



centre adscrit a:



UNIVERSITAT POLITÈCNICA  
DE CATALUNYA  
BARCELONATECH

# GUÍA DOCENTE 2019-20

DIRECCIÓN COMERCIAL II

Julio 2019

# DATOS GENERALES

<b>Asignatura:</b>	<b>DIRECCIÓN COMERCIAL II</b>
<b>Código:</b>	801122 (ADE)
<b>Curso:</b>	2019-20
<b>Titulación:</b>	Grado en Administración y Dirección de Empresas
<b>Nº de créditos (ECTS):</b>	6
<b>Requisitos:</b>	
<b>Ubicación en el plan de estudios:</b>	2º curso, 2º cuatrimestre
<b>Fecha de la última revisión:</b>	Julio 2019
<b>Profesor Responsable:</b>	Prof. Xavier Canadell

## 1 DESCRIPCIÓN GENERAL

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Sales management is one of the most important elements in the success of modern organizations. When major trends emerge, sales managers need to react with new selling approaches. The course covers the main tools, techniques and trends in today's management of the sales force.

## 2 OBJETIVOS

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At the end of the course, students will understand sales managers' activities as three interrelated, sequential processes that influence the various determinants of salesperson performance:

1. **Formulation of a sales program.** This process involves organizing and planning the company's overall personal selling efforts and ensuring that the selling initiative is integrated with the other elements of the firm's marketing strategy.
2. **Implementation of the sales program.** This involves selecting appropriate sales personnel, providing effective training and development, as well as compensation.
3. **Evaluation and control of the sales program.** This involves employing proper metrics to monitor and evaluate sales force performance so adjustments can be made to either the sales program or its implementation as needed.

### 3 CONTENIDOS

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#### **TEMA 1: Introduction to Sales Management**

##### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Identify key trends affecting sales organizations and sales managers today.
- Have a general overview of the sales management process.
- Identify the key factors that influence the development of sales programs.

##### **Contenido**

- 1.1. What is involved in Sales Management
  - 1.1.1. Selling Process
  - 1.1.2. Sales Management Process
- 1.2. External Environment
  - 1.2.1. Economic Environment
  - 1.2.2. Global Legal and Political Environment
  - 1.2.3. Technological Environment
  - 1.2.4. Social and Cultural Environment: Ethics
  - 1.2.5. Natural Environment
- 1.3. Internal (Organizational) Environment
  - 1.3.1. Goals, Objectives, and Culture
  - 1.3.2. Human Resources
  - 1.3.3. Financial Resources
  - 1.3.4. Production and Supply Chain Capabilities
  - 1.3.5. Service Capabilities
  - 1.3.6. Research and Development (R&D) and Technological Capabilities

#### **TEMA 2: The Process of Selling and Buying**

##### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Identify and explain key success factors for salesperson performance.
- Identify the role of various participants in an organizational buying center.
- Outline the stages in organizational buyer decision making.
- Point out the nature of different organizational buying situations.

##### **Contenido**

- 2.1. Selling in Business-to-Consumer versus Business-to-Business Markets
- 2.2. Stages in the Selling Process

- 2.2.1. Prospecting for Customers
- 2.2.2. Opening the Relationship
- 2.2.3. Qualifying the Prospect
- 2.2.4. Presenting the Sales Message
- 2.2.5. Closing the Sale
- 2.3. Servicing the Account
- 2.4. Participants in the Organizational Buying Process—The Buying Center
  - 2.4.1. Selling Centers and Buying Centers
- 2.5. Organizational Buying Decision Stages
  - 2.5.1. Stage One: Anticipation or Recognition of a Problem or Need
  - 2.5.2. Stage Two: Determination and Description of the Characteristics and Quantity of the Needed Item(s)
  - 2.5.3. Stage Three: Search for and Qualification of Potential Suppliers
  - 2.5.4. Stage Four: Acquisition of Proposals or Bids
  - 2.5.5. Stage Five: Evaluation of Offerings and Selection of Suppliers
  - 2.5.6. Stage Six: Selection of an Order Routine
  - 2.5.7. Stage Seven: Performance Evaluation and Feedback
- 2.6. The Nature of Organizational Buying Situations

### **TEMA 3: Organizing the Sales Effort**

#### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Identify the purposes of sales organization.
- Understand the different organizational structures of a sales force.
- Outline the major issues in key account and team selling.
- Identify important issues in starting a new sales force.

#### **Contenido**

- 3.1. Purposes of Sales Organization
  - 3.1.1. Division and Specialization of Labor
  - 3.1.2. Stability and Continuity of Organizational Performance
  - 3.1.3. Coordination and Integration
- 3.2. Horizontal Structure of the Sales Force
  - 3.2.1. Deciding on a Company Sales Force or Independent Agents
  - 3.2.2. Geographic Organization
  - 3.2.3. Product Organization
  - 3.2.4. Organization by Customer Types or Markets
  - 3.2.5. Organization by Selling Function
  - 3.2.6. The Role of Telemarketing
- 3.3. Organizing to Service Key Accounts
  - 3.3.1. Team Selling
  - 3.3.2. Multilevel Selling
  - 3.3.3. Co-Marketing Alliances
- 3.4. Vertical Structure of the Sales Organization
  - 3.4.1. Selling Responsibilities
  - 3.4.2. Sales-Related Functions

### 3.4.3.The Impact of New Technologies

## **TEMA 4: The Strategic Role of Information in Sales Management**

### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Understand the differences between market potential, sales potential, sales forecast, and sales quota.
- Use the various methods by which sales managers develop sales forecasts.
- Outline the process of setting a sales quota.
- Use different key approaches to determine sales force size.
- Understand the sales territory design process.
- Conduct a sales analysis.

### **Contenido**

- 4.1. Methods of Sales Forecasting
  - 4.1.1.Subjective Methods of Forecasting
  - 4.1.2.Objective Methods of Forecasting
- 4.2. Choosing a Forecasting Method
- 4.3. Developing Territory Estimates
- 4.4. Purposes and Characteristics of Sales Quotas
  - 4.4.1.Purposes of Quotas
  - 4.4.2.Characteristics of a Good Quota
- 4.5. Setting Quotas
  - 4.5.1.Types of Quotas
  - 4.5.2.Quota Level
- 4.6. Determining Sales Force Size
  - 4.6.1.Breakdown Method
  - 4.6.2.Workload Method
  - 4.6.3.Incremental Method
- 4.7. Designing Sales Territories
  - 4.7.1.Stages in Sales Territory Design
- 4.8. Sales Analysis for Managerial Decision Making
  - 4.8.1. Type of Evaluation System

## **TEMA 5: Salesperson Performance: Behavior, Role Perceptions and Satisfaction**

### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Use the model of salesperson performance.
- Identify the various components that make up the model.
- Deal with role conflict, role ambiguity, and role accuracy influence a salesperson's role perceptions.

### **Contenido**

- 5.1. The Model of Salesperson performance
  - 5.1.1.The Role Perceptions Component

- 5.1.2.The Aptitude Component
- 5.1.3.The Skill-Level Component
- 5.1.4.The Motivation Component
- 5.2. The Personal, Organizational, and Environmental Variables Component
- 5.3. Rewards
- 5.4. Satisfaction
- 5.5. The Salesperson's Role Perceptions
- 5.6. Stages in Developing the Salesperson's Role
  - 5.6.1.Stage 1: Role Partners Communicate Expectations
  - 5.6.2.Stage 2: Salespeople Develop Perceptions
  - 5.6.3. Stage 3: Salespeople Convert Perceptions into Behaviors
- 5.7 Role Conflict and Ambiguity
  - 5.7.1 Common Expectations and Key Areas of Conflict and Ambiguity
  - 5.7.2 Consequences of Conflict and Ambiguity
  - 5.7.3 Managing Conflict and Ambiguity in a Salesperson
- 5.8 Role Accuracy
  - 5.8.1 Nature of Role Accuracy

## **TEMA 6: Motivating the Sales Force**

### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Understand the process of motivation.
- Identify how an individual's career stage influences motivation.
- Take into account the effect of environmental factors on motivations.
- Take into account the effect of factors inside the company on motivation.

### **Contenido**

- 6.1. The Psychological Process of Motivation
  - 6.1.1.Major Components of the Model 241
  - 6.1.2.Expectancies—Perceived Links between Effort and Performance
  - 6.1.3.Instrumentalities—Perceived Links between Performance and Rewards
  - 6.1.4.Valences for Rewards
- 6.2. The Impact of a Salesperson's Personal Characteristics on Motivation
  - 6.2.1.Satisfaction
  - 6.2.2.Demographic Characteristics
  - 6.2.3.Job Experience
  - 6.2.4.Psychological Traits
  - 6.2.5.Performance Attributions
  - 6.2.6.Management Implications
- 6.3. Career Stages and Salesperson Motivation
  - 6.3.1.Career Stages
  - 6.3.2.The Problem of the Plateaued Salesperson

- 6.4. The Impact of Environmental Conditions on Motivation
- 6.5. The Impact of Organizational Variables on Motivation
  - 6.5.1. Supervisory Variables and Leadership 261
  - 6.5.2. Incentive and Compensation Policies 263

## **TEMA 7: Personal Characteristics and Sales Aptitude: Criteria for Selecting Salespeople**

### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Answer the question, "Are good salespeople born or made?"
- Define the characteristics of successful salespeople.
- Explain the role of sales aptitude in sales performance.
- Understand the different success characteristics for different sales positions.

### **Contenido**

- 7.1. Are Good Salespeople Born or Made? The Determinants of Successful Sales Performance
  - 7.1.1. A Review of Past Research
  - 7.1.2. The Costs of Inappropriate Selection Standards
  - 7.1.3. Characteristics of Successful Salespeople
  - 7.1.4. Characteristics Sales Managers Look For
- 7.2. Research Concerning the Personal Characteristics of Successful Salespeople
- 7.3. Job-Specific Determinants of Good Sales Performance
- 7.4. Implications for Sales Management 288

## **TEMA 8: Sales Force Recruitment and Selection**

### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Identify the key issues that drive the recruitment and selection of salespeople.
- Identify who is responsible for the recruitment and selection process.
- Perform a job analysis and how selection criteria are determined.
- Define the sources for new sales recruits.
- Apply the selection procedures.

### **Contenido**

- 8.1. Recruitment and Selection Issues
- 8.2. Who Is Responsible for Recruiting and Selecting Salespeople?
- 8.3. Job Analysis and Determination of Selection Criteria
  - 8.3.1. Who Conducts the Analysis and Prepares the Description?
  - 8.3.2. Content of the Job Description
  - 8.3.3. Determining Job Qualifications and Selection Criteria
  - 8.3.4. Methods for Deciding on Selection Criteria
- 8.4. Recruiting Applicants
- 8.5. Selection Procedures
  - 8.5.1. Application Blanks
  - 8.5.2. Personal Interviews

- 8.5.3. Physical Examinations
- 8.5.4. Tests

## **TEMA 9: Sales Training**

### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Identify the key issues in sales training.
- Set the objectives of sales training.
- Follow the development of sales training programs.
- Decide the topics covered in a sales training program.
- Choose between the various methods for conducting sales training.
- Measure the costs and benefits of sales training.

### **Contenido**

- 9.1. Issues in Sales Training
  - 9.1.1. Objectives of Sales Training
  - 9.1.2. Increase Productivity
  - 9.1.3. Improve Morale
  - 9.1.4. Lower Turnover
  - 9.1.5. Improve Customer Relations
  - 9.1.6. Improve Selling Skills
- 9.2. The Development of Sales Training Programs
  - 9.2.1. Creating Credibility in Sales Training
  - 9.2.2. Training New Sales Recruits
  - 9.2.3. Training Experienced Sales Personnel
- 9.3. Sales Training Topics
  - 9.3.1. Product Knowledge
  - 9.3.2. Market/Industry Orientation
  - 9.3.3. Company Orientation
  - 9.3.4. Time and Territory Management
  - 9.3.5. Legal/Ethical Issues
  - 9.3.6. Technology
  - 9.3.7. Specialized Training Topics
- 9.4. Sales Training Methods
  - 9.4.1. On-the-Job Training
  - 9.4.2. Classroom Training
  - 9.4.3. Electronic Training Methods
- 9.5. Measuring the Costs and Benefits of Sales Training
  - 9.5.1. Sales Training Costs
  - 9.5.2. Measurement Criteria
  - 9.5.3. Measuring Broad Benefits
  - 9.5.4. Measuring Specific Benefits



## 9.5.5.Recent Trends in Sales Training Evaluation

### **TEMA 10: Designing Compensation and Incentive Programs**

#### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Choose between straight salary, straight commission, and combination plans.
- Use a bonus component to compensation as an incentive.
- Identify key nonfinancial rewards, and how and why they might be important.
- Make decisions on the mix and level of compensation.

#### **Contenido**

- 10.1. Overview of Compensation and Incentives
- 10.2. Straight Salary, Straight Commission, and Combination Plans
  - 10.2.1. Straight Salary
  - 10.2.2. Straight Commission
  - 10.2.3. Combination Plans
- 10.3. Steps to Executing the Compensation Plan
- 10.4. Non-financial Rewards
  - 10.4.1. Recognition Programs
- 10.5. Expense Accounts
  - 10.5.1. Direct Reimbursement Plans
  - 10.5.2. Limited Reimbursement Plans
  - 10.5.3. No Reimbursement Plans
- 10.6. Making Compensation and Incentive Programs Work
  - 10.6.1. Assessing the Relationship Selling Objectives
  - 10.6.2. Determining Which Aspects of Job Performance to Reward
- 10.7. Deciding on the Most Appropriate Mix and Level of Compensation
  - 10.7.1. Dangers of Paying Salespeople Too Much
  - 10.7.2. Dangers of Paying Salespeople Too Little
  - 10.7.3. Changing the Compensation Plan

### **TEMA 11: Cost Analysis**

#### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Select the appropriate cost of allocation method for various sales management situations.
- Describe how such methods would be implemented.
- Calculate ROAM.
- Apply financial cost analysis to sales management situations in order to make decisions.

#### **Contenido**

- 11.1. Cost Analysis Development

- 11.1.1. Full Cost versus Contribution Margin
- 11.1.2. ABC Accounting
- 11.2. Return of Assets Managed

## **TEMA 12: Evaluating Salesperson Performance**

### **Resultado del aprendizaje**

At the end of the lesson, students will be able to:

- Identify objective measures of salesperson performance, both output and input.
- Utilize ratio analysis as an objective approach to salesperson performance measurement.
- Make the performance review process more productive and valuable for the salesperson.
- Select the appropriate cost of allocation method for various sales management situations.

### **Contenido**

- 12.1. Objective Measures
  - 12.1.1. Output Measures
  - 12.1.2. Input Measures
  - 12.1.3. Ratio Measures
- 12.2. Subjective Measures
  - 12.2.1. Forms Used for Subjective Measurement
  - 12.2.2. Avoiding Errors in Performance Evaluation
  - 12.2.3. Using a BARS System
  - 12.2.4. 360-Degree Feedback in Performance Evaluation

## **4 METODOLOGIA DE ENSEÑANZA Y APRENDIZAJE**

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Las sesiones se basarán en

- clase expositiva
- ejercicios de aplicación
- casos prácticos
- visualización de ejemplos prácticos

## **5 EVALUACIÓN**

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De acuerdo con el Plan Bolonia, el modelo premia el esfuerzo constante y continuado del estudiantado. Un 40% de la nota se obtiene de la evaluación continua de las actividades dirigidas y el 60% porcentaje restante, del examen final presencial. El examen final tiene dos convocatorias.

La nota final de la asignatura (NF) se calculará a partir de la siguiente fórmula:

- **NF = Nota Examen Final x 60% + Nota Evaluación Continuada x 40%**
- Nota mínima del examen final para calcular la NF será de 40 puntos sobre 100.
- La asignatura queda aprobada con una NF igual o superior a 50 puntos sobre 100.

## **6 BIBLIOGRAFÍA OBLIGATORIA**

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Mark W Johnston, Greg W. SALES FORCE MANAGEMENT, Editorial: Mc Graw-Hill, Authors: Marshall ,Published:  
01/04/2010 ,Edition: 12

## **7 BIBLIOGRAFIA ADICIONAL**

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Artal Castell, Manuel. DIRECCION DE VENTAS (15ª ED.), ESIC EDITORIAL, 2017