Sales and Sales Management
MARK 5329-001
Fall 2012

Professor: Fernando Jaramillo, Ph.D.
Office: 221 Business Building
Office Phone: 817-272-2273
E-mail: jaramillo@uta.edu (preferred contact method)
Class Meetings: COBA 141, Wednesdays 7:00 to 9:50 PM.
Office Hours: Wednesdays 6:00 to 6:50 and by appointment.

REQUIRED TEXTBOOK:


REQUIRED READINGS:


**Notes:**
1. Required readings are electronically available from UTA’s databases. Help for retrieving articles and conducting research is offered in the College of Business, Room 136. Also, you may use the reference services of the Central Library.
2. Additional articles may be assigned during the semester.

**REQUIRED CASES**


Required cases can be purchased at *Harvard Business School Press*, [www.hbsp.harvard.edu/](http://www.hbsp.harvard.edu/)

**COURSE DESCRIPTION:**

Examines the skills required for successful personal selling and sales management in today’s world, with emphasis on business to business markets. Discusses the links between business trends and the resulting need for new approaches to the sales management challenges of planning, implementing, and evaluating a sales program. Special topics include the strategic importance of the sales force, customer/supplier partnering, multi-function collaboration, technology’s role in altering traditional customer-access channels, the organization of the sales function for profitability vs. revenue, and the development of effective major account strategies.

**COURSE OBJECTIVE:**

This course is aimed at presenting ideas and theories to help students enhance their knowledge of the new realities of sales environments. Such knowledge can help students to effectively analyze problems and make decisions related to sales force management. Emphasis is placed upon the development of problem-solving, decision-making, and analytical skills.
LEARNING OUTCOMES

Students will be able to:

1. Describe the antecedents and consequences of buyer-seller relationships.
2. Evaluate the effect of leadership styles on customer and salesperson wellbeing.
3. Identify key drivers of business buyer behaviors.
4. Implementing sales promotion strategies.
5. Discriminate between outcome- and behavior-based control systems.
6. Explain the major tenets of ethics, motivational, and stress theories.
7. Evaluate how a company should allocate its sales resources.
8. Evaluate salesperson ethical behaviors.
9. Evaluate the effect of training on salesperson attitudes and behaviors.
10. Give presentations to C-level executives.

PROCEDURES AND ACTIVITIES

The course will be conducted in a seminar format. Students need to come fully prepared to discuss the material relevant for each class period and are expected to contribute to discussions. Classes will be conducted utilizing a combination of lecture, discussion, in-class exercises, and business cases. Some class exercises will use basic statistic concepts.

Class Participation: Class participation includes attendance, class discussion of assigned readings and pop quizzes.

Article Summaries and Discussion Questions: This syllabus contains a list of journal articles which must be read by the dates posted in the schedule. After reading each article, prepare a 1/2 page typed document that contains: 1) text summarizing the main ideas of the article (no more than 3 ideas), 2) two questions for class discussions. This paper is due at the beginning of the corresponding class period. The article summary of Trailer and Dickie (2006) is due on 08/30.

Presentations: Each student will be assigned a journal article from the required readings list. Articles are assigned on a first-come first-served basis. Students will give a 10 to 15 minutes presentation in class. The presentations will be used to initiate class discussions. Presentations may be videotaped.

Group Project. Groups of 2 to 3 students will develop a paper about a topic covered in the textbook or assigned readings. The paper includes three sections: 1) a summary of existing research on the topic, 2) results of three in-depth interviews to sales force managers (compared and contrasted), and 3) explain how the concepts learned may be applied once you become a sales force manager. There is a 15-pages double-spaced (all inclusive) limitation for this paper. Prepare a 15-minute presentation to present the paper findings to the class. Also, students must submit a 1 page executive summary and share it with other students. Topics for this assignment are attached to this syllabus. Students are encouraged to submit their papers to the sales track of the Society for Marketing Advances SMA (http://mkt.cba.cmich.edu/sma/) or the National
Conference in Sales Management - NCSM (http://mkt.cba.cmich.edu/ncsm/). Use NCSM format for submitting this paper.

**Pop Quizzes:** During the term, you will be given 6 quizzes covering class discussion, student presentations, and required reading material. The quizzes may be given at the beginning of the class, during the class, or at the end of the class. Quizzes are closed book. Each quiz will have 1 or 2 questions. Since your grade will be based on the highest 5 scores there will be no make-up quizzes.

**Case Analyses:** Groups of 2 to 3 students will write short papers that answer questions provided by the instructor about the required cases. There is a 1 page double spaced limitation for each question. Groups will prepare a 5-minute presentation to the class presenting case answers. Case questions will be provided one-week before each case due date.

**Exams.** There will be two exams during the semester (mid-term and final). The format will be multiple choice and short answers. They will cover text material, assigned readings, student presentations, and class discussions. Students may bring a note card with their summaries to each exam. If you have questions on your reading, it is your responsibility to ask about them in class. **There are no make-up exams.** At least 2 weeks advance notice is required to make other arrangements in case of dire circumstances. The **final exam is comprehensive.**

**Submission of Assignments**
- All assignments are due on the date and time assigned (see Agenda, page 6). **Late submissions are not accepted and receive an “F” grade.**
- Assignments and must be typed, professionally presented, and submitted in hard copy. **Electronic submissions will not be accepted.**
- Students are responsible for the entire content of group projects. However, individual grades will be assigned based on self-assessment and peer-ratings of contribution to the assignment (see attached evaluation form).

**EVALUATION OF STUDENT ACHIEVEMENT**

A total of 100 points will be available for the student. Final grades will be determined by the following distribution: A = 90 to 100, B = 80 to 89.9, C = 70 to 79.9, D = 60 to 69.9, F = below 60. Grades will be earned as follows:

- Quizzes (5@3) 15
- Article Presentation 5
- Group Project 15
- Cases (5@5) 25
- Exams (2@10) 20
- Class Participation (Discussions and Activities) 6
- Article Summaries and Discussion Questions 14

**Total** 100
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Text Chapters</th>
<th>Activity</th>
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<tbody>
<tr>
<td>3: 09/12</td>
<td>The Voice of the Customer</td>
<td>3</td>
<td>Adamson et al. (2012); Almquist and Lee (2006)</td>
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<td>4: 09/19</td>
<td>Customer Relationship Management</td>
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<td>Ledingham et al. (2006); Palmatier et al. (2007).</td>
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<td>5: 09/26</td>
<td>Networking Team Selling</td>
<td>4</td>
<td>Bonoma (2006); Üstüner and Iacobucci (2012)</td>
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<td>6: 10/03</td>
<td>Sales Quotas and Forecasts Presentations to C-level Executives</td>
<td>5</td>
<td>Read and Bistritz (2010)</td>
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<td>7: 10/10</td>
<td>Motivation</td>
<td></td>
<td>Herzberg (2003); Jaramillo and Mulki (2008), Steenburgh and Ahearne (2012) Midterm Exam</td>
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<tr>
<td>8: 10/17</td>
<td>Stress, Job Attitudes, Turnover Intention</td>
<td>6 &amp; 7</td>
<td>Boles et al. (2012); Jaramillo et al. (2011), LePine et al. (2005)</td>
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<td>Harkey (2006) Case Submission</td>
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<td>9: 10/24</td>
<td>Sales Force Ethics</td>
<td>6 &amp; 7</td>
<td>Grisaffe and Jaramillo (2007); Evans et al. (2012)</td>
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<td>10: 10/31</td>
<td>Job Performance Critical Success Factors</td>
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<td>Verbeke et al. (2011)</td>
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<td>Siddiqui (2005) Case Submission</td>
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<td>Deighton and Abbot (2011) Case Submission</td>
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<td>Barro et al. (2004) Case Submission</td>
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<td>11/28</td>
<td>Leadership Styles</td>
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<td>Bass (1997); Hassan (2006); Jaramillo et al. (2009)</td>
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<td>Deighton and Abbott (2011) Case Submission</td>
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<td>14: 11/29</td>
<td>Wrap-up</td>
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<td>Group Project Presentations</td>
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<td>12/12</td>
<td>Comprehensive Final Exam, 8:15 to 10:45 PM</td>
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Group Projects: Sample Topics

1. Importance of building an ethical climate.
2. Effects of customer-orientation and adaptive selling on job performance and customer satisfaction.
3. Effectiveness of intrinsic and extrinsic motivators on effort and job performance.
4. Comparison of outcome-based and behaviorally-based control systems.
5. Characteristics of top performing salespeople.
6. Effectiveness of transformational, transactional, and servant leadership styles.
7. Strategies to reduce turnover intentions.
8. How can salespeople build mutually beneficial relationships with customers?
13. Selling strategies in a downturn.
Self-Evaluation and Peer Ratings

Name of the student completing this form: ______________________________

Using the following scale, please rate the “quality” contribution of each project member (Below Average = 1; Above Average = 7).

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<th>Self-Evaluation</th>
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You need to justify self-evaluations and peer-ratings of 1, 2, 6, and 7. Such justification must include specifics about contribution (page numbers, sections, etc.). When evaluating the sales presentation, rating justification needs to be based on specific examples of team member contribution. Please attach this form to the paper using a closed envelope.

Justification:

____________________________________________________________________________
____________________________________________________________________________
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____________________________________________________________________________

Note: This form will be used to assign individual grades to the group project. Complete this form on an individual basis. Submit it with the project using a closed envelope.
Drop Policy:  Students will not be dropped by the instructor for non-attendance. It is the student's responsibility to complete the course or withdraw from the course in accordance with new University Regulations which are effective Fall 2006. Under the new policy, there is only one drop date at the two-thirds point in the semester. A student dropping on or before that date will receive a “W” grade. Students are strongly encouraged to verify their grade status with the instructor before dropping a course and to see their advisor if there is any question about the consequences for dropping a course under the new guidelines. Please refer to the on-line Undergraduate and Graduate catalogs and the Schedule of Classes for specific university policies and dates.

Americans With Disabilities Act
The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112--The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act--(ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Academic Integrity
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

Student Support Services Available
The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Policy on Nonpayment Cancellations
Students who have not paid by the census date and are dropped for non-payment cannot receive a grade for the course in any circumstances. Therefore, a student dropped for non-payment who continues to attend the course will not receive a grade for the course. Emergency loans are available to help students pay tuition and fees. Students can apply for emergency loans by going to the Emergency Tuition Loan Distribution Center at E. H. Hereford University Center.

Textbook Purchases
Textbooks should be purchased by Census Date. The bookstore policy is to return any unsold textbooks to the publisher after this date.
COBA Policy on Bomb Threats
Section 22.07 of the Texas Criminal Law states that a Class A misdemeanor is punishable by (1) a fine not to exceed $4,000, (2) a jail term of not more than one year, or (3) both such a fine and confinement. If anyone is tempted to call in a bomb threat, be aware that UTA has the technology to trace phone calls. Every effort will be made to avoid cancellation of presentation/tests caused by bomb threats to the Business Building. Unannounced alternate sites will be available for these classes. If a student who has a class with a scheduled test or presentation arrives and the building has been closed due to a bomb threat, the student should immediately check for the alternate class site notice which will be posted on/near the main doors on the south side of the Business building. If the bomb threat is received while class is in session, your instructor will ask you to leave the building and reconvene at another location. Students who provide information leading to the successful prosecution of anyone making a bomb threat will receive one semester's free parking in the Maverick Garage across from the Business Building. UTA's Crimestoppers may provide a reward to anyone providing information leading to an arrest. To make an anonymous report, call 817-272-5245.

COBA Policy on Food/Drink in Classrooms
College policy prohibits food and/or drinks in classrooms and labs. Anyone bringing food and/or drinks into a classroom or lab will be required to remove such items, as directed by class instructor or lab supervisor.

Evacuation Procedures
In the event of an evacuation of the College of Business building, when the fire alarm sounds, everyone must leave the building by the stairs. With the fire alarm system we now have, the elevators will all go to the first floor and stay there until the system is turned off. All those in the North tower side of the building should proceed to the fire escape stairs located on the East and West sides of that wing. For disabled persons: please go to the Northeast fire stairs. We have an evacuation track chair located on the 6th floor stairwell. We have people trained in the use of this chair and there will be someone who will go to the 6th floor to get the chair and bring it to any lower floor stairwell to assist disabled persons. Faculty members will notify the Dean’s Office at the beginning of each semester of any disabled persons in their classes.
Should this be a real emergency, the Arlington Fire Department and UTA Police will also be here to help.