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UNIVERSITAT POLITÈCNICA
DE CATALUNYA
BARCELONATECH

GUÍA DOCENTE DE GESTIÓN COMERCIAL Y VENTAS 2026-27

DATOS GENERALES

Course Title:	GESTIÓN COMERCIAL Y VENTAS
Code:	801354 (BUSINESSTECH)
Academic year:	2026 - 2027
Degree title:	Grado en Empresa, Innovación y Tecnología
Number of credits (ECTS):	6
Place in the scheme of studies:	3 rd Year, 2 nd Semester
Academic area:	Marketing and Sales Management Area
Academic area head:	
Date of last revision:	July 2026
Professor Responsible:	

1. GENERAL DESCRIPTION

Sales management is the process of planning, organizing, directing, and controlling the activities related to the sale of a company's products or services. It involves setting sales targets, recruiting and training sales personnel, forecasting and budgeting, developing and implementing sales strategies, and monitoring and evaluating performance.

In today's business environment, sales management increasingly relies on data-driven decision-making, digital tools, and customer relationship management (CRM) systems (e.g., HubSpot) to optimize sales processes and enhance customer engagement. The goal of sales management is to achieve the company's sales objectives by effectively managing sales teams, leveraging technology, and building strong, long-term customer relationships.

Sales management plays a critical role in modern organizations and directly impacts overall business performance. As markets evolve and digital transformation accelerates, sales managers must continuously adapt, equipping teams with the skills, tools, and insights required to operate in increasingly complex and omnichannel environments. This course covers the main tools, techniques, and emerging trends shaping contemporary sales force management.

This course focuses on the decision-making and management layer of the commercial function. Certain technical or general-purpose foundations are assumed from other courses in the program: statistical and Machine Learning forecasting techniques (Predictive Analytics course), general theories of motivation (Professional Competencies course), and the corporate recruitment, selection and compensation process (People Management course).

2. LEARNING OUTCOMES

At the end of the course, students will understand sales managers' activities as three interrelated, sequential processes.

1. Design and implement effective sales strategies using both traditional and digital marketing and communication tools to increase revenue and business performance.
2. Develop customer-oriented sales approaches that create value, build relationships, and support long-term profitability.
3. Apply digital tools and CRM systems (e.g., HubSpot) to manage leads, customers, and sales pipelines effectively.
4. Apply effective communication, negotiation, and persuasion techniques in different sales contexts (B2C and B2B).
5. Evaluate sales performance and propose improvement actions based on analytical and digital insights.

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 Internal (Organizational) Environment
- 1.6 Evolution of the sales function (digital transformation)
- 1.7 Customer centricity
- 1.8 Introduction to CRM systems

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

- 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 Social Selling
 - 2.2.4 Qualifying the Prospect
 - 2.2.5 Presenting the Sales Message
 - 2.2.6 Closing the sale
 - 2.2.7 Servicing the Account
 - 2.2.8 Virtual/Remote Selling
- 2.3 Participants in the Organizational Buying Process—The Buying Center
 - 2.3.1 Selling Centers and Buying Centers
- 2.4 Organizational Buying Decision Stages
- 2.5 Emotion and decision-making: the somatic marker hypothesis (Damasio)

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 Designing / redefining the sales process

3.6 Use of CRM tools (e.g., HubSpot) for team coordination

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.
- Interpret and apply sales forecasts (built using statistical and Machine Learning methods covered in the Predictive Analytics course) to sales management decisions.
- 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 Using Sales Forecasts for Management Decisions (forecasting techniques assumed from the Predictive Analytics course)

- 4.1.1 Interpreting Qualitative Forecast Inputs for Sales Planning
- 4.1.2 Interpreting Quantitative/ML-Based Forecast Outputs for Sales Decisions
- 4.2 Choosing the Right Forecast for a Given Sales Decision
- 4.3 Developing Territory Estimates
- 4.4 CRM-based forecasting
- 4.5 Purposes and Characteristics of Sales Quotas
 - 4.5.1 Purposes of Quotas
 - 4.5.2 Characteristics of a Good Quota
- 4.6 Setting Quotas
- 4.7 Determining Sales Force Size
- 4.8 Pipeline management
- 4.9 Data-driven sales decision-making
 - 4.9.1 Dual-process theory and cognitive biases in buying decisions (Kahneman)
- 4.10 Designing Sales Territories

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.
- Understand performance in digital environments.

Content

- 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
 - 5.1.5 The Personal, Organizational, and Environmental Variables Component
 - 5.1.6 Rewards
 - 5.1.7 Satisfaction
 - 5.1.8 The Salesperson's Role Perceptions
- 5.2 Stages in Developing the Salesperson's Role
- 5.3 Performance in digital environments

UNIT 6: MOTIVATING THE SALES FORCE

Learning outcomes

Students should be able to:

- Apply established motivation theories (assumed known from prior coursework) to the specific context of managing a sales force.
- 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

- 6.3 Applying Motivation Theory to the Sales Force (frameworks assumed from prior coursework)
 - 6.1.1 Applying terminal and instrumental goals (Herzberg) to sales role design
 - 6.1.2 Applying Self-Determination Theory (Deci & Ryan) to salesperson autonomy and engagement
- 6.4 The Impact of a Salesperson's Personal Characteristics on Motivation
- 6.5 Career Stages and Salesperson Motivation
 - 6.5.1 Career Stages
 - 6.5.2 The Problem of the Plateaued Salesperson
- 6.6 The Impact of Environmental Conditions on Motivation
- 6.7 The Impact of Organizational Variables on Motivation
 - 6.7.1 Supervisory Variables and Leadership
 - 6.7.2 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

- 6.1 Are Good Salespeople Born or Made? The Determinants of Successful Sales Performance
- 6.2 The Costs of Inappropriate Selection Standards
- 6.3 Characteristics of Successful Salespeople
- 6.4 Characteristics Sales Managers Look For

6.5 Job-Specific Determinants of Good Sales Performance

6.6 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 how sales-specific criteria complement the general recruitment and selection process (assumed known from the People Management course).
- Design aptitude- and territory-based selection criteria for different sales roles (B2B/B2C, farming/hunting).
- 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 Sales Profile Design: Aptitudes and Criteria by Sales Type (B2B/B2C, farming/hunting)
- 8.4 Linking Selection Criteria to Quota and Territory Objectives
- 8.5 Sales-Specific Competency Profiles
- 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 Sales Aptitude Assessments
- 8.11 Behavioral and Case Interviews for Sales Roles
- 8.12 Role-Play and Sales Simulation Exercises
- 8.13 Sales Aptitude and Psychometric 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 UNITs 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

9.3 Sales Training UNITs

9.4 Sales Training Methods

9.5 Measuring the Costs and Benefits of Sales Training

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 Sales Commission and Incentive Design

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 Sales KPIs to Reward (quota attainment, pipeline growth)
- 10.7 Deciding on the Most Appropriate Mix and Level of Compensation

UNIT 11: 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

- 11.1 Objective Measures
- 11.2 Key KPIS
- 11.3 Dashboards and reporting
- 11.4 CRM-based performance tracking
- 11.5 Sales-Specific Qualitative Assessment (coaching feedback, client relationship quality)

4. TEACHING AND LEARNING STRATEGIES

Blended learning groups (*semipresencial*)

The blended learning methodology combines a reduced number of face-to-face sessions with structured autonomous and online learning through the virtual campus.

Before attending each classroom session, students are expected to study the didactic materials, readings, articles, teaching videos, and training capsules made available online. Face-to-face sessions are therefore mainly devoted to reviewing previously studied content, resolving questions, discussing key concepts, and applying knowledge through practical activities.

A significant part of the learning process takes place outside the classroom and requires students to organise their own study, complete online activities, and participate in individual or collaborative work. The lecturer acts primarily as a facilitator, providing guidance, feedback, and support throughout the students' autonomous learning process.

The main activities to be carried out include:

- Prior autonomous study of the materials and resources available on the virtual campus.
- Practical application of the subject matter through cases, problems, and exercises during face-to-face sessions.
- Individual and group assignments completed outside the classroom.
- Group or cooperative work carried out without the direct presence of the lecturer.
- Availability of teaching videos and/or training capsules on the virtual campus to reinforce the contents of the subject and facilitate students' autonomous work.

5. EVALUATION

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:

$$\text{NF} = \text{Final Exam mark} \times 60\% + \text{Continuous Assessment mark} \times 40\%$$

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.

Continuous assessment activities:

Blended learning groups (*Presencial-flexible*)

Activity	Description	% Continuous Assessment	
Course work:			40%
Task 1	Case study	10%	
Test 1	Test (in class)	5%	
Task 2	Case study	10%	
Test 2	Test (in class)	5%	
Task 3	Project	10%	
Task 4	Training plan & Presentation	15%	
Test 3	Test (in class)	5%	
Sales pitch and F&B chart	Final delivery & Presentation	15%	
Learning portfolio	Individual project	10%	

Participation in classroom / Attitude	Engagement and motivation with the subject will be recorded.	15%	
Final exam:			60%
	Final exam	100%	

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