

MODULE SPECIFICATION PROFORMA

Module Title:	Sales: Theory and Practice	Level:	5	Credit Value:	20
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Module code:	BUS562	Is this a new module?	No	Code of module being replaced:	N/A
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Cost Centre(s):	GAMG	JACS3 code:	N211
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With effect from:	September 17
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School:	Business	Module Leader:	Prof Chris Jones
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Applied Business	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BA (Hons) Retail Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BA (Hons) Business Development Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: April 16

Date revised: February 17 (to incorporate new programmes)

Version: 2

Module Aims

1. Explore the complexities of human decision making, rationalising the latest research explaining how individuals and consequently consumers make a decision.
2. Build on this knowledge and seek to apply this in a sales context. By understanding the complexities (and more importantly the biases and quirks) in the human decision making process, we will explain how professionals can develop more effective sales tactics. This will investigate selling in its broadest sense, ranging from direct selling of a product to the designing of a pricing structure for a range of products.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Demonstrate an understanding of the mental processes that guide consumer perceptions, attitudes, memory and choices	KS5	KS6
2	Apply their knowledge of the mental process that influences consumer behaviour to develop effective sales tactics	KS1	KS3
3	Evaluate appropriate leadership styles for different sales situations and scenarios	KS2	
4	Identify ethical dilemmas and corporate social responsibility issues relating to the sales environment	KS7	

Transferable skills and other attributes

Derogations

None

Assessment:

Indicative Assessment One:

Students will be given a particular sales context and required to role-play how they would manage that situation. The activities will take place in groups and 10% of the marks will be awarded for peer assessment. Students will also be required to write a 500 word reflective statement on their performance and the performance of the group.

Indicative Assessment Two:

Students will be required to write an individual report that examines a cross-section of sales techniques applied to a specific scenario. The scenario will change across assessment periods and will endeavour to be relevant to contemporary issues.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,3	Practical	40		1500
2	2,4	Report	60		2500

Learning and Teaching Strategies:

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Each week, a one-hour classroom lecture will be followed by a two-hour tutorial. Further content may be available to the students digitally through the learning platform. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material to form a basis for group work through practical exercises.

Syllabus outline:

1. Positioning Sales in the wider corporate context
2. Research as an approach to developing effective market knowledge
3. Prospecting techniques

4. Introducing theoretical seller-buyer relationship models
5. Preparing, planning and delivering an effective sales call
6. Aligning the selling and buying processes
7. Assessing selling strategies models and developing the sales drivers
8. Handling objections and negotiation skills
9. Understanding the 'after sales' service
10. Creating strategic sales plan for various organisations

Bibliography:

Essential reading

Manning, G. L., Ahearne, M. and Reece, B. L. (2015), *Selling Today: Partnering to Create Value*. Pearson Education.

Other indicative reading

Cialdini, R. (2013), *Influence: Science and Practice*. 5th ed., Harlow: Pearson.

Johnston, M. W. and Marshall, G. W. (2016), *Contemporary Selling: Building Relationships, Creating Value*. 5th ed., Routledge.

Baron, J. (2007) *Thinking and deciding* (4th edn.) Cambridge, U.K.: Cambridge University Press. Gigerenzer, G., Hertwig, R., & Pachur, T. (2011). *Heuristics: The foundations of adaptive behaviour*. New York, U.S.: Open University Press, USA.

Kahneman, D., & Tversky, A. (2000) *Choices, Values and Frames*. Cambridge, U.K.: Cambridge University Press. Plous, S. (1993) *The psychology of judgement and decision making* Philadelphia, U.S.: Temple University Press.

Brown and Co. Kahneman, D. (2011) *Thinking, fast and slow*, New York: Farrar, Straus and Giroux.

Journals:

Journal of Selling