

1. OVERVIEW

Subject area	Commercial Management
Degree	Bachelor's Degree in Business Administration and Management
School/Faculty	SOCIAL SCIENCE AND COMMUNICATION
Year	Third
ECTS	6 ECTS
Type	Core
Language(s)	Spanish and English
Delivery mode	On campus/Online
Semester	Second
Year	2023/24
Coordinating professor	Antonio Salas Fuentevilla

2. INTRODUCTION

The sales department of a company is the revenue-generating function, almost exclusively responsible for the first line of the income statement, from which the resources for the rest of the business functions are generated.

It is the department responsible for the recruitment, retention and management of customers. It is responsible for linking the company with the outside world, both as a sender and receiver of information; it is the eyes and hands of the company. It experiences the pressure of competition first-hand. And it is usually the function that (apart from operations) has the largest team of people, often geographically dispersed, typically requiring special leadership from an organisational and motivational point of view.

On the other hand, customers have been increasing in number and advancing their skills, meaning increasingly professionalised and difficult management is required. Major distributors - the quintessential customer - are now the largest corporations in the world, replacing large industrial groups. And these large business customers, especially in the consumer sector, are no longer mere intermediaries between the manufacturer and the consumer. They are players with their own strategies, precise positioning, capable of influencing consumer purchasing behaviour like never before.

Furthermore, the digitalisation process has made sales management even more complex. However, this objective difficulty and importance, which should be understood as greater demand and recognition, does not fully match the profile of managers that we see today. Competitive sales strategies are not often defined. Nor has it received the same level of academic attention that other functions have been receiving.

This subject area is designed to provide a strategic view of sales management, focusing on organisational aspects. We will introduce elements of reflection and creativity to apply intelligence to business decisions, in a department where there is never 'one right solution'.

3. LEARNING OUTCOMES

Knowledge (CON, by the acronym in Spanish):

CON1. Define the fundamental concepts of business, entrepreneur and the business environment, as well as the key functional areas of a company such as organisation in a market economy.

- Understand the role of the sales function within the company.
- Understand the basic operation of distribution channels.

Abilities (HAB, by the acronym in Spanish):

HAB3. Apply practical consultancy actions in different areas of business management that are seen in the real business world.

HAB7. Analyse consumer behaviour: evaluate and predict behaviour and trends in the different audiences in which consumers are classified in relation to a particular product or service, both geographically and culturally or in terms of population segments.

- Design the marketing system of a product or service.
- Manage, organise, control and motivate sales teams.
- Develop and implement the sales plan of a company.

Skills (COMP, by the acronym in Spanish):

COMP03. Identify and understand a company's accounting, human resources, marketing, sales and production departments, applying the various tools available for their management.

4. CONTENTS

This subject area is organised into 6 learning units:

1. The sales function
2. Characteristics and types of sales channels
3. Marketing decisions
4. Organisation of the sales team
5. Management of the sales team: control, recruitment, selection, motivation and pay.
6. Creating a sales plan

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

On campus mode

1. Case studies
2. Collaborative learning
3. Problem-based learning
4. Project-based learning

5. Lectures
6. Fieldwork (visiting companies, institutions, etc.)
7. Simulation environments

Online mode

1. Case studies
2. Collaborative learning
3. Problem-based learning
4. Project-based learning
5. Lectures
6. Fieldwork (watching videos, accessing online records and registries).
7. Simulation environments

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus mode:

Learning activity	Number of hours
Lectures	40 h
Independent working	35 h
Oral presentations	10 h
Case studies and problem solving	20 h
Group work	20 h
Knowledge tests	3 h
Tutorials	12h
Projects	10 h
TOTAL	150 h

Online mode:

Learning activity	Number of hours
Online seminars	5h
Reading course material and consulting complementary resources	22,5h
Individual applied activities: problems, case studies, projects	35h
Collaborative applied activities...	12,5h
Tutorials	17,5h
Self-assessment questionnaires and knowledge tests	7,5h

Autonomous learning	50h
TOTAL	150 h

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus and online:

Assessment system	Weighting
Knowledge tests	30%
Case studies, problem solving and project development	20%
Oral presentations and participation	20%
Written reports	15%
Oral presentations	15%

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

Regarding the group work, any students who join the subject later in the semester due to enrolment reasons, and always with prior authorization from the coordinator, must carry out the activities individually.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5 out of 10 in the final grade (weighted average), keeping in mind that:

The knowledge test accounts for 40% of the final grade. You must achieve a grade of at least 4.0 in the knowledge test in order to calculate an average grade for the subject area. As for the final objective test, if it consists of several parts, it will be left to the professor's discretion to generate an average between the different parts of the test.

The rest of the activities, including case studies, questionnaires, problem-solving and project development, reports and papers and oral presentations, will count for 60% of the final grade. It will be averaged with the knowledge test as long as the compulsory requirement of obtaining a minimum grade of 5 is fulfilled. Work submitted after the deadline set by the professor will not be accepted.

In addition, to be eligible for assessment, students must have an attendance record of over 50%. The university regulations will be followed and no form of plagiarism will be accepted.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period you must obtain a grade higher than or equal to 5 out of 10 in the final grade keeping in mind that:

The knowledge test accounts for 40% of the final grade. In any case, you must achieve a grade higher than or equal to 4.0 in the knowledge test, in order to determine an average grade for all assessment activities.

On the Virtual Campus, you can find information on the activities that must be carried out in order to rectify all those activities not passed nor submitted in the ordinary exam period.

Activities submitted after the deadline will not be accepted.

The university regulations will be followed and no form of plagiarism will be accepted.

8. TIMELINE

This section details the timeline and submission dates for the assessment activities in this subject area.

Topics and assessment activities	Date
Activity 1: The sales function	Weeks 2–3
Activity 2: B2B sales	Weeks 4–5
Activity 3: B2C sales	Weeks 6–8
Activity 4: Sales with key accounts	Weeks 9–11
Activity 5: Design and management of sales teams	Weeks 15–17
Activity 6: Presentation of final Projects	Week 18
Activity 7: Final test	Week 19

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time via the appropriate channels.

9. BIBLIOGRAPHY

The reference material for the subject area is as follows:

- Artal, M. (1997). El vendedor profesional. Madrid: Pirámide.
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- Cron, W. L. & DeCarlo, T. E. (2009). Sales Management. United States of America: John Wiley & Sons, Inc.

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- O'Connor, J. y Seymour, J. (1990). La venta con la PNL. Barcelona: Urano.
- Pease, A. (2006). The definitive book of body language. London: Orion.
- Ury, W. (1991). Supere el No. Barcelona: Ed. Gestión 2000.
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- Weitz, Castleberry, Tanner (2004). Building partnership selling. New York: Mc Graw Hill Irwin.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI, by the acronym in Spanish) offers support to our students throughout their university experience to help them achieve their academic goals. Our work also centres around the inclusion of students with special educational needs, accessibility for all on the different university campuses and equal opportunities.

This Unit offers students:

1. Support and follow-up by means of personal counselling and plans for students who need to improve their academic performance.
2. With regard to support for diversity, non-significant curricular adjustments are made, i.e. in terms of methodology and assessment, for those students with special educational needs, thus pursuing equal opportunities for all students.
3. We offer students a variety of extracurricular learning resources for developing different skills to enrich their personal and professional development.
4. Career guidance through the provision of tools and counselling to students with career doubts or who believe they have made a mistake in their choice of qualification.

Students who need educational support can contact us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the survey area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.