

Module Title: Sales: Theory and Practice	Level: 5	Credit Value: 20
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Module code: BUS562	Cost Centre: GAMG	JACS2 code: N211
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Semester in which to be offered: Semester 2	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: April 2016 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): None
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Originating School: Business	Module leader: Prof Chris Jones
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours: 36	
Independent study hours: 164	

Programme(s) in which to be offered: BA (Hons) Applied Business	Pre-requisites per programme (between levels): None
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Module Aims:

Students will:

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.

Expected Learning Outcomes:

At the end of this module, students should be able to:

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).

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessment:

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1, 3	Practical exercise	40%	N/A	1,500
2	LO: 2,4	Report	60%	N/A	2,500

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.

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