


### INTEGRATING SUBJECT I

<b>1. Competences</b>	To manage products and services commercialization process from market diagnosis, sales strategies and administrative tools, in order to satisfy client needs, to contribute to corporation competitiveness and national and international positioning.
<b>1. Term</b>	Third
<b>2. Theoretical hours</b>	5
<b>3. Practical hours</b>	25
<b>4. Total hours</b>	30
<b>5. Weekly hours</b>	2
<b>6. Objective</b>	Students will demonstrate the competence to manage products and services commercialization process through market diagnosis, sales strategies and administrative tools, in order to satisfy client needs, to contribute to competitiveness and corporation national and international positioning.

Learning Unit	Hours		
	Theoretical	Practical	Total
<b>I. Market diagnosis</b>	3	12	15
<b>II. Commercialization plan</b>	2	13	15
<b>Total</b>	<b>5</b>	<b>25</b>	<b>30</b>


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## Learning Units

<b>1. Learning Unit</b>	<b>I. Market diagnosis</b>
<b>2. Theoretical Hours</b>	3
<b>3. Practical Hours</b>	12
<b>4. Total</b>	15
<b>5. Objective</b>	Students will formulate market diagnoses to detect goods and services commercialization opportunity areas.

Topic	Knowledge	Skills	Values/ Behavior
Corporation Environment	<p>To recognize the concepts and elements of supply and demand.</p> <p>To recognize internal analysis elements:</p> <ul style="list-style-type: none"> <li>- Human resources</li> <li>- Strategies</li> <li>- Financial resources</li> <li>- Costs/margins</li> <li>- Equipment and facilities</li> <li>- Service characteristics</li> </ul> <p>To recognize external analysis elements:</p> <ul style="list-style-type: none"> <li>- Providers/clients</li> <li>- Sector competitors</li> <li>- Macroeconomics situation</li> <li>- Market situation</li> <li>- Legal requirements</li> </ul>	To document internal and external factors which impact the corporation.	Analytical Observant Planning ability Reasoning ability Decision making Teamwork Objective Proactive


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Topic	Knowledge	Skills	Values/ Behavior
Strategic matrices	To recognize analysis tools, their characteristics and methodology: <ul style="list-style-type: none"> <li>- Boston Consulting Group Matrix</li> <li>- Competency Matrix</li> <li>- Porter Diamond</li> <li>- Strengths, opportunities, weaknesses and threats</li> <li>- Vulnerability matrix</li> <li>- Scenario analysis</li> </ul>	To present situational diagnoses.	Analytical Observant Planning ability Reasoning ability Decision making Teamwork Objective Proactive
Qualitative and quantitative markets research	To recognize the types of markets qualitative qualitative studies: <ul style="list-style-type: none"> <li>- Group session</li> <li>- In-depth interview</li> <li>- Projective techniques</li> <li>- Panel</li> <li>- Mystery shopper</li> </ul> To recognize the methodology for quantitative studies.	To present the results of market quantitative and qualitative study.	Analytical Observant Planning ability Reasoning ability Decision making Teamwork Objective Proactive

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**INTEGRATING SUBJECT I**  
ASSESSMENT PROCESS

Learning Outcome	Learning Process	Assessment Instruments
<p>To integrate a market diagnosis containing:</p> <ul style="list-style-type: none"> <li>- Description of internal and external factors that impact the corporation</li> <li>- Strategic analysis matrix and its justification</li> <li>- Results of quantitative research</li> <li>- Result of qualitative research selecting one type of study and its justification</li> <li>- Conclusions</li> </ul>	<ol style="list-style-type: none"> <li>1. To recognize the concepts and elements of supply and demand.</li> <li>2. To recognize internal and external analyses elements.</li> <li>3. To recognize analysis tools, their characteristics and methodology.</li> <li>4. To recognize types of qualitative and quantitative studies.</li> <li>5. To integrate evidences of market diagnosis.</li> </ol>	<p>Project</p> <p>Rubric</p>

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# INTEGRATING SUBJECT I

## *TEACHING-LEARNING PROCESS*

Teaching Methodologies	Teaching Materials
Task based learning Collaborative teams Research tasks	Computer Projector Printed material Internet Spreadsheets

## *TRAINING FACILITIES*

Classroom	Languages Lab/Workshop	Corporation
X		


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# INTEGRATING SUBJECT I


## Learning Units

<b>1. Learning Unit</b>	<b>II. Commercialization plan</b>
<b>2. Theoretical Hours</b>	2
<b>3. Practical Hours</b>	13
<b>4. Total</b>	15
<b>5. Objective</b>	Students will integrate a profile-level draft to harness opportunities in the market and establish its feasibility.

Topic	Knowledge	Skills	Values/ Behavior
Business proposal	<p>To recognize current regulations applicable in commercial sector.</p> <p>To recognize projects formulation and evaluation methodology at a profile level, containing:</p> <ul style="list-style-type: none"> <li>- Market study</li> <li>- Technical study</li> <li>- Financial study</li> </ul> <p>To recognize client satisfaction evaluation tools:</p> <ul style="list-style-type: none"> <li>- Scales</li> <li>- Questionnaires</li> <li>- Interviews</li> </ul>	<p>To integrate a business idea proposal.</p> <p>To present a client satisfaction evaluation proposal</p>	<p>Analytical</p> <p>Observant</p> <p>Planning ability</p> <p>Reasoning ability</p> <p>Decision making</p> <p>Teamwork</p> <p>Objective</p> <p>Proactive</p> <p>Systematic</p> <p>Creative</p> <p>Patient</p> <p>Stress management</p>


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Topic	Knowledge	Skills	Values/ Behavior
Sales force organization	<p>To recognize quantitative and qualitative methods for sales projections.</p> <p>To recognize sales budget structure.</p> <p>To recognize sales department types of organization.</p>	<p>To present sales projections.</p> <p>To integrate sales budget.</p> <p>To present sales area type of organization.</p>	<p>Planning ability</p> <p>Reasoning ability</p> <p>Decision making</p> <p>Teamwork</p> <p>Objective</p> <p>Creative</p> <p>Patient</p>
Financial evaluation	<p>To recognize profitability indicators calculation process:</p> <ul style="list-style-type: none"> <li>- VAN</li> <li>- TIR</li> <li>- Recovering period</li> </ul>	To present the draft financial evaluation.	<p>Analytical</p> <p>Observant</p> <p>Planning ability</p> <p>Reasoning ability</p> <p>Decision making</p> <p>Teamwork</p> <p>Objective</p> <p>Proactive</p> <p>Systematic</p> <p>Creative</p> <p>Patient</p> <p>Stress management</p>

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ASSESSMENT PROCESS

Learning Outcome	Learning Process	Assessment Instruments
<p>To present a draft at profile level, containing:</p> <ul style="list-style-type: none"> <li>- Legal framework</li> <li>- Market study</li> <li>- Technical study</li> <li>- Financial study</li> <li>- Sales force organization</li> <li>- Client satisfaction evaluation proposal</li> <li>- Financial evaluation</li> <li>- Conclusions and recommendations</li> </ul>	<ol style="list-style-type: none"> <li>1. To recognize the methodology of projects formulation and evaluation at a profile level.</li> <li>2. To recognize client satisfaction evaluation tools.</li> <li>3. To recognize profitability indicators calculation process.</li> <li>4. To integrate a draft evidences at a profile level.</li> </ol>	<p>Project</p> <p>Rubric</p>

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## *TEACHING-LEARNING PROCESS*

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## *TRAINING FACILITIES*


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## INTEGRATING SUBJECT I

### ABILITIES DERIVED FROM PROFESSIONAL COMPETENCIES TO WHICH THE SUBJECT CONTRIBUTES


Ability	Performance Criteria
<p>To diagnose the corporation's condition through the use of financial, administrative and researching tools, as well as to analyze functional areas in order to plan the commercialization process.</p>	<p>Students elaborate a corporation diagnosis including:</p> <ul style="list-style-type: none"> <li>- organizational philosophy</li> <li>- organizational objectives</li> <li>- financial analysis:                             <ul style="list-style-type: none"> <li>- Vertical method                                     <ul style="list-style-type: none"> <li>- Financial reasons</li> <li>- Integral percentages</li> <li>- Critical point</li> </ul> </li> <li>- Horizontal method                                     <ul style="list-style-type: none"> <li>- Tendencies</li> <li>- Percentage change</li> <li>- Installed capacity</li> <li>- Positioning in the market</li> <li>- Product analysis</li> <li>- Distribution channels</li> <li>- Competitiveness of sales force</li> <li>- Client portfolio behavior</li> <li>- Public perception</li> <li>- Identification of strengths and weaknesses.</li> </ul> </li> </ul> </li> </ul>
<p>To determine competition positioning through the study of its competitive advantages, weaknesses, use of methods and techniques, in order to identify the corporation's opportunities in the market.</p>	<p>Students deliver the competition analysis including:</p> <ul style="list-style-type: none"> <li>- participation in the market</li> <li>- positioning in the market</li> <li>- Competitive and comparative advantages matrix:                             <ul style="list-style-type: none"> <li>- Price</li> <li>- Product quality</li> <li>- Service quality</li> <li>- Distribution channels</li> <li>- Delivery time</li> <li>- Advertising</li> <li>- Payment terms</li> <li>- After-sales service</li> </ul> </li> <li>- Analysis and interpretation of results                             <ul style="list-style-type: none"> <li>- Opportunity identification.</li> </ul> </li> </ul>

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Ability	Performance Criteria
To perform national and international market research through an analysis of environment and the use of quantitative and qualitative methods, for commercial decision making.	Students present a report of markets research including: <ul style="list-style-type: none"> <li>- Executive overview</li> <li>- Research statement (problem, objective, hypothesis, research methodology, technical proposal, instrument for information gathering)</li> <li>- Data gathering and management</li> <li>- Results analysis and interpretation</li> <li>- Conclusions and recommendations.</li> </ul>
To formulate national and international business ideas through business projects methodology, in order to harness detected opportunities.	Students present a draft at a profile level containing: <ul style="list-style-type: none"> <li>Executive overview</li> <li>Definition of goods or service</li> <li>Market analysis</li> <li>Technical analysis:               <ul style="list-style-type: none"> <li>- Organizational</li> <li>- Legal</li> <li>- Production</li> <li>- Environmental impact</li> </ul> </li> <li>Financial analysis</li> <li>Pre-feasibility analysis</li> <li>Conclusions</li> </ul>
To elaborate sales programs based on sales projections and through resources analysis and strategies design, to achieve commercial goals.	Students elaborate a sales program containing: <ul style="list-style-type: none"> <li>- projection</li> <li>- objectives</li> <li>- goals</li> <li>- strategies</li> <li>- budgets</li> <li>- activities timetable</li> </ul>
To organize sales forces through functions assignments, sales methods and administrative techniques, in order to achieve commercial goals.	Students present a sales department structure proposal including: <ul style="list-style-type: none"> <li>- Organizational philosophy</li> <li>- Sales area Organizational Structure</li> <li>- Profiles and positions description</li> <li>- Salespersons selection</li> <li>- Training plan</li> <li>- Incentives plan</li> </ul>


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Ability	Performance Criteria
To supervise commercial processes through control tools and performance indicators, to establish improving actions and contribute to the corporation's profitability.	Students elaborate a report including: <ul style="list-style-type: none"> <li>- type of supervision</li> <li>- control tools</li> <li>- sales area indicators measurement</li> <li>- customer satisfaction evaluation</li> <li>- sales force performance evaluation</li> <li>- improvement proposals.</li> </ul>

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**BIBLIOGRAPHY**

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