

Proyecto/Guía Docente de la Asignatura

Subject name	Human Resources and Sales Force Management		
Subject Area	Business Organisation		
Module	Business Activity		
Qualification	Commerce International Semester		
Plan	902	Code	75017
Teaching period	2 nd Semester	Type/Character	Compulsory
Level/Stage	Degree	Year	
ECTS credits	6		
Language of instruction	English		
Lectures in charge	Ana de Diego and Carmen Romano de Pedro		
Contact details	ana.diego@uva.es carmen.romano@uva.es		
Department	Business Organisation and Marketing and Market Research		

1. Situation/Direction of the Subject

1.1 Context

Due to its very essence, economic, social and commercial activity rests on people and on their behaviour. A business' success or failure thus relies on human activity.

Human Resources have always been the fundamental element to achieve success for any kind of organisation, although the need to optimise individual contributions is increasingly being recognised.

In this field, day by day, more and more attention is being paid to all the issues related to this business asset of vital importance: people.

In the particular field of commerce, the achievement of key objectives such as customer service, satisfaction and retention or service quality are based on the quality and behaviour of the **Sales Force**.

This subject reviews the different aspects of managing **Human Resources** in general and the **Sales Force** in particular.

1.2 Relationship with other subject areas

Within its own subject area, it is strongly related to the Business Organisation subject.

Likewise, it is strongly related to subject areas such as Labour Law through the subjects Employment Law and Social Security and Occupational Risk Prevention.

It also has a complementary relationship with the subject areas Communication (through the subjects Commercial Communication: Advertising and Sales Promotion and Communication Techniques) and Marketing (through the subject Sales and Commercial Process Management); in any case, the different disciplinary approaches preclude the possibility of overlap.

1.3 Prerequisites

None.

2. Contribution to skills development

2.1 General skills

G1. Demonstrating the possession and understanding of knowledge in the area of Commerce, based on a general secondary education foundation, at a level that, supported by advanced textbooks, also includes some aspects involving knowledge from the forefront of commercial activity studies.

G2. Being able to identify the different aspects that directly and globally affect the commercial activity of businesses and knowing how to apply the overall knowledge gained to their work or trade in a professional way, and having the skills that are typically shown by means of preparing and defending arguments and solving problems within the commercial department of a business in the context of a globalised, dynamic economy subject to a constant process of change and technological innovation.

G3. Having the ability to gather and interpret significant data, within the commercial field, to make judgements that include a reflection on relevant social, scientific or ethical issues.

G4. Being able to convey in Spanish and in another language (English, French or German), both orally and in writing, information, ideas, knowledge, problems and solutions in the commercial field, analysis results, action or business proposals, the grounds and underlying reasons for them, in a way that is clear, concise and understandable both for specialist and nonspecialist audiences.

G5. Having developed any necessary learning skills that will allow students to continue training in commercial activity and in other aspects of business management with a high degree of autonomy.

G6. Acquiring a global, multicultural vision, applying the knowledge and skills needed to organise, direct and manage the commercial area of a business in the current economic context.

2.2 Transversal skills

T1. Acquiring the skill of learning and knowledge from the references, as well as from the permanent sources of documentary information and statistics that will give them the necessary ability to continue studying, researching or learning in a permanent and autonomous way.

T2. Achieving the skills needed to properly use ICT (information and communication technologies) in the field of study and professional context, as a tool for expression and communication, to access information sources, as a means of storing data and documents, for presentations, learning, cooperative work and to manage any commercial operation.

T3. Learning to understand and respect social diversity and multiculturalism as an enriching personal and group element, in order to develop coexistence between people without distinctions of sex, age, religion, ethnicity, social or political status.

T4. Knowing how to behave in an upstanding way that is consistent with personal and professional principles and values (ethical commitment), taking into account the various ethical instruments made available to them. This means being familiar with the ethical instruments that regulate their professional activity, acting with integrity and honesty in any situation, even in situations that are unfavourable to their own interests, being respectful of rules and laws without needing to be supervised or monitored, as well as knowing how to recognise, accept and take responsibility for mistakes made and their possible consequences.

T5. Acquiring the potential to work as a team, demonstrating the ability to coordinate people and specific tasks, accepting or refuting the arguments of others through logical reasoning and contributing with professionalism to the smooth running and organisation of the group based on mutual respect.

T6. Being creative, with initiative and entrepreneurial spirit, attaining the ability to offer new, different solutions to conventional problems and situations, as well as having a good willingness to act in a proactive way, putting ideas into action in the form of activities and projects in order to make the most of opportunities, assuming the necessary risks.

T7. Being able to recognise new situations (both in the competitive environment in which their professional work is going to be undertaken as well as in changing work methods), as well as adapting to changes with versatility and flexibility.

T8. Knowing how to develop and maintain high quality work in line with standards and managing by process using quality indicators for continuous improvement, through the use of indicators that assess progress and results, through proper planning and implementation of activities, seeking constant improvement in everything that is done, and through participation in selfassessment processes, assuming responsibilities as both assessor and assessee

2.3 Specific skills

E6. Designing and manipulating information systems.

E11. Being familiar with the various commercial communication tools (publicity, sales force, public relations, sales promotion and advertising).

E12. Learning to manage a sales team and promotional techniques.

E22. Developing entrepreneurial ability and creating commercial businesses.

3. General Aims of the Subject

- Providing the basic knowledge relating the role of staff within organisations.
- Understanding the importance of Human Resources and being familiar with the tasks related to managing these resources, administrative tasks carried out by the Human Resources Department.
- In addition, the specific field of the marketing function, contributing to knowledge of the sales activity, studying the profiles of the members of the Sales Force and the nature of the work they do.
- Achieving adequate knowledge of the different tasks required in the management of a sales team: designing positions, determining the size of the sales force, assignment, recruitment, selection, training, remuneration and supervision.

4. Time to be spent on the subject by Students

CONTACT HOURS			
Theory Classes	Practical classes	Academically supervised activities	Assesment
30	30		3

INDEPENDENT STUDY			
Independent work on theoretical contents	Independent work on practical contents	Preparation of work, reports, essays, etc.	Preparation of Assesment
18	30	21	18

5. Thematic Blocks

Block 1: "INTRODUCTION TO HUMAN RESOURCES AND SALES FORCE MANAGEMENT"

a. Contextualization and justification

The subject starts off by providing basic knowledge about Human Resources and Sales Force Management.

b. Learning goals

- Learning what it consists of and what the main functions of Human Resources Management are.
- Analysing the specificities of the sales force and its management

c. Contents

- Multinational market regions and market groups; multinational cooperation models.
- Developing markets and market behaviour; economic development; developing countries; changes in market behaviour and its segmentation.
- Global markets and product development; the influence of culture on products; adapting products to culture; choosing products for adaptation

d. Teaching methods

Master class. Analysis of cases and other materials (press, websites, etc.). Cooperative learning. Viewing audiovisual material. Attending talks organised at the Centre.

e. Work plan

Basic initial presentation by the teacher; subsequent individual and/or group work on various materials. Preparation of reports, summaries, assessment questions, etc.

f. Assessment

See general section on assessment

g. Basic references

- **Gómez Mejía, Luis,; Balkin, David,; Cardy, Robert,;** “Managing Human Resources” Eighth Edition. Pearson Publishing
- **Debra J.Cohen, Alexander Alonso, Montrese Hamilton, David S. Geller.** “Human Resource Management” last reviewed october 2016- Oxford Bibliographies
- **Dessler, Gary.** ”Human Resource Management” 14th ed. Upper Saddle River, NJ: Prentice Hall, 2014.
- **Mathis, Robert L., and John H. Jackson.** ”Human Resource Management” 14th ed. Stamford, CT: Cengage Learning, 2014.

h. Recommended reading

i. Required resources

Multimedia classroom together with the materials provided by the teacher

j. Workload in ECTS credits

1.5 ECTS

Block 2: “THE PROCESS OF MANAGING HUMAN RESOURCES”

a. Contextualization and justification

The various functions and main activities of Human Resources Management are analysed in detail.

b. Learning goals

- Being familiar with the main functions of Human Resources Management.
- Design and assessment of positions and development of HR strategy.
- Recruitment, selection and placement.
- Performance assessment and remuneration systems.

c. Contents

- TOPIC 3. DESIGN AND ASSESSMENT OF POSITIONS; STRATEGIC DEVELOPMENT OF HUMAN RESOURCES.

- TOPIC 4. RECRUITMENT, SELECTION AND PLACEMENT.
- TOPIC 5. PERFORMANCE ASSESSMENT AND REMUNERATION SYSTEMS.

d. Teaching methods

Master class. Analysis of cases and other materials (press, websites, etc.). Cooperative learning. Viewing audiovisual material. Attending talks organised at the Centre.

e. Work plan

Basic initial presentation by the teacher; subsequent individual and/or group work on various materials. Preparation of reports, summaries, assessment questions, etc.

f. Assesment

See general section on assessment

g. Basic references

- **Gómez Mejía, Luis,; Balkin, David,; Cardy, Robert,;** “Managing Human Resources” Eighth Edition. Pearson Publishing
- **Debra J.Cohen, Alexander Alonso, Montrese Hamilton, David S. Geller.** “Human Resource Management” last reviewed octoer 2016- Oxford Bibliographies
- **Dessler, Gary.** “Human Resource Management” 14th ed. Upper Saddle River, NJ: Prentice Hall, 2014.
- **Mathis, Robert L., and John H. Jackson.** “Human Resource Management” 14th ed. Stamford, CT: Cengage Learning, 2014.

h. Recommended reading

Covey, Stephen R., “The seven habits of highly effective People” : RosettaBooks

i. Required resources

Multimedia classroom together with the materials provided by the teacher

j. Workload in ECTS credits

1.5 ECTS

Block 3: “THE PROCESS OF MANAGING THE SALES FORCE”

a. Contextualization and justification

The various functions and activities involved in managing a sales team are analysed in detail.

b. Learning goals

- Having in-depth knowledge of the sales force management process.
- Organising and assigning the sales force.
- The sales force budget; remuneration systems; performance assessment.
- Recruiting and selecting the sales force.
- Training and motivating the sales force

c. Contents

- TOPIC 6. ORGANISING THE SALES FORCE.
- TOPIC 7. BUDGET, ASSESSMENT AND REMUNERATION.
- TOPIC 8. RECRUITING AND SELECTING THE SALES FORCE.
- TOPIC 9. TRAINING AND MOTIVATING THE SALES FORCE.

d. Teaching methods

Master class. Analysis of cases and other materials (press, websites, etc.). Cooperative learning. Viewing audiovisual material. Attending talks organised at the Centre.

e. Work plan

Basic initial presentation by the teacher; subsequent individual and/or group work on various materials. Preparation of reports, summaries, assessment questions, etc.

f. Assesment

See general section on assessment

g. Basic references

- Gómez Mejía, Luis,; Balkin, David,; Cardy, Robert,; “Managing Human Resources” Eighth Edition. Pearson Publishing

- **Debra J.Cohen, Alexander Alonso, Montrese Hamilton, David S. Geller.** "Human Resource Management" last reviewed october 2016- Oxford Bibliographies
- **Dessler, Gary.** "Human Resource Management" 14th ed. Upper Saddle River, NJ: Prentice Hall, 2014.
- **Mathis, Robert L., and John H. Jackson.** "Human Resource Management" 14th ed. Stamford, CT: Cengage Learning, 2014.

h. Recommended reading

i. Required resources

Multimedia classroom together with the materials provided by the teacher

j. Workload in ECTS credits

3 ECTS

6. Timeline

THEMATIC BLOCK	ECTS LOAD	PLANNED IMPLEMENTATION PERIOD
Block 1	1.5	3 weeks
Block 2	1.5	4 weeks
Block 3	3	8 weeks

7. Assessment – Summary Table

INSTRUMENT/PROCEDURE	WEIGHT IN THE FINAL MARK	COMMENTS
Continuous assessment: <ul style="list-style-type: none"> • Practicals held in and outside the classroom. Class participation. Objective written examinations • Final examination 	60% 40%	
Assessment by final written examination	100%	

8. Final considerations

Due to the nature of the subject area, it is possible that blocks 2 and 3 will be carried out simultaneously.

As far as possible, part of the subject will have the teaching support platform Moodle for follow up