



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Key Account Management				
Module Code	UMKD6W-15-3	Level	3	Version	1
Owning Faculty	FBL	Field	Marketing		
Contributes towards	BA(Hons) Business Studies; BA(Hons) Marketing; BA(Hons) Marketing Communications; BA (Hons) Business with Marketing; BA(Hons) Business Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations	None		Module Entry requirements	Stand alone	
Valid From	September 2012		Valid to		

CAP Approval Date	QMAC Dec 11
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Part 2: Learning and Teaching	
Learning Outcomes	<p>Following successful completion of this module, students should:-</p> <ol style="list-style-type: none"> 1. Understand the principles and theory of Key Account Management, personal selling and sales force management (A & B) 2. Be able to apply the theory of personal selling to selling situations and appreciate and assess the implications of their decisions (B) 3. Be able to 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"> • The meaning and role of personal selling in IMC • Understand Key Account Management Process • The personal selling context and the selling environment • Theoretical underpinnings of personal selling • The personal selling process and the stages of selling • Sales techniques and sales presentations • Key Account Management theory and issues • Internal marketing communications principles and management • Corporate communications and the role of customer contact management

	<ul style="list-style-type: none"> • Integrated approaches to Personal Selling, Integrated Marketing Communications and Customer Relationship Management • Ethical considerations in employee and external personal sales strategies
Contact Hours/Scheduled Hours	Contact will be through three hours of lectures and seminars each week. Students will be expected to prepare for the seminar activity and guidance will be given on the content of that preparation.
Teaching and Learning Methods	<p>The teaching and learning strategy associated with this module is based around a series of lecture and tutorials. Lectures are used to develop a body of knowledge and offer recommendations for further related reading and knowledge development. Tutorials offer the opportunity for critical application of the theory accrued in lectures and private study, primarily through the use of topical and wide-ranging case studies.</p> <p>Students will be exposed to a variety of different learning activities which may include the following:-</p> <ul style="list-style-type: none"> - Case study analysis - Guest lectures covering aspects of global marketing - Problem-based challenges <p>The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value.</p>
Reading Strategy*	<p>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.</p> <p>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.</p> <p>Essential reading Students are expected to purchase or have open access to following text as it is considered core to the module:-</p> <p>Jobber, D. and Lancaster, G. (2009) <i>Selling and Sales Management</i>, 8th edn London: Prentice Hall.</p>
Indicative Reading List	<p>Further reading</p> <p>Anderson and Dubinsky (2004) <i>Personal Selling</i>, London, Houghton Mifflin.</p> <p>Belch and Belch (2003) <i>Integrated Marketing Communications</i> (Ed 5), London, McGraw- Hill/Irwin.</p> <p>Carnegie (2006) <i>How To Win Friends And Influence People</i>, London, Sage. Fisher (2003) <i>Getting to Yes: Negotiating Agreement Without Giving In</i>, London, Sage.</p> <p>Friedman (1980) <i>Birth of a Salesman: The Transformation of Selling in America</i>, Harvard University Press.</p> <p>Ober (2004) <i>Contemporary Business Communication</i>, London, Houghton Mifflin.</p>

	<p>Pickton and Broderick (2001) <i>Integrated Marketing Communications</i>, London, Pearson.</p> <p>Rackham (2004) <i>SPIN Selling</i>, New York, Prentice Hall.</p> <p>Academic and Practitioner Journals</p> <p>European Journal of Marketing Journal of Marketing Management Harvard Business Review International Journal of Advertising International Marketing Review International Journal of Research in Marketing Journal of International Business Studies Journal of World Business Journal of Global Ethics</p> <p><u>Other</u></p> <p>Any/all broadsheet newspapers</p>
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Part 3: Assessment		
Assessment Strategy	<p>The assessment methods have been selected to assess both students' understanding of the theoretical and applied dimensions of the sales process and sales management. Opportunities for formative assessment and interim feedback are built into module delivery (for example, in the case study based tutorials, skills workshops and tutor 'surgeries').</p> <p>The assessment strategy has two components:</p> <p><u>Component A</u>: is a group presentation undertaken on completion of the module to assess students' knowledge and understanding of core sales process concepts.</p> <p><u>Component B</u> is a case-based individual 2,500 word essay case-based that allows critical analysis of sales management concepts and integrated application of various concepts to a practical situation.</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 regard to developing thinking and approaches to assessment and working with the assessment criteria.</p> <p>The assessment criteria for components A and B elements are reviewed annually to ensure that they reflect the assessment strategy and learning outcomes.</p>	
Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 60%	B: 40%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Group Sales Presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Individual Essay (Case- based)	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 Essay (Case-based)	100%
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	