



ICM Diploma in Professional Selling Syllabus

Provided by the



ICPS

INTERNATIONAL COLLEGE OF PROFESSIONAL SELLING

www.collegeofselling.com



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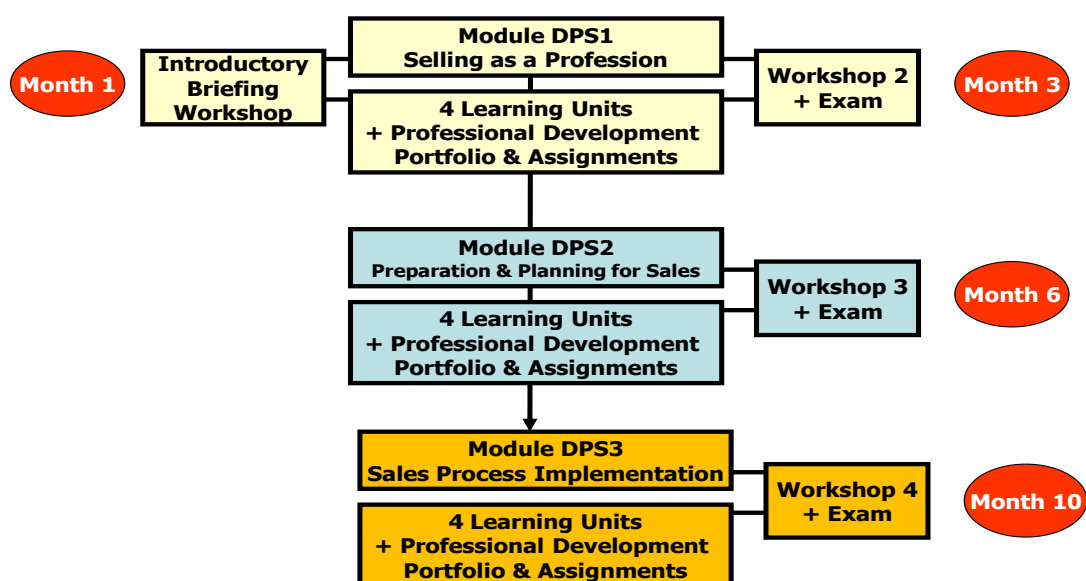
Structure

The Diploma in Professional Selling has 12 learning units divided into three modules. The structure of the three modules is:

1. **Module DPS1 – Selling as a Profession** – a programme briefing; one end of module workshop; delivery of four learning units; a number of work-based exercises; an assignment; an exam; and production of a professional development in the workplace portfolio.
2. **Module DPS2 – Planning & Preparation for Sales** - one workshop; delivery of four learning units; a number of work-based exercises; an assignment; an exam; production of a professional development in the workplace portfolio.
3. **Module DPS3 – Sales Process Implementation** – one workshop; delivery of four learning units; a number of work-based exercises; an assignment; a simulated sales interview; an exam; and production of a professional development in the workplace portfolio.

TIMING

The timing for this qualification is:



Content

MODULE DPS1 – SELLING AS A PROFESSION

Learning Unit Title	LEARNING UNIT DPS01 – THE HISTORY, DEFINITION & VARIETY OF SALES ROLES
Learning Unit Aim	The aim of this learning unit is to acquire knowledge and understanding of the history of selling as an activity; the traditional image of salespeople; the variety and complexity of sales roles; and the people engaged in sales activities.
Learning Outcomes	<p>Upon completion of this learning unit, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the longevity of selling in terms of a business activity • Explain the variety of sales roles which exist and the equal variety of salespeople who execute these activities • Demonstrate how the sales function fits within their organisational context and relates to functions such as Finance, Marketing, and HRM. • Compare the profession of selling to other professions • Explain how public perceptions of salespeople might produce barriers to successful selling • Recognise the differences between selling and marketing • Recognise how career choice plays an important part in sales success

Learning Unit Title	<i>LEARNING UNIT DPS02 – THE KNOWLEDGE, SKILLS AND ATTITUDES ATTRIBUTABLE TO SUCCESSFUL SELLING.</i>
Learning Unit Aim	The aim of this learning unit is to examine the levels of knowledge, skills, and competencies required to succeed in sales.
Learning Outcomes	Upon completion of this learning unit, students will be able to: <ul style="list-style-type: none"> • Determine the existing research available in regard to recommended knowledge, skills and competency levels for sales success and compare this to their own levels • Explore the effect of different personality traits and its impact upon sales success • Determine the nature of ethical selling within the context of customer service and the requirement to produce results • Explore how expertise in technical ability may impact on effective communication • Consider whether a competency-based approach to selling skills is useful in determining potential sales success • Explain how skills are acquired

Learning Unit Title	<i>LEARNING UNIT DPS03 – SELLING AS A PROFESSIONAL ACTIVITY</i>
Learning Unit Aim	The aim of this learning unit is to explore and compare the sales profession to other professions and to determine what can be learned from this in order to improve sales success.
Learning Outcomes	Upon completion of this learning unit, students will be able to: <ul style="list-style-type: none"> • Contrast the approach used by sportspeople, musicians, actors and dancers with the approach used by salespeople in adopting a professional approach to developing skills • Demonstrate understanding of how career choice can impact upon approach to professionalism • Determine how skills are improved • Explain how sales scripts can assist in performance improvement • Explain the 'professional processes' model used in disciplines such as sports and the performing arts • Explore and consider the role of coaches in other professions and compare this to the traditional relationship between salespeople and sales managers

Learning Unit Title	<i>LEARNING UNIT DPS04 – BUYERS & THEIR MOTIVATION</i>
Learning Unit Aim	The aim of this learning unit is to evaluate the theory of Maslow's Hierarchy of Human Motivation in relation to buyer motivation; to understand potential buying motives; and to explore and compare the relationship between buyers and sellers, in order to determine whether this influences success or failure in selling. The aim of the workshop is to review progress and to embed the learning outcomes of Module DPS1.
Learning Outcomes	Upon completion of this learning unit, students will be able to: <ul style="list-style-type: none"> • Identify and evaluate the elements in Maslow's theory of the Hierarchy of Motivation which could apply in a seller/ buyer context • Demonstrate understanding of how buyer behaviour and motivation and plan to address these motives in a sales situation • Describe the usual relationships between buyers and sellers • Demonstrate understanding of the culturally diverse nature of buyers and how this might be addressed • Determine their own motivation and how this might impact on performance in a sales role • Explain Blake and Mouton's Grid in terms of its potential usefulness in a sales context

MODULE DPS2 – PLANNING AND PREPARATION FOR SALES

Learning Unit Title	<i>LEARNING UNIT DPS05 – ACTIVE PROSPECTING & QUALIFYING</i>
Learning Unit Aim	The aim of this learning unit is to raise awareness and determine the approach to be taken with regard to the process and practices of prospecting.
Learning Outcomes	Upon completion of this learning unit, students will be able to: <ul style="list-style-type: none"> • Construct and implement an effective territory plan • Analyse current and desired workloads • Appraise the importance of continuous prospecting activity and evaluate current activities in this regard • Determine the most effective sources of prospects • Decide how to qualify prospects • Competently construct and evaluate plans to make contact with prospects • Explain the importance of networking

Learning Unit Title	<i>LEARNING UNIT DPS06 – SELLING BY TELEPHONE</i>
Learning Unit Aim	The aim of this learning unit is to acquire competence and skills in using the telephone as a sales tool
Learning Outcomes	Upon completion of this learning unit, students will be able to: <ul style="list-style-type: none"> • Construct and evaluate plans for effective telephone calling leading to the sale of products/ services/ appointment making • Define the importance of imagery and voice tone in communication and how to compensate

	<ul style="list-style-type: none"> for the lack of visuals whilst making telephone calls Evaluate the importance of practice in professions such as sports and the performing arts, and relate this to sales Improve the clarity and tone of verbal communication Prepare for and evaluate customer expectations from a telephone call Construct an effective method of receiving and recording customer calls Recognise buying signals Construct and incorporate an effective methodology to deal with potential barriers to decision makers – e.g. secretaries and receptionists
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Learning Unit Title	<i>LEARNING UNIT DPS07 – PREPARATION FOR & STRUCTURE OF SALES PRESENTATIONS</i>
Learning Unit Aim	The aim of this learning unit is to explore and evaluate the effectiveness of traditional sales techniques such as 'closing' and 'overcoming objections'.
Learning Outcomes	<p>Upon completion of this learning unit, students will be able to:</p> <ul style="list-style-type: none"> Review and evaluate current and past research into the theory of sales structures Explain how structure plays an important role in eventual sales success Review and evaluate current and past research into traditional sales training practices of teaching techniques such as 'closing' and 'overcoming objections' Construct a bespoke sales process

Learning Unit Title	<i>LEARNING UNIT DPS08 – THE MARKET & YOUR FORECASTED SHARE OF IT</i>
Learning Unit Aim	The aim of this learning unit is to construct a personal business plan. The aim of the workshop is to review progress and to embed the learning outcomes of Module DPS2.
Learning Outcomes	<p>Upon completion of this learning unit, students will be able to:</p> <ul style="list-style-type: none"> Construct and explain a detailed business plan covering a specific selling period Construct and explain a tracking system to monitor progress against planned activities, targets, and business forecasts Demonstrate alignment of a business plan with an organisation's corporate objectives Create a personal SWOT analysis Create a series of ratio analyses in order to improve performance

MODULE DPS3 – SALES PROCESS IMPLEMENTATION

Learning Unit Title	<i>LEARNING UNIT DPS09 – SELLING YOURSELF, YOUR COMPANY, AND YOUR PRODUCT/ SERVICE PROPOSITION</i>
Learning Unit Aim	The aim of this learning unit is to acquire and be able to demonstrate understanding of how communication works within a sales context.
Learning Outcomes	<p>Upon completion of this learning unit, students will be able to:</p> <ul style="list-style-type: none"> Explain how face to face selling differs from other sales communications exchanges Explain how first impressions are critically important in selling Explain how stimulus and response works within a sales context Explain how communication works in regard to the five major human senses Determine the importance of visuals and body language in communication and in selling Review the research and evaluate the theory of rapport building and determine its influence on the sales process Evaluate and consider the importance of using space and seating positions during sales situations Understand and demonstrate the relationship between stimulus and response in communication and in sales Determine and evaluate the research with regard to 'story telling' as a mechanism for better communication Evaluate the effectiveness of submitting written sales proposals

Learning Unit Title	<i>LEARNING UNIT DPS10 – IDENTIFYING AND SATISFYING CUSTOMER NEEDS</i>
Learning Unit Aim	The aim of this learning unit is to examine and evaluate existing research into skills seen to be relevant in selling (e.g. questioning skills; ability to convert product features into customer benefits).
Learning Outcomes	<p>Upon completion of this learning unit, students will be able to:</p> <ul style="list-style-type: none"> Examine and evaluate the theory of open, closed and rhetorical questions and determine its influence on the sales process Determine the differences between product and service features, versus benefit statements and their use in sales situations Create word pictures Recognise buying signals Improve ability to overcome price resistance Identify within their own products and services, elements which would enable them to counter competitive proposals Evaluate the assumption by some researchers and writers that marketing is focused on addressing customer needs, whilst selling is focussed on the needs of the salesperson

Learning Unit Title	<i>LEARNING UNIT DPS11 – PERSONAL GOALS & MANAGING TIME</i>
Learning Unit Aim	The aim of this learning unit is to acquire a systematic and effective approach to goal-setting and time management.
Learning Outcomes	Upon completion of this learning unit, students will be able to: <ul style="list-style-type: none"> • Review and evaluate existing research with regard to the attributes of goal achievers and apply this within the context of selling • Examine the principles with regard to taking a measured approach to goal achievement • Determine and accept responsibility for the potential price to be paid for goal achievement • Identify and notate personal goals • Explain how written goals impact upon effective use of time • Identify time wasting activities • Determine how effective use of available time could impact dramatically on goal achievement

Learning Unit Title	<i>LEARNING UNIT DPS12 – WRITTEN COMMUNICATION SKILLS FOR SALESPeOPLE</i>
Learning Unit Aim	The aim of this learning unit is to acquire knowledge and skills in the production of sales proposals and report writing. The aim of the workshop is to review progress and to embed the learning outcomes of Module DPS3.
Learning Outcomes	Upon completion of this learning unit, students will be capable of: <ul style="list-style-type: none"> • Determining the information and knowledge people need in order to make decisions • Reviewing and ensuring that the information and knowledge being communicated is current, accurate and complete. • Demonstrating understanding of the importance of research, planning and preparation for sales before committing pen to paper • Communicating in ways that help people to understand the information and knowledge being communicated and its relevance to the receiver. • Explaining technical information in a manner understood by the reader. • Determining and implementing the key elements of effective report and letter writing • Identifying useful resources for gathering information

Blended Delivery

These programmes use 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; and by formal invigilated examinations.

Assessment Methodology

CONTINUOUS ASSESSMENT

The college uses a range of continuous assessment methods in validating student learning and application both formal and informal.

INFORMAL

SELF-ASSESSMENT

At the end of most learning units, the system includes a self knowledge test to check retention of learning. Students are required to take all of these tests whenever they appear in the system. The numbers of questions presented, which are in random order, depend on the length and complexity of the learning unit.

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.

FORMAL

EXAMS

There is a formal knowledge exam 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.

WORK-BASED ASSIGNMENTS

Students are required to submit work-based assignments at different intervals during a particular programme. All of the assignments relate to the learning objectives of a specific module of the programme, and marking is based on a comparison of the student's submission with the intended learning outcomes.

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.

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.

Certification and Progression

ICM is a worldwide recognised provider of business qualifications, operating in 130 countries. The Institute is regulated in the UK by OfQual.

PROGRESSION ROUTES

Every year, ICM graduates gain entry into universities in North America, the UK, the Republic of Ireland, Western Europe, the Far East, South East Asia and Australasia. For those wishing to study in the UK there are more than 100 different institutions to which they can apply. For the student, the choice of institution and the preferred country of study is wide and varied.