

## 1. BASIC INFORMATION

<b>Course</b>	<b>Sales Management and Sales Techniques</b>
<b>Degree program</b>	Master Degree in Marketing
<b>School</b>	Faculty of Social Sciences and Communication
<b>Year</b>	1
<b>ECTS</b>	6 ETCS
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Campus-based mode (Alcobendas)
<b>Semester</b>	S1-S2
<b>Academic year</b>	24-25
<b>Coordinating professor</b>	Gloria Morcillo
<b>Professor</b>	<b>Fernando Moroy</b>

## 2. PRESENTATION

**Sales management is the process of hiring, training, and motivating sales staff, coordinating operations across the sales department and implementing a cohesive sales strategy that drives business revenues.**

Sales are the lifeblood of any organization and managing the sales process is one of the most important functions of any business.

In recent years, that process has changed dramatically as most sales take place online or over the phone instead of in person. And in response, sales management systems have become more technologically sophisticated.

## 3. LEARNING OUTCOMES

### Knowledge

- KNWL2. Understand the details of the functions and multimedia communication skills of companies in marketing, potential customers, geographic regions and productive sectors on the Internet and social networks.

### **Skills**

- SKILL2. Manage relationships with all stakeholders in marketing and business strategy in organizations.
- SKILL4. Apply the new advanced concepts of marketing and communication, through the use of Internet tools and new technologies in coherence with the global marketing strategy of the company.
  - Planning the entire sales force development process.
  - Manage personnel and work groups.
  - Implement control and follow-up methods and protocols.

### **Competences**

- CBTF1. Design the commercial strategy of the company and the positioning of its products and brands.
- CBTF6. Design a commercial and sales management model, consistent with the positioning of each brand and product of the company.
- CBTF7. Design, implement and supervise a commercial action plan that ensures the achievement of the company's objectives.

## **4. CONTENT**

- Strategic sales
- Sales force planning
- Customer service.
- Sales team management.
- Negotiation and persuasion techniques

## **5. TEACHING-LEARNING METHODOLOGIES**

The types of teaching-learning methodologies used are indicated below:

- Case studies
- Collaborative learning
- Problem-based learning
- Challenge-based learning
- Lectures
- Simulation environments

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Lectures	18
Practical Seminars	12
Independent working	50
Debates & Discussions	8
Academic Tutotials	18
Drawing up reports and written work	20
Solving case studies	12
Problem-solving	10
In-person knowledge assessment tests	2
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
In-person assessment tests	60
Oral presentations	10
Case Study	10
Reports and written work	10
Learning Folder	10

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Case Study 1/Activity 1	Week 1-3
Case Study 2/Activity 2	Week 4-8
Case Study 3/Activity 3	Week 5-9
Case Study 4/Activity 4	Week 10-14

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAFÍA

The main reference work for this subject is:

- Bacon, T.R. (1999) Selling to Major Accounts: Tools, Techniques, and Practical Solutions for the Sales Management, New York
- Ansoff, J. (1966) Management-Strategy

The recommended Bibliography is:

- The Oxford Handbook of Strategic Sales and Sales Management. David W. Cravens (ed.), Kenneth Le Meunier-FitzHugh (ed.), Nigel F. Piercy (ed.) 2011

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.