	SUBJECT DESCRIPTION	MODELO PED.013.02
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<i>Course</i>	Marketing Graduation			<i>Academic year</i>	2021/2022		
<i>Subject</i>	Sales and Distribution Management			ECTS	6		
<i>Type of course</i>	Compulsory						
<i>Year</i>	2º	<i>Semester</i>	2nd	<i>Student Workload:</i>			
<i>Professor(s)</i>				<i>Total</i>	168	<i>Contact</i>	75
<i>Group Coordinator</i>	PhD Amândio Baía						

Planned SD

1. LEARNING OBJECTIVES

Promote the link between Distribution and Marketing.

Diagnose and propose solutions to problems of distribution companies or producers in their relations with distributors.

Provide the methods and techniques necessary to perform the functions of a salesperson.

Enable students to organize, plan and assess a sales force.

2. PROGRAMME

1. Distribution in Marketing
 - 1.1. The Distribution
 - 1.2. Perspectives and trends of the current Distribution
 - 1.3. The Distribution functions
2. Circuits, Channels and Distribution Methods
 - 2.1 The commercial device
 - 2.2 Circuits and distribution channels
 - 2.3 Typology of distribution circuits
 - 2.4 The wholesale and retail sector
3. Producer/Distributor Relations
 - 3.1. B2B versus B2C
 - 3.2. Distribution management strategies
 - 3.3. Distribution management
 - 3.3.1. Margins and profitability
 - 3.3.2. Productivity
 - 3.3.3. Sustainability and growth
 - 3.3.4. The management of retail points of sale
 - 3.3.5. Marketing, sales and merchandising

4. The Sales Force from a marketing perspective
 - 4.1. The function of the seller
 - 4.2. Preparing the sale
 - 4.3. The presentation of the sale
 - 4.4. Finalizing the sale
 - 4.5. After sale
5. Sales Force Management and Organization
 - 5.1. Organizing a Sales Force
 - 5.2. Sales force KPIs and their impact on marketing
6. Distribution companies
 - 6.1. Strategic and trending elements of the distribution sector


3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

This curricular unit, developed through the syllabus, aims to foster the overall education of the student as a person and as a future professional in distribution and sales.

To this end, the syllabus helps to train and prepare students, making them aware of the need to know how to be and know how to do in this domain. At the end, the student should be able, independently, to participate and develop their activity, namely in terms of sales preparation, sales presentation, finalization of the sale, after sales, and management of the sales force.

4. MAIN BIBLIOGRAPHY

- Carvalho, José M. Crespo (2010), Logística e Gestão da Cadeia de Abastecimento, Edições Sílabo, Lisboa.
- Crom, J. Oliver e Crom, Michael (2020), Como obter Vantagem nas Vendas, Edições CETOP.
- Jobber, David e Lancaster, Geoff (2006), Selling and Sales Management. Prentice Hall.
- Korda, Phillippe (2019), Negociar e Defender Suas margens – vendas, compras, negociações comerciais, Edições Sílabo.
- Liljenwall, Robert (2013), O Poder do Marketing no Ponto de Venda, Top Books.
- Novaes, António Galvão (2014), Logística e Gerenciamento da Cadeia de Distribuição, Editora Campus
- Rousseau, José António (2016), O ADN da Distribuição, Príncipia Editora.
- Rousseau, José António (2020), Manual de Distribuição, Príncipia Editora.
- Serra, Elisabeth (2012), Direção e Gestão da Força de Vendas. Vida Económica.
- Vilhena, Paulo (2015), Tudo que aprendeu sobre vendas está errado! ... Ou precisa de ser revisto. Top Books.

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5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The teaching methodology is based on lectures and solving case studies

The evaluation will consist of attendance at the end of the semester, on date to be by the Direction of ESTG.

Whenever the grade obtained is equal to greater than ten values, the student is exempt for the exam.

The student who has not achieved success, gets approval when the classification of the exam is equal to or greater than ten values, being the same performed in times and dates to be set by the direction of the ESTG

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

To reach the proposed objectives, the methodology for this curricular unit is based on principles of theoretical and practical training. The methods and teaching techniques for class sessions include using the affirmative method through technical lectures and demonstration, with the teacher's responsibility focused on reinforcing learning and the coordination of the diverse actions and tasks related to simulating operational and professional technique.

7. ATTENDANCE

To be defined