

SALES AND COMMERCIAL MANAGEMENT

CUSTOMER INTERACTION. TEACHING GUIDE

[2021-22]



GENERAL DETAILS

Name of module:	Customer Interaction
Academic Year:	2021-2022 Second quarter
Degree:	MASTER'S PROGRAM IN COMMERCIAL MANAGEMENT AND MARKETING
Number of credits (ECTS):	4
Date of latest revision:	July 2021
Lecturers in Charge:	Ms Vanessa Sarrà

1. GENERAL DESCRIPTION

The content is structured in two subjects: Understanding the purchase process and effective communication. Interpersonal sales.

The first module makes a theoretical and practical journey on the alignment that must exist between the sales process and the purchasing process. It will also reveal how to work in organizations where the purchasing function is developed, the stakeholders in a purchasing process, the work tools of a buyer and the KPI's.

The second module seeks to optimize the sales process based on communication and interpersonal resources. This is carried out knowing how to generate an authentic speech, adapted to the needs of the market in general and the customer in particular.

2. OBJECTIVES

- Reflect on the importance of linking the phases of the customer sales process with the customer purchasing process.
- Train students to know how to identify stakeholders, roles and decision making in a purchasing process.
- Publicize and teach advanced purchasing management tools.
- Promote business partnerships as an external management tool.
- Show the KPI's and reporting of a purchasing process.



- Provide students with a global vision of the role of the purchasing area (purchasing alignment with the company's strategy to generate value and increase its sustainable competitiveness).
- Accentuate the interpersonal facet in the sales process.
- Know how to interact more precisely with our customers to increase the success rate in our orders.
- Establish the necessary steps to carry out in customer visits.

3. CONTENTS

UNIT 1. Understanding the buying process

UNIT 2. Analysis of our interpersonal attitudes in public communications

UNIT 3. The importance of "how"

UNIT 1. Understanding the buying process

Learning outcome

Once this subject is brought to light in class and worked on, students will be able to:

- Adapt their sales process to their customer's buying process.
- Identify the roles of stakeholders and decision-making processes.
- Be able to improve interaction with your interlocutors by knowing how they work and their objectives.

Contents

- 1. Alignment: customer (need) supplier (value contribution).
- 2. Phases of the B2B/B2C buying process vs. phases of the sales process.
- 3. Stakeholders, roles, responsibilities and decision making in a purchasing process.
- 4. A buyer's levers/management tools.
- 5. Critical/key factors in a customer-supplier relationship (customer vision).
- 6. Compliance.

UNIT 2. Analysis of our interpersonal attitudes in public communications



Learning outcome

Students, after studying the chapter and doing the exercises, will be able to:

- Improve their sales based on their communication resources.
- Know how to generate their own speech.
- Build trust in their customers through non-verbal communication.

Contents

- 1. Add value through trust.
- 2. Associated behaviours.
- 3. The way we present ourselves and are presented.
- 4. Analysis of presentation structure.

UNIT 3. The importance of "how"

Learning outcome

Students, after studying the chapter and doing the exercises, will be able to:

- Interpret their customers' communicational "signals".
- Get to know their interlocutors better.
- Understand the sales process and its relationship with relational aspects.

Contents

- 1. Getting to know our customer as the basis for success.
- 2. Customer profiles.
- 3. Know how to act successfully according to the profile with which we interact.
- 4. The connection with the other.

4. TEACHING AND LEARNING METHODOLOGY

The experiential learning process at Euncet Business School combines a set of methodologies that allow the participant to achieve in a practical and innovative way the competencies of the professional exit profile established in an executive program.

The teaching and learning methodology is developed from brief theoretical explanations that introduce examples and cases that facilitate the immediate application of the contents covered in each topic to the job. The deployment of the Learning by doing model, based on experiential training, enables action-oriented learning to be obtained.



This is carried out through participation in class and the exchange of experiences among the attendees, as well as through exercises and dynamics of diverse impact. This approach promotes the analysis and resolution of the contents of the subjects, taking into account different viewpoints, making this a highly didactic formula for understanding and assimilating each topic.

5. ASSESSMENT

The Master's Program in Commercial Management and Marketing is based on a competency assessment model. The student's progress in achieving the objectives set out in the study program is assessed through reflection and analysis of practical cases and a test.

The final grade for the subject will be calculated by making the arithmetic mean of the marks obtained in the two proposed evaluable activities.

6. BIBLIOGRAPHY

6.1. BASIC BIBLIOGRAPHY

- Bliss, Jeanne. Chief Customer Officer 2.0: How to Build Your Customer-Driven Growth Engine. New York: Wiley, 2015. ISBN-10: 1119047609.
- Shaw, Colin; Hamilton, Ryan. The Intuitive Customer: 7 Imperatives For Moving Your Customer Experience to the Next Level. London: Palgrave Macmillan, 2016.

6.2. FURTHER READING

- Bacal, Robert. *Performance management*. 2.ª ed. New York: McGraw-Hill, 2012. ISBN 9780071772259.
- Boyatzis, Richard. Intentional change theory from a complexity perspective. *Journal of Management Development*. Bradford: MCB University Press, 2006, vol. 25, núm. 7, p. 607-623. ISSN 0262-1711.
- Boyatzis, Richard. *The competent manager: a model for effective performance.* New York: John Wiley & Sons, 1982. ISBN 9780471090311.
- Goleman, Daniel. *Social intelligence: the new science of human relationships*. New York: Bantam, 2006. ISBN 9780553384499.
- Kolb, David; Boyatzis, Richard. Goal-setting and self-directed behavior change. *Human Relations*. New York: Plenum, 1970, vol. 23, núm. 5, p. 439-457. ISSN 0018-7267.



- McClelland, David C. How motives, skills, and values determine what people do? *American Psychologist*. Washington: American Psychological Association, 1985, vol. 40, núm. 7, p. 812-825. ISSN 0003-066X.
- Spencer, Lyle M.; Spencer, Signe M., *Competence at work: models for superior performance*. New York: John Wiley & Sons, Inc., 1993. ISBN 9780471548096.