

## 1. BASIC INFORMATION

<b>Course</b>	Sales management and techniques
<b>Degree program</b>	Bachelor's Degree in Sports Management
<b>School</b>	Medicine, Health and Sports
<b>Year</b>	4 <sup>th</sup>
<b>ECTS</b>	4
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	Spanish / English
<b>Delivery mode</b>	Face-to-face / online
<b>Semester</b>	S1
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	Silvio Addolorato

## 2. PRESENTATION

Sales Management and Techniques is a fourth-year subject area on the Bachelor's Degree in Sport Management, and it is taught in the seventh semester. It is worth 4 ECTS, and it is a compulsory subject on the degree programme. Considering the intended learning outcomes, it provides basic and specific training in sales management and techniques. While helping students to understand the theory of sales, it also introduces them to tools for managing sales teams, which will be useful in future team management roles.

The subject area is structured in chronological order, allowing students to gradually engage with increasingly complex content. The subject area syllabus clearly defines the general and specific skills needed to develop the different levels of learning in this subject. The subject area is taught in Spanish and English, given UEM's strong international nature, providing students with the right tools to achieve a level of knowledge that will allow them to work professionally in international settings.

## 3. LEARNING OUTCOMES

### Knowledge

CON01. Knows business action plans for the improvement of processes involving material, human, or economic resources.

CON02. Describes the design of an entrepreneurship and business development process, from its conceptualization to its implementation and evaluation, taking into account the individual and contextual characteristics of the company, as well as the historical, technical and ethical principles.

CON06. Describes the construction and operation processes of different sports facilities.

### **Skills**

HAB01. Develops optimal strategic and analysis tools for sports management

### **Competences**

COMP3. Direct and coordinate teams, both individual and group, in the development of tasks, protocols, processes, and activities related to good exercise practices and physical activity.

COMP5. Organize, direct, plan and coordinate the human resources of the different sports entities, including stress evaluation, organizational charts and other professional structures in conjunction with current regulations.

COMP13. Know, elaborate, and apply strategic analyses that propose creative solutions adapted to the situation of the sports company and its environment

## **4. CONTENTS**

- Design and management of the sales team.
- Marketing vs sales
- Motivation of the commercial team
- The sales cycle - Negotiation techniques and objection management

The subject is organised into 4 learning units, which, in turn, are divided into the following topics:

### **Unit 1.** Introduction to the concept of sales

Topic 1. The concept of sales in the sports industry

Topic 2. Key elements of sales

Topic 3. The sales process

### **Unit 2.** Sales strategies and techniques

Topic 4. Sales strategies and techniques

### **Unit 3.** Planning and implementation of a sales plan

Topic 5. Introduction to sales plans. Definition, functions and creation

Topic 6. Sales plans

### **Unit 4.** The sales department and its management

Topic 7. Sales department management

Topic 8. Sales department remuneration plan

Topic 9. Sales department motivation plan

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

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

- Case studies
- Collaborative learning
- Problem-based learning
- Lectures/Web conferences
- 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	12
Debates and discussions	4
Group work	3
Simulation exercises	6
Excursions	8
Oral presentations	2
On-campus knowledge tests	2
Tutorials	3
Asynchronous lectures	8
Independent working	18
Problem-solving and practical exercises	34
<b>TOTAL</b>	<b>100</b>

### Online mode:

Learning activity	Number of hours
Online seminars	6
Debates and discussions through online seminars	25
Group work	10
Case studies	10
Oral presentations via online seminars	22
Problem-solving	25
On-campus knowledge tests	2
<b>TOTAL</b>	<b>100</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
Performance observation	15%
Learning portfolio, problem-solving and practical exercises	20%
Drawing up reports and written work	15%
Knowledge tests	40%
Case studies	10%

### Online mode:

Assessment system	Weight
Drawing up reports and written work	5%
On-campus knowledge tests	60%
Performance observation	5%
Case studies	15%
Problem-solving and practical exercises	15%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to 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 5.0 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 5.0 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
<b>Activity 1.</b> Key elements of sales at fitness centres	Weeks 5-6
<b>Activity 2.</b> Sales strategies and techniques. Case study application	Weeks 8-9
Individual knowledge test 1	Week 11
<b>Activity 3.</b> Creation of a sales training plan	Weeks 12-13
<b>Activity 4.</b> Creation of a sales plan	Week 15
Individual knowledge test 2	Weeks 17-18

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. BIBLIOGRAPHY

The main reference work for this subject is:

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The recommended Bibliography is:

- American Marketing Association (AMA) (1960). *Committee on Definitions. Marketing definitions. A glosary of marketing terms*. Chicago: Autor.
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## 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 means 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 opportunities 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.