

**San José State University**  
**Lucas Graduate School of Business**  
**Bus 297D – Sales Management - Section 04, (23344), Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	Benny Boveda
<b>Office Location:</b>	Business Tower 756
<b>Telephone:</b>	650-291-3204
<b>Email:</b>	Benny.Boveda@SJSU.edu
<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>	Thursdays (3/22, 4/5, 4/12, 4/19, 4/26, 5/3, 5/10) 6:00 pm to 10:00 pm Fridays (4/20, 4/27, 5/4) 6:00 pm to 10:00 pm
<b>Classroom:</b>	BBC 021
<b>Prerequisites:</b>	<b>Undergraduate Degree</b>

**Course Format**

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, and current events. **Students are expected to do the assigned reading prior to class meeting.**

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 (or other communication system as indicated by the instructor) 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.

### **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 Force Management**

By Gregory Rich  
(Chicago, ISBN 978-0-9971-1713-4)

### Other Readings

*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*

### Library Liaison

Library Liaison: Diana Wu – Phone: 408–808–2087 Email: [Diana.Wu@sjsu.edu](mailto:Diana.Wu@sjsu.edu)

### Course Requirements and Assignments

SJSU classes are designed such that in order 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](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The scheduled course contact hours are in compliance with the required course credit hours (<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14082.html>) and the required course culminating experience (<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14089.14090.html>).

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, and current events

NOTE that [University policy F69-24](#) 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 short-essay questions. Exams are taking on Canvas with browser lock-down. 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.

Final Exam	30%
Mid-term #1	30%
Sales Plan Presentation Project	25%
Assignments/Quizzes	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.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### 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.”

### **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](#) 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](http://www.sjsu.edu/writingcenter) 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>.

## **Lucas College and Graduate School of Business Mission**

*We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.*

### **MBA Program Goals:**

(Not all program learning goals are covered in every course)

#### **Goal One: Business Concepts**

Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior.

#### **Goal Two: Analysis and Decision Making**

Understand decision making methods including decision trees, expected value, risk and uncertainty, and the value of information.

#### **Goal Three: Cultural and Ethical Awareness**

3a. Understand the major issues facing multinational corporations in the management of their international operations—particularly those of an intercultural nature.

3b. Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.

#### **Goal Four: Leadership and Teams Skills**

Comprehend the factors that contribute to effective leadership of teams and understanding of the skills and behaviors necessary to be an effective team member.

**Goal Five: Global Change and Dynamics**

- 5a. Demonstrate an ability to understand and adapt to global market changes
- 5b. Demonstrate an ability to integrate knowledge and develop innovative solutions to remain competitive given industry dynamics (strategic integration).

**Goal Six: Communication Skills**

- 6a. Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.
- 6b. Demonstrate the principles and processes of effective written communications.

**Lucas College and Graduate School 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:

**Eating:**

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

**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.

## Bus 297D – Sales Management, Spring 2018, Thursdays 6:00 pm to 10:00 pm

*The schedule is subject to change with fair notice and how the notice will be made available on Canvas.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	3/22/2018	<b>Introduction/Go over Syllabus/Sales Presentation Project</b> <b>Chapter 1 – Intro to Sales Force Management</b> <b>Chapter 2 – Strategy</b> In-class Activities: - Experiential Exercises: #3, page 21 - Experiential Exercise: #4, page 50 - Case 2-1: Cardinal Connectors, Inc., pages 51-52
2	3/29/2018	<b>Spring Break – No School</b>
3	4/5/2018	<b>Chapter 3 – The Personal Selling Process</b> <b>Chapter 4 – Sales Force Organization</b> In-class Activities: - Experiential Exercises: #4 and #5, page 75 - Questions and Problems: # 3, 4, and 10, pages 110-111 - Ethical Dilemma Discussion, page 101 - Review and answer the questions to case 3-3, page 79 - Review and answer the questions to case 4-2, pages 115-116
4	4/13/2018	<b>Chapter 5 – Recruiting Salespeople</b> <b>Chapter 6 – Selecting and Hiring Salespeople</b> In-class Activities: - Consider this – Hiring and the Law, page 151 - Questions and Problems Chapter 5: #10, page 143 - Questions and Problems Chapter 6: #5, 11, page 171 - Experiential Exercise: #4, page 172 - Review and answer the questions to case 5-2, page 146 - Review and answer the questions to case 6-1, page 173 - Mid-term review
5	4/19/2018	<b>Chapter 7 – Sales Training</b> <b>Chapter 8 – Motivating a Sales Force</b>  In-Class Activities: - Question review #2, page 204 - Experimental exercise #4, page 233 - Review and answer the questions to case 8-2, page 236

Week	Date	Topics, Readings, Assignments, Deadlines
5	4/20/2018 (Friday)	<b>Mid-term Exam – Chapters 1-8</b>
6	4/26/2018	<b>Chapter 9 – Sales Force Compensation</b> <b>Chapter 10 – Sales Force Quotas and Expenses</b>  In-class Activities: - Questions and Problems: #7, 8, and 11, page 298 - Questions and Problems: #2, 6, and 10, page 327 - Review and answer the questions to case 9-1, page 264
	4/27/2018 (Friday)	<b>Chapter 11 – Leadership of the Sales Force</b> In-class Activities: - Mentoring the Salesforce, page 318 - Workplace Romance, page 324 - Review and answer the questions to case 11-1, page 329
7	5/3/2018	<b>Chapter 13 – Sales Territory</b> <b>Chapter 14 – Sales Volume Analysis</b>  In-class Activities: - Questions and Problems: #1, 2, and 6, pages 391-392 - Experiential Exercise: #3 and #4, page 393 - Review and answer questions to case 13-1, pages 394-395 - Experiential Exercises: #3, page 416
	5/4/2018 (Friday)	<b>Chapter 15 – Cost and Profitability Analysis</b> <b>Chapter 16 – Evaluating a Salesperson’s Performance</b> In-class Activities: - Experiential Exercises: #2 and #3, page 441 - Experiential Exercise: #3, page 466 - Final Exam review
8	5/10/2018	<b>Team Presentation of Sales Presentation</b> - <b>Due:</b> Turn in your Team Sales Presentation Project by 5/10

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
Final Exam	5/17/2018	<b>Final Exam – Chapters 9 - 16</b> <b>Room BBC 021 at 5:15 pm to 7:30 pm</b>