

## Module 25: Sales Management

<b>Stage</b>				3			
<b>Semester</b>				1 or 2			
<b>Module Title</b>				Sales Management			
<b>Module Number</b>				25			
<b>Module Status</b>				Elective			
<b>Module ECTS Credits</b>				5			
<b>Module NFQ level</b>				8			
<b>Pre-Requisite Module Titles</b>				Business Management. Marketing			
<b>Co-Requisite Module Titles</b>				N/A			
<b>Capstone Module?</b>				No			
<b>List of Module Teaching Personnel</b>				Mark Dowling, Clodagh Barry			
<b>Contact Hours</b>				<b>Non-contact Hours</b>			<b>Total Effort (hours)</b>
46				54			100
<b>Lecture</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminar</b>	<b>Assignment</b>	<b>Placement</b>	<b>Independent Work</b>	
36		10		10		44	100
<b>Allocation of Marks (Within the Module)</b>							
	<b>Continuous Assessment</b>	<b>Project</b>	<b>Practical</b>	<b>Final Examination</b>	<b>Total</b>		
<b>Percentage Contribution</b>	40			60	100		

### Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Critically evaluate each phase of the selling process.
2. Evaluate the dynamic nature of forces which impact on customers buying decisions and determine how sales strategies are modified as a result.
3. Create a sales strategy demonstrating a range of selling skills from prospect identification to long-term relationship building and create a master selling plan.
4. Demonstrate an understanding of sales channels alternatives, challenges and selection
5. Examine the roles and responsibilities of the sales manager.

### Module Objectives

This module provides learners with a clear understanding of the principles and practice of selling as a core business function. The relationship between sales management and the marketing environment is explored. Tools and techniques are examined which provide insights into methods for successful sales strategy implementation. Skills in client management to optimise sales efforts are explored.

## **Module Curriculum**

### **Evolution of Selling Models That Complement the Marketing Concept**

- The nature and role of selling
- Characteristics of modern selling
- The relationship between sales and marketing

### **Sales Settings**

- Environmental and Managerial Forces That Impact on Sales
- Sales channels
- Selling services

### **Sales Responsibilities**

- Sources of prospects
- Knowledge and self-management
- Preparation for selling and negotiating
- Relationship management

### **Developing a Relationship Strategy**

- Creating value with a relationship strategy
- Consultative selling
- Communication styles: A key to adaptive selling

### **Personal selling**

- The personal selling process

### **Developing a Product Strategy**

- Creating product solutions
- Product-selling strategies that add value

### **Developing a Customer Strategy**

- The buying process and buyer behaviour
- Organisational & Consumer buyers
- Determining customer needs

### **Managing the Sales Force**

- Applying leadership to sales management
- Recruitment, selection and motivation
- Salesforce evaluation

### **Reading lists and other learning materials**

Jobber, D., Lancaster, G. (2015), *Selling and Sales Management*, 10th Ed., Financial Times / Prentice Hall

Manning, G., Ahearne, M., Reece, B. (2015) *Selling Today: Partnering to Create Value*, Global Edition, 13th Ed., Prentice Hall

Lambert, D. & Dugdale, K. (2011), *Smarter Selling: How to grow sales by building trusted relationships*, 2/E, Prentice Hall

Articles

Marcos-Cuevas, M, Critten, P, Squire, P, Speakman, J. (2014) '*Enhancing the Professional Mindset of Future Sales Professionals: Key Insights From a Master in Sales Transformation*' .Journal of Marketing Education, August 1, 2014 36: 144-145  
Homburg, C. & Stock, R. (2004) '*The Link Between Salespeople's Job Satisfaction and Customer Satisfaction in a Business-to-Business Context: A Dyadic Analysis*'. Journal of the Academy of Marketing Science April 1, 2004 32: 144-158

### **Module Learning Environment**

This module is delivered by means of formal and participative style lectures as well as small group tutorials. Learners are invited to participate in lectures using questions and answers to facilitate learning as well as material coverage.

The college intranet (Moodle) provides supporting material and facilitates assessment submissions. Guest lecturers, both academic and industry are invited to share their knowledge and experiences with the learners.

Tutorials provide opportunities for a broader discussion of the material covered in lectures. Case studies are used to highlight the issues and case discussion is facilitated by the tutor. Quizzes are provided to check learning for both learner and lecturer.

### **Module Teaching and Learning Strategy**

Lectures are delivered in a way that is informative, interesting and engaging. The material is well organised and supported with the use of short real case videos to encourage learners to apply concepts and frameworks to well-known organisations.

Individual, paired and grouped activities will be led using dynamic and engaging methods. Some of the approaches used may include the following:

*Scenarios* are practical exercises and generally quite short and each exercise relates to a specific theme that has been spoken about in lectures. Learners are invited to engage in group discussion that relates to the solving the problem posed within the exercise.

*Videos* are used both during lectures and for application to the flipped classroom model where learners can digest lecture content at their pace and explore content more deeply during class time.

*Presentations* make up part of the learners assessed coursework. Participants on this module learn to develop their communication skills as they are required to present individually to their peers (who act as prospects) in a B2B context. In preparation learners research, write and present their reports.

## Module Assessment Strategy

Formative assessment (not graded) is used to help identify areas that may need improvement. These assessments help to understand learners' progress and to determine teaching effectiveness. For example, clickers are used to survey learners' understanding of topics covered in lectures.

Summative assessments (graded) are used to evaluate learner learning, skill acquisition, and academic achievement resulting from participation on the module.

Two summative assessments are used as follows:

- End of semester final examination 60% and
- Individual case study analysis for completion by learners during the semester 40%.

### Final Exam

This summative assessment is used to assess what has been learned and how well it was learned. The exam is graded and grades indicate whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

### Case Study Report

Use of the case study analysis encourages learners to carry out independent research. Research guidance is provided along with guidance relating to report style, structure, marking criteria, etc., in the assessment brief contained within the learner's handbook distributed at the beginning of semester and available through moodle. .

<b>Module Learning Outcomes - Assessment Matrix</b>		
<b>Learning Outcome</b>	<b>Assignment</b>	<b>Exam</b>
1. Critically evaluate each phase of the selling process	X	X
2. Evaluate the dynamic nature of forces which impact on customers buying decisions and determine how sales strategies are modified as a result.		X
3. Create a sales strategy demonstrating a range of selling skills from prospect identification to long-term relationship building and create a master selling plan.	X	
4. Demonstrate an understanding of sales channels alternatives, challenges and selection	X	X
5. Examine the roles and responsibilities of the sales manager		X