COURSE NUMBER AND TITLE: MK 460 Sales Management

CLASS MEETING TIME: 1100-1220 T-TH, Cremer Hall 519

PREREQUISITES: MK360 and Junior Standing

INSTRUCTOR: Kevin Coulson, Ph.D.

OFFICE: Cremer Hall 409

OFFICE HOURS: I maintain an open door policy. Drop by, or make an appointment. I will hold formal hours as posted to the right of my door. You are encouraged to drop by as needed. There is no excuse for you not seeing me if you need help because I am readily available.

TELEPHONE: 620-341-5420. There is an answering machine on this line.

EMAIL: kcoulson@emporia.edu NOTE: I respond very well to email.

Web Page: http://www.emporia.edu/~coulsonk/


SUPPLEMENTAL MATERIALS: It is strongly recommended that you read the Wall Street Journal and that you obtain and use a dictionary for your writing assignments.

INSTRUCTION: I use lecture and group discussion/individual participation. Students will have ample opportunity to demonstrate their grasp of the material through cases, exams, and participation. It is your responsibility to make arrangements with your peers and team mates to complete all needed outside class study.

See me, prior to the second class, if English is not your first language/native tongue. It is crucial that you actively become involved in this class if you wish to succeed.

STUDENTS REQUIRING AID: Any student who requires aid, or who thinks that they might require aid in any form (including, but not limited to, physical assistance for differentially abled students, or a form of reading/writing assistance) should contact me immediately after the first class. If your condition/needs change during the semester, contact me.

"Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential."

This is in accordance with Faculty Senate policy 7C-07 passed in April, 2002

Your classmates and your instructor have the expectation that you will fulfill your obligations completely if
you have no documented/announced need of assistance. If you fail to ask for assistance when needed you can not come back at a later date with the excuse that you forgot to ask for help.

**RESPONSIBILITIES:** There will be two or three essay tests, one presentation, and five cases. It is your responsibility to make arrangements with your peers and team mates to complete all needed outside class study.

**COURSE DESCRIPTION:** This course is intended to give the student a broad perspective and penetrating understanding of wholesale and industrial selling - its social and economic functions, its role in purchasing and sales, and its relationship to the total business picture, how it works, how it is planned and created, its challenges and opportunities.

**COURSE OBJECTIVES:** There are three primary objectives for this course: The student should learn the basic requirements necessary to formulate a strategic sales program; the student should learn how to take that program and implement it; finally, the student should be able to examine the results with an eye toward evaluating and controlling the sales force's performance so as to improve the results or bring them in line with projections.

*If you do your part, you will be able to:*

Look at the environment external to the firm, compare it to the firm's marketing strategy, and to the firm's strategic sales program.

You will learn how and why to develop account management policies to suit particular customers' needs, how to organize the sales force for maximum effectiveness and efficiency.

You will learn basic techniques for and the rationale behind demand estimation, quota setting, and sales territory design.

You will learn the determinants of sales performance. You will learn how motivation and sales force role perceptions impact sales.

You will learn how to recruit and select appropriate sales personnel.

You will learn when and how to train the sales force and how to develop the compensation and incentive programs needed for success.

*As a part of the feedback loop, you will learn techniques used to conduct sales analysis, cost analysis, and behavioral analysis. That means MATH applications.*

**The School sets these goals for your education.**

Students should:

1. Possess knowledge and skills appropriate to the field of business in core areas.
2. Develop and apply analytical abilities and critical thinking skills to business decisions. Critical thinking includes both quantitative and qualitative analytical skills.
3. Recognize and take into consideration social responsibility issues including ethical considerations in fulfilling management-related responsibilities. Social responsibility includes physical environment, legal, political and social issues.
4. Utilize their knowledge, recognition, and consideration of global issues in fulfilling management-related responsibilities. Global includes all aspects of doing business in the international business environment.
5. Possess the ability to utilize current business technology in making and communicating business decisions. Technology includes utilization of the internet, information resource data bases, commonly used business software and other resources in fulfilling management-related responsibilities.

*Approved by the School of Business Faculty December 5, 2008.

Students will demonstrate understanding of these goals in essay examinations and in daily verbal participation in classroom discussion.

ATTENDANCE POLICY: I ask that you perform as you would for your own business: Show up on time at the start of business (beginning of class) everyday on time, do all the work that is necessary to conduct business (ask and answer questions, take tests, turn in papers on time). If you miss the first week of the class, you will be administratively dropped from the roster. As in what is sometimes falsely separated out and called "the real world," there may be times when you can't show up for work. On those occasions, I expect to be notified prior to class. If you miss four classes of a MW or TTH schedule OR if you miss two classes on a single day (evening class) schedule, your grade will be reduced by one or more full letter grades.

“VACATIONS” Class times are published months in advance. If you choose to take vacation, leave class early, or otherwise fail to attend, that is your choice. However, you are held to the same requirements as your classmates who attend class. If you intend to “vacation” during finals week, you must provide me with a copy of your ticket during the first week of the semester. Otherwise, you will be expected to take the final with your class.

In the event that you are chronically late or absent and/or are not regularly submitting your homework on-time, I will remove you from the class. I will drop your grade one or more complete letters if you miss more than three classes. If you miss more than 15% of the total classes during the semester (at any time during the semester, including the first day of class and the week before finals) you will be administratively withdrawn from class and you will receive an “F” for the course.

CHILDREN: In today’s world, we cannot always guarantee that child care will be available when we have obligations to fulfill. If you have children who require care during our class period and outside care is unavailable, you are welcome to bring your child(ren) to our class. The following provisos exist: 1) the child(ren) must be able to read or otherwise self-entertain in a quiet fashion. 2) You should take a seat in the back of the class so that, if necessary, you can assist the child(ren) or leave quietly (together!) as appropriate.

ELECTRONIC DEVICES: All cellular telephones (cell-phones), cameras, beepers/pagers, MP3 players, CD players, tape machines, recording-or-programmable calculators, non-English electronic dictionaries, or other recording/transmitting electronic devices are prohibited. If there is a pending event that may require your attention, you may notify the instructor and request permission to leave your phone on vibrate for that instance. This is not intended to be a regular occurrence.

Turn off and put away (book bag or purse) your cell phone during all class periods. If you arrive late, sit at the back of the room. Any student using the telephone during class will have it placed on the instructor desk for the rest of the class period. If this situation occurs again, the student will be dismissed from class.

Lap-top computers are approved for use on a case-by-case basis. See the instructor for permission to use lap-tops. If you use an unapproved electronic device during an exam, you will fail that exam. Additionally, if the device is used to cheat on the exam, you will fail the course.

ACADEMIC DISHONESTY: I will comply with all University policies regarding academic dishonesty. The
short version is that I will fail all students who plagiarize the work of others or who cheat in any other fashion. I will also submit your name to the appropriate academic authorities for further dispensation of justice. Both the School of Business and life in general require ethical behavior. Academic dishonesty is unethical. Recent events in universities and in the international business community have caused public outcry over ethical lapses. Do not make the mistake of assuming that the ethical lapses of a few are the preferred norm. The School of Business has adopted a Professional Code of Conduct which applies to you and all members of the school. You are required to read this Policy. You are required to sign a statement to the fact that you have read and understand this policy and will comply with it.

GRADING: 90%+ = A; 80 >89.999 = B; 70 >79.999 = C; 60 >69.999 = D; BELOW 60% = F
I reserve the right to use the +/- grades to adjust your score.

5 cases (drop lowest), 3 exams, 1 case presentation, peer evaluation, participation = 1,000 pts.

Enter your scores below to keep a running tab of your grades! I do NOT use BlackBoard for grades. End of semester grades are posted in a timely fashion on Buzz-In and released at the University’s whim.

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<tr>
<th>Case 1</th>
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<th>Exam 1</th>
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EXAMS: Exams will consist of essay questions worth 100 pts.

Each exam builds upon the material learned earlier in the class. Thus, each succeeding exam requires that you have learned the earlier material since it is impossible to effectively compartmentalize your knowledge. Roughly 50% of the final exam will have questions about earlier, previously covered material.

If you believe that your answers on an exam have been misunderstood or incorrectly graded, you are encouraged to prepare a written protest for each disputed answer. You have two weeks from the date that the exam is returned to dispute a question. If you have questions about your final exam, you may ask them during the first week of the following semester.

If you earn a grade below 70 on any exam, you are required to make an appointment with me to discuss your progress and ways that we can work together to improve your performance. I make notations in the grade book concerning our discussions or lack thereof. Anyone who gets a grade below 70 on two or more exams should consider lightening their course and or work load.

MAKE-UP EXAMS: Fairness requires that all students be treated to the exact same examination opportunities. Early exams portend the possibility that someone taking the exam at a later time might have an undue advantage. Likewise, exams taken after the normally scheduled exam provide similar opportunities as well as additional study time. Both offer unfair advantage. If I prepare an exam that is different in content or form, there is no guarantee that the exam will be equally representative, hence this is unfair to either the individual, or the class as a whole. For this reason I do not normally offer make-up exams. Instead, for one exam, and one exam only, if you have a valid and verifiable reason for missing that single exam, I will
average the results of your remaining exams and use that as your exam score. Obviously if you miss the final, your final exam grade will be a zero since there are no remaining exams. Additionally, this is not a license to "blow-off" an exam at will. Each exam builds on earlier material and failure to prepare for and understand each section will invariably result in lower scores on subsequent exams. As the man says, "pay now, or pay later."

IF you insist upon a makeup exam (one and one only) rather than follow suggested procedure, I will follow the practice utilized by other faculty, to wit, I will offer the makeup during Finals Week at a time that is mutually convenient for all people needing makeups.

OTHER:

CLASS PARTICIPATION: Business School is intended to prepare you for gainful employment. One crucial component of getting that first job (and all subsequent jobs) and of KEEPING the job and advancing, is YOUR ability to communicate verbally. Your verbal participation in each and every class is a low cost/low impact way to enhance your ability to communicate. Additionally, in a learning environment, it serves to verify or disprove, as appropriate, concepts which you believe to be true. I will provide 100 participation points for you to earn or ignore as you see fit. It is YOUR responsibility to participate. I will endeavor to call on each student at least once during the semester. However, if you make it apparent that you do not wish to participate I will eventually stop calling on you. If you don’t volunteer answers to questions or otherwise bring up class related material for discussion your participation will not have been demonstrated. Attendance is NOT participation and will have little effect on the earned participation points.

International students have a special duty to actively discuss the material in each class. I require this of every student without regard to their nationality and your peers expect that you will take an active part in the course. We are in no hurry and will gladly wait for you to put forward your questions, answers and viewpoints.

PAPERS/HOMEWORK: As noted on the calendar, there are several dates wherein you owe me homework. Word-process and spell-check each one prior to e-mailing them to me at kcoulson@emporia.edu. Late homework is worth zero points. I will be evaluating your ability to communicate in writing as well as the completeness of your preparation. Assignments are due PRIOR to the beginning of the class on the scheduled calendar date. I will check the date/time stamps. I will reply to the ESU e-mail address that you use when sending the homework. If you must choose between mailing the homework late and missing part of class, come to class ON TIME.

SUBMISSION INSTRUCTIONS:
When you submit your homework, put your name, and the homework information in the subject line, in that order. For example, SUBJECT: John Perflinger, HW 2, Page 433, q. 4. OR, Jane Mistletoe, Case 3, Quizby Company. Save all responses from me and save copies of what you send. Mistakes have been known to happen with our e-mail. Submissions without the required subject line are deleted and will not be made up. Each ESU student has access to a valid ESU e-mail account. Because of the increasing amount of SPAM and other attacks on the university and upon my own ESU account, I WILL ONLY ACCEPT EMAIL FROM YOUR ESU STUDENT ACCOUNT. I WILL ONLY REPLY TO YOUR ESU STUDENT ACCOUNT.
It is common practice in business (and you should develop this habit) to send a copy (CC:) of all important e-mails back to your own account. If you do this, you will be able to verify that you have completed your assignments should technical difficulties arise. Every semester I have students who can’t imagine where their assignments went, yet they can’t prove they submitted them.

Your submission of the homework is implied consent that provides my authority to reply to that e-mail address. If you have privacy concerns about your homework, do not allow others to open and read your grades/my response.

I grade all homework assignments en bloc (as a group). I do not acknowledge receipt of homework assignments until they are graded. If you have not received a grade for your assignment at the end of 7 days (my turn around is usually better), ask about it in class. Don’t wait until the end of the semester to tell me that you’ve been sending your homework to the wrong address (It has happened!). I occasionally ask for clarifications on homework. If I ask you to rewrite something, it is due within 14 calendar days of the request.

In the event that you have an email question about something other than homework, make certain that the subject line indicates that I should read the response upon receipt! e.g.

**SUBJECT: Please read now, class question.**

TEAM WORK: Each student will be assigned to one or more teams. Each team will prepare one of the cases as a group and will present the case to the class. Businesses require that their managerial employees be able to cooperate across functional lines. This means that you MUST be able to perform as a contributing member of a team. When teamwork is required in this class, you are reminded that not only will your work be evaluated by the instructor, it will be evaluated by your team members. In the event that you "do not play well" with others, in other words, fail to attend team meetings, fail to do your part, attempt to take over the world, I reserve the right to reduce your grade by one or more letter grades.

Occasionally students will parcel out elements of a presentation so as to reduce the individual load. Then, at the last possible minute, these students will come together and present this work. It is then no surprise to anyone that the resulting mare's nest is an embarrassing collection of contradictions in logic and in fact. I encourage you to "work smarter, not harder." In business, parceling out the effort is a well-known and well received team tradition. However, business people make the effort necessary to bring the pieces together well in advance and then they workout, or, if necessary, rework the elements so that they fit together into ONE seamless presentation that flows well and has no logic faults. If you can't handle a team now, how do you expect to learn? On a Million Dollar sales job? Not likely, at least not twice.

Your performance as a team member will be graded by your peers and adjudicated by me. This is intended to provide you with managerial experience in rating others. Assign each team member (including yourself) a share of 100 points. You must e-mail this if YOU want a grade. This component has a maximum value of 100 points. If it is not handed in within 2 days, your score will be reduced appropriately. **If it is not handed in within one week, your score will be zero.** Your group presentation will be rated using my rating sheet.

(See [http://www.emporia.edu/~coulsonk/webeval.htm](http://www.emporia.edu/~coulsonk/webeval.htm))
Again the maximum value possible is 100 points. The presentation grade is the same for all team members unless a member fails to adequately participate in the team effort or acts in an unethical fashion. Members who improve the presentation, do so for all. **Members who degrade the presentation do so for all as well.**

**DIAGNOSTIC FEEDBACK:** I will endeavor to provide you with diagnostic feedback (e.g. This is what you did wrong and this is how you can improve.) rather than outcome feedback alone (e.g. you were right or you were wrong) on those occasions where it is necessary/useful. Since no one likes to be told that they are wrong, I may use humor or other pedagogical tactics intended to get you to consider why you have erred and why it is important to rethink your approach. On exams, the feedback will come in the form of in-class discussions of the correct answers. In class, if you are called upon to answer a question, or if you volunteer an answer and the response is not correct, I will rephrase the question, provide hints, etc. in order to redirect your thought processes to the correct answer. I will not normally accept a wrong answer and move on to someone else without trying to get you to correct your response.

This is NOT intended to be a painful process, it is intended to be a learning process. However, if you are unwilling or un-used to thinking on your feet, it may be slightly uncomfortable the first time. If you honestly do not know the answer to a question, you may say that you don’t know and I’ll ask someone else. If you demonstrate that you are not prepared on multiple occasions, I will assume that you would prefer to not be bothered and I will quit calling on you. This does not relieve you of your responsibility to actively participate in the class and will cost you participation points.

**KEYS TO SUCCESS IN THE CLASS:** Most students know what it takes to succeed in college. For those who need the reminder, the following points are worth attention: 1) come to class (some have said that half of life is just showing up!); 2) **read the material** in the text multiple times so that it sinks in; 3) do the homework and get an early start on it; 4) go back and check your homework for logic, spelling, and grammar; 5) take an active part in the class (the more active you are, the more information you will retain); 6) take notes; 7) study with a friend (when you explain something to someone, it becomes clearer to you. When they explain it to you, you get a different viewpoint and more understanding); 8) study early for the exams and get a good night’s sleep beforehand (the material will “cook” while you sleep and you’ll be more likely to remember it when you are well rested).

**EMERGENCIES:** No one can foresee all possible occurrences. If you have something come up that requires your presence somewhere else, notify me in advance by e-mail, telephone, or via a mutual acquaintance, if possible. If not, notify me as soon as possible thereafter. **I can and do make exceptions to policy where appropriate.** Advance notification is preferable to **fait accompli.**

*This syllabus is subject to change as needed at the sole discretion of the instructor. Students are required to read, to understand the syllabus, and to comply with its requirements. This is the "contract" under which you are to be instructed. You must complete the required information and sign the last page of this syllabus and return it to the instructor.*

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<tbody>
<tr>
<td>Exams</td>
<td>300 pts</td>
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<tr>
<td>Cases (drop lowest of 5)</td>
<td>400 pts</td>
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<tr>
<td>Participation</td>
<td>100 pts</td>
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<td>Peer (case/team) evaluation</td>
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Presentation ................................................................. 100 pts
1,000 pts
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<td>7 Ch 5, Strategy and Information</td>
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<td>14 Case 1 Lasting Impressions 169-171. Review</td>
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<td>16 Exam 1 NOTE: I will start exams 30 minutes early if the room is available.</td>
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<td>21 Ch 6, Performance: Components</td>
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<td>MAY 1 Case 5, Massachusetts Restaurant Appliances 427-8.</td>
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<td>3 Review</td>
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Comprehensive Final Exam 0730-1000 Thursday, May 10, 2012
DATE:__________________

STUDENT NAME:____________________________

I have read the syllabus, the class calendar and the School’s Professional Code of Conduct. I understand and will comply with the class requirements. I will not act in an unethical manner in class or in regard to the class.

________________________________________________
Signed

CLASS RANKING

Past experience has demonstrated that publishing a ranking of performance data serves to more highly motivate participants. Ranking is performed internationally in educational settings and has been used successfully in the classes that I teach.

I propose to collect performance data from students in this class and periodically post rankings outside my office. Each ranking will only list student names, typically from first ranked in class to last ranked. There will be no grade or point structure other than names posted.

You are not required to participate in this motivational technique. It will not impact your grade if you choose to or choose not to participate. However, I will not provide this motivational tool to the class unless all participate because that would allow those who fail to participate to “Free ride.” As such it would be unfair to those who do intend to participate.

Since a major portion of this class involves learning to use motivational techniques, it behooves you to participate in this exercise.

I ____________________
(Student name)

agree to participate in the motivational ranking in this class. ____________________
Signed

do not agree to participate in the motivational ranking in this class. ____________________
Signed