


43. RETAIL MANAGEMENT

		Sekolah Tinggi Ilmu Ekonomi YAPAN Surabaya Program Studi S1 Manajemen Bachelor Degree of Management Study Program				Kode Dokumen Document Code	
RENCANA PEMBELAJARAN SEMESTER Semester Lesson Plan							
MATA KULIAH (MK) COURSE		KODE CODE	Rumpun MK Pemasaran	BOBOT (sks) WEIGHT (credits)		SEMESTER	Tgl Penyusunan Compilation Date
Manajemen Retel retail Management		MPB-PKW 160917	Manajemen Management	T=3	P=0	6	
OTORISASI AUTHORIZATION		Pengembang RPS Developer		Koordinator RMK Coordinator		Ketua PRODI Head of the Study Program	
				Dr.Fariz,SE.,MM.,ICPM Siti Masrurroh,SP.,MM		Ira Ningrum Rersmawa,SE.,MM.,CMA	
Capaian Pembelajaran (CP) Program Learning Outcome (PLO)		CPL-PRODI yang dibebankan pada MK PLO charged in this course					
		CPL1 PLO1	Lulusan mampu menguasai teori bidang manajemen secara menyeluruh. Graduates are able to master the theory of management as a whole.				
		CPL2 PLO2	Lulusan mampu mengimplementasikan teori bidang manajemen dalam mengelola organisasi secara efektif. Graduates are able to implement management theory in managing organizations effectively.				
		CPL3 PLO3	Lulusan mampu berkomunikasi secara efektif. Graduates are able to communicate effectively.				
		CPL4 PLO4	Lulusan mampu beradaptasi terhadap konteks permasalahan bisnis yang dihadapi dengan baik. Graduates are able to adapt to dealing with business problems.				
		CPL7 PLO7	Lulusan mampu mengembangkan ide usaha dalam lingkungan bisnis global secara kreatif. Graduates are able to develop creative business ideas in a global business environment.				
		CPL8	Lulusan mampu mengelola organisasi secara etis				

PLO8	Graduates are able to manage organizations ethically.
Capaian Pembelajaran Mata Kuliah (CPMK) Course Learning Outcome (CLO)	
CPMK1 CLO1	C4. Mahasiswa mampu menguraikan secara utuh konsep/ teori bidang kewiraniagaan dan manajemen penjualan. C4. Students are able to fully describe the concepts/theories of entrepreneurship and sales management.
CPMK2 CLO2	P5. Mahasiswa mampu menyusun rencana dan program penjualan perusahaan sesuai pilihan strategi pemasaran. P5. Students are able to develop company sales plans and programs according to their choice of marketing strategies.
CPMK3 CLO3	P5. Mahasiswa mampu merancang model desain organisasi penjualan yang sesuai bagi perusahaan. P5. Students are able to design a sales organization design model that is suitable for the company.
CPMK4 CLO4	C4. Mahasiswa mampu memilih teori motivasi yang tepat untuk merancang pengelolaan tenaga penjual yang memotivasi tenaga penjual agar berkinerja tinggi. C4. Students are able to choose the right motivation theory to design salesperson management that motivates salespeople to have high performance.
CPMK5 CLO5	P5. Mahasiswa mampu melakukan aktivitas penjualan sesuai dengan teori. P5. Students are able to carry out sales activities according to theory.
Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	
Sub-CPMK1 Sub-CLO1	Mahasiswa mampu menguraikan secara utuh konsep prespektif penjualan. Students are able to fully describe the concept of a sales perspective.
Sub-CPMK2 Sub-CLO2	Mahasiswa mampu menyusun rencana dan program penjualan. Students are able to develop sales plans and programs.
Sub-CPMK3 Sub-CLO3	Mahasiswa mampu melakukan aktivitas penjualan. Students are able to do sales activities.
Sub-CPMK4 Sub-CLO4	Mahasiswa mampu menyusun rencana event. Students are able to plan events.
Sub-CPMK5 Sub-CLO5	Mahasiswa mampu menguraikan secara utuh konsep manajemen penjualan. Students are able to fully describe the concept of sales management.
Sub-CPMK6 Sub-CLO6	Mahasiswa mampu merancang model desain organisasi penjualan dan memilih teori motivasi yang tepat untuk merancang pengelolaan tenaga penjual yang memotivasi tenaga penjual agar berkinerja tinggi. Students are able to design a sales organization design model and choose the right motivation theory to design sales force management that motivates salespeople to perform well.
Sub-CPMK7 Sub-CLO7	Mahasiswa mampu menguraikan secara utuh konsep sales control. Students are able to fully describe the concept of sales control.

		Korelasi CPMK terhadap Sub-CPMK Correlation of CLO to Sub-CLO						
		Sub-CPMK1 Sub-CLO1	Sub-CPMK2 Sub-CLO2	Sub-CPMK3 Sub-CLO3	Sub-CPMK4 Sub-CLO4	Sub-CPMK5 Sub-CLO5	Sub-CPMK6 Sub-CLO6	Sub-CPMK7 Sub-CLO7
	CPMK1 CLO1	√				√		√
	CPMK2 CLO2		√		√			
	CPMK3 CLO3						√	
	CPMK4 CLO4						√	
	CPMK5 CLO5			√				
Deskripsi Singkat MK Brief description of the course	<p>Manajemen penjualan adalah bagian integral dari manajemen pemasaran. Tim penjualan merupakan pengimplementasian dari strategi dan taktik pemasaran dalam menghadapi konsumen. Manajemen penjualan modern tidak hanya berfokus pada bagaimana memimpin sebuah tim penjualan, melainkan juga lebih kompleks dan melibatkan berbagai disiplin ilmu mulai dari teknik menjual, negosiasi, pengelolaan manusia, strategi dan taktik menjual, pengelolaan data penjualan sampai pada pengukuran kinerja penjualan. Strategi belajar yang diterapkan adalah presentasi dan diskusi, serta praktik menjual dan observasi event dan wawancara sales supervisor.</p> <p>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 also more complex and involves various disciplines ranging from selling techniques, negotiations, human management, selling strategies and tactics, managing sales data to measuring sales performance. The learning strategies applied are presentations and discussions, as well as selling practices and event observations and sales supervisor interviews.</p>							
Bahan Kajian: Materi Pembelajaran Learning Materials	<ol style="list-style-type: none"> 1. Position and sales function in the organization 2. Sales strategy 3. Salesmanship Process 4. Develop a sales activity plan 5. Carry out selling skills 6. Planning a marketing event 7. Handling and evaluating marketing events 8. Recruitment and selection 9. Motivation and training 10. Sales organization 							

	<ul style="list-style-type: none"> 11. Sales compensation 12. Salesforecasting 13. Budgeting 14. Sales evaluation
Pustaka References	Utama: Primary:
	<ul style="list-style-type: none"> 1. Jobber, David & Geoffrey Lancaster. 2015. Selling and Sales Management 10th Edition. Prentice Hall. 2. Tomas N. Ingram, Raymond W. LaForge, Ramon A. Avila, Charles H. Schwepker, Jr., & Michael R. Williams. 2015. Sales Management. Analysis and Decision Making. Ninth Edition. Newyork and London: Routledge Taylor & Francis Group
	Pendukung: Supplement:
Dosen Pengampu Lecturers	<p>Dr.Fariz,SE.,MM.,ICPM Siti Masruroh,SP.,MM Ahmad Efendi, SE.,MM Ira Ningrum Resmawa,SE.,MM.,CMA</p>
Matakuliah prasyarat Requirements course	-

Mg Ke-Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Bentuk Criteria & Form	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1, 2	<p>Mahasiswa mampu menguraikan secara utuh konsep prespektif penjualan.</p> <p>Students are able to fully describe the concept of a sales perspective.</p>	<p>11. Ketepatan menguraikan kedudukan dan fungsi penjualan dalam organisasi.</p> <p>12. Ketepatan menguraikan strategi penjualan.</p> <p>1. Accuracy describes the position and function of sales in the organization.</p> <p>2. The accuracy of outlining the sales strategy.</p>	<p>Kriteria: Rubrik holistik</p> <p>Criteria: Holistic rubric</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Non-test form: Summarizing course material</p>	-	<p>Discussion, project based method Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture)</p> <p>Tugas 1: Menyusun ringkasan dalam bentuk makalah tentang prespektif penjualan.</p> <p>Task 1: Compile a summary in the form of a paper on the perspective of sales.</p> <p>[PB: 2x(3x50")] [PT+KM: (2+2)x(3x60")]</p>	1	10

<p>3, 4</p>	<p>Mahasiswa mampu menyusun rencana dan program penjualan.</p> <p>Students are able to develop sales plans and programs.</p>	<p>6. Ketepatan menguraikan proses salesmanship.</p> <p>7. Ketepatan menyusun rencana dan program penjualan.</p> <p>1. Accurately describe the salesmanship process.</p> <p>2. Accuracy in preparing sales plans and programs.</p>	<p>Kriteria: Rubrik holistik</p> <p>Criteria: Holistic rubric</p> <p>Bentuk non-tes: Menyusun dan mempresentasikan rencana dan program penjualan.</p> <p>Non-test form: Develop and present sales plans and programs</p>	<p>-</p>	<p>Discussion, project based method Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture)</p> <p>Tugas 2: Menyusun dan mempresentasikan rencana dan program penjualan.</p> <p>Task 2: Develop and present sales plans and programs.</p> <p>[PB: 2x(3x50'')] [PT+KM: (2+2)x(3x60'')]</p>	<p>1</p>	<p>10</p>
<p>5</p>	<p>Mahasiswa mampu melakukan aktivitas penjualan.</p> <p>Students are able to do sales activities.</p>	<p>4. Ketepatan melakukan aktivitas penjualan.</p> <p>1. Accuracy in conducting sales activities.</p>	<p>Kriteria: Rubrik holistik</p> <p>Criteria: Holistic rubric</p> <p>Bentuk non-tes: Menyusun dan mempresentasikan laporan penjualan</p> <p>Non-test form:</p>		<p>discussion, project based method</p> <p>Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture)</p> <p>Tugas 3: Menyusun dan mempresentasikan laporan penjualan.</p>	<p>1</p>	<p>10</p>

			Prepare and present sales reports		Task 3: Prepare and present sales reports. [PB: 1x(3x50'')] [PT+KM: (1+1)x(3x60'')]			
6, 7	Mahasiswa mampu menyusun rencana event. Students are able to plan events.	1. Ketepatan menguraikan konsep event pemasaran. 2. Ketepatan menyusun rencana event. 1. Accuracy describes the concept of event marketing. 2. Accuracy in preparing event plans.	Kriteria: Rubrik holistik Criteria: Holistic rubric Bentuk non-tes: Mengobservasi event pemasaran dan menyusun rencana event. Non-test form: Observing marketing events and preparing event plans.	-	Discussion, project based method Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture) Tugas 3: Mengobservasi event pemasaran dan menyusun rencana event. Task 3: Observing marketing events and preparing event plans. [PB: 2x(3x50'')] [PT+KM: (2+2)x(3x60'')]	2	15	
8	Evaluasi Tengah Semester / Ujian Tengah Semester Midterm Exam							
9, 10,11	Mahasiswa mampu menguraikan secara utuh	4. Ketepatan menguraikan konsep rekrutmen dan seleksi.	Kriteria: Rubrik holistik	-	Discussion, project based method		5	

	<p>konsep manajemen penjualan.</p> <p>Students are able to fully describe the concept of sales management.</p>	<p>5. Ketepatan menguraikan konsep motivasi dan training.</p> <p>6. Ketepatan menguraikan konsep organisasi penjualan.</p> <p>7. Ketepatan menguraikan konsep kompensasi penjualan.</p> <p>1. Accuracy describes the concept of recruitment and selection.</p> <p>2. The accuracy of describing the concept of motivation and training.</p> <p>3. Accuracy describes the concept of sales organization.</p> <p>4. Accuracy describes the concept of sales compensation.</p>	<p>Criteria: Holistic rubric</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Non-test form: Summarizing course material</p>		<p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>Tugas 4: Menyusun ringkasan dalam bentuk makalah tentang manajemen penjualan.</p> <p>Task 4: Compile a summary in the form of a paper on sales management.</p> <p>[PB: 3x(3x50'')] [PT+KM: (3+3)x(3x60'')]</p>		
12	<p>Mahasiswa mampu merancang model desain organisasi penjualan dan memilih teori motivasi yang tepat untuk merancang pengelolaan tenaga penjual yang memotivasi tenaga penjual agar berkinerja tinggi.</p> <p>Students are able to design a sales</p>	<p>1. Ketepatan merancang model desain organisasi penjualan.</p> <p>2. Ketepatan memilih teori motivasi yang tepat untuk merancang pengelolaan tenaga penjual yang memotivasi tenaga penjual agar berkinerja tinggi.</p> <p>1. The accuracy of designing the sales organization design model.</p> <p>2. The accuracy of choosing the right motivation theory to design sales force management that motivates salespeople to perform high.</p>	<p>Kriteria: Rubrik holistik</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Criteria: Holistic rubric</p> <p>Non-test form:</p>	-	<p>Discussion, project based method</p> <p>Google Classroom (diskusi) (discussion)</p> <p>Google Meet (kuliah) (lecture)</p> <p>Vilearn Unesa (diskusi) (discussion)</p> <p>Tugas 5:</p>	1	10

	organization design model and choose the right motivation theory to design sales force management that motivates salespeople to perform well.		Rancangan pengelolaan tenaga penjual		Membuat rancangan pengelolaan tenaga penjual Task 5: Create a sales force management plan [PB: 1x(3x50")] [PT+KM: (1+1)x(3x60")]		
13, 14, 15	Mahasiswa mampu menguraikan secara utuh konsep sales control. Students are able to fully describe the concept of sales control.	<ol style="list-style-type: none"> 4. Ketepatan menguraikan konsep salesforecasting. 5. Ketepatan menguraikan konsep budgeting. 6. Ketepatan menguraikan konsep evaluasi penjualan. <ol style="list-style-type: none"> 1. Accuracy describes the concept of salesforecasting. 2. The accuracy of describing the concept of budgeting. 3. Accuracy describes the concept of sales evaluation. 	<p>Kriteria: Rubrik holistik</p> <p>Criteria: Holistic rubric</p> <p>Bentuk non-tes: Meringkas materi kuliah</p> <p>Non-test form: Summarizing course material</p>	-	<p>Discussion, project based method Google Classroom (diskusi) (discussion) Google Meet (kuliah) (lecture)</p> <p>Tugas 5: Menyusun ringkasan dalam bentuk makalah tentang sales control.</p> <p>Task 5: Compile a summary in the form of a paper on sales control.</p> <p>[PB: 3x(3x50")] [PT+KM: (3+3)x(3x60")]</p>	1	5
16	Evaluasi Akhir Semester / Ujian Akhir Semester Final Semester Examination						

Catatan:

1. Capaian Pembelajaran PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan, dan keterampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. CPL yang dibebankan pada mata kuliah adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/ pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, keterampilan umum, keterampilan khusus, dan pengetahuan.
3. CP Mata Kuliah (CPMK) adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. Sub-CP Mata Kuliah (Sub-CPMK) adalah kemampuan yang dijabarkan secara spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. Indikator penilaian kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. Kriteria Penilaian adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif dan kualitatif.
7. Teknik penilaian: tes dan non-tes.
8. Bentuk pembelajaran: Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian kepada Masyarakat, dan/atau bentuk pembelajaran lain yang setara.
9. Metode pembelajaran: Small Group Discussion, Role-play & simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual learning, project-based learning, dan metode lainnya yang setara.
10. Materi pembelajaran adalah rincian atau uraian dari bahan kajian yang dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. Bobot penilaian adalah prosentase penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tersebut dan totalnya 100%.
12. PB=Proses Belajar, PT=Penugasan Terstruktur, KM=Kegiatan Mandiri.

Notes :

1. Learning Outcomes of Study Programs (CPL-PRODI) are abilities possessed by each graduate of the Study Program which are the internalization of attitudes, assignment of knowledge, and skills according to the level of study programs obtained through the learning process.
2. The CPL that is charged to the course is a number of learning outcomes for graduates of the study program (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitudes, general skills, special skills, and knowledge.
3. Course CP (CPMK) is the ability that is specifically described from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. Subject Sub-CP (Sub-CPMK) is the ability that is described specifically for the learning material of the course.
5. Indicators of the assessment of ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.

6. Assessment Criteria are benchmarks used as measures or benchmarks for learning achievement in assessment based on predetermined indicators. The assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be both quantitative and qualitative.
7. Assessment techniques: 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 that can be presented in the form of several main points and sub-topics.
11. The weight of the assessment is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK and the total is 100%.
12. PB=Learning Process, PT=Structured Assignments, KM=Independent Activities.