

SYLLABUS

Sales Management

Academic year 2024/2025

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1. General Organization

1.1. Subject Information

Subject Information	Topic	Sales Management
	Topic Code	11_2MaPM_FT-EN-14
	Program Name	Master in Project Management Official Program of Universidad Internacional de la Empresa
	Credits	3 ECTS
	Type	Obligatory
	Year	First
	Period	Second
	Language	English
	Teaching Modality	On-Campus
	Recommended study dedication per 1 ECTS	25 hours

1.2. Faculty

Teacher's name	Alexia de la Morena PhD Marketing
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1.3. Subject Presentation

A project Manager that participates in the sale of the projects must know the marketing techniques that allow him to understand the market and to know to his client, to know how the sales processes develop and to know to fit these commercial capacities with his Management activities as Project manager.

This course will indicate how the project Manager is involved in the sale of projects. It will show how the sales activity fits within the activities of an organization, the marketing activities used as support for the sale and finally a framework of analysis of the sales process will be presented.

Within this framework, students will be taught how fundamental is the management of communications in and out of the project to ensure the success of the project. Communication is also essential in the change management process in order to evaluate requests and make informed and sensible decisions about whether to incorporate them or not.

The subject will focus its attention on the analysis of the most important tools and techniques for the efficient sale of projects. Main features of a sale, the offers, contracts and stakeholders involved, deepening the sales processes.

This subject will complement the skills of the students as project managers with skills to access the client, understand their needs and thus be able to make a proposal that satisfies these needs and sell the project.

1.4. Competences and Learning results

CC7 Recognising characteristics of the planning and the necessary resources for the communication and sale of a project.

HD3 Work in an interdisciplinary team either as a member or with a supervisory to help develop projects pragmatically and with a sense of responsibility, commitments taking the available resources into account.

HD6 Applying time management in the project the activities to be carried out according to criteria of urgency and importance, among others,

CP6 Involve stakeholders in the development of the project, addressing expectations and be satisfied by the Project.

CP9 Inform about of a project's values from the design stage to the presentation of results to create interest and encourage.

CP10 Using marketing techniques optimise a sale process for a particular project.

LEARNING OUTCOMES

- Treatment of the relevant information and how it is provided to project stakeholders, in accordance with the established plan.
- Student familiarisation with the project sale environment.
- Analysis of the main features of sales, offers, contracts and stakeholders.
- Detailed knowledge of the sales processes of a project.
- Provision of techniques and tools for managing project sales.

2. Content

Analysis of the most important techniques and tools for efficient project sales. Main features of sales, offers, contracts and stakeholders, studying sales processes in detail.

1. The project as a saleable product.
 - 1.1 What is sold: solutions or products?
 - 1.1.1 Features.
 - 1.1.2 Project types.
 - 1.1.3 Basic principles for sale of solutions
 - 1.2. Main characteristics of a seller.
2. The project sale process.
 1. Introduction.
 2. Sub-processes of the sale process.
 3. Planning the interview with the customer.
 4. The art of listening in the sale.
 5. The sale process for latent opportunities
 6. The sale process for active opportunities
3. Type of offer and contract.
 1. The offer.
 2. The contract.
4. Creation and contents of offers.
 1. Planning tools: key contacts list and prospect profile
 2. Tools for attracting new customers. The value proposition
 3. Tools to help the customer admit he has problems or needs. Diagnosis model and situation control questions
 4. Selling in tenders
 5. Tools for gaining access to upper echelons with buying decision power
 6. Tools for controlling the customer's buying process
 7. Tools for management of the opportunities found in the sales pipeline
5. Strategic sale method
 1. Buyers.
 2. Risks.
 3. Forms of response.
 4. Result and Earning.

5. The sales pipeline.
6. The perfect customer.
7. The Action Plan

3. Teaching and Learning Methodologies

Problem-based learning: This methodology places the student at the center of learning. Having previously shared the information and knowledge necessary to deal with the problems, the resolution of these demands the student a process of recognition of the lessons learned, identification of the needs of the problem and development of the appropriate skills to achieve a satisfactory result. The key to the success of this methodology in the program we are dealing with, is the problem-solving and prior exposure, analysis and synthesis of information and knowledge to be sufficient to achieve the best possible outcome in solving the problem, but also to address enough learning and improvement challenges that motivate students and achieve effective learning

Learning based on experience: This methodological approach bases its effectiveness on the weight of experience in our learning processes. We learn much more from what we do than from what we hear or see. In the program that concerns us, we train professionals to manage and manage projects, so each step, each subject and each module must be oriented towards the development of appropriate skills in project management and management situations. In this sense, the students will work in different projects, across the course and throughout the course to be able to deploy and test the learning as the course progresses.

Case study: The case method would be a complement or a nuance with respect to the methodologies previously proposed. While the final project and business practices may place students in real contexts of problem solving and learning based on experience, most situations must be fictitious, supported by real cases, known or experienced by teachers, and will promote student learning in a simulation environment, without jeopardizing the success of a real project.

Seminars and conferences: Your training will be complemented by the organization of seminars and conferences in which professionals of recognized prestige and real experience in the field will participate.

“Students with disabilities or special educational needs”

EAE Business School will guarantee the achievement of the skills listed for all students. Those students who present special educational needs related to their hearing, visual, physical and/or organic, intellectual disability, mental health problems or temporary disability that directly affect the achievement of their academic results, will be attended by Student Services. Analyzing the particular case, the unit will establish the appropriate measures for curricular adaptation and will provide academic support to both the faculty and the student to achieve them.

It will be an essential requirement for this to issue a report on curricular adaptations by said Unit, so students with disabilities or special educational needs must contact it, in order to jointly analyze the different alternatives.

4. Activities

Learning activities
<p>Exposition: Group activities in which the teacher shares with the group knowledge and experiences that serve to frame or provide content for the subject. This exhibition can be oral or written, in the form of a presentation or using any other technological or audiovisual medium. In certain circumstances, the teacher instructs students individually or in teams, they are the ones who perform exposure of the key aspects of a subject, prior research topics to be exhibited.</p>
<p>Comparison of previous knowledge: The contrast with previous knowledge, before or after an exhibition, will be key to reinforce, and strengthen the lessons learned. The diversity of profiles, previous knowledge and experience of the students that make up a group makes this permanent exercise of contrast with their previous knowledge especially difficult, but it is at the same time a source of enrichment that guarantees that the limits of how far each can reach group only depends on the group itself.</p>
<p>Discussion: Once a knowledge acquisition phase is over, activities are proposed that make it necessary to relate this knowledge, understand it in order to explain and contrast it. These are the activities that we include under the debate and that are of a group nature, although they can be carried out in a different way. In small groups or groups, orally or in writing, based on some questions and discussion guidelines or the students being the protagonists of the moderation itself. In any case, any debate activity will be aimed at achieving a series of conclusions that will be the guarantee of progress in the acquisition of the expected learning. The comparison of scenarios is usually an activity of debate that helps in moderating them and in addressing the conclusions reached.</p>
<p>Summary: It gathers a whole set of activities, individual or group, that allow to clearly identify the lessons learned. From the realization of a scheme or conceptual map, to the resolution of an exercise, through a presentation or a role-playing game, we will find multiple activities that try to show the acquisition of specific knowledge and skills.</p>
<p>Problem solving: Problem solving activities generate scenarios of application of the lessons learned and deployment of the skills developed during the course. They can be both individual and group activities. In solving problems, the scenario is limited and the student is presented very clearly the type of resolution that is expected and the competencies to be deployed for such resolution.</p>
<p>Case Studies: The resolution of cases places the student in a context very close to that of business reality, where he, individually or in groups, must identify the problem or problems to be solved and display the competencies that he considers most appropriate depending</p>

on of the expected outcome. The resolution of cases will involve, in most cases, the creation of management and project management scenarios to display the acquired competencies.
Self-study: Individual study for exam preparation.
Tutorials: Sessions to resolve doubts about theoretical concepts or practical work.

5. Assessment

5.1. Assessment methods

The Student Assessment Model at the University follows the principles of the European Higher Education Area (EHEA).

Assessment system	Weighting
Continuous assessment activities *	60 %
Weight of each activity: Participation: 20 % Individual work or group work: 30 % Class presentations: 10 %	
Assessment system	Weighting
Exams*	40%
Final Exam	

***In order to pass the course it is mandatory to obtain a minimum average of 5 points in each part independently (Continuous assessment activities and Exams)**

The final grade will be calculated using the weighting described above, except in the case of failure to pass at least one of the two sections. In the latter case, the final grade will be the lowest grade between the continuous assessment activities and the exams.

For sanctions associated with lack of academic honesty, the 'Normativa General de Evaluación y Calificación de la Universidad y la Normativa de Convivencia y Reglamento Disciplinario de Estudiantes' (General Regulation for Assessment and Qualification of the University and the Coexistence and Disciplinary Regulations for Students) will be applied. In particular, the use of content authored by someone other than the student himself must be adequately cited in the submitted work. In the event of a coincidence of more than 15% -reproducing information

from sources without properly citing them-, the sanction will be a fail grade (0) in the activity in which it is detected.

In case of repeated behavior, the penalty will be a fail grade (0) in the subject and loss of the call in which the infraction occurred, in addition to the decision taken by the disciplinary committee for being a very serious infringement. Likewise, the use of fraudulent means during the exams will imply a fail (0) and may imply the opening of a disciplinary file.

In order to be assessed in ordinary call, you may not have more than 25% of absences in attendance.

In extraordinary call, the same competences/learning results will be assessed using the same system as in ordinary call. The student must repeat only the evaluative activities that he/she has not passed in ordinary call. Only students who have obtained a final grade of "Fail" or "Not submitted" may apply for extraordinary call.

5.2. Grading system

The course grade will be established on a numerical scale from 0 to 10, with the following associated qualitative grades:

Level of Proficiency	Official Grade	Qualitive Grade
Very competent	9,0 - 10	Outstanding
Proficient	7,0 - 8,9	Remarkable
Acceptable	5,0 -6,9	Passing
Not yet competent	0,0 -4,9	Failed

The mention of "Matrícula de Honor" ("Honors" degree) may be awarded at the discretion of the teacher to students who have obtained a grade equal to or greater than 9.0. One honors degree may be awarded for every 20 students when the teacher of the subject considers the performance of the candidates have been exceptional. In the event that the number of students in the group is less than 20, just one Honors Degree may be awarded.

In each of the activities carried out, **the achievement of the learning results** will be measured, with impartiality and objectivity.

6. Bibliography

Basic

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SPIRO, Rosann; STANTON, William; RICH, Greg. *Management of a Sales Force*. McGraw-Hill/Irwin, 2002. ISBN-10: 0072398876.

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KOTLER, Philip; ARMSTRONG, Gary. *Principles of Marketing*. Prentice Hall, 2013. ISBN-10: 0133084043.

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