**MARK 4308**

**Management and Leadership of the Sales Force**

**Fall 2015**

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# COURSE DESCRIPTION

This course covers topics ranging from strategic solutions to tactical sales. It focuses on sales management and leadership targeted toward implementation of complex sales solutions. The course concerns sales managers' roles of planning and executing go-to-market strategy. Hiring, motivation, decision-making, conflict/negotiation strategies, coaching, ethical decision making, and retaining a high-performance team are examined in an interpersonal context with a focus on expanding and retaining long-term profitable customer relations as vital to the impact on firm performance. Prerequisites: MARK 3321, MARK 3322, and junior standing.

**STUDENT LEARNING OUTCOMES**

In Management and Leadership of the Sales Force, students will…

* develop and understanding of basic concepts related to managing and leading sales force teams
* learn various management and leadership skills as they pertain to the planning and implementation of sales force strategies and tactics
* learn to appreciate the impact of marketplace dynamics on strategic and tactical sales force decisions
* learn to appreciate the sales manager’s task of balancing management and leadership in the quest for sales force performance excellence
* enhance skills for analyzing sales force situations on subjects like recruiting, training, compensation and motivation, performance appraisals, managing change, functioning in teams, account management, and leadership
* learn to understand the value of analytical thought processes as critical for addressing sales force issues

**COURSE OVERVIEW**

Over a trillion dollars is spent every year on this critical marketing investment in salespeople. Salespeople have been known to out-earn their managers and even the CEO. Why? Because they drive the top line. Every senior management team must deliver its revenue and profit numbers. They look to their salesforce to help them achieve this objective. This course, by choice, is expected to illustrate and enrich business complexities awaiting our graduates if they decide to pursue selling and relationship management with the sophistication it deserves.

A sales professional is at the forefront of facing the demands of metamorphosing markets and building lasting relationships. Relationship management is a complex function rendered even more so due to increased globalization, changes in competitive structures, speed of communication, increased amounts of information, and increasing customer demands for real-time quick responses. Successful sales professionals in the twenty-first century will exhibit the twin qualities of understanding markets and marketing, and building customer relationships based on effective problem solving.

This course focuses on the strategic and tactical aspects of selling and salesforce management. It is appropriate for students who are interested in careers in sales and sales management or who will work for companies whose revenues and profits depend upon a productive salesforce.

As the catalog description suggests, this is not a course in personal selling; this is a course in relationship and sales management. It will focus on providing the perquisite knowledge and skills needed to be effective sales managers. However, being an effective sales manager almost always demands a firm understanding of the selling process itself. It is impossible to grasp the subtle complexities of managing salespeople without an empathetic understanding of personal selling.

Today, more than ever, sales managers are expected to understand and implement complex competitive strategies. This course is expected to address serious questions that face our graduates. What should we as salespeople and sales managers be doing in light of a changing world around us? What are our business objectives? Legal responsibilities? Moral obligations? Ethical duties? Are these all mutually exclusive and inherently competing paradigms?

Throughout the course a strategic perspective should be used to develop an analytical understanding of the concepts, tools, and techniques of sales management, using “real-world” marketing problems. Issues concerning international dimensions, social responsibility, and ethical considerations as they relate to sales management should receive special attention.

**A TIME FOR INTROSPECTION**

Try “going the extra yard” in the short-run. It may make your education journey more pleasant in the long-run…..and it may even shorten it in some ways.

**SIDE EFFECTS**

***Management and Leadership of the sales Force*** is a course in which **you will enhance your collegiate level development** of a variety of skills that will serve you while you are at UT ARLINGTON and for a lifetime. These skills should serve as the basis for your personal and professional strategic plan. These lifetime skills include the following: critical thinking, communications skills, team-based decision making, leadership, learning to learn, ethics, and managing and leading change.

**A TIME FOR INTROSPECTION**

If you are satisfied with “getting by” and achieving minimum standards,

what will you answer to those who ask you about the full use of your talents?

**Critical Thinking**

Throughout your college career (and then your professional career), you *can* (if you choose) encounter an educational environment that encourages the gathering, analysis, and synthesis of information. At the same time, you will also be given opportunities to identify misinformation, prejudice, and one-sidedness. Critical thinking is given top priority in this class since it is a foundation skill that will provide you with value in many of your classes at UT ARLINGTON and throughout your life.

You are exposed, daily, to overwhelming amounts of information. Is it accurate? Is it fully presented? Is it biased? Is it intending to mislead? What does it really mean? Do you accept it as fact without asking questions about the nature and source of information being presented? Throughout this class, and throughout your time at UT ARLINGTON, and for the rest of your lives, you will constantly be exposed to information and persuasive arguments. Our goal in this course is to encourage you to **ask** questions, **probe** for information, and **analyze** what is available to you. You will never have perfect information, but you can learn to avoid much questionable information. During your years at UT ARLINGTON, the choice is yours. Choose your classes and your professors wisely.

**A TIME FOR INTROSPECTION**

Did you ever notice that there’s never time to do it right,

but always time to do it over?

**Communication Skills**

**Communication skills are of primary importance** in the business world. Communication skills include ***verbal***, ***written***, ***electronic***, ***listening*** and ***nonverbal*** skills. During your time at UT ARLINGTON, you will be exposed to a curriculum that encourages active development of communication skills. These skills can be developed in a variety of contexts. The core business curriculum provides you with some foundation communication classes. Other classes you take in your major or as electives will incorporate concepts from this class and from other foundation classes so that you will have considerable opportunity to use and improve your communication skills while at UT ARLINGTON.

***There is no profession or organization*** in existence that does not require good communications. Think back to situations in which you have been involved. In a club, was there ever a disagreement about what the club should do? What was the resolution? Did good communicators often have their ideas accepted, more so than poor communicators? An idea, thought, suggestion, etc. is only as good as your ability to communicate that idea factually, accurately, and truthfully while, at the same time, making your message interesting and attractive to those who are listening.

# *A TIME FOR INTROSPECTION*

Why would you expect someone to work on your behalf

if you are unwilling to reciprocate?

**Learning to Learn**

It is important that you **learn how to learn** while you are in college. It is also important that you **learn to like learning**. Much of the information you receive while you are at UT ARLINGTON will be obsolete by the time you graduate. Times change. Information needs change. Circumstances change. But the process of learning does not change as dramatically. If you can develop a solid foundation in the skill areas listed in this syllabus and be open to learning to learn, then you will have given yourself a foundation for excellence that will serve you for a lifetime.

# A TIME FOR INTROSPECTION

# Long-range planning does not deal with future decisions,

# but with the future of present decisions (Peter Drucker)

# Ethics

# Ethics is good business. A business can be both ethical and profitable. It is important for you to understand the impact of ethics on decision-making. Do you consider the long-term ramifications of your actions? Or, are you strictly a live-for-today person? Do you understand why and how different people make ethical decisions? You must have a firm knowledge of the impact that ethics can have on decision-making and on your lives, both in the short run and the long run. You must also have a strong understanding of the decision rules used by others to make decisions. And, you must develop an understanding of the fact that appearances are often deceiving. That is, people from different backgrounds, cultures, experiences may appear to be more in disagreement regarding ethics than they really are deep inside their value system.

# Managing and Leading Change

# Nothing is constant except change. During your time at UT ARLINGTON, you will encounter many changes. Learning how to cope with change is critical. Over the past 40 years, we have moved from a domestic to a global society, from a typing to a networked society, from an “organization man [woman]” orientation to an entrepreneurial orientation in business, from Protestant work ethic culture to a leisure culture, from a traditional family structure to a multiple family structure. Many other changes have occurred and they are likely to continue to occur. Learning how to cope with change is a skill that will serve you, as you will likely change jobs, associates, companies, careers, and locations several times in your lifetime.

*The rain came down, the streams rose, and the winds blew and beat against that house;*

*yet it did not fall, because it had its foundation on a rock. But everyone who hears*

*these words of mine and does not put them into practice is like a foolish man who built*

*his house on sand. The rain came down, the streams rose, and the winds blew and beat*

*against that house, and it fell with a great crash. (Matthew, 7: 25-27)*

While these words were formed for a much more important purpose, they can provide a lesson for your educational foundation.

**A TIME FOR INTROSPECTION**

The reason many people fail instead of succeed is that

they trade what they want most for what they want at the moment.

**THE TRIPLE FILTER TEST**

We will discuss many things in this class and you will have many opportunities to lead and follow in this class. One critical trait of leaders and followers is learning do discern.

*In ancient Greece, Socrates was reputed to hold knowledge in high esteem. One day an acquaintance came upon the great philosopher and said: “Socrates, do you know what I just heard about your friend?”*

*“Hold on a minute,” Socrates replied. “Before telling me anything, I’d like you to pass a little test. It’s called the Triple Filter Test.”*

*“Triple Filter Test?” asked the acquaintance.*

*“That’s right,” Socrates continued. “Before you talk to me about my friend, let’s take a moment and filter what you are going to say. The first filter is truth. Have you made absolutely sure that what you are about to tell me is true?*

*“No,” the acquaintance said. “Actually, I just heard about it and….”*

*“All right,” said Socrates. “So you don’t really know if it’s true or not. Now let’s try the second filter, the filter of Goodness. Is what you are about to tell me about my friend something good?*

*“No, on the contrary….”*

*“So,” Socrates continued, “you want to tell me something bad about him, and you’re not certain it’s true. You may still pass the test though, because there is one filter left – the filter of Usefulness. Is what you want to tell me about my friend going to be useful to me?”*

*“No, not really.”*

*“Well,” concluded Socrates “If what you want to tell me is neither true or good nor even useful, why tell it to me at all?”*

# *YOUR STRATEGIC PLAN*

In this class we will spend some time talking about strategic planning for selling, for a business and for you. Let’s start with a few questions:

1. Where do you want to be in fifteen years? What is your vision for your future?
2. What should your profile look like when you graduate from UT ARLINGTON?
3. What is the real purpose of your education time at UT ARLINGTON?
4. What are your goals for your college career at UT ARLINGTON?
5. What are you doing this semester that makes a contribution toward your goals and your vision?
6. How are the classes you are taking now (and will take in the future) going to contribute to your goal achievement and to your vision achievement?

These are all questions that are asked by people who plan strategically, who begin with the end in mind, who think long term but recognize that many short term steps must be taken and many short term goals must be achieved in order to successfully reach longer term goals. This is the essence of strategic planning.

* It begins with the ends (your vision) in mind - your fifteen-year goal, your education goals. Stated more elegantly, "What do you want to be when you grow up?"
* It requires that you ask how your classes will contribute to your education and your vision.
* It requires that you take classes for their educational value and not for the grade.
* It requires that you examine your extracurricular activities (incl. campus organizations, community service, work experiences) and ask questions like:
  1. How is this activity, job, etc. contributing to my goals? What am I learning? What skills am I developing?
  2. How can I do the things that I want to do at UT ARLINGTON but increase my learning potential, my educational value, and, therefore, the contribution that these activities make to my overall vision?
  3. Which classes or sections of classes should I take the ones that are “easy grades” where little work (and, therefore, little learning) takes place, or the ones that will actively engage me in learning and other skills developmental exercises?

**Your Opportunity to Build Competitive Advantage**. The answers to these questions are really up to you. Keep in mind that, when you graduate, hundreds of thousands of others will graduate. For you, strategic planning is about developing ***competitive advantage*** in the marketplace. For you, strategic planning is about being able to ***sustain competitive advantage*** in the marketplace. If, when you graduate, your profile looks like most of the other profiles of the other college graduates, what advantage do you offer to the marketplace of jobs and careers?

You have four, or more, years of educational opportunities at UT ARLINGTON. You can take the easy road and “get by” and look like most other college graduates. Or, you can take the “higher road” and challenge yourself to excel through your choice of classes, activities, work experiences, etc. As you proceed through your years at UT ARLINGTON, you will be given many opportunities. In **Indiana Jones - the Last Crusade**, Indiana searches and finds the Holy Grail. However, a Nazi sympathizer/mercenary drinks from the Grail first and, instead of obtaining eternal life, dies instantly. The knight charged with guarding the Grail states, matter of factly, “he chose poorly.” This is not what you want to have said at the end of your educational time at UT ARLINGTON. **The choices are yours**. You can choose poorly or choose wisely. Like the strategic planners, think long term and act smartly in the short term.

**TEACHING APPROACH**

Class sessions will be devoted to probing, extending, and applying the knowledge you bring to the table. It is assumed that students have read (skimmed) any assignments before coming to class. Student contributions to class discussion are expected as they will provide wonderful learning value for your colleagues and for your instructor. The benefit students derive from the attendance and participation is related to their willingness to expose their viewpoint to the critical judgment of the class. Do not be reluctant to voice your opinion. You are urged to professionally challenge ideas, both mine and your colleagues’. You are encouraged to bring to the classroom your learning based on other courses and life experiences. You are also encouraged to examine the relevance of marketing concepts in the context of current business and economic trends in industry. You are welcome to introduce your own experiences with your current and/or former employer.

As it should be in the business world, you should be willing and able to present your analyses and viewpoints to the class. You are strongly encouraged to do so. At the same time, you should listen carefully and objectively to your classmates. Class discussion should be constructive and take place in a professional atmosphere. If there is disagreement about the quality or content of a person's statement, then this should be viewed as an opportunity for learning. By probing, challenging, and defending points of view, we may find where one individual has weighed certain factors more heavily, made different assumptions, or interpreted facts from a different perspective. Identifying such differences can lead to a clearer understanding of the situation and the benefits of alternative courses of action.

**A note on contributions from participation**. Highly valued contributions include asking insightful questions about assignments, redirecting a discussion when the current point has been adequately covered, providing an appropriate qualitative/quantitative analysis, summarizing and/or reconciling previous comments, and drawing generic learning points from a particular discussion. It is absolutely critical that you be able to follow a discussion, synthesize and evaluate perspectives, and offer insights to advance discussion. In this way, we all become teachers and learners.

You cannot expect to optimize your gain from this course only thorough passively attending class and taking careful notes. Rather, developing the kinds of decision-making and problem-solving abilities you need requires that you actively practice reasoning. Hence, even when you do not receive an opportunity to add your voice to class discussion, it is strongly recommended that you actively listen and think critically about the concepts and issues raised.

***Let’s Talk Quality***. Throughout the course, **quality** of participation will be encouraged. Participation of superior quality means that you are well-prepared, contribute in a manner that adds value to the discussion, listen carefully to other's contributions. Please try not to monopolize class time, or side-track issues under consideration, or ask questions more appropriately addressed outside of class, or otherwise distract the class. Quantity is not a substitute for quality. It is entirely possible to ‘participate’ frequently and still not reap the full benefits of class participation. In evaluating quality of class participation, a variety of criteria are used, such as whether participation is:

* Accurate
* Reasonable
* Well-supported and defensible
* Contributing to understanding of the issue at hand
* Timely and linked to the current discussion
* Action-oriented or merely descriptive
* Clear and concise

In particular, I would like to encourage you to bring in relevant work experience to the class discussion. Work experience can be an important complement to readings, lectures, cases, and instructor expertise. It represents a very important resource that can pay dividends for the entire class.

Some of the things that have an impact on effective class participation are the following:

* Are you a good a good listener, or are you formulating your response while someone else is talking?
* Are the points that you make relevant to the discussion? Are they linked to the comments of others? This does not mean that analogies and tangents are inappropriate. Quite the contrary, they are very welcome….just make your case.
* Do your comments add to our understanding of the situation? What is your deliverable?
* Do your comments show evidence of analysis of the situation or are they coming from emotion?
* Do you distinguish among different kinds of data (e.g., facts vs. opinions.)?
* Are you willing to listen, to offer, to test new ideas; or are all comments “safe”? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague add little.)
* Are you willing to interact with other class members, professionally critique and be professionally critiqued? In this class, professional critique implies the following: 1) a well thought out, factual or theoretically based difference of opinion with something that has been asserted, 2) a rationale for the disagreement – why your approach is superior, and 3) a solution that is focused on improving outcomes in some way(s).
* Do your comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?

**REQUIREMENTS: THE MUCH ANTICIPATED SET OF ASSIGNMENTS**

In this class your responsibilities will include the completion of the following:

**Two Essay Exams** – These will be based on all course material and will be applied in nature. Exams will consist of situations in which sales managers can become involved. You will be asked to craft a solutions) to these situations using all of your resources – course material, readings, experiences, etc. Your answer will be judged largely on how well you provide logic for your proposed solution(s).

**Team Case Presentations** – These will be team presntations and will be assigned in class. Your deliverable will be a PowerPoint Deck.

**Individual Case Executive summaries** – These will be one-page executive summaries of the case being presented by student teams in class. You are required to turn in one for each case in which you are not participating in the team presentation. Executive summaries are due on the date of the case presentation. Since you will be participating on a team preenting tow cases, you are required to turn in 8 executive summaries. These are the cases to be presented in class:

* Parke-Davis
* Royal Corporation
* DigitalThink: Building a Sales Force
* Pharma Talent: Paying Sales Force Bonuses Within a Fixed Budget
* Optima Business Group: Leveraging Information Technology for Salesforce Enablement
* Advantage Food and Beverage Sales Representative
* StepSmart Fitness
* Parkin Laboratories: Sales Force Effectiveness
* Biomed Co. Ltd.: Designing a New Sales Compensation Plan
* Clef Company: Turnover
* Future of Avon China: Direct Sales, Retail Sales or Both
* Daktronics(B): The Large Sports Venue Sales Channel
* Qualtrics: Scaling an Inside Sales Organization

**HOW YOUR GRADE WILL BE CALCULATED**

* **Exams -** 40 percent (20 percent each)
* **Team Case presentations** – 40 percent (20 percent each)
* **Indivuiual Case Executive sumamries** - 10 percent
* **Participation** – 10 percent

**READING REQUIREMENTS**

Required readings are available from UT Arlington’s electronic data bases. Help for retrieving articles is offered in the library. These can easily be Googled on Google Scholar by simply typing in key words.

Additional readings may be assigned during the semester.

1. “The View from the Field” (2012), Harvard Business Review
2. Adamson, Dixon, and Toman (2012), “The End of Solution Sales,” Harvard Business Review
3. Adamson, Dixon, and Toman (2), (2013), “Dismantling the Sales Machine,” Harvard Business Review
4. Anderson, Narus, and van Rossum (2006), “Customer Value Propositions in busness Markets,” Harvard Business Review
5. Barker, Gohmann, Guan, and faulds, (2009), “Why Is My Sales Force automation System Failing?” Business Horizons
6. Bonoma (2006) “Major Sales: Who Really does the Buying?” Harvard Business Review
7. Cespedes, (2006), “Aspects of Sales Management, “Harvard business Review
8. Cespedes (2014), “Putting Sales at the Center of Strategy,” Harvard Business Review
9. Chonko and Jones (2005) “The Need for Speed: Agility Selling,” Journal of Personal Selling and Sales Management
10. Chung (2015), “How to Really Motivate Salespeople,” Harvard Business Review
11. Colletti and Chonko (1997), Change Management Initiatives: Moving Sales Organizations from Obsolescence to High Performance,” Journal of Personal Selling and Sales Management
12. Colletti and Fiss ((2006), “The Ultimately Accountable Job,” Harvard Business Review
13. Day (2006), “Aligning the Organization with the Market,” Sloan Management Review
14. Deeter-Schmelz, Goebel,, and Kennedy (2013), “What Are the Characteristics of an Effective Sales Manager?: an Exploratory Study Comparing Salesperson and Sales Manager Perspectives,” Journal of Personal Selling and Sales Management
15. Groysberg, Nanda, and Nohria (2004), “The Risky business of Hiring Stars,” Harvard Business Review
16. Jelinek (2013), “All Pain, No Gain? Why Adopting Sales Force Automation Tools Is Insufficient for Performance Improvement,” Business Horizons
17. Kotler, Rackham, and Krishnaswamy (2002006), “Ending the War between Sales and Marketing,” Harvard Business Review
18. Kuruzovic h (2013), “Sales Technologies, Sales Force Management, and OnLine Infomediaries,”Journal of Personal Selling and Sales Management
19. LeBon (2014), “Competitive IntelligenceAcquisition, Management and Sales Ethics, “Harvard Publishing
20. LeBon (2014), “Competitive Intelligence and the Market-Oriented Firm,” Harvard Publishing
21. Ledingham, Kovac, and Simon (2006)”The New Science of Sales force Productivity,” Harvard Business Review
22. Leslie and Holloway (2006), “The Sales Learning Curve,” Harvard Business Review
23. Moncrief, Marshall, and Rudd (2015), “Social Media and Related Technology: Drivers of Change in Managing a Contemporary Sales Force,” Busienss Horizons
24. Powers, Jennings, and DeCarlo ((2014), “An Assessment of Needed Sales Management Skills,” Journal of Personal Selling and Sales Management
25. Rapp, Ogilvie, and Bachrach (2015), “Sales Leadeship Icons and Models: How Comic Book Superheroes Would Make Great Sales Leaders,” Business Horizons
26. Rawson, Duncan, Jones (2013), “The Truth about Cusomter Experences,” Harvard Business Review
27. Roberge (2015), “The Right Way to Use Competitive Intellig4nce,” Harvard Bsuiness Review
28. Schmidt, Adamson, and Bird (2015), “Making the Consensus Sale,” Harvard Business Review
29. Shapiro (1998), “Strategic Sales Mangement: A Boardroom Issue,” Harvard Business Review
30. Shapiro and Posner (2006) “Making the Major Sale,” Harvard Business Review
31. Shi, White, Zou, and Cavusgil (2010), “Global Account Management Strategies: Drivers and Outcomes, “Journal of International Business Studies
32. Steenburgh and Ahearne (2012), “Motivating Salespeople What Really Works”, Harvard Business Review
33. Steinbring, (1978), “How to Pay Your Sales Force,” Harvard Business Review
34. Tanner, Fournier, Wise, Hollet, and Puojol (2008), “Executives Perspectives on the Changing Role of the Sales Profession: Views from France, the United States, and Mexico,” Journal of Business and Industrial Marketing
35. Trailer and Dickie (2006), “Understanding what Your Sales Manager Is Up Against,” Harvard Business Review
36. Wasser, Dahneke, Pekkarinen, and Weissle (2006), “Smarter Segmentation of Your Sales Force,” Harvard Business Review
37. Zoltners, Sinha, and Lorimer ((2006), “Match Your Sales Force Structure to Your Business Life Cycle,” Harvard Business Review

**COURSE POLICIES**

* **Class Participation**: Classes are a combination of lecture and discussion with emphasis on discussion. You are encouraged to participate. The best way to earn a high grade in this course is to read the course material and prepare questions and comments before coming to class. Class discussions will be livelier and more beneficial if you come prepared.

**A TIME FOR INTROSPECTION**

If you are playing baseball, you’d never expect to get a hit while focusing

on the scoreboard. But this is exactly the key mistake that many of us make.

Rather than paying attention to what we are doing while we are doing it,

our attention strays to the outcome.

* **Late Assignments:** Written assignments will be collected in class on their due dates and are due by the start of class time on the designated date. **For assignments not turned in during class, drop them off at the front desk of the Marketing Department (Room 234 CoB).** Make sure that you submit the assignment on time to get full credit for your assignment. If the assignment is not submitted on time you will receive **1/2 CREDIT** for the assignment.

**Make-up Exams**: Let’s avoid this.

**UT Arlington E-mail Policy**. The University of Texas at Arlington has made a decision to allow students to retain their UT Arlington e-mail addresses upon graduation (these are the addresses employed in MyMav). For privacy reasons and reasons of simplicity the university is encouraging all instructors to send and respond to e-mails only if they employ the UT Arlington e-mail address. The Department of Marketing will support the university’s initiative and endorse their request for communication only via UT Arlington e-mail addresses. Please follow this policy and encourage all your fellow students to do the same.

* **Questions on Grades**: any inquiries must be tendered in writing. The inquiry must include: 1) why you feel a change of grade is needed, 2) what evidence is on you work to support your request? 3) what evidence is available from course materials to support your request?
* Please switch off all cellular phones and/or other substitute-for-human-intellect devices of electronic wizardry when in class as they tend to disturb the flow of the class. Consider how you feel when you are talking and someone interrupts you. Empathize!!!
* Be on time.

**A TIME FOR INTROSPECTION**

How much easier would your work be if you put forth as much

effort trying to improve the quality of it as many do trying

to make excuses for not properly attending to it?

**A NOTE ON** **PERSONAL INTEGRITY**

Remember, when you act with integrity, you grow professionally, personally, and spiritually…. even if you do not receive the best of grades. When you act without integrity, you may get by and think you are clever. Go ahead!! Yuk it up!! Laugh about it!! Act like you are cool!! Consider the impact of simply copying past projects instead of doing the work. What do you get? A grade….which is useless except for allowing you to move to the next course. Satchell Paige, a pitcher who played in the major leagues at the age of 60 said, “Don’t look back, something might be gaining on you.” Who will be gaining on you if your college career is encapsulated by just getting by to get grades? Just try to break through your euphoria and think about who you are really fooling….and who you are not.

**COMING ATTRACTIONS**

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPICS** | **ASSIGNMENTS** |
| Aug 31 M | Course Overview | **Read:** Article 7, 14, 24 |
| Sep 2 W | Sales Force as a Strategic Issue | **Read:** Article 8, 34, 35 |
| Sep 7 M | **Labor Day** |  |
| Sep 9 W | Recruiting, Training | **Read:** Article 15, 22, 26 |
| Sep 14 M | Managing Teams | **Read:** Article 28. |
| Sep 16 W | **CASE DISCUSSION** | **Read: ROYAL CORPORATION** |
| Sep 21 M | Organizing/Territories | **Read:** Article 13, 31, 37 |
| Sep 23 W | **CASE DISCUSSIO**N | **Read: PARKE-DAVIS** |
| Sep 28 M | Motivating/Compensation | **Read:** Article 27, 32, 33 |
| Sep 30 W | Motivating/Compensation: |  |
| Oct 5 M | **Test 1** |  |
| Oct 7 W | Supervision/Leadership | **Read:** Article 12, 16, 25 |
| Oct 12 M | Supervision/Leadership | **Read:** Article 6, 30, 36 |
| Oct 14 W | Competitive Assessment | **Read:** Article 19, 20 |
| Oct 19 M | Performance Assessment | **Read:** Article 1, 2, 4, 21. |
| Oct 21 W | Performance Assessment |  |
| Oct 26 M | **Case Presentation** | **Zingel Corp.** |
| Oct 28 W | **Case Presentation** | **Harvest Travel** |
| Nov 2 M | **Case Presentation** | **Sof Soks** |
| Nov 4 W | **Case Presentation** | **Amazi Corp.** |
| Nov 9 M | Sales Force Ethics |  |
| Nov 11 W | Sales Force Agility | **Read:** Article 3, 9, 17 |
| Nov 16 M | Managing Change | **Read:** Article 5, 11, 18, 23 |
| Nov 18 W | **Test 2** |  |
| Nov 23 M | **Case Presentation** | **Leeky Pipe** |
| Nov 25 W | **THANKSGIVING** |  |
| Nov 30 M | **Case Presentation** | **Fostr & Bosby** |
| Dec 2 W | **Case Presentation** | **Legstrom** |
| Dec 7 M | **Case Presentation** | **Tasty Foods** |

**THE OBLIGATORY ADMINISTRATIVE DETAILS**

**INFORMATION ON UT ARLINGTON POLICIES**

**Academic Integrity:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. 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.   
  
"Scholastic 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, Series 50101, Section 2.2)

**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 UT ARLINGTON 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.

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 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of 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 accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.  Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.UT Arlington.edu/disability.   Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**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. These programs 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.

**Final Review Week**: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

**E-Culture Policy**: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at [www.UT Arlington.edu/email](http://www.uta.edu/email). New students (first semester at UT ARLINGTON) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**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 UT ARLINGTON 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.*** UT ARLINGTON'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 UT ARLINGTON Police will also be here to help.