</li> <li>- Building Sales Management Skills - #1 and 5, pages 246 - 247</li> <li>- Review cases and answer questions</li> <li>- Case 8.1, page 248</li> <li>- Case 8.2, page 249</li> </ul>
14	5/1/2018	<p><b>Chapter 9 – Evaluating the Effectiveness of the Organization</b></p> <p>In-class Activities:</p> <ul style="list-style-type: none"> <li>- Pop quiz</li> <li>- Ethical Dilemma, pages 266 and 274</li> <li>- Building Sales Management Skills - #1 and 3, page 276</li> <li>- Review cases and answer questions</li> <li>- Case 9.1, page 278</li> <li>- Case 9.2, page 279</li> </ul>
15	5/8/2018	<p><b>Chapter 10 – Evaluating the Performance of Salespeople</b></p> <p>In-class Activities:</p> <ul style="list-style-type: none"> <li>- Pop quiz</li> <li>- Ethical Dilemma, pages 287 and 302</li> <li>- Building Sales Management Skills - #1, page 310</li> <li>- Review cases and answer questions on</li> <li>- Final Exam Review</li> </ul> <p><b>Due: Submit the Group Sales Presentation Power Point</b></p>
	5/22/2018	<p><b>Final Exam – Chapters</b></p> <p><b>Room BBC 202 at 5:15 pm to 7:30 pm</b></p>