



**Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Management Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Sales Management KKN	6120103192	Study Program Elective Courses	T=3	P=0	ECTS=4.77	5	June 6, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																						
	PLO-14	(PLO 1) Graduates are able to master management theory as a whole																																																																																																																					
	Program Objectives (PO)																																																																																																																						
	PO - 1	Students are able to fully explain the concepts/theories in the field of entrepreneurship and sales management																																																																																																																					
	PO - 2	Students are able to prepare company sales plans and programs according to the chosen marketing strategy																																																																																																																					
	PO - 3	Students are able to prepare company sales plans and programs according to the chosen marketing strategy																																																																																																																					
	PO - 4	Students are able to choose the right motivation theory to design sales force management that motivates sales personnel to perform high.																																																																																																																					
	PO - 5	Students are able to carry out sales activities according to theory.																																																																																																																					
	PLO-PO Matrix																																																																																																																						
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																
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Short Course Description	Sales management is an integral part of marketing management. The sales team is the implementation of marketing strategies and tactics in dealing with consumers. Modern sales management does not only focus on how to lead a sales team, but is also more complex and involves various disciplines ranging from selling techniques, negotiations, people management, sales strategies and tactics, sales data management to measuring sales performance. The learning strategies applied are presentations and discussions, as well as sales practice and event observation and sales supervisor interviews. Sales management is an integral part of marketing management. The sales team is the implementation of marketing strategies and tactics in dealing with consumers. Modern sales management not only focuses on how to lead a sales team but is more complex and involves various disciplines ranging from selling techniques, negotiations, human management, selling strategies and tactics, sales data management to sales performance measurement. The learning strategies applied are presentations and discussions, as well as the practice of selling and observing events and interviewing sales supervisors.
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References	Main :
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1. Manning, Gerald. L and Reece, Barry.L, 2006, Selling Today: Membangun Kemitraan Berkualitas, Edisi Kedelapan. Indeks, Jakarta
2. Noonan, Chris. J, 1998, Sales Management. Butteworth-Heinemann
3. Jobber, David and Lancaster, Geoff, Selling and Sales Management, Edition 8th. Pearson Education Limited

Supporters:

Supporting lecturer

Prof. Dr. Sri Setyo Iriani, S.E., M.Si.
 Dra. Hj. Anik Lestari Andjarwati, M.M.
 Dr. Sanaji, S.E., M.Si.
 Dr. Yessy Artanti, S.E., M.Si.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to understand and explain the general description of Personal Selling and Marketing Concepts	1.Accuracy in describing the position and function of sales in the organization. 2.2. Accuracy in outlining sales strategies.	Criteria: 1.Criteria: Holistic rubric 2.Non-test form: Summarizing lecture material Form of Assessment : Participatory Activities	Discussion, project based method Google Classroom (discussion) Google Meet (lecture) (lecture) 3 X 50		Material: Concept of Sales Perspective Literature: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i>	0%
2	Students are able to fully explain the concept of sales perspective.	1.1. Accuracy in describing the position and function of sales in the organization. 2.2. Accuracy in outlining sales strategies	Criteria: 1.Criteria: Holistic rubric 2.Non-test form: Summarizing lecture material Form of Assessment : Participatory Activities	Discussion, project based method Google Classroom (discussion) Google Meet (lecture) (lecture) Task 1: Prepare a summary in the form of a paper about sales perspectives. 3 X 50		Material: Concept of Sales Perspective Literature: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i>	0%
3	1.Students are able to prepare sales plans and programs. 2.2. Accuracy in preparing sales plans and programs.	1. Accuracy in describing the salesmanship process	Criteria: 1.Criteria: Holistic rubric 2.Non-test form: Develop and present sales plans and programs Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Discussion, project based method Google Classroom (discussion) Google Meet (lecture) (lecture) Task 2: Prepare and present sales plans and programs . 3 X 50		Material: Sales Plans and Programs Library: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i>	2%

4	Students are able to prepare sales plans and programs	1.1. Accuracy in describing the salesmanship process. 2.2. Accuracy in preparing sales plans and programs	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Discussion, project based method Google Classroom (discussion) Google Meet (lecture) Task 2: Prepare and present a sales plan and program 3 X 50		Material: Sales Plans and Programs Library: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i>	2%
5	Students are able to carry out sales activities	1. Accuracy in carrying out sales activities	Criteria: 1.Criteria: Holistic rubric 2.Non-test form: Compile and present sales reports	discussion, project based method Google Classroom (discussion) Google Meet (lecture) Task 3: Prepare and present a sales report. 3 X 50		Material: Sales Activities Library: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i>	2%
6	Students are able to plan events	1.1. Accuracy in describing the concept of marketing events 2.2. Accuracy in preparing event plans.	Criteria: 1.Criteria: Holistic rubric 2.Non-test form: Observing marketing events and preparing event plans	2. Accuracy in preparing event plans. 3 X 50		Material: Event Library: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i>	5%
7	Students are able to plan events	1.1. Accuracy in describing the concept of marketing events 2.2. Accuracy in preparing event plans.	Criteria: 1.Criteria: Holistic rubric 2.Non-test form: Observing marketing events and preparing event plans. Form of Assessment : Project Results Assessment / Product Assessment	Discussion, project based method Google Classroom (discussion) Google Meet (lecture) Task 3: Observe marketing events and prepare event plans. 3 X 50		Material: Event Library: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i>	5%
8	Midterm exam		Form of Assessment : Project Results Assessment / Product Assessment	3 X 50			20%

9	Able to explain and practice sales strategies	<ol style="list-style-type: none"> 1. Accuracy in explaining the concepts of recruitment and selection. 2. Accuracy in explaining the concepts of motivation and training. 3. Accuracy of outlining the concept of sales organization. 4. Accuracy of describing the concept of sales compensation. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Criteria: Holistic rubric 2. Non-test form: Summarizing lecture material 	<p>Examining sales strategies and their application in the field</p> <p>Discussion and presentation of discussion results</p> <p>Discussion, project based method</p> <p>Google Classroom (discussion) (discussion)</p> <p>Google Meet (lecture) (lecture)</p> <p>Vilearn Unesa (discussion) (discussion)</p> <p>Task 4: Prepare a summary in the form of a paper about sales management 3 X 50</p>	<p>Material:</p> <p>Sales Management Concepts</p> <p>Bibliography:</p> <p><i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i></p>	5%
10	Students are able to fully explain the concept of sales management.	<ol style="list-style-type: none"> 1. Accuracy in explaining the concepts of recruitment and selection. 2. Accuracy in explaining the concepts of motivation and training. 3. Accuracy of outlining the concept of sales organization. 4. Accuracy of describing the concept of sales compensation. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Criteria: Holistic rubric 2. Non-test form: Summarizing lecture material <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Examining sales strategies and their application in the field</p> <p>Discussion and presentation of discussion results</p> <p>Discussion, project based method</p> <p>Google Classroom (discussion) (discussion)</p> <p>Google Meet (lecture) (lecture)</p> <p>Vilearn Unesa (discussion) (discussion)</p> <p>Task 4 Prepare a summary in the form of a paper about sales management 3 X 50</p>		5%

11	Students are able to fully explain the concept of sales management.	<ol style="list-style-type: none"> 1.Accuracy in explaining the concepts of recruitment and selection. 2.Accuracy in explaining the concepts of motivation and training 3.The accuracy of describing the concept of pe organization 4.. Accuracy of describing the concept of sales compensation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Holistic rubric 2.Non-test form: Summarizing Lecture Material <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Examining sales strategies and their application in the field Discussion and presentation of discussion results</p> <p>Discussion, project based method Google Classroom (discussion) (discussion) Google Meet (lecture) (lecture) Vilearn Unesa (discussion) (discussion)</p> <p>Task 4 Prepare a summary in the form of a paper about sales management 3 X 50</p>		<p>Material: Sales Management Concepts Bibliography: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i></p>	5%
12	Students are able to design a sales organization design model and choose the right motivation theory to design sales force management that motivates sales personnel to perform high.	<ol style="list-style-type: none"> 1.The accuracy of designing sales organization design models. 2.The accuracy of choosing the right motivation theory to design sales force management that motivates sales personnel to perform high. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Criteria: Holistic rubric 2.Non-Test Form: Summarizing Lecture Material <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Examining the most frequently used sales tricks and manipulative sales tricks</p> <p>Discussion, project based method Google Classroom (discussion) (discussion) Google Meet (lecture) (lecture) Vilearn Unesa (discussion) (discussion)</p> <p>Task 5: Create a plan sales force management 3 X 50</p>		<p>Material: sales organization design and motivation theory References: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i></p>	5%

13	Final assignment discussion	<p>1.1. Accuracy in explaining the concept of salesforecasting</p> <p>2.2. Accuracy in explaining the budgeting concept</p> <p>3.3. Accuracy in describing the concept of sales evaluation.</p>	<p>Criteria:</p> <p>1.Criteria: Holistic rubric</p> <p>2.Non-test form: Summarizing lecture material</p>	<p>Students will gain experience in the field related to the application of personal selling that has been obtained in class and compared with that in the field</p> <p>Discussion, project based method Google Classroom (discussion) (discussion) Google Meet (lecture) (lecture)</p> <p>Task 6: Prepare a summary in the form of a paper about sales control. 3 X 50</p>		<p>Material: Sales Control Concept</p> <p>Bibliography: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i></p>	5%
14	Students are able to fully explain the concept of sales control.	<p>1.1. Accuracy in explaining the concept of salesforecasting.</p> <p>2.2. Accuracy in explaining the budgeting concept.</p> <p>3.. 3. Accuracy in describing the concept of sales evaluation.</p>	<p>Criteria:</p> <p>1.Criteria: Holistic rubric</p> <p>2.Non-test form: Summarizing the Course</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Discussion, project based method Google Classroom (discussion) (discussion) Google Meet (lecture) (lecture)</p> <p>Task 6: Prepare a summary in the form of a paper about sales control. 3 X 50</p>		<p>Material: Sales Control Concept</p> <p>Bibliography: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i></p>	4%
15	Students are able to fully explain the concept of sales control.	<p>1.1. Accuracy in explaining the salesforecasting concept.</p> <p>2.2. Accuracy in explaining the budgeting concept.</p> <p>3.3. Accuracy in describing the concept of sales evaluation.</p>	<p>Criteria:</p> <p>1.Criteria: Holistic rubric</p> <p>2.Non-test form: Summarizing the Course</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Discussion, project based method Google Classroom (discussion) (discussion) Google Meet (lecture) (lecture)</p> <p>Task 6 Prepare a summary in the form of a paper about sales control. 3 X 50</p>		<p>Material: Sales Control Concept</p> <p>Bibliography: <i>Jobber, David and Lancaster, Geoff, Selling and Sales Management, 8th Edition. Pearson Education Limited</i></p>	5%
16	Final exams		<p>Form of Assessment : Test</p>	3 X 50			30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14%
2.	Project Results Assessment / Product Assessment	39%
3.	Test	30%
		83%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.