



COURSE DESCRIPTION
Sales management
Academic year 2026-2027

1. Programme-related data

1.1. Higher Education Institution	Babeș-Bolyai University
1.2. Faculty	Business
1.3. Department	Hospitality Services
1.4. Field	Business Administration
1.5. Level of study	Master
1.6. Degree programme / Qualification	Procurement and Supply Chain Management /Master
1.7. Form of education	Full time

2. Information regarding the discipline

2.1. Name of the discipline	Sales management	Codul disciplinei	IME0101
2.2. Course coordinator	Conf. univ. dr. Cristina FLEȘERIU		
2.3. Seminar coordinator	Conf. univ. dr. Cristina FLEȘERIU		
2.4. Year of study	2	2.5. Semester	II
		2.6. Type of assessment	Exam
2.7. Course status	Optional	2.8. Course type	Specialisation subject

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	2	of which: 3.2. course	1	3.3. seminar/ laboratory/ project	1
3.4. Total of hours in the curriculum	24	of which: 3.5. course	12	3.6. seminar/ laboratory	12
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					12
Additional research in the library, on subject-specific electronic platforms, and on-site					12
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					13
Tutoring (professional guidance)					2
Examinations					2
Other activities					10
3.7. Total hours of individual study (IS) and self-taught activities (ST)				51	
3.8. Total hours per semester				75	
3.9. Number of credits				3	

4. Prerequisites (where applicable)

4.1. curriculum-related	
4.2. skills-related	

5. Specific conditions (where applicable)

5.1. course-related	Classroom equipped with computer and projector
5.2. seminar/laboratory-related	Classroom equipped with computer and projector

6.1. Competencies resulting from the completion of the degree programme

Professional competencies	
Competency code	Competency
PC24	Performs data analysis
PC20	Uses spreadsheet software
PC17	Includes economic criteria in the decision-making process
PC8	Contributes to the development of the annual budget
Transversal competencies	
Competency code	Competency
TC3	Think analytically
TC4	Teamwork
TC5	Think critically

6.2. Learning outcomes relevant to the degree programme

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC8 PC17 PC20 PC24 TC3 TC4 TC5	The student/graduate explains the concepts and strategies of procurement, negotiation, and commercial contracts. The student/graduate interprets the mechanisms for supplier selection and evaluation.	The student/graduate applies negotiation techniques and methods for managing supplier relationships. The student/graduate analyzes and develops procurement strategies and commercial agreements.

7. Subject-specific learning outcomes

Knowledge and understanding
1. The student/graduate masters the core stages of the sales process and understands the clear strategic distinctions, interfaces, and friction points between marketing and B2B sales functions.
2. The student/graduate explains the structure of commercial management systems, team role allocations, territorial division principles, and target market profiling methodologies.
3. The student/graduate understands the technical architecture of sales budgeting, performance tracking control systems, and the strategic implementation of CRM software for client retention.
4. The student/graduate identifies key performance indicators (KPIs), structural motivation programs, and the operational impact of ongoing digitalization on industrial sales forces.
Specific academic skills
1. The graduate/student has the ability to build, analyze, and test a functional sales budget model, applying rigorous economic criteria to manage variance tracking and cost-controls.
2. The graduate/student possesses the capacity to extract and interpret data from digital tools and automation spreadsheets to make informed, objective commercial decisions.
3. The graduate/student demonstrates analytical and critical thinking skills while solving practical team-based case studies focused on incentive schemes and territorial sales mapping challenges.
4. The graduate/student has the capacity to construct real-world client lifecycle evaluation sheets (such as Customer Lifetime Value models) and recommend strategic adjustments to existing commercial frameworks.

8. Contents

8.1. Course	Teaching and learning methods	Remarks
Sales Process and Types of Sales (Introduction to sales management, presentation of the course and student requirements; defining the sales process and fundamental differences between selling and marketing; detailed stages of the sales process; classification and analysis of the types of sales)	Oral presentation, multimedia, exemplification	3 courses (3 hours)
Sales Management System and Territorial Planning (Structure and organization of the sales force; objectives and roles of the sales team; determining territorial zones and evaluating target markets; types of salespeople and specific profiles)	Oral presentation, multimedia, exemplification	2 courses (2 hours)
Budgeting and Controlling Sales Activity (Sales budget: definition, planning, and evaluation; control systems, activity monitoring, and measuring global commercial performance)	Oral presentation, multimedia, exemplification	2 courses (2 hours)
Digitalization and Technologies in Sales Management (The impact of digital technologies on the sales process; utilization of modern digital tools to support commercial activities)	Oral presentation, multimedia, exemplification	1 course (1 hour)
Performance Evaluation and Team Motivation Strategies (Evaluation techniques and key performance indicators/KPIs; motivation programs, compensation schemes, and rewards)	Oral presentation, multimedia, exemplification	2 courses (2 hours)
Customer Relationship Management (CRM) and Customer Loyalty (Introduction to CRM: definition and strategic role in sales; client retention and loyalty strategies; customer value analysis and the importance of long-term relationships)	Oral presentation, multimedia, exemplification	2 courses (2 hours)
Bibliography		
1. Jolles R. L. (2009), Customer Centered Selling: Sales Techniques for a New World Economy, Free Press, New York 2. Hase S. & Busch C. (2018), The quintessence of Sales: What you really need to know to be successful in sales, Springer, Berlin. 3. Ingram T.N., LaForge R.W., Avila R.A., Schwepker Jr. C. H., Williams M.R. (2020), Sales Management: Analysis and decision making, 10-th edition, Routledge, New York. 4. Jobber D., Lancaster G. & Le Meunier-FitzHugh K. (2019), Selling and Sales Management, 11-th edition, Pearson Education Limited, New York. 5. Wirtz J. (2023), Essentials of services marketing, 4-th edition, Pearson Education Limited, New York. 6. Wirtz, J. & Lovelock, C. (2022) Services marketing: people, technology, strategy, 9-th edition, World Scientific, New Jersey.		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
Sales Process and Commercial Typologies (Introductory debates regarding sales vs marketing differences and the organization of project teams; case studies applied to the stages of the sales process; practical role-play simulations on various types of sales)	Practical applications, Case studies	3 seminars (3 hours)

Structural Organization and Territorial Allocation (Exercises regarding the design of the organizational structure for a sales force; case study on dimensioning territories and matching specific salesperson profiles)	Practical applications, Case studies	2 seminars (2 hours)
Budgeting and Control Systems (Practical development of a simplified sales budget model; analysis of budget variances and setting control indicators)	Practical applications, Case studies	2 seminars (2 hours)
Technologies and Digitalization in Sales (Comparative analysis of software and digital tools used in sales force automation)	Practical applications, Case studies	1 seminar (1 hour)
Evaluating and Motivating the Sales Force (Defining and implementing a dashboard with key performance indicators/KPIs; designing a strategic plan for team motivation and commercial rewards)	Practical applications, Case studies	2 seminars (2 hours)
CRM Management and Final Evaluation (Practical applications on CRM business processes and customer retention strategies; analysis of customer lifetime value/CLV and the final defense/presentation of semester projects)	Practical applications, Case studies	2 seminars (2 hours)

Bibliography

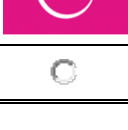
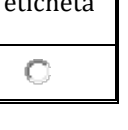
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2. Hase S. & Busch C. (2018), The quintessence of Sales: What you really need to know to be successful in sales, Springer, Berlin.
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9. Evaluation

- **The same evaluation criteria are maintained for all exams sessions. The components of the evaluation process carried out during the semester cannot be recovered/redone in the examination sessions.**
- **To be able to accumulate the points obtained during the semester, it is mandatory to obtain a minimum of 5 (five) in the final exam (written/oral).**

Type of activity	9.1 Evaluation criteria	9.2 Evaluation methods	9.3 Percentage in the final grade
9.4. Course	• understanding and mastering specialized concepts; • correctness of using the accumulated specialized knowledge; • logical coherence in thinking.	Final written exam	60%
9.5. Seminar/ laboratory	• ability to solve case studies; • acquiring specialized language; • involvement in seminar activities.	Portfolio of activities - during the semester	40%
9.6 Minimum standard for passing			
• knowing the fundamental notions taught; • correct use and application of specialized concepts.			

10. SDG labels (Sustainable Development Goals)¹

		Sustainable Development Generic Label						
								
								Nu se aplică nici o etichetă
								

Date of entry:

22.05.26

Signature of course coordinator

Conf. univ. dr. Cristina Fleșeriu

Signature of seminar coordinator

Conf. univ. dr. Cristina Fleșeriu

Date of approval in the department:

27.05.26

Signature of the head of department

Assoc. Prof. Marius BOTA, PhD

¹ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."