

About the Instructor

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About this Course

Course Description

The aim of the sales management course is to provide an understanding of how selling is critical to the success of marketing and business. The course will promote critical thinking skills as well as practical sales management skills needed in a competitive marketplace. Course topics include, among others, selling principles & techniques, understanding of the tasks and roles of the sales manager, the management of sales professionals within an organization, developing and applying effective persuasive communications, creating a vision, developing and implementing a sales-team strategy, structuring sales-force, designing and assigning territories, recruiting, training, motivation and evaluating salespeople, methods of compensation, and forecasting sales. The emphasis will be on ways that the sales-force can be molded to build long-lasting relationships with customers through the systematic analysis and solution of customer's problems.

Goals of the Course

This course teaches students a systematic and empirically tested approach, the Sales Performance Improvement (SPI) Methodology, in order to improve sales, marketing, and business performance at individual, departmental, and organizational levels. The educational goals include enhancing students' analytical and communication skills, improving their decision making capabilities, and ultimately advancing their careers in sales management and related areas. The course emphasizes learning by doing. Instead of memorizing definitions and concepts, students will apply sales management principles and the SPI Methodology to solve real business problems. A combination of lectures, online discussions, and case analyses will be used to achieve the course objectives.

Instructional Strategies

This course will be delivered exclusively online (100%). I have divided the course into eight modules. Each module contains some combination of *lectures, discussion forums, case studies, and homework.*

Prerequisites

BA 3700 and BA 3600. (BA 3600 may be taken concurrently); A minimum campus GPA of 2.0.

Textbook

Sales Force Management: Leadership, Innovation, Technology, 12th Ed., Johnston and Marshall, Routledge, ISBN: 9781138951723; other readings will be distributed in class.

Teaching Philosophy and Expectations

Tell me and I will forget. Show me and I may remember. Involve me and it's mine forever.
- Ancient Chinese Proverb

I love teaching! My teaching philosophy derives from my own experience as a student, a manager, and a professor. In essence, I believe that the learning process is most effective when instructors (1) teach with passion, (2) create an enjoyable and safe environment, (3) involve students actively, and (4) maintain credibility. I believe that we college professors are facilitators in a life-changing process. With the business world becoming increasingly competitive, we impact our students' lives by helping them acquire business acumen and embark on rewarding careers. I consider myself a bridge, a catalyst, and a disseminator in this process.

Meanwhile, I believe it's your responsibility to invest adequate time, energy, and effort into the learning process. After all, you are, and should be, the owners of this process. To ensure effectiveness of teaching and learning, I would like to set the following expectations for the class: 1) when I tell you, you should listen; 2) when I show you, you should pay attention; and 3) when I invite you, you should get yourself involved. Interaction should take place not only between you and the instructor, but also among you and other students in the class.

Time Requirements:

If this course were offered on campus, you'd be in class 2.5 hours/week plus travel time. The online version is no different in terms of expectations for your involvement. This is an active online course that requires 3 hours of your time each week **in addition to** the time it takes you to read the required materials, watch the videos, and complete the assignments. That means that you need to plan to spend a minimum of **6 hours every week** (up to 9-10 hours a week) on activities related to this course. If you are worried about your preparedness, consider taking the [Online Readiness Survey](#) to help decide if an online course is right for you.

Technology Requirements:

As a student in an online course, you are expected to have reliable internet access almost every day. If you have computing problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, [get help in solving it immediately](#). At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers ([Apple Safari](#), [Internet Explorer](#), [Google Chrome](#), [Mozilla Firefox](#))
3. Ability to navigate Canvas
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than [6 Mbps](#).
6. Media player such as [VLC Media Player](#).
7. [Adobe Flash player \(free\)](#)
8. [Adobe Reader or alternative PDF reader \(free\)](#)
9. [Oracle Java plugin \(free\)](#)
10. [Microsoft Silverlight plugin \(free\)](#)
11. A webcam and/or microphone are highly recommended.

Assessment/Grading

Your final grade will be determined by:

	Percentage	Points
Midterm Exam (1)	15%	60
Final Exam (1)	15%	60
Online Discussion (2)	15 %	60
VoiceThread Participation	2.5%	10
SPI Case Report (3)	22.5%	90
Homework (8)	30%	120
Total	100%	400

The final letter grades will be strictly based on the following scale.

Grade	Points Received
A	372 – 400
A-	360 – 371
B+	348 – 359
B	332 – 347
B-	320 – 331
C+	308 – 319
C	292 – 307
C-	280 – 291
D+	268 – 279
D	256 – 267
D-	240 – 255
F	239 & Below

*The UMSL Grading System is using a four-point scale. The grade value for each letter grade:
A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 D- = 0.7 F = 0
EX = Excused DL = Delayed FN = Failure/Non-participation

** With earned extra credit points (if any), a student may be able to accumulate more than 400 points. If so, the letter grade will still be an A.

Midterm and Final Exams

- Both exams are open book and open notes. As indicated by an empirical study, college students learn just as much from open-book tests as they do from closed-book ones, but experience less test anxiety (Gharib et al. 2012, Psychology Research).
- Both exams will take place online. You may take the tests at one of the computer labs, library, testing center, your home or other places with reliable Internet connection.
- There will be **NO** make-up exam, except under extraordinary circumstances. If there are conflicts, please contact me as early as possible.

Extra Credit Points

You may earn extra credit points to improve your grades by:

- Taking bonus quizzes and working on extra credit assignments (if available).
- Participating in academic research (if available).

These Extra Credit Points are as valuable as other points earned through individual cases, homework, exams, and team case, etc. They will increase your chance of earning a good letter grade.

SPI Case Reports (90 points)

You will work on three cases individually using the SPI Methodology. The three cases account for 22.5% of your total grade (90 points in total). For your information, sample cases and reports will be provided.

In addition, we will discuss multiple cases throughout this semester. These cases will

- Help you integrate sales management theories and the SPI Methodology to address business challenges.
- Expose you to a variety of industries, companies, and business practices.
- Enable you to participate in case discussion and articulate your opinions.

Homework (120 Points)

You will have homework for each of the eight modules (15 points each, 120 points in total).

- The homework covers all learning materials in a particular module.
- The homework may take the forms of True/False questions, multiple-choice questions, short essay questions, mini-case and/or other format.
- You need to complete and submit the homework by its due date.

VoiceThread Participation

- During the instructor lectures (PPT and VoiceThread), you have the opportunity to make comments at any time (via written, voice, or webcam). In many cases, I will prompt you for your opinion or input. Your participation during the lectures will count towards your VoiceThread Participation scores. This activity is worth 2.5% of your grade (10 points). I will evaluate your comments on both quantity and quality.

Online Discussions (60 points)

- Throughout the semester, I will post two discussion topics on the discussion board. I will provide feedback via the Online Discussion Rubric (see below) to help you gauge your progress. Your grade is based on the quantity and quality of your comments.
- You need to submit your initial posting and reply to at least two of your classmates' postings by their deadlines. You can find the expectations for quality of your postings in the Online Discussion Rubric. This activity is worth 15% of your grade (60 points).
- You may use *either* the AMA style (American Marketing Association), APA style (American Psychological Association) or other citation format, but please be consistent. You can find details of the AMA and APA styles at the following websites:
 - <https://www.ama.org/publications/JournalOfMarketing/Pages/jm-submission-guidelines.aspx>
 - <http://www.apastyle.org>
- I will not respond to each post but will be monitoring each discussion closely.

Online Discussion Rubric*

Criteria	Exceeds Expectations	Meets Expectations	Developing	Needs Improvement	Missing
Original Post	20 pts. Use of analysis, synthesis and evaluation Critical and/or creative contribution Incorporates readings well into responses, demonstrating excellent understanding. Asks questions that extend the discussion and relate material to prior course content. Makes insightful, critical comments on the readings and to fellow students. Contributes new information and identifies the source.	15 pts. Use of comprehension and application Incorporates readings into responses, demonstrating solid understanding. Exhibits some insights and understanding of course content, but may not ask critical questions of the readings or fellow students. May relate module's issues to prior material covered in the course. May respond to fellow students.	10 pts. Use of knowledge Repeats basic correct information related to discussion, but neglects to extend conversation or critically analyze course content.	5 pt. No clear evidence that readings were understood or even completed.	0 pt. No postings throughout the week
Reply(ies)/Question to Classmate	10 pts. Insightful question or reply to a classmate's post. Asks questions that extend the discussion and makes insightful, critical comments.	7 pts. Exhibits good insights and understanding of discussion questions.	5 pts. Repeat basic correct information related to discussion.	3 pt. Only agreed/disagreed but never contributed to the ongoing conversation.	0pt. Did not reply or question any classmates.

Course Policies

Online Participation and Professionalism

- It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Timely participation in online discussions is a very important part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare and post to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric*.
- If you are unable to participate in the scheduled class activity or discussions, you must notify the instructor within the week of that class module or discussion. **An unexcused failure to engage or participate with the class will be counted as an absence; unexcused absences may result in failure.** The instructor reserves the right to make judgment to accept and/or make-up assignments missed because of failed participation in the course activities.

Online Discussion Protocol

- Participation in the course should maintain a [positive work and learning environment](#), as outlined in the UM Collected Rules & Regulations, 330.080
- Postings should be evenly distributed during the discussion week.
- Postings should be a minimum of three sentences, or one short paragraph, and a maximum of two paragraphs.
- Responses should be well written with proper punctuation, spelling and grammar.
- Avoid short one-word postings, for instance, “I agree,” unless accompanied by supporting statements from the readings or prior knowledge (work and life experience).
- Stay focused on the topic.
- Ask questions; challenge other postings that lack supporting evidence or present incorrect information.
- Encourage further discussion by building on current threads.
- Check your postings for responses from others and respond in kind.
- Use proper “netiquette”.

Online Class Netiquette/behavior

- Be self-reflective before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others in the class.
- Use effective communication.
 - Avoid the use of all caps or multiple punctuation elements (!!!, ??? etc).
 - Be polite, understate rather than overstate your point, and use positive language.
 - If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
- Ask for clarification to a point if you feel emotional from a classmate's post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.
- Sign your name. It is easier to build a classroom community when you know to whom you are responding.
- Foster community. Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
- Be constructive. You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
- Keep the conversation on topic by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, please post it in another thread.
- Define your terms. When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

Attendance Policies

- "Present" in class for online courses is determined by participation in an "academically related activity," i.e. submission of an assignment, making comments on Voice Thread, or discussion forum posting. The last day of attendance is the last day a student is academically participating in the online course.
- Documentation that a student has logged into an online class is not sufficient by itself to demonstrate academic attendance.

Academic Integrity/Plagiarism

- You are responsible for being attentive to and observant of University policies about academic honesty as stated in the [University's Campus Policies](#) and [Code of Student Conduct](#) found in the UMSL Bulletin
- Academic dishonesty is a serious offense that may lead to [probation, suspension, or dismissal from the University](#). One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by using any unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else's answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student's work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that an instructor did not authorize for release to students. Falsification is any untruth, either verbal or written, in one's academic work. Facilitation is knowingly assisting another to commit an act of academic misconduct. **Plagiarism, cheating, and falsification are not acceptable.**
- All instances of academic dishonesty will be reported to the Office of Academic Affairs who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student's grade on that work in this course. The campus process regarding academic dishonesty is [described in the "Policies" section of the Academic Affairs website](#)
- To avoid accusations of academic dishonesty, please submit all written work to the Turnitin System before finalizing what you submit for evaluation.

Title IX Policies

- Mandatory Reporting: Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals.
- Note: There are several offices at UMSL (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.

Student Resources

Access, Disability and Communication

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- 144 Millennium Student Center (MSC)
- Phone: (314) 516-6554
- Email: Tara Cramer, cramert@umsl.edu
- [Website: http://www.umsl.edu/services/disability/](http://www.umsl.edu/services/disability/)

Office of International Students and Scholar Services

If you have difficulty communicating in English with the instructor of this course, contact ISS.

- 362 Social Sciences & Business Building (SSB)
- Phone: (314) 516-5229
- [Email: iss@umsl.edu](mailto:iss@umsl.edu)
- [Website: http://www.umsl.edu/~intelstu/contact.html](http://www.umsl.edu/~intelstu/contact.html)

Student Enrichment and Achievement

SEA provides comprehensive support and intervention strategies that support your road to graduation!

- 107 Lucas Hall
- Phone: (314) 516-5300
- [Email: umslsea@umsl.edu](mailto:umslsea@umsl.edu)
- [Website: https://www.umsl.edu/services/sea/](https://www.umsl.edu/services/sea/)

Office of Multicultural Student Services (MSS) and the University Tutoring Center (UTC)

MSS provides comprehensive student retention services to diverse student populations; through their tutoring center, the MSS offers comprehensive tutoring services free to students at UMSL.

- 225 Millennium Student Center (MSC)
- Phone: (314) 516-6807
- [Email: multicultural@umsl.edu](mailto:multicultural@umsl.edu)
- [Website: https://www.umsl.edu/~mcraa/index.html](https://www.umsl.edu/~mcraa/index.html)

More Student Resources are on the [Learning Resource Lab website](#).

Technical Support

Online Mentor Program

Online education requires different teaching, learning, and technology skills than those found in traditional face-to-face classes. We assist students with the online technology in Canvas and provide resources for studying and success in online classes.

- 598 Lucas Hall
- Phone: (314) 516-4211
- Email: onlinementor@umsl.edu
- Website: <http://www.umsl.edu/services/ctl/studentssupport/omp.html>

Canvas

If you have problems logging into your online course, or an issue within the course site, please contact the **Technology Support Center**:

- Phone: (314) 516-6034
- Email: helpdesk@umsl.edu
- Website: <http://www.umsl.edu/technology/tsc/>

If you are having difficulty with a technology tool in Canvas, consider visiting the [Canvas Student Guides](#), which has overviews of each tool and tutorials on how to use them. If you continue to experience problems or just have questions, you can also contact the **Learning Resource Lab**:

- Phone: (314) 516-6704
- Email: lrl@umsl.edu
- Website: <http://www.umsl.edu/technology/lrl/>

VoiceThread

- Online Contact Form: <https://voicethread.com/support/contact/>
- Website: <https://voicethread.com/howto/>

Academic Support

The Writing Center

At the Writing Center, students collaborate with consultants on their writing. Students can make appointments to meet with writing consultants on campus, or to work online. Consultants work with lots of writing concerns: bigger issues such as clarity, developing ideas, and organization—or with other concerns such as grammar and academic citation. Students can also access more resources, including Turnitin, by enrolling into the Writing Center Canvas site.

- To find the WC course, click on Courses→All Courses. Then click to join the course
- Location: 222 Social Sciences and Business Building (SSB)
- Website: <https://www.umsl.edu/~umslenglish/Writing Center/>
- Appointments: <https://umsl.mywconline.com>

TENTATIVE COURSE SCHEDULE

(Subject to Changes upon Notice)

Module #/Name	Dates	Lectures	Contents	Tasks	Cases and Homework [^]
Module #1: Introduction	Jan 20 – 31	Ch. 1 Ch. 3	Overview of the Course	<ul style="list-style-type: none"> • Textbook • Online Learning Technology 	<ul style="list-style-type: none"> • Homework #1 By 11:59pm, Feb 2
Module #2: Performance Assessment	Feb 3 - 14	Ch. 12 Ch. 13	Sales Performance Evaluation	<ul style="list-style-type: none"> • The SPI Methodology • Performance FACTs 	<ul style="list-style-type: none"> • Homework #2, By 11:59 pm, Feb 16
Module #3: Analysis of Activities	Feb 17 - 28	Ch.5 (1st half) Ch.2	Strategies and Sales Goals Personal Selling Process and Sales Activities	<ul style="list-style-type: none"> • SPI Objectives • Analysis of Sales Activities 	<ul style="list-style-type: none"> • Homework #3 By 11:59 pm, March 1 • SPI Case #1, By 11:59 pm, March 1
Module #4: Analysis of Causes	March 2 – 13	Ch. 6 Ch. 7	Analysis of Causes	<ul style="list-style-type: none"> • CRIMES Investigation: Expectation and Motivation 	<ul style="list-style-type: none"> • Homework #4 By 11:59 pm, March 15 • Discussion Topic #1 By 11:59 pm, March 15
Module #5: Changing Behaviors by Taking Managerial Actions I	March 16 – 20 Spring Break (March 23 – 27)	Ch. 4 Ch. 5 (2 nd half)	Organization Structure and Territory Design	<ul style="list-style-type: none"> • CRIMES Investigation: Resources and Tools • Midterm Exam (Ch. 1, 2, 3, 5, 6, 7, 12, and 13) Available from March 16 - 22 	<ul style="list-style-type: none"> • Homework #5 By 11:59 pm, Mar. 22 • Midterm Exam By 11:59 pm, Mar. 22

Module #6: Changing Behaviors by Taking Managerial Actions II	Mar 30 – Apr 10	Ch. 8 Ch. 9	Aptitude and Recruitment	<ul style="list-style-type: none"> • CRIMES Investigation: Capacity and Background 	<ul style="list-style-type: none"> • Homework #6 By 11:59 pm, Apr 12 • SPI Case #2, By 11:59 pm, Apr. 12
Module #7: Changing Behaviors by Taking Managerial Actions III	Apr. 13 – 24	Ch. 10 Ch. 11	Training and Compensation	<ul style="list-style-type: none"> • CRIMES Investigation: Skills and Incentives 	<ul style="list-style-type: none"> • Homework #7 By 11:59 pm, Apr. 26 • Discussion Topic #2 By 11:59 pm, Apr. 26
Module #8: Synergy, Using All the Tools	Apr. 27 – May 8		Evaluating and Sustaining Improvement	<ul style="list-style-type: none"> • CURES and HEAL • Final Exam (Ch. 4, 5, 8, 9, 10 and 11) Available from May 4 - 10 	<ul style="list-style-type: none"> • Homework #8 By 11:59 pm, May 10 • SPI Case #3, By 11:59 pm, May 10 • Final Exam By 11:59 pm, May 10

^You earn up to 15 points each module by working on the homework. Make sure that you complete and submit the homework by its due date. You have three attempts to work on the homework. However, only the last submission counts and **late submissions will NOT be accepted**. There will be NO makeup homework under any circumstances. If you have any questions and/or concerns, please contact me as early as possible.