



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sales for Managers				
Module Code	UMKDLL-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Business and Law	Field	Marketing		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	BA(Hons) Leadership and Management Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	n/a		
First CAP Approval Date	14 July 2016	Valid from	September 2017		
Revision CAP Approval Date		Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the principles and theory of Sales Management, personal selling, key accounts and sales force management (A & B) 2. apply Core theory to selling situations and appreciate and assess the implications of decisions (B) 3. analyse and evaluate different sales situations and apply their knowledge to suggest appropriate sales strategies and personal selling actions and solutions (B) 4. Integrate the principles and practice of personal selling, internal customer contact management, internal marketing communications and customer relationship management within Key Account Management (A) 5. Prepare, formulate and execute a sales presentation including a consideration of client objections and follow-up activities (A) 6. Work successfully as a team to produce a customer focused and persuasive sales proposition (A)
Syllabus Outline	<ul style="list-style-type: none"> • Introduction to the development and role of selling in marketing • Sales environment • Sales settings • Market data collection and analysis • International selling • Sales technique • Sales management • Motivation and training • Organisation and compensation • Sales forecasting and budgeting

- Salesforce evaluation
- Ethical considerations

Contact Hours

The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block. There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.

Teaching and Learning Methods

This module is centred on students 'learning by doing' and the emphasis is located on problem-posing learning rather than rote teaching. The specific teaching and learning methods of this module are grounded in the principles and practice of action learning. The approach will be developmental and students will be expected to make a substantial contribution to the content and conduct of the module.

Teaching and learning methods are focused around a problem posing pedagogy that draws on student and peer experiences. Lectures will have blended material embedded within them and may be presented as podcasts on BB for students to follow at any time. Students will be exposed to the more complex technical, organisational and social concepts through seminars and workshops. Workshops offer the opportunity to apply the theory accrued in both lectures and private study primarily through the use of case studies and the critical appraisal of 'live' cases and issues. Cases and issues will be drawn from the students own working environment. The workshop programme explores and applies core syllabus concepts within a broad marketing arena and within the specialist context of the student's working practice.

Scheduled learning includes on-line materials such as lectures, seminars, tutorials, workshops.

Independent learning includes hours engaged with essential reading, data collection in own organisation or case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly.

Key Information Sets Information

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150



The table below indicates as a percentage the total assessment of the module which constitutes a -

- Written Exam:** Unseen written exam, open book written exam, In-class test
- Coursework:** Written assignment or essay, report, dissertation, portfolio, project
- Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		50%	
Practical exam assessment percentage		50%	
			100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

Essential reading

Students are expected to purchase or have open access to following text as it is considered core to the module:-
 Jobber, D. and Lancaster, G. (2012) *Selling and Sales Management*, 9th edn London: Prentice Hall

Indicative Reading List

Other reading

Anderson and Dubinsky (2004) *Personal Selling*, London, Houghton Mifflin.

Donaldson, B. (2007) *Sales management: Theory and practice*. Basingstoke: Palgrave

Friedman (1980) *Birth of a Salesman: The Transformation of Selling in America*, Harvard University Press.

Hair, J. (2010). *Sales management: building customer relationships and partnerships*. Ohio: Cengage

Johnston, M., and Marshall, G. (2013) *Sales Force Management (11th ed)*. London: Routledge

Johnston, M., Marshall, G. (2013) *Contemporary selling: building relationships, creating value*. London: Routledge

Ober (2004) *Contemporary Business Communication*, London, Houghton Mifflin.

Rackham (2004) *SPIN Selling*, New York, Prentice Hall.

Journal articles

Morrison, A, & Wensley, R 1991, 'Boxing up or Boxed in?: A Short History of the Boston Consulting Group Share/Growth Matrix', *Journal Of Marketing Management*, 7,

	2, pp. 105-129. Strahle, W, & Spiro, R 1986, 'Linking Market Share Strategies to Salesforce Objectives, Activities, and Compensation Policies', Journal Of Personal Selling & Sales Management, 6, 2, p. 11
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Part 3: Assessment	
Assessment Strategy	<p>The assessment strategy has two components: A) which is a group presentation about core sales process concepts in the workplace; and B) coursework in the form of an individual 1,500 word report, that allows critical analysis of sales management concepts and integrated application of various concepts to a practical situation within the work place. .</p> <p>Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regards to developing thinking and approaches to assessment and working with the assessment criteria.</p>

Identify final assessment component and element	<i>Component A</i>	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.Group presentation: core sales process concepts in the workplace (30 mins inc Q&A)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. report: critical analysis of application sales management concepts 1,500 word	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.Individual Sales presentation	100%
Component B Description of each element	Element weighting (as % of component)
1.Individual reflective report- work based	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.