

Graduate Diploma in Sales Coaching



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Structure

The Graduate Diploma in Sales Coaching 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 GDSC1 – Sales coaching within an organisational and market context** – 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 GDSC2 – Preparation and planning for effective sales coaching** – 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 GDSC3 – Implementing sales coaching in the workplace** – one-day end of module workshop; delivery of three learning units (one unit each month); a number of work-based exercises; an exam; production of a professional development in the workplace portfolio; the assignment is an end of programme project.

Content

MODULE GDSC1 – SALES COACHING WITHIN AN ORGANISATIONAL AND MARKET CONTEXT

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

GDSC1.01: Sales coaching within an organisational context

- Explain how the role of sales coach sits within an organisational context.
- Demonstrate understanding of the influences within an organisation which might affect the effectiveness of sales coaching
- Conduct an organisational analysis to determine the suitability of the organisation to implement a robust sales coaching culture.
- Explain how traditional sales management differs from sales coaching.
- Explain the difference between sales coaching, training, mentoring, and counselling.
- Explain the concept of whole-part-whole and how to apply it.
- Evaluate the limits of their ability to be a counsellor, trainer, or mentor, whilst operating as a sales coach.

GDSC1.02: Learning from coaches in other professions

- Explain the timelines involved in implementing and executing a coaching culture within an organisation.
- Determine how knowledge of coaching practices in sports and the performing arts could assist sales coaches.

- Determine the rules applicable to salespeople operating in a professional environment.
- Explain how early career choice can effect an individual's approach to the work ethic.
- 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 may impact upon the approach used to acquire professionalism
- Determine how skills are acquired, maintained and improved by the use of a structured approach to sales coaching

GDSC1.03: A holistic approach to game plan design

- Understand and describe how using a holistic model of sales coaching can affect all aspects of sales team management from recruitment, through to training, and preparing salespeople for promotion
- Explain how process and rules of behaviour are used and accepted in other professional environments
- Explain the major differences between focus on inputs and focus on outputs
- Explain how to overcome the resistance of salespeople to the imposition of process and rules of behaviour
- Determine a set of rules of behaviour for themselves
- Construct a sales process for the sales team

MODULE GDSC2 – PREPARATION AND PLANNING FOR EFFECTIVE SALES COACHING

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

GDSC2.04: Recruiting the sales team

- Construct a manpower plan based on required organisational income generation needs
- Describe the desirable levels of knowledge, skills, and abilities of salespeople
- Appraise the available pool of potential new recruits to the sales team
- Adjust where appropriate expectations in regard to recruitment and selection aims
- Specify the recruitment and selection methodology to be used to employ a sales team including the tools to be used in determining candidate suitability for the sales role
- Demonstrate effective recruitment and selection skills
- Review the results of recruitment decisions made versus expectations

GDSC2.05: From training needs to training design

- Describe how different people learn differently

- Consolidate different learning styles with required learning outcomes
- Conduct a training needs analysis based on role definitions
- Design learning interventions to elicit definable and measurable learning outcomes within a realistic timescale
- Specify a conducive learning environment including the preparation of learners scheduled to take part in training events
- Evaluate the effect of sales training
- Maintain sufficient records to enable regular reviews and analyses of training effectiveness

GDSC2.06: Transferring learning from the classroom to the workplace

- Construct a plan to transfer learning from the classroom to the workplace
- Validate formal learning outcomes in simulated and real-time environments
- Monitor the achievement of learning outcomes in the workplace
- Maintain personal training development logs
- Collaborate with other departments regarding the analysis of effective training implementation
- Redesign training interventions where necessary and as a consequence of implementing training interventions

MODULE GDSC3 – IMPLEMENTING SALES COACHING IN THE WORKPLACE

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

GDSC3.07: Effective structures for sales coaching

- Describe how a preferred organisational structure for sales coaching effectiveness might be implemented or require adjustment within their own organisational structure
- Explain the role of a MetaCoach
- Contribute to organisational plans for growth and profitability.
- Organise tasks and opportunities for identified salespeople to carry out elements of career progression activities and simulations in order to determine suitability for future career progression.
- Share and transfer knowledge as part of a learning organisation.
- Contribute to organisational reviews of sales team effectiveness and productivity
- Explain how Sales Coaches and MetaCoaches can influence acceptance of change initiatives

GDSC3.08: Attributes of a good sales coach

- Determine the desirable attributes of a sales coach

- Conduct a self-evaluation of personal attributes against recommended attributes for successful sales coaching
- Define the leadership element involved in sales coaching
- Explain the theory of the self-fulfilling prophesy and how this might relate to their own working environment
- Demonstrate understanding of the key drivers and barriers of sales performance
- Construct a personal development plan

GDSC3.09: Sales Coaching in action

- Effectively plan, design, and implement specific sales projects for a sales team
- Direct and encourage the salesperson to adopt different sales strategies within different customer situations
- Evaluate the psychological forces at play in changing and testing out new sales skills in a live environment
- Enable the salesperson to plan, design, and implement a personal development plan
- Recognise sales problems and supervise solutions to those problems
- Share and transfer knowledge as part of a learning organisation
- Utilise the course learning in order to deal with new experiences and unfamiliar situations

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.