



# UNIVERSITY OF IOWA

## Sales Management – 6M: 139 SCA / SCB

**Fall 2008**

### **COURSE NUMBER AND TITLE/INSTRUCTOR**

Sales Management – 6M: 139 SCA

Dates: August 25 through week of December 15

Times: SCA – Mondays --- 6:45 to 9:30 pm

SCB – Wednesdays --- 5:30 to 8:15

Location: S 107

Instructor: Craig Shoemaker, Ph.D.

Office: S379 PBB

Office Hours: Mondays -- 6:00 pm to 6:45 pm and Wednesdays 5:00 pm to 5:30 pm

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### **PREREQUISITE COURSE**

6M:100 – Introduction to Marketing

### **COURSE DESCRIPTION**

Because a majority of business graduates begins their careers as salespeople, this course is designed to help students understand the role of the sales manager so that they can function effectively in their jobs. Effective management of sales people is a key factor in marketing strategy and critical to business success. The manager who understands how to effectively plan and direct the actions of salespeople will have an advantage in moving up the executive career ladder. The goal of this class is to provide students with a comprehensive, current and practical view of the sales management function.

### **REQUIRED TEXTBOOK**

Dalrymple's Sales Management, Douglas J., Cron, William L., DeCarlo, Thomas E. John Wiley & Sons, Inc 20046 ISBN 0-471-74319-4

## **COURSE FORMAT**

The Chinese philosopher Confucius was said to say, “Tell me something, I’ll likely forget it.” “Show me something and I might forget it.” “Involve me and I’ll understand.” That describes how this class will operate. We will read the required textbook for depth of understanding. Lectures will expand on important topic areas of selling and sales management. By discussing sales scenarios, students will better understand the challenges facing the sales management function from a practical and applied perspective. Case studies are employed to empower student creativity and analyze business situations within the sales arena. Case Teams will analyze structure, write and orally present the required case each week. All students are to read and be prepared to discuss/challenge the Case Team. Information on analyzing and structuring a case study can be found in the ICON class web site. Cases can be found at the end of each textbook chapter. All of the scenarios can be found on the ICON course web site. Scenarios will be read and discussed in class.

Sales managers and sales people write sales plans. Student teams will write and present a sales plan on any live or fictitious company.

## **COURSE POLICIES**

For students to gain the most out of this class and to avoid any misunderstanding that could jeopardize that happening, students need to know my expectations in advance. My class policies reflect my views about the level of professionalism that I expect in my class. As business students, your professionalism begins here, not when you graduate. I always try to act in a professional manner and expect the same of you. Here are my policies and expectations:

- You will treat everyone in the class, including the professor, with the respect due to all human beings. You will attend every class, give your full attention to the material, and conduct yourself in an appropriate manner. You will agree to do the work outlined in the syllabus on time. You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course. You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. You will not plagiarize or otherwise steal the work of others. You will not make excuses for your failure to do what you ought. You will accept the consequences for your actions.
- Here is what students can expect from me: I will treat you with the respect due to all human beings. I will know your name and treat you as an individual. I will not discriminate against you on the basis of your identity or your well-informed viewpoints. I will manage the class in a professional manner; that may include educating you in appropriate behavior. I will prepare carefully for every class. I will begin and end class on time. I will teach only in areas of my expertise. If I do not know something, I will say so. I will conduct scholarly research and publication with the aim of making myself a more informed teacher. I will return your assignments quickly with detailed feedback. I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity. I will keep careful records of your attendance, performance, and progress. I will

investigate every excuse for non-attendance of classes and non-completion of assignments. I will make myself available to you for meetings. I will maintain confidentiality concerning your performance. I will provide you with professional support and write recommendations for you if appropriate. I will be honest with you. Your grade will reflect the quality of your work and nothing else. I am interested in your feedback about the class, but I am more interested in what you learned than how you feel.

## E-mail and General Communication Etiquette

### For Doc Shoe's Students

1. For classes you know you will miss, notify me in advance.

**Doc Shoe's policy:** If you do not notify me in advance of your absence, you will not be able to make up any missed activity, quiz, or assignment that is for credit—either a work assignment to be handed in, an in-class activity, a quiz, test, or presentation.

2. For classes you miss (either with or without prior notice), it is not appropriate to ask your professor “what did I miss?” (or worse, “did I miss anything *important*?”). It is your responsibility to find out what you missed from other students and decide for yourself whether it is important. As much as I would like to talk to you and appreciate individual relationships (this is why I am here), it's just impossible to manage 50 independent studies.

--An exception to this policy is serious illness involving hospitalization or doctor restrictions. Documentation is not required for this, but good communication is important.

--It is not necessary, nor is it really appropriate, to apologize for missing a class, except in cases when there are team assignments. In the case of team assignment, your absence lets down your team and the quality of learning for others and you should apologize to your teammates. In cases where there are not team assignments, you should apologize to yourself (or whoever is paying your tuition).

--Despite the fact that regular attendance is positively correlated with achievement in the course and one's grade, many profs have very simple punishment-related attendance policies. My belief is that attendance is not my business, but is an indicator of attitude and commitment—so it is a portion of the “subjective” component of the semester grade that, for borderline scores on tests and papers, may cause a student to move up or down.

3. It is very appropriate to use e-mail to request help on understanding assignments, but it should be in the form of specific questions, or it can be prefaced by “I don't understand...”

--It is not appropriate to begin an e-mail with “Hey, Prof.”

--If you want to set up an appointment, please minimize the scheduling effort by suggesting some times when you can meet.

## **ACADEMIC MISCONDUCT**

It is my sincere hope that no student in this class does work which is not his or her own. However, it seems prudent to clarify in advance the policy on cheating. If I determine that any assignment was not written solely by the student whose identification number appears on the project, the student will receive a zero (0) for the project and may receive an "F" for the class.

All incidents of cheating will be reported to the appropriate Deans (e.g., the Associate Dean for the Undergraduate Program in the College of Business or Liberal Arts and Sciences) and the student may be placed on disciplinary probation for the remainder of his or her undergraduate work at the University of Iowa.

In general, the decision of the Professor may be appealed to the College of Business' Judicial Board, Associate Dean for the Undergraduate Program, the Collegiate Dean, the Dean of Students, and so on in accordance with University Policy. The Honor Code for the Tippie College of Business will determine the appropriate appeal process. The Honor Code may be found at <http://www.biz.uiowa.edu/upo/advising/honorcode.html>

## **SEXUAL HARASSMENT.**

The Tippie College of Business and the University of Iowa are committed to providing students with an environment free from sexual harassment. If you feel that you are being or have been harassed or you are not sure what constitutes sexual harassment, we encourage you to visit the University [website](http://www.sexualharassment.uiowa.edu/index.php), <http://www.sexualharassment.uiowa.edu/index.php>, and to seek assistance from department chairs, the Dean's Office, the University Ombuds Office, or the Office of Equal Opportunity and Diversity.

## **ATTENDANCE**

It is important that every student attends class and participates. The interaction between instructor and student is the key to the learning process. I expect complete attendance (or the respect of a phone call or e-mail message advising otherwise). In the event a class is missed, each student is responsible for material covered and assignments made during class period. Missed classes will impact the student's final grade. If the student cannot attend class he or she should call my office or send an E-mail message to me advising of their absence.

## **STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a Federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other

things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Services for Students with Disabilities office.

## STUDENT EVALUATION

Grade assignments are based on the following scale:

Range (%)	Grade
93-100%	A
90 – 92%	A -
87 -- 89%	B +
83 – 86%	B
80 – 82%	B -
77 -- 79%	C +
73 -- 76%	C
70 -- 72%	C -
67 – 69%	D +
63 – 66%	D
60 – 62%	D -
Below 60%	F

Student evaluations will be determined and weighted in the following manner:

Evaluation Areas	Weighted Percentages
Case Studies	20%
Sales Plan	20%
Midterm Exam	30%
Final Exam	30%
<b>Total</b>	<b>100%</b>

## COURSE SCHEDULE OF ASSIGNMENTS & ACTIVITIES

DATE	CHAPTER	CHAPT. SCENARIO	CASE
<b>Wk. of Aug 25</b>	<b>Introduction</b>	<b>To Selling &amp; Sales</b>	<b>Management</b>
Wk of Sept 1	1 & 2	2 – Different Kind of Customer	Atomic Co.
Wk of Sept. 8	3	3 – Lead Generation	Waverider Communications
Wk of Sept. 15	4	4 – A Customer Request	Rick Fire
Wk of Sept. 22	5	5 – A Vendor Problem	Akili Systems
Wk of Sept 29	6	6 – A Special Assignment	Karo Lee Corp.

Wk of Oct. 6	7	7 – Hiring Pressures	Adams Brands
<b>Wk of Oct. 13</b>	<b>MIDTERM</b>	<b>EXAM</b>	
Wk of Oct. 20	8	8 – Training Woes	Sandwell Paper
Wk of Oct. 27	9	9 – Confidential Documents	Arapohoe Pharmaceuticals
Wk of Nov. 3	10	10 – Overheard Trade Secrets	Inject Plastics
Wk of Nov. 106	11	11 – Motivation & Role Conflict	G E Appliances
Wk of Nov. 17	12	12 – Elusive Commission	Power & Motion Industrial Supply
<b>Wk of Nov. 24</b>	<b>THANKSGIVING</b>	<b>VACATION</b>	
Wk of Dec. 1	13	13 – Missed Quota	Jefferson Pilot Corp.
<b>Wk of Dec. 8</b>	<b>SALES</b>	<b>PLAN</b>	<b>PRESENTATION</b>
<b>Wk of Dec. 15</b>	<b>FINAL</b>	<b>EXAM</b>	