MINISTRY OF EDUCATION AND TRAINING

**LAC HONG UNIVERSITY**

**COURSE OUTLINE**

**<126036 – SALES MANAGEMENT IN TOURISM>**

## 1. GENERAL INFORMATION

| Course name (Vietnamese): | Quan tri ban hang trong du lich |
| --- | --- |
| Course name (English): | Sales Management in tourism |
| Course ID: | 126036 |
| Types: | Specialization |
| Faculty/Department: | Administration – International Economics |
| Main Lecturer: | Master Phan Thi Hoi  Email: [hoipt@lhu.edu.vn](mailto:hoipt@lhu.edu.vn) |
| Lecturer participating in: | PhD. Nguyen Van Dung |
| Number of credits : | 3 |
| Theory : | 3 periods |
| Practice : | 0 periods |
| Exercise : | 0 periods |
| Specialty : | Obligatory to students in Major of Tourism and Travel Management |
| Prerequisite course: | No |
| Previous course: | Basic Marketing, Economics |

## 2. COURSE DESCRIPTION

This is a part of the knowledge base in the business administration training program. Including sales and sales management concepts; sales skills and large customer management; sales planning; sales force organization; Recruitment, training, and coaching sales forces; sales performance evaluation examination; salary policy, commission for sales force.

## 3. COURSE LEARNING OUTCOMES

**Table 1: Course Learning Outcomes (CLOs)**

| **Course Learning Outcomes (CLOs)** | **Course Learning Outcomes Content** | **Bloom domain/Bloom level** | **Program Learning Outcomes PLOs/SOs/PI (\*)** |
| --- | --- | --- | --- |
| CLO1 | Analyzing market information for sales activities in tourism  . | Knowledge (4) | PLO3 (PI3.1) |
| CLO2 | Coordinating teamwork to present essays on assigned topics related to business sales | Skills (4) | PLO6 (PI6.1) |
| CLO3 | Obeying regulations, fulfilling homework | Attitude (2) | PLO7(PI7.2) |

## 4. COURSE CONTENT, LESSON PLAN

**Table 2: Course Content, Lesson Plan**

| **Week** | **Lesson/Chapter** | **Name/Chapter** | **Lesson Learning Outcomes (LLO)** | | **Lecture and Study activities** | **Teaching methods** | **Assessment methods** | **References (\*)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Chapter   1 | **The overview of sales and sales management in tourism**  Sales and sales management Concepts  Relationship between sales management and other business activities  Role of sales operations and sales management | LLO1.1 | **Comparing** the differences between sales and sales management in tourism tradition and modern-day period | **At home:**  Students preview the content of the overview lesson on sales and sales management in tourism.  **In class:**  - Lecturer gives small questions/images related to sales to begin the lesson.  - Lecturer teaches about the content of sales and sales management. At the same time, asking short questions to students.  - Students participate in answering short questions related to sales operations and sales management. | + Lecture  + Didactic questioning  + Explicit teaching | + Short answer test | **[2], [3]** |
| 2 | Chapter 1 | **The overview of sales and sales management in tourism (pt.2)**  Tendency of sales management activities | LLO1.2 | **Identifying** current sales management trends | **- At home:**  Students learn about the information of sales management trends nowadays.  **- In class:**  + Lecturer teaches, asks questions related to the lesson.  + Students learn and present their answers to the questions about sales management trends nowadays.  + Lecturer Explicit teaches some ambiguous issues related to sales management trends nowadays. | + Lecture  + Didactic questioning  + Explicit teaching | + Short answer test | **[2], [3]** |
| 3 | Chapter   2 | **Customer behavior**  Individual customer behavior  Organizational customer behavior | LLO2.1 | Analyzing customer behavior to address possible sales situations | **At home:**  Students preview the documentation of customer behavior.  **In class:**  - Lecturer starts the session by asking some questions related to the lesson. Students participate in answering questions.  - Lecturer teaches the content related to customer behavior. Students listen and ask questions about the lesson.  - Lecturer gives a number of situations related to customer behavior. Students discuss, solve the situation. | + Lecture  + Case Studies | + Short answer test  + Case Studies | **[2], [3]** |
| 4 | Chapter 3 | **Personal Selling and promotion strategies**  Modern personal selling and personal selling channels  Key trends in personal selling | LLO3.1 | **Explaining** key trends in personal sales | **- At home:**  Students find information about personal selling and sales promotion channels.  **- In class:**  + Lecturer asks questions related to real sales channels that students know. Students participate in answering.  + Lecturer teaches the content of the lesson. During the lecture, asking some small questions about the advantages and disadvantages of each personal selling channel. | + Lecture  + Didactic questioning | + Short answer test | **[2], [3]** |
| 5 | Chapter 3 | Personal Selling process and practical application | LLO3.2 | **Coordinating** teamwork to differentiate the sales processes of each form of Personal Selling | **+ At home:**  - Students preview the personal selling process.  **+ In class:**  - Lecturer starts the session by asking some questions related to the lesson. Students participate in answering questions.  - Lecturer gives the practical situation about the personal selling process in real life.  - Students are divided into groups and continue to discuss, then they present their views in front of the class. | + Didactic questioning  +Discussion | + Presentations | **[2], [3]** |
| 6 | Chapter 4 | **Organizing sales force**  Organizational structure of sales force  The advantages and disadvantages of each type of sales force organization model  Issues to consider when organizing sales force | LLO4.1 | **Coordinating** teamwork to perform the instructed assignments on the organization of the sales force | **+ At home:**  Students preview the lesson of sales force organization in the documentation provided by the lecturer.  **+ In class:**  - Lecturer presents the common sales force organizational model.  - Students observe, discuss and present the advantages and disadvantages of each model. | + Didactic questioning  +Discussion | + Presentations | **[2], [3]** |
| 7 | Chapter 5 | **Recruiting, selecting, training sales force**  Sales force recruiting process  Technical evaluation of sales candidates  Training content of sales force | LLO5.1 | **Coordinating** teamwork to perform the instructed assignments on recruitment process, sales candidate assessment techniques and sales force training | **- At home:**  Students find the information of recruitment, selection, training in some practical enterprises.  **- In class:**  + Students begin presenting the prepared content of the lesson.  + Lecturer comment, summarize the information each group presented.  + Some unclear information will be explained by the lecturer to help students consolidate their essential knowledge.  + Lecturer gives students homework. | + Didactic questioning  +Discussion | +Presentations | **[2], [3]** |
| 8 | Chapter 6 | **Remuneration and incentives encouraging sales force**  Incentive theory  Remuneration policy  Financial benefits policy  Non-financial benefits policy | LLO6.1 | **Analyzing** remuneration and incentives encouraging sales force of some real enterprises | **+ At home:**  - Students do homework.  - Students preview the information of remuneration and incentives encouraging sales force.  **+ In class:**  - Lecturer starts the session by asking some questions related to the lesson. Students participate in answering questions.  - Lecturer teaches the content of the lesson. Students observe, listen. During the lecture, I asked some questions related to the issues.  - Lecturer gives a situation of remuneration and incentives encouraging sales force in some enterprises. Students begin to discuss and solve the situation. | + Lecture  + Didactic questioning  + Case Studies | + Short answer test  + Case Studies | **[2], [3]** |
| 9 | Chapter 7 | **Evaluation of sales operations and sales force**  Evaluation process  Evaluation methodology | LLO7.1 | **Analyzing** sales results to serve sales operations and sales force evaluation | **+ At home:**  - Students do homework.  - Students preview the information of evaluation of sales operations and sale force in the documentation provided by the lecturer.  **+ In class:**  - Lecturer teaches the content of the lesson. Students observe, listen, during the lecture, ask some questions related to the issues.  - Lecturer gives exercises related to calculating sales results. Students proceed to do their homework on the test paper. Lecturer begins to correct for students.  - Lecturer gives students homework | + Lecture  + Didactic questioning | + Short answer test | **[2], [3]** |
| 10 | Chapter   8 | **Establishing plans and budgets in sales**  Plans and spending in sales strategy  Establishing sales planning | LLO8.1 | **Obeying the** regulations for establishing sales planning that matches features of the enterprises | **+ At home:**  Students preview the documentation and proceed to form a team work establishing a sales plan following the guidance of the document and lecturer. During the process of writing the essay, every student problem will be solved by the lecturer.  **+ In class:**  - Each group prepare their reports and proceed to do presentations  - Lecturer and the others will observe, comment and evaluate the results of each group through the related criteria. | + Didactic questioning  +Discussion | + Presentations  + Essay | **[2], [3]** |
| 11 | Chapter   8 | Identifying cost of sales operations  Methods of identifying sales budgets | LLO8.2 | **Obeying** sales budgets regulations in sales operations | **+ At home:**  Students preview the documentation and complete the sales planning essay, adding sales budgeting content as guided by the documentation and lecturer. During the process of writing the essay, every student problem will be solved by the lecturer.  **+ In class:**  - Each group prepares their reports and proceeds to present the content of the sales budget based on the sales plan that was developed in the previous session.  - Lecturer and the others will observe, comment and evaluate the results of each group in their presentations and the content of the essays. | + Didactic questioning  +Discussion | + Presentations  + Essay | **[2], [3]** |

| **5.** | **MAPPING OF LESSON AND COURSE LEARNING OUTCOMES** |
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**Table 3: Mapping of Lesson and Course Learning Outcomes**

| Lesson Learning Outcomes | **Course Learning Outcomes** | | | **Evaluation Component** |
| --- | --- | --- | --- | --- |
| **CLO1** | **CLO2** | **CLO3** |
| **LLO1.1** | x |  |  | A1, A3 |
| **LLO1.2** | x |  |  | A1, A3 |
| **LLO2.1** | x |  |  | A1, A3 |
| **LLO3.1** | x |  |  | A1, A3 |
| **LLO3.2** |  | x |  | A1 |
| **LLO4.1** |  | x |  | A1 |
| **LLO5.1** |  | x |  | A1 |
| **LLO6.1** | x |  |  | A1, A3 |
| **LLO7.1** | x |  |  | A1, A3 |
| **LLO8.1** |  |  | x | A2, A3 |
| **LLO8.2** |  |  | x | A2, A3 |

| **6.** | **COURSE ASSESSMENT** |
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**Table 4: Course assessment**

| **Evaluation Component** | **Assessment** | **CLOs** | **Percentage (%)** |
| --- | --- | --- | --- |
| A1. Process | - Case Studies  - Short form tests | CLO1, CLO2 | *30%* |
| A2. Midterm | - Presentations  - Essay | CLO3 | *30%* |
| A3. Final | - Essay | CLO1, CLO3 | *40%* |

| **7.** | **COURSE REQUIREMENTS AND EXPECTATIONS** |
| --- | --- |

- Attendance: Obeying the regulations.

- Students have to read the given study documentation by the lecturer before every lesson on the online learning system (LMS - learn.lhu.edu.vn).

- Students who do homework, answer questions and exercises in class will be given bonus marks for the students’ process.

- Finishing given group Discussion progress according to the lecturer's regulations.

| **8.** | **STUDY REFERENCES** |
| --- | --- |

**Textbook**

[1] Vu Minh Duc - Vu Huy Thong (2018), Giao trinh quan tri ban hang, DH Kinh te quoc dan.

**References**

[2] Luu Dan Tho - Nguyen Vu Quan (2016), Quan tri ban hang hien dai, NXB Tai chinh.

[3] Ha Thi Thuy Duong (2021), Quan tri ban hang, NXB thong tin truyen thong.

| **8.** | **SOFTWARE OR SUPPORTING EQUIPMENTS FOR PRACTICE** |
| --- | --- |

- Internet

- Google Chrome

**General rules:**

| **Abbreviation** | **Description** |
| --- | --- |
| **PLO/SO** | Program Learning Outcomes/Standard Outcomes |
| **PI** | Performance Indicators |
| **CLO** | Course Learning Outcomes |
| **LLO** | Lesson Learning Outcomes |

| **Head of Major/ Head of Faculty** | Dong Nai, 2024  **Responsible lecturer**  (sign and write full name)  Phan Thi Hoi |
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