GUÍA DOCENTE DE DIRECCIÓN COMERCIAL II 2021-22

DATOS GENERALES

Course Title:	DIRECCIÓN COMERCIAL II
Code:	801122 (ADE)
Academic year:	2021-22
Degree titles:	Grado en Administración y Dirección de Empresas
Number of credits (ECTS):	6
Prerequisites:	
Place in the scheme of studies:	2nd Year, 2nd Semester
Date of last revision:	January 2022
Professor Responsible:	Xavier Canadell

1. GENERAL DESCRIPTION

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. LEARNING OUTCOMES

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. CONTENT

UNIT 1: INTRODUCTION TO SALES MANAGEMENT

Learning outcomes

Students should 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.

Content

1.1 What is involved in Sales Management?
1.2 Selling Process
1.3 Sales Management Process
1.4 External Environment
1.5 Economic Environment
1.6 Global Legal and Political Environment
1.7 Technological Environment
1.8 Social and Cultural Environment: Ethics
1.9 Natural Environment
1.10 Internal (Organizational) Environment
1.11 Goals, Objectives, and Culture
1.12 Human Resources
1.13 Financial Resources
1.14 Production and Supply Chain Capabilities
1.15 Service Capabilities
1.16 Research and Development (R&D) and Technological Capabilities

UNIT 2: THE PROCESS OF SELLING AND BUYING

Learning outcomes

Students should be able to:
- Identify and explain key success factors for salesperson performance.
- Outline the stages in a sales process.
- 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.

Content

UNIT 3: ORGANIZING THE SALES EFFORT

Learning outcomes

Students should be able to:

- Identify the purposes of sales organization.
- Understand the different organizational structures of a sales force department.
- Outline the major issues in key account and team selling.
- Outline the major issues in Inside Sales, Sales Development and Account Based Selling
- Identify the important issues in Sales Automation and CRM
- Identify important issues in starting/redefining a sales organization.
- Design the ideal sales process for sales organization

Content

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 Telesales

    3.2.7 The Role of Inside Sales

    3.2.8 The Role of Sales Development

3.3 Organizing to Service Key Accounts

    3.3.1 Team Selling

    3.3.2 Account Based Selling

3.4 Vertical Structure of the Sales Organization

    3.4.1 Selling Responsibilities

    3.4.2 Sales-Related Functions

3.5 The Impact of digitalization: Sales Automation and CRM

3.6 Designing/redefining the sales process

UNIT 4: THE STRATEGIC ROLE OF INFORMATION IN SALES MANAGEMENT

Learning outcomes

Students should 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.

Content

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

UNIT 5: MODEL OF SALESPERSON PERFORMANCE

Learning outcomes

Students should 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 and how they influence a salesperson's role perceptions.

Content

UNIT 6: MOTIVATING THE SALES FORCE

Learning outcomes

Students should 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.

Content

6.1 The Psychological Process of Motivation
    6.1.1 Major Components of the Model
    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
    6.5.2 Incentive and Compensation Policies

UNIT 7: PERSONAL CHARACTERISTICS AND SALES APTITUDE: CRITERIA FOR SELECTING SALESPEOPLE

Learning outcomes

Students should 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

Content

7.1   Are Good Salespeople Born or Made? The Determinants of Successful Sales Performance

7.2   The Costs of Inappropriate Selection Standards

7.3   Characteristics of Successful Salespeople

7.4   Characteristics Sales Managers Look For

7.5   Job-Specific Determinants of Good Sales Performance

7.6   Implications for Sales Management

UNIT 8: SALES FORCE RECRUITMENT AND SELECTION

Learning outcomes

Students should 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.

Content

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

8.4   Who Conducts the Analysis and Prepares the Description?

8.5   Content of the Job Description

8.6   Determining Job Qualifications and Selection Criteria

8.7   Methods for Deciding on Selection Criteria

8.8   Recruiting Applicants

8.9   Selection Procedures

8.10   Application Blanks

8.11   Personal Interviews

8.12   Physical Examinations

8.13   Tests

UNIT 9: SALES TRAINING

Learning outcomes

Students should 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.

Content

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/Digitalization
    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   Online and blended 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

UNIT 10: DESIGNING COMPENSATION AND INCENTIVE PROGRAMS

Learning outcomes

Students should 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.
- Design a sales team compensation plan.

Content

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

10.6 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

UNIT 11: COST ANALYSIS AND FINANCIAL DECISION MAKING

Learning outcomes

Students should be able to:
- Select the appropriate cost allocation method for various sales management situations.
- Describe how a cost allocation method is implemented.
- Calculate ROAM.
- Apply financial cost analysis to sales management situations in order to make decisions.

Content

11.1 Cost Analysis Development

    11.1.1 Full Cost versus Contribution Margin

    11.1.2 ABC Accounting

11.2 Return of Assets Managed

UNIT 12: Evaluating Salesperson Performance

Learning outcomes

Students should 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.

Content

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. TEACHING AND LEARNING STRATEGIES

- Reading and preparing pre-work documentation before class
- Answering pre-work questions before class
- Teacher explanation and discussion of each lesson's main topics in class
- Examples and group exercises answered in class for each lesson
- Business cases discussed in class for each lesson
- Post work assignments for each lesson after class
- Group cross-section Global Study Case covering all lessons
- HubSpot sales automation software learning and certification opportunities

5. ASSESSMENT

According to the Bologna Scheme, this model encourages the sustained continuous effort of students. 40% of the mark is achieved through the continuous assessment of guided activities and the remaining 60% from the onsite final exam. The final exam has two sittings.

The final mark for the course (NF) will result from applying the following formula:

- **NF = Final Exam mark x 60% + Continuous Assessment mark x 40%**
- Minimum final exam mark to be able to average with continuous assessment will be 40 out of 100.
- The minimum pass mark for the course will be 50 out of 100.

6. BIBLIOGRAPHY

6.1. BASIC BIBLIOGRAPHY

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6.2. BIBLIOGRAFÍA COMPLEMENTARIA

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