

Advanced Diploma in Professional Selling Year 2 of Diploma in Professional Selling



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Structure

The Advanced Diploma in Professional Selling has nine learning units divided into three modules. These are delivered using a blended delivery method of online study and workshops over a period of ten months:

1. **Module ADPS1 – Personal Awareness in Sales** – an introductory workshop; a one-day end of module workshop; delivery of three learning units (one unit each month); a number of work-based exercises; an assignment; and production of a professional development in the workplace portfolio.
2. **Module ADPS2 – Focus on Customers** – one-day end of module workshop; delivery of three learning units (one unit each month); a number of work-based exercises; an assignment; and production of a professional development in the workplace portfolio.
3. **Module ADPS3 – Moving into Sales Management and Coaching** – one-day end of module workshop; delivery of three learning units (one unit each month); a number of work-based exercises; an exam; an assignment; production of a professional development in the workplace portfolio; an end of programme project.

Content

MODULE ADPS2.1 – PERSONAL AWARENESS IN SALES

Learning Outcomes: Upon completion of this module, students will be able to:

ADPS02.10. Self awareness as a mechanism for sales improvement

- Explain the theory of transactional analysis and how this knowledge and analysis might assist in their sales transactions with customers.
- Demonstrate how embedded attitudes and cultural diversity may affect open communication.
- Evaluate their level of self esteem in order to improve sales success.

ADPS02.11. Assessing your communication style

- Recognise assertive, aggressive and submissive sales behaviours and how each might affect sales communication with customers.
- Recognise the four social styles of driver, amiable, analytical, expressive, and how this knowledge may assist in improving customer communication.
- Explain how certain personality issues can affect salespeople's ability to actively listen to the customer.

ADPS02.12. Communicating by way of a formal presentation

- Construct and deliver an effective presentation.
- Interpret the reaction to a presentation and take appropriate action.

- Construct a plan for personal development and improvement.
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MODULE ADPS2.2 – FOCUS ON CUSTOMERS

Learning Outcomes: Upon completion of this module, students will be able to:

ADPS02.13. The psychology of buyer behaviour

- Determine a preferred style of selling and the buyer's preferred style of buying based upon empirical research into buyer motivation.
 - Identify the social influences which impact upon buyer behaviour.
 - Identify amongst a range of empirical research projects into customer behaviour those which could apply to enhance their own sales success.
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ADPS02.14. Customer service improves sales

- Construct an effective customer service plan for their organisation.
 - Explore how customer relationships can be strengthened by attention to post-sale activities.
 - Determine how to handle customer dissatisfaction in order to improve sales.
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ADPS02.15. Sales negotiation skills

- Explain what negotiation means and how it relates to their own sales activities.
 - Identify the strengths and weaknesses of their own and the customer's negotiation positions.
 - Execute an effective negotiation simulation.
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MODULE ADPS2.3 – MOVING INTO SALES MANAGEMENT AND COACHING

Learning Outcomes: Upon completion of this module, students will be able to:

ADPS02.16. From sales to sales management

- Identify the major differences between salespeople and sales managers and from this the different skill sets required.
 - Demonstrate understanding of the barriers that often exist between salespeople and their managers.
 - Explain how managing differs from sales coaching.
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ADPS02.17. Sales coaching

- Demonstrate how coaches work in professions such as sports, music, acting and dance and how this can be applied in a sales management context.
- Demonstrate basic sales coaching skills in a simulated environment.
- Integrate the learning experience through the production of a specific work-based project which incorporates learning and knowledge gained from the programme.

ADPS02.18. Setting goals and achieving them

- Evaluate the attributes of goal achievers and apply this within the context of selling.
- Identify and notate personal goals.
- Determine and accept responsibility for the construction and execution of plans for goal achievement.

Blended Delivery

This programme uses a blended delivery approach. A central element of the approach is the use of a web-enabled system to deliver study material and instructions for the submission of responses to study tasks to students. This blended solution uses a recognised eLearning system utilising the internet to access the programmes. The blended solution approach is achieved through provision of study material online, the involvement of an online tutor, attendance at skills and study workshops, completion of work-based exercises, formal assessments of levels of knowledge and skills including simulations and assignments, a work-based project, and by a formal invigilated exam.

Assessment Methodology

CONTINUOUS ASSESSMENT

The College uses a range of continuous assessment methods in validating student learning and application both formal and informal, including:

ASSIGNMENTS

There is an assignment to submit at the end of each module.

WORK-BASED EXERCISES

Students are required to submit all of the work-based exercises for each learning unit upon completion, and before moving onto the next learning unit. All of the exercises relate to the learning objectives of a specific learning unit. Tutors use these exercises to provide feedback to the student throughout the programme, comparing their submissions to the intended learning outcomes.

TUTOR INTERACTION

A named tutor is allocated to each student group. The tutor monitors progress of students throughout the full period of the programme utilising the reporting systems provided by the elearning system. Where the tutor observes that a student is falling behind or that self-tests indicate a lack of understanding, they will intervene and offer help. Students also have access to contact tutors either by telephone or email to seek assistance and/ or clarification of study, assignment, work-related exercise issues,

and progress. The tutor also facilitates the workshops, and generally provides support before, after, and during these events.

PERSONAL DEVELOPMENT IN THE WORKPLACE PORTFOLIO

Each unit contains a requirement for the student to construct and submit a portfolio demonstrating the transfer of learning from the programme to the workplace.

EXAM

There is a formal knowledge exam at the end of the programme.

PRESENTATIONS AND SIMULATIONS

Students are required on some workshops to either to make a presentation or to undertake a simulation which is related to a particular facet of the learning objectives of a specific phase of the programme. These have been designed to determine and produce evidence that learning has been embedded and can be applied in the workplace.

PROJECT

There is an end of programme project to construct and submit.