



Lincoln University

BA 256 – Sales Management

COURSE SYLLABUS

Spring, 2018

Instructor:

Lecture Schedule:

Credits: 3 units / 45 lecture hours

Level: Advanced (A)

Office Hours:

e-mail:

Textbooks: Sales Force Management: Leadership, Innovation, Technology, 12th Edition By Mark W. Johnston, Greg W. Marshall, Routledge, 2016. ISBN-13: 978-1138951723, ISBN-10: 1138951722.

Last Revision: January 3, 2018

CATALOG DESCRIPTION

This course emphasizes the vital role that field sales work has in our economy, society, and culture. It stresses and examines, moreover, the sales manager's unique and difficult responsibilities, along with the decision-making methods and tools employed in the effective management of the sales force as part of firms' promotional strategy. (3 units)

Prerequisite: BA 150

EDUCATIONAL OBJECTIVES

The course stresses the positive, valuable, and crucial role that field sales work plays for our culture, society, and economy. The student will acquire an appreciation of the task of the salesperson, and will be fully informed of the nature of the sales manager's responsibilities, the kinds of problems encountered in this wholly unique role, and the decision-making methods and tools to be employed in solving those problems.

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
1	Be able to identify key factors determining salesperson performance	PLO 1	ILO 1a, ILO 2a, ILO 3a	In-class activities, Homework, midterm exam
2	Be able to design and implement data-driven sales management strategy.	PLO 2	ILO 1a, ILO 6a	Homework, Case studies, final exam
3	Outline the stages of individual and organizational buyer decision journeys and suggest relevant improvements to sales strategy.	PLO 4	ILO 1c, ILO 2c	Course project, case studies, homework

INSTRUCTIONAL METHODS

This is a direct classroom instruction course.

The lecture method is employed extensively, but the instructor-student dialogue is a necessary aspect of the course and forms part of the final evaluation of each student.

All class members are expected to be acquainted with study materials as they are assigned.

The textbook, however, carries the main burden of presentation. Students are expected to read the textbook at a pace consistent with the schedule set forth on the last page of this syllabus.

Class time will be devoted to matters, issues, and problems raised in the reading or in activities intended either to illustrate those issues and subjects, or to extend them into actual experience. Classroom discussions, therefore, essentially supplement or complement the textbook's subjects, and there is only a general connection maintained between topics covered in class and topics detailed in the textbook.

Each chapter's end provides terms, topics, vocabulary, and questions. Some of these will be assigned as homework as preparation for immediately succeeding classes.

Each student is expected to have these prepared as writings in notes, to aid in class discussions. Definitions should include examples.

Supplementary to the information in the textbook and the lectures-and-dialogue of the classroom, the literature relative to business operations is to be researched by the student. Supplementary instructions, covering selected sources or readings, will be provided, to guide the student's efforts in preparing required reports.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

TESTING

Two examinations are planned for this course, corresponding roughly to the idea of a mid-term examination and a “final.” Such examinations will have reference to textbook materials, outside readings and research, and all matters covered in classroom lectures and discussion.

True-False questions will characterize the form of the written examinations for this course. Please note that if it becomes necessary, whatever the reason, to have to take a “make-up” examination; that examination will have to be taken at the appropriate time during the week of final examinations---unless other arrangements are made with your instructor.

GRADING

Proportions – The quality of a student’s preparedness for class and the readiness to participate in and contribute toward such group experiences will form part of the student’s final grade. Excessive absences, therefore, can only result in grade-diminution.

The rule of thumb on absences is that the maximum of allowable absences for this course shall not exceed two. These should be used prudently, given the level of participation expected in this course. Hence, they should cover the unexpected, such as: accidents, traffic jams, runny noses, dead grandmothers, promising encounters in the library, etc., etc. Students are firmly advised that if one is registering late for the course and joins the class late, he or she is still responsible for the missed materials and their assignments and the missed class meetings will be counted as absences.

The student’s final course grade will be determined as follows:

Class readiness and participation	10%
Outside assignments	30%
Examinations	30%
Course project.....	30%

Scoring – All results of tests will employ a numerical scoring system which is convertible as indicated below. Grades on cases and library research will be given letter grades within the same ranges, as below:

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 or <	F

COURSE SCHEDULE

Week	Topic
1	Introduction to Sales Management in the Twenty-First Century
2	The Process of Selling and Buying
3	Linking Strategies and the Sales Role in the Era of CRM & Data Analytics
4	Organizing the Sales Effort
5	The Strategic Role of Information in Sales Management
6	Midterm exam
7	Salesperson Performance: Behavior, Role Perceptions, and Satisfaction
8	Motivating the Sales Force
9	Criteria for Selecting Salespeople
10	Sales Training
11	Compensation and Incentives
12	Cost Analysis
13	Evaluating Salesperson Performance
14	Course Project Presentations
15	Final Exam