

1 Module 24 Selling, Negotiating and Sales Management

1.1 Headline information about the module

Module title	Selling, Negotiating and Sales Management
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	24
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Bachelor of Arts (Hons) in Business Bachelor of Arts (Honours) in Business (Marketing)
Stage of parent programme	Award
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Full Time, Part Time, Blended
Entry requirements (statement of knowledge, skill and competence)	Learners must have completed the previous stage or equivalent.
Pre-requisite module titles	Marketing Fundamentals
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturing staff are required to hold at least a master's degree in a business-related discipline and / or an equivalent professional qualification. Lecturers should have industry experience in their field of delivery and lecturing experience.
Maximum number of learners per centre (or instance of the module)	100
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	4 hours
Module-specific physical resources and support required per centre (or instance of the module)	<ul style="list-style-type: none"> Fully equipped classroom for lectures, with capacity to hold at least 100 learners, including projection and video recording capability, internet access, and presentation software Tutorial rooms to accommodate 25 learners Online broadcasting and recording capability to stream and store lectures

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1/100	36
Monitoring and small-group teaching	1/25	10
Other	-	-
Independent Learning		
Directed e-learning (hours)		-
Independent Learning (hours)		79
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50%	-	-	50%	100%

1.2 Module aims and objectives

This module introduces the learner to the principles and practice of selling as a core business function. The relationship between sales management and the marketing environment is explored and tools and techniques are examined which provide insights into methods for successful sales strategy implementation. Skills in client management to optimise sales efforts are also investigated.

1.3 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) Explain the concept of selling in the information era
- (ii) Evaluate the dynamic nature of forces which impact on customers' buying decisions and determine how sales strategies are modified as a result
- (iii) Create a sales strategy demonstrating a range of selling skills from prospect identification to long-term relationship building and create a master selling plan
- (iv) Examine the roles and responsibilities of the sales manager

1.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

Organisational growth relies heavily on the successful design and implementation of sales strategies. The role of the salesperson plays an important part in customer relationship management and in the information era where knowledge exchange dominates selling today. The module explores the nature of selling and the relationship between selling and marketing. It looks at the impact of forces on sales and sales strategies. The importance of building relationships, and developing product and customer strategies are discussed. The module also looks at the negotiation and communication skills needed in the modern sales environment. Finally the module discusses managing the sales team, and the need for leadership in the role.

This module specifically supports the achievement of MIPLOs 1, 5, 6, 9, 10, and 12. See appendices 1 and 2 of the programme document for more detail of the mapping.

1.5 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for award stage modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources.

1.6 Module content, organisation and structure

Introduction to Sales and Sales Management

- The nature and role of selling
- Characteristics of modern selling
- The relationship between sales and marketing
- Evolution of selling models that complement the marketing concept
- Selling in the information era

Sales Settings

- Environmental and managerial forces that impact on sales
- Technological forces and knowledge workers in the information economy
- Selling professional services
- Sales channels and dealing with multiples

Developing a Relationship Strategy

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

Developing a Product Strategy

- Creating product solutions
- Product configuration
- Selling solutions: product-selling strategies that add value
- Adding value: feature / benefit strategy

Developing a Customer Strategy

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

Preparing for Formal Negotiations

- Common types of buyer concerns
- Specific methods of negotiating buyer concerns
- Methods for creating value in formal negotiations
- How to work with buyers trained in negotiation

Personal Selling Skills

- Customer-orientated selling
- Phase of the selling process
- Presentations and demonstrations
- Dealing with buyer objections
- Closing the sale

Managing the Sales Force

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

1.7 Module teaching and learning (including formative assessment) strategy

This module is delivered through a series of lectures and tutorials supported by resources uploaded to the virtual learning environment (VLE), Moodle. Case studies and role play encourage learners to view their learning in real-world settings. Quizzes provide opportunities for both lecturer and learners to review their learning experience. Lectures are delivered in a way that is informative and engaging. The material is well-organised and is supported through the use of short, real case videos to encourage learners to apply concepts and frameworks to well-known organisations.

Computer supported collaborative learning (CSCL) provides formative assessment opportunities through online quizzes / multiple-choice questions and web-enabled collaborative learning apps. Opportunities for peer interaction and immediate feedback for both the learner and lecturer empowers all in the learning community. Mini-case studies presenting sales issues in a variety of contexts provide for individual and group work, and open classroom discussion.

1.8 Work-based learning and practice-placement

There is no work-based learning or practical placement in the module.

1.9 E-learning

Course content, notes, articles, videos, etc. are uploaded to Moodle, the college virtual learning environment (VLE), to support learners. Lecture notes, case studies and other relevant information including academic journal articles are uploaded each week and, through Moodle, assignments can be submitted and individual feedback given to each learner. Online classes and seminars are provided for learners undertaking the 'Blended Learning' courses.

1.10 Module physical resource requirements

The module requires a fully equipped classroom for lectures, with capacity to hold at least 100 learners, including projection and video recording capability, internet access and presentation software, and tutorial rooms to accommodate 25 learners. Online broadcasting and recording capability to stream and store lectures is also required.

1.11 Reading lists and other information resources

Primary Reading

Jobber, D., Lancaster, G. (2019) *Selling and Sales Management*, 11th Ed. New York / Harlow: *Financial Times* / Prentice Hall.

Manning, G., Ahearne, M., Reece, B. (2019) *Selling Today: Partnering to Create Value*, Global Edition, 14th Ed. Harlow: Prentice Hall.

Secondary Reading

Lambert, D. and Dugdale, K. (2011) *Smarter Selling: How to grow sales by building trusted relationships*, 2nd Ed. Harlow: Prentice Hall.

Journals

Journal of Personal Selling and Sales Management

Journal of Selling and National Account Management

Industrial marketing management

1.12 Specifications for module staffing requirements

Lecturing staff are required to hold at least a master's degree in a business-related discipline and / or an equivalent professional qualification. Lecturers should have industry experience in their field of delivery.

1.13 Module summative assessment strategy

Assessment for this module is divided into two elements: an individual coursework sales proposal assignment and an end-of-semester examination, both of which account for 50% of the total allocated marks for the module.

Learners respond to a request for tender (RFT) from a prospect seeking procurement from potential suppliers for a particular product or service. This requires evaluation after which learners devise appropriate sales strategies/solutions, and a written sales proposal is produced in response to the RFT. The end-of-term exam is graded indicating whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

The assessed work breakdown is indicated in the table below.

No.	Description	MIMLOs	Weighting
1	Sales Proposal	(i), (iii)	50%
2	Examination	(i) to (iv)	50%

1.14 Sample assessment materials

The sample assessment materials are included in a separate document.