

Dr. Mathew S. Isaac

E-mail: [isaacm@seattleu.edu](mailto:isaacm@seattleu.edu)

Phone: 206-296-5738

Office: Pigott 401

Website: <http://www.mathewisaac.com/>

T, Th 6:00 pm-8:05 pm

Administration 321

Office Hours: Before class or by appt.

CANVAS: <https://seattleu.instructure.com/login>

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## COURSE DESCRIPTION

Sales Management is a course designed for anyone who will, at some point in his/her career, work in an organization where the sales force is an integral part of the marketing mix. For students pursuing a career in sales, this course will allow you to better understand sales managers' goals, decisions, and challenges. For students not considering a career in sales, this course will provide insights on how to best work with the sales organization to achieve organizational success. Classes will involve a mixture of case discussions, exercises, and lectures. The primary objective of the course is to equip you with the tools, frameworks, and insights to diagnose and resolve strategic and tactical issues related to the sales function.

## LEARNING OUTCOMES

It is expected that upon completion of this course, you will be able to:

- Articulate the role of the sales function in achieving a firm's objectives
- Exhibit an understanding of the key elements of sales management
- Utilize a framework to identify, analyze, and solve problems inhibiting sales productivity
- Compare and contrast different methods of organizing a sales organization
- Understand and be able to apply effective motivation and compensation systems
- Enhance your teamwork, analytical, and communications skills

## COURSE MATERIALS

You will need the required text and a course reader. Any other course-related material will be available on CANVAS.

- Andris A. Zoltners, Prabhakant Sinha, and Sally E. Lorimer, [\*Building a Winning Sales Force\*](#) (2009), AMACON books (available for purchase at the SU Bookstore; also available for purchase on Amazon.com)
- Other materials (e.g., links to videos, handouts, etc.) for this course can be found in the "Resources" section of CANVAS and will be updated throughout the quarter.

## LEARNING ASSESSMENT

Your performance will be evaluated based on individual assignments, team assignments, and class participation. Grades will be calculated based on the following components:

- Individual Components (55%)
  - Final Exam (20%)
  - Midterm Exam (15%)
  - Reflection Essay (5%)
  - Attendance, Professionalism, and Participation (15%)
- Team Components (45%)
  - Sales Force Sizing Exercise (15%)
  - Geographic Deployment Exercise (15%)
  - Incentive Compensation Design Exercise (15%)

Your overall grade in this course will be determined based on your performance on these components, both in absolute terms and relative to your peers (i.e., other MKTG 3580 students).

### **INDIVIDUAL COMPONENTS (55% OF COURSE GRADE)**

#### **Final Exam (20% of course grade)**

The final exam is a comprehensive closed-book, in-class exam. The final will be a multiple choice/short-answer exam based on lectures, readings, cases, and in-class discussion. Please anticipate scheduling conflicts and let me know if you need to take the final exam early (no late exams will be administered).

#### **Midterm Exam (15% of course grade)**

The midterm exam is a closed-book, in-class exam. The midterm will be a multiple-choice/short-answer exam based on lectures, readings, cases, and in-class discussion. Please anticipate scheduling conflicts and let me know if you need to take the midterm exam early (no late exams will be administered).

#### **Reflection Essay (5% of course grade)**

Students will review a set of articles (to be posted on CANVAS) that discuss the future of the sales profession. You will be asked to synthesize these articles and write a brief reflective essay that describes your viewpoint on the future of the sales profession. Additional detail about the reflection essay will be provided in class.

**Attendance, Professionalism, and Participation (15% of course grade)**

*Attendance.* Class attendance is mandatory. It is strongly recommended that you attend all sessions and remain in the classroom for the duration of class. If you must miss all or part of a class due to unavoidable circumstances, please inform me beforehand by clicking on the “Notifications” link in CANVAS (sending me an email to inform me about your absence is not necessary).

*Professionalism.* I expect students to complete the assigned reading (especially the cases), to be on time for class, and to be respectful to me and to each other. To provide an optimal learning experience, please refrain from activities that may distract others. Such activities include arriving late, participating in side conversations, and using electronic devices (laptops, cell phones, tablets, etc.) in class.

*Participation.* All students are asked to participate in class discussions by providing substantive, well-formulated comments. You obviously cannot participate in a class when you are not present, even if the absence is excused. While the participation grade is subjective, it will not be arbitrary and will primarily reflect the quality (not quantity) of your in-class comments. Additionally, I would like you to complete a brief “Student Information Form” before our second class meeting. Halfway through the quarter, I will ask you to complete a “Mid-Quarter Feedback Form.” Failing to complete these two forms may negatively impact your participation grade. Impromptu quizzes and other assignments may be given during the quarter to ensure that students are “keeping up” with class readings and lectures.

*Optional Contributions.* In addition to studying sales management cases, we will spend some time discussing sales management decisions and challenges currently facing companies around the globe. To fuel this discussion, you are welcome to post recent business articles or video clips about sales management to the designated discussion board in CANVAS. These submissions, which are completely optional, should be relevant to a topic being covered in class. Your sources of information may include print and online newspapers and periodicals such as *Seattle Times*, *New York Times*, *Newsweek*, *The Wall Street Journal*, and *BusinessWeek*, or sales-specific resources such as SellingPower.com. In addition to posting the content or link, you should briefly describe why the submission is relevant to this class. Please post no more than one relevant article/video per week. However, you are encouraged to comment on any/all posts that other students provide. If you post or comment on an article or video clip, you may be asked to present it during class and explain its relevance, which can potentially impact your participation grade.

**TEAM COMPONENTS (45% OF COURSE GRADE)**

Students will be grouped into small teams by the second week of class. You should expect to spend time outside of class working on team assignments. Individual contributions to team assignments are considered an integral aspect of the course. To ensure equal participation, each team must submit a single hard-copy Statement of Work (signed by all team members) along with each team assignment describing the specific contributions made by each member and quantifying relative performance of each member. Scores of individual team members may be adjusted to reflect uneven contributions.

**Sales Force Sizing Exercise (15% of course grade)**

Teams will be given a short case (Cars.com) and a spreadsheet to review. Using these materials and guided by class lectures and readings, each team will prepare a set of recommendations for Cars.com's ideal sales force size. In addition to providing a sizing recommendation, your team will prepare a brief memo defending your recommendation. Additional detail about the sales force sizing exercise will be provided in class.

**Geographic Deployment Exercise (15% of course grade)**

Teams will be given a short case (Master Cement & Concrete) and a spreadsheet to review. Using these materials and guided by class lectures and readings, each team will prepare a set of recommendations for Master Cement's geographic deployment. Additional detail about the geographic deployment exercise will be provided in class.

**Incentive Compensation Exercise (15% of course grade)**

Teams will be given specific information about a sales organization and tasked with designing and administering an incentive compensation plan for its sales representatives for the following year. In addition to proposing an incentive compensation plan, your team will prepare a brief memo explaining your incentive compensation design choices. Additional detail about the incentive compensation exercise will be provided in class.

### ACADEMIC RESOURCES

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)  
(Includes Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

### ACADEMIC POLICIES

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

### NOTICE FOR STUDENTS CONCERNING DISABILITIES

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

### NOTICE REGARDING RELIGIOUS ACCOMODATIONS

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, *Policy on Religious Accommodations for Students* (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

### OFFICE OF INSTITUTIONAL EQUITY

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: [oie@seattleu.edu](mailto:oie@seattleu.edu); phone: 206.296.2824) University Resources and Policies.