8 Hour Broker Management
VREB Approval #: 59684

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Instructions for 8 Hour Broker Management Correspondence Course

You have chosen to take the 8 Hour Broker Management course by correspondence. You may either read it online or print it. After you complete each section, take the quiz. A blank answer sheet is provided for you on the second to last page of this packet; please record your answers there. **You must answer the questions for all 3 sections.** The Virginia Real Estate Board requires a passing grade of 75% or higher.

Complete the Certification Sheet. **Have the Student Declaration notarized.** The Virginia Real Estate Board has given you the option of either sending the notarized affidavit to us or keeping it with your records.

Mail, fax, or scan and email the completed answer sheet, certification sheet and Student Declaration to us. Our mailing address is Box 494, Oakton, Virginia 22124. Our fax number is 703-758-0044. Our email address is info@PotomacRESchool.com.

Your information will be held in the strictest of confidence.

You will not be charged unless you pass the exam. If you do not pass, you will be notified immediately.

Once we have received the required paperwork from you and you have been charged, we will report your hours to DPOR and email your certificate to you. The Real Estate Board requires that we report your hours to DPOR within 5 days of receipt of your paperwork. If you need reporting in less than 5 days, please let us know.

If you have any questions, please call or email us. Our phone number is 703-758-0034. For questions of a general nature, you can call or email us at info@PotomacRESchool.com. If you have questions about the content of the course, you can call or email me at patti@PotomacRESchool.com.

Thank you.

Patti Chapell

Patti Chapell
Director

TABLE OF CONTENTS

Building a Successful Sales Team

Part 1 – Introduction

- Your responsibility as sales manager
  - To generate profit through the efforts of others
    - In order to do this, you must have the ability to train and maintain a profitable sales team.
    - Not even the most careful job of watching expenses can balance the budget if the sales staff does not sell.
- Your most important function
  - Growing and keeping productive sales people
- The purpose of this program
  - To help you (sales managers) develop a systematic approach for creating a sales staff that is both
    - Skilled in sales and
    - Aware of the conduct required by the law and company policy

Part 2 – Education – Training – Coaching – Mentoring

- The above four terms are often used interchangeably, yet each has its own meaning and serves its own purpose.
  - In order for you to provide a consistent system for the professional growth and development of sales associates, it is important that you have an understanding of all four.
- Education
  - Education informs.
    - The Principles and Practice course, given to prepare a person to take the licensing exam, is an example of education.
    - Agents need to know the language of the profession as well as the language of the company.
    - They need the education to understand the difference between dual agency and designated agency.
  - Agents need the education before they can master the skills necessary for presentations.
  - Conveying information
    - One means of conveying information is live classroom presentation.
      - This requires you, the "teacher", and students to be available at the same time.
    - Another means of conveying information is allowing participants to join a class from remote locations using technology.
    - Most of the information that agents need to know can be learned through self-study. Cost-effective methods for disseminating information by self-study include the following:

        - Printed materials
        - Recorded classes
        - Self-paced computer courses
    - Any self-study program needs a testing component
        - This allows you to determine whether or not the trainee has learned what is required.
        - Tests can be administered in writing or through interactive educational software programs.
        - Periodic checkpoints for ascertaining whether or not students have grasped the concepts can be used for two purposes
            - Measuring the effectiveness of the instructional material
            - Holding learners accountable for self-study
    - Developing a self-paced education program is time-consuming initially, but the benefit of having basic education available when and where it is needed at very low cost is evident.
    - Classes may also be offered at the local Association of Realtors® or through a proprietary school.
        - It would be wise for you, the manager, to audit the classes before sending agents in order to determine that the content is in keeping with your beliefs, ethics, and company policy.

- Training
    - Training develops a skill.
        - Skill development requires that trainees be given instruction as well as opportunity to practice.
        - Practice should be under your (the trainer's) supervision so that you can give correction as well as positive feedback.
        - Positive feedback must be provided immediately in order to ensure that incorrect behaviors are replaced and correct behaviors are reinforced.
        - Practice can be accomplished by having the sales associate
            - Engage in an actual task such as the operating of a computer program or
            - Engage in a case study skill practice such as role playing agency disclosure
        - Again, the agent needs the education first before acquiring the presentation skills.
    - The trainer
        - Choosing the appropriate person or team to conduct the training in an understandable and consistent method is fundamental.
            - Training on the use of office equipment, for example, might be handled by a receptionist in the office or other persons knowledgeable about the use of the equipment.
            - Although it is not necessary for you to conduct every training session yourself, it is essential that you be aware of and in agreement with content and method of delivery of that training.
    - Observation of the trainees by you, the trainer
        - Because the purpose of the training is the development of a skill, and because skill development requires behavior modification, good trainers observe the trainees practicing the skills being acquired.
        - Observation is to training what testing is to education.
            - Observation gives you, the trainer, the opportunity to measure growth in the trainees.
            - If trainees are to practice new skills in your presence or the presence of other trainees, it is imperative that a "safe environment" be created.
                - A safe environment is a place where practice can be accomplished without the fear of criticism.

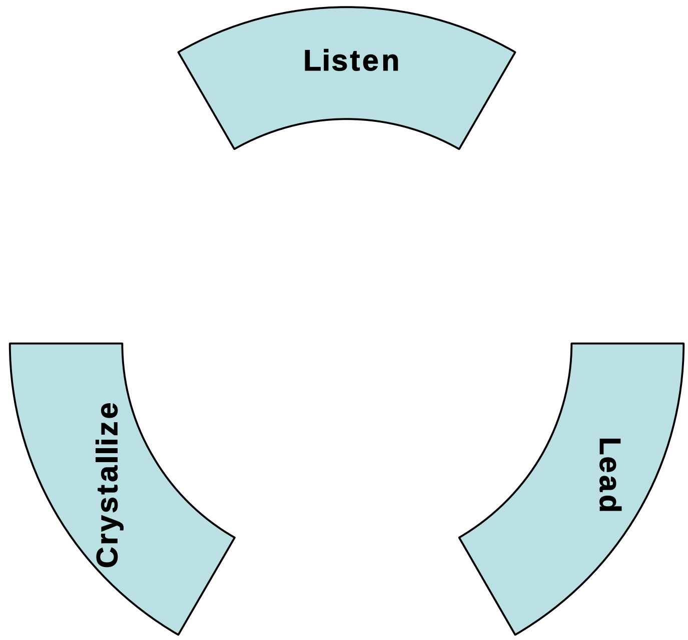
- ***All*** participants attending a classroom skill practice should be held to the standard of providing “positive feedback”.
  - Positive feedback focuses on strengths. Suggestions for improvement are given as opposed to statements of criticism.
- A safe environment encourages trainees to think of what ***will*** work instead of what ***won't***.

➢ Blending education and training

- Self-paced education can be blended with supervised training sessions to allow agents to begin applying new information in a meaningful way.
  - Factual information studied by the trainee would be followed by supervised practice sessions.
  - Blended learning can be combined with spaced learning to improve results.
    - “Spaced learning” is a method of introducing one new skill at a time, allowing a few days to practice in the field, and then reviewing the results and making corrections.
    - Spaced learning can be a very effective tool for skill development.
- Research in the field of adult education indicates that adults generally learn better when they see an immediate need or application for the information.

➢ Coaching

- Coaching is providing the structure and support which encourages sales associates to crystallize and achieve the results they want.
- Unlike you as the trainer, you as the coach do not supply answers. You ask the right questions to help sales associates generate their own answers.
- You can only help if the protégé is committed to taking actions that bring results. Coaching relies upon the willingness of the protégé.
- Coaching can help the sales associate improve his/her results.
- Since coaching is focused on helping the sales associate reach his/her own goals, and since goals are elusive and tend to change and grow, you as the coach must be flexible.
  - For example, a sales associate's goal to improve productivity may lead to an understanding of the need to delegate, which leads to the decision to investigate the merit of creating a team.
  - You need the flexibility to move through the changing landscape of the protégé's vision and lead him/her on a path of self-discovery.
- Where training is focused on a predetermined set of skills, coaching is centered on the person.
- If you believe that the acquisition of a new set of skills may be advantageous to the protégé, you might use questions to help the protégé discover that need and then encourage him/her to enroll in the appropriate training.
- There are steps necessary to coach sales associates.
  - Defining these steps is deceptively easy
  - Following these steps requires patience, practice, and a commitment from both the sales associate and you, the coach.
- The steps include the following:
  - ***Listening*** and asking great questions to understand what the protégé wants to accomplish.
  - ***Leading*** the protégé through questions to a plan of action.
  - Restating the action plan and helping the protégé ***crystallize*** it by committing to specific tasks and deadlines.
- You, as the coach, provide an accountability checkpoint.
- If you are the coach, it is important for you to know that that you are investing time in someone who is willing to make behavioral changes.



The model above is just as appropriate for coaching novices as it is for coaching top producers and for increasing the competence level of agents who are already productive.

- Mentoring
  - Who should do the mentoring?
    - Mentoring is generally done by those who are technically very proficient themselves.
    - The guidance by the mentor is often based on the mentor's own experience rather than on company policy.
    - The concept followed is that the mentor shares his/her own approaches and systems.
    - With or without a formal system in place, mentoring occurs at some level in almost every office.
    - Care should be taken by you to encourage mentoring by those who engage in business in a manner consistent with company values and policy.
    - You need to be aware that mentors may have their own agenda.
    - While a good mentor can dramatically expedite the learning of newer sales associates, you should be cautious about abdicating your responsibility for your sales associates' development.
      - If nobody is mentoring the mentors, the system is likely to fail the very people it was established to help.
      - With no management oversight, mentoring programs may end up passing bad habits from one generation to the next or in abuse of the newer sales associates.
      - Management oversight is particularly important because mentoring programs frequently fail due to the "mentee's" dissatisfaction with the mentor.
        - Two common complaints are the following:
          - "I can never reach my mentor. He's/she's too busy for me."

            - "I shouldn't have to pay my mentor X when he's/she's done nothing to help me."
        - Due to the above complaints, a written contract between mentor and "mentee" is advisable.
- The following list of benefits is from NAR's Realtor Magazine Online:
    - Benefits of Mentoring
        - Benefits to Mentors
            - Ensures that their legacy is carried on by sharing their experiences and knowledge.
            - Encourages continual self-education. Mentors have to stay current and keep learning.
            - Provides career advancement. Organizations value mentors for their teaching ability.
            - Enhances self-esteem and satisfaction in having helped others.
            - Revitalizes their own interest in work.
        - Benefits to Associates
            - Gives more practical, concrete experience than training classes.
            - Builds self-esteem by letting them take the spotlight in some transactions.
            - Gives a more realistic picture of real estate sales.
            - Provides exposure to existing, tested organizational tools that they can adapt.
            - Creates opportunities to build contacts and develop a network.
            - Provides direction and reasonable goal setting.
            - Improves job satisfaction.

➢ The responsibility of and benefit to you, the management, of developing sales associates
- Your responsibility
    - Developing and enhancing the skills of sales associates is not a task that is completed and crossed off a "to do" list.
    - Developing sales associates is an ongoing responsibility.
- The benefit to you, the management, of developing sales associates
    - Whether you are helping experienced sales associates learn new skills, helping new sales associates learn basic skills, or coaching a top producing agent to help refine his/her time management skills, the better the sales associates are, the less time you will spend dealing with crises.

Part 3 – The New Agent

➢ Characteristics of the new agent
- Generally, new sales associates are full of enthusiasm and are waiting for specific instructions.
- Unlike experienced agents who may fear rejection, novices are often much more fearful of finding themselves in a situation they don't know how to handle.

➢ Four immediate needs of the new agent
- The new agent needs specific directions for engaging in business building activities.
- The new agent needs reassurance that he/she will not be left on his/her own when getting an appointment.

- The new agent needs to be held accountable for accomplishing assigned activities.
- The new agent needs to have regular meetings with you or the office trainer to review progress, receive suggestions for improvement, and be praised for correct behavior.

➢ Meeting with you or the office trainer

- It is important to note that a meeting with you or the office trainer is not a right but a privilege, which is "earned" by engaging in agreed upon tasks.
- Granting that privilege to people who have not earned it sends the wrong message to all agents in the office.
- The purpose of the meeting is to review specifically how the sales associate performed the assigned tasks, what the sales associate did well, and what he/she could say or do differently that might improve the outcome.
- When a sales associate who has not performed the tasks assigned shows up for the meeting, he/she should be told that the meeting cannot be held as there are no activities or results to be evaluated.

➢ Challenges of the new agent

- Although new agents will usually be willing to take your direction, once a sales associate has tried following direction without getting the desired outcome, the willingness to take direction in the future is likely to diminish.
- Failure erodes belief as well as motivation.
- The very questions that the sales associate asks tend to reflect the challenges he/she has faced.
- Although the sales associate has gained knowledge and experience, some of the less successful experiences may have caused a drop in confidence.
- This can be a critical time in the agent's development.
- Reminders of accomplishments, reassurance and encouragement may be needed to persuade the agent to resume practice.

Part 4 – The Top-Producing Agent

➢ One of management's greatest challenges

- One of your greatest challenges will be to continue to contribute to the growth and development of your peak performers.
  - o Coaching allows you to listen to the growth needs of these sales associates and to direct them to the resources they need.
  - o Don't make the mistake of believing that an agent doing an exemplary job in sales is not looking for growth. Whether it is improvement with time management or team building, the assistance you provide will earn you the respect and loyalty of these top producers.

Part 5 – Some Examples

➢ Think about the following scenarios:

- Suzie is a new agent.
  - o She has come to your office from another company and has had no training. However, she is going on listing appointments and is conducting buyer counseling interviews. The paperwork that you are receiving from her is sloppy and is filled out incorrectly. She is not attending your office training because she claims that she is too busy.

    - What can you do to help Suzie?
    - Does she need education, training, coaching, mentoring or a combination?
- John is an experienced agent.
    - He's been in your office for 7 years. He attends all training given by you and your company. He has the GRI, ABR, and associate broker's license. He's proud of the fact that he has accumulated 53 continuing education hours over the past year. Despite all of this learning, John is not a producer. In his best year, John had 5 sales.
    - What can you do to help John?
    - Does he need education, training, coaching, mentoring or a combination?
- Rita is a top-producing agent
    - Lately, Rita seems frazzled all of the time. She complains that she never finishes her work, that she can't seem to get to appointments on time and that she hasn't found the time to learn the new sales contract.
    - What can you do to help Rita?
    - Does she need education, training, coaching, mentoring or a combination?

Part 6 – Conclusion

- ➢ Education, training, coaching and mentoring
    - These are a manager's tools that not only build office profits; they build character, mutual respect, and loyalty.
    - They also build the manager's and the company's value in the eyes of the agents.

Building a Successful Sales Team Final Quiz

1. The manager's two most important functions are
    a. To grow the office
    b. To recruit other managers for the company
    c. To retain productive sales people
    d. Both a and c

2. Mentoring is different from coaching in that
    a. Mentoring is like hands-on training and coaching is providing the structure and support which encourages sales associates to reach their goals.
    b. Mentoring is providing education and coaching is training in new skills.
    c. The mentor is usually the manager and the coach is usually another agent.
    d. None of the above

3. Coaching
    a. Is very rigid
    b. Requires flexibility
    c. Involves teaching
    d. None of the above

4. Which statement is correct?

a. Training is focused on the person and coaching is focused on skills.
b. Training is focused on knowledge and coaching is focused on goals.
c. Training is focused on a predetermined set of skills and coaching is centered on the person.
d. None of the above.

5. Which statement is incorrect?
a. It is important that the coach listen and ask questions.
b. Factual information would be conveyed to an agent in a training setting.
c. It is important for a coach to know that the person he is investing his time in is willing to make behavioral changes.
d. All of the above are correct.

6. A written contract between mentor and “mentee” is advisable because in the absence of a written agreement
a. The “mentee” may be short changed by the mentor.
b. Everyone knows what is expected of both “mentee” and mentor
c. Neither a nor b
d. Both a and b

7. Blended learning can be best described as
a. Using several different instructors to give different viewpoints
b. Combining several methods of conveying information
c. Teaching technical and sales topics in the same class
d. Creating a good learning environment

8. Training is different from coaching in that
a. Training is skill focused.
b. Training is for new agents.
c. Coaches must be rigid and structured.
d. Coaching is not a development tool.

9. When evaluating a sales associate’s performance, the manager should
a. Focus primarily on the mistakes.
b. Focus primarily on the failures.
c. Focus on successes and opportunities for growth.

10. Which of the following is not a need of new sales associates?
a. Specific direction about what to do and how to do it
b. To be consulted regarding changes to company policies.
c. Praise for tasks done well and redirection for tasks not done well
d. To be held accountable for accomplishing assigned tasks

11. Challenges of the new agent include the following except
a. New agents never listen to their manager.
b. Failure erodes their belief as well as their motivation.
c. Once a new sales associate has tried following direction without getting the desired outcome, the willingness to take direction in the future is likely to diminish.
d. All of the above are true of new agents.

12. The top-producing agent
a. Is never looking for growth
b. Will need training more than the new agent
c. Can be one of management’s greatest challenges
d. None of the above

13. One fear typical of new agents is
    a. Working hard
    b. That experienced agents will try to avoid them
    c. Finding themselves in a situation they do not know how to handle
    d. All of the above

14. Education
    a. Develops a skill
    b. Informs
    c. Is centered on the person
    d. None of the above

15. Trainees practicing new skills require
    a. A safe environment
    b. Positive feedback
    c. Suggestions for improvements
    d. All of the above

Persuasive Management Communication

Part 1 – Introduction

- The case for persuasive management communication
  - When you have very little direct authority, as is the case when managing independent contractors, you must be persuasive.
  - Even employees in today's world lack tolerance for unquestioned obedience to authority.
  - Managers of real estate offices are particularly in need of persuasive communication skills.
- Completing this program
  - As you work through this program, you are encouraged to reflect on your current communication techniques and attitudes and look for personal opportunities for growth.

Part 2 – It's More Than Speaking Eloquently

- Know the individual
  - Communicating persuasively requires that you know each person as an individual.
  - What is effective with one might prove to be disastrous with another.
- The value of listening
  - Listening to the viewpoints of others with an ear towards common objectives and complementary values is a good place to start.

- It is easier to influence the thinking of people with whom you share a history and who see you as trustworthy.
- Listening to others non-defensively helps build a foundation of trust that contributes to successful, persuasive dialogs.

➢ The skill of persuasion
- Persuasion is the skill of moving people from a current belief or position to a new one.
    - In the process of that move, you, the persuader, must be willing to be persuaded.
    - The most influential managers believe sincerely in the ability of others to bring value to the process of creating solutions.
    - Persuasion is a negotiation process that requires you to understand the sales associate's objectives and values as well as your own.
    - *To understand your own perspective of persuasion, pause for a moment before reading on and reflect on what you do to persuade……………………….*
    - One common answer to the above question is, "I state my position, support it with a statement of benefit, and close for agreement."
        - This is an over-simplification of the process.
        - For years, managers have told sales people what must be done in order to be successful and asked sales people to agree to engage in those activities.
        - If the above stated method is so persuasive, why is it that most sales associates don't do what they are told?
        - Could it be that our model of persuasion (tell them – present the benefit – close) is not always effective?
    - Persuasive managers recognize that explaining what they want done and why it should be done is just the surface.
    - Cooperation is accomplished through mutual buy-in to objectives.
    - This requires listening to and understanding the values and objectives of the other party and appealing to those values and objectives with a solution that is believed.
    - Not only must sales associates believe that they will get the desired results. What they are being asked to do must be consistent with their values and self-perceptions.
    - It is challenging and time consuming to be persuasive. However, when the situation warrants the time investment, it is worthwhile.

➢ Three uses of persuasive communication
- 1 - Introducing new or changed policy
    - Announcing a policy change, especially if it is one that you, the manager, did not make yourself, is one of the most challenging tasks you will face.
    - If the most productive agents are schooled in "benefit selling techniques", then it is likely that following the 3 step, "Tell them – Present Benefit – Close" is likely to result in push-back from those sales associates who perceive it simply as a manipulative technique.
    - If the change is not likely to be significantly difficult for sales associates to accept, then the traditional 3-step process may be effective.
    - On the other hand, if any part of the announcement may be perceived as negative, preparing prior to announcing is essential to being persuasive in the announcement.
    - *Consider the results of announcing without building a foundation for acceptance.*
    - The following process is appropriate when the possibility of rejection warrants the time investment
        - *Educate yourself*.
            - You will need to find out why the change is being made and what the projected positive influences are.

- If the change involves the sales associates' compensation or their pocketbooks, you will have to do the math. You cannot afford to be caught off guard regarding specific amounts.
- Next, you should research industry standards and know the differences between working in your office/company and other offices/companies in the area.
- This is not just about compensation or how much postage the company reimburses. It is about the entire package that is offered to your agents.
- If possible, talk to other managers you trust, who have faced a similar challenge. If you have a few key trusted advisors among your sales staff, send out a trial balloon to see what they believe the reaction might be.

▪ *Refresh your memory* regarding what each sales associate values in his/her relationship with you, the company, and the office.
  - This is an exercise in understanding the individual, not the group.
  - Understanding what people value is fundamental to being persuasive.
  - You can't change what you have to announce, but you can offset it with what they value most.
  - Keep in mind that most decisions are made emotionally and once made, your sales associates will be inclined to accept and look for the logic that supports that decision.
  - If you are able to help them *want* to stay in the office, focus on business, accept the change and move forward, they will be willing to accept evidence that backs that decision.

▪ *Make a list* of how each sales associate is likely to perceive the change and what benefit needs to be featured for that individual.

▪ *Inform key leaders* in the office prior to the official announcement and get their commitment to be present and supportive when the formal announcement is made.
  - If you know your sales agents, you know which agents' opinions will be valued. (These are not always the top monetary performers.)

▪ *Look for ways* to engage the individuals in the office during the initial period of introducing change.
  - For some, this is best achieved through a team effort, perhaps to a community service event or an office social event.
  - For others, it should be more business related, such as weekly coaching, training, or business planning sessions with you or another company representative.
  - The goal is to keep sales associates moving forward while they adjust to change.

▪ *Consider your credibility* with your agents.
  - Many managers overestimate the perception of the group. If you are not yet positioned as a "trustworthy and credible" leader or if you need "expert testimony", seek back-up from others in the company for the announcement.
  - If you are perceived in your office as someone who is fair, has a track record of making good decisions, and has expertise, you are likely to be in a good position to make the announcement solo.

▪ *Make the announcement*.

            - Acknowledge any *obvious* downside and emphasize any upside.
            - Introduce any upcoming office team projects or events.
        - *Continue to monitor reaction*.
            - Stay in close communication with your group. Even though you may not always like what you hear, hearing is better than not.
- 2 - Correcting negative behaviors
    - The job of correcting negative or counterproductive behavior is generally not easy or fun, but it is easier when behavioral expectations have been clearly communicated.
    - When setting expectations, there are a number of vehicles that can be helpful. Methods for communicating expectations include the following:
        - Written words
            - Policy and Procedure Manuals
                - A policy and procedure manual provides an authority that can be referenced directly by staff and sales associates in your absence; once created, it is an excellent time management device.
                - Much like the National Association of Realtors® Code of Ethics, which has each article of the Code defined by the Standards of Practice, policy states the governing positions or rules, while procedures dictate the appropriate or company approved methods for handling many routine situations.
                - Office rules or guidelines can be incorporated as a part of a policy and procedure manual or can stand alone.
                - In order for a policy and procedure manual to be an effective tool, all new hires must be expected to read it and to sign a statement affirming that they did, in fact, read the manual.
                - Additionally, it is a good idea to have the manual easily accessible, perhaps online, so that it can be checked by all under your supervision.
                - Any time the policies change or are updated, a system should be in place to ensure that all agents and staff are aware of the changes.
            - Memoranda
                - Memoranda are one method for accomplishing notification of a policy or procedural change.
                - Memoranda are generally used to address a single issue and provide the company and the manager with a written record of the communication.
        - Spoken words
            - Spoken words give you the advantage of soliciting feedback to determine the level of understanding and acceptance.
            - Unlike policy manuals, spoken words allow the manager to set specific expectations for specific people.
                - This is often the preferred method for establishing behaviors required to meet an individual goal or plan of action.
        - Your behaviors
            - "Your actions speak so loudly that I can't hear what you are saying."
                - You've probably heard this sentiment expressed in a number of ways before.

- With respect to setting behavioral expectations, your actions are more likely to be believed than the words you have written or spoken.
- When words are at odds with your actions, credibility, trust, and respect are diminished. For example, many managers insist that sales meetings are valuable and should be attended by all, but turn a blind eye when productive sales associates fail to attend.
- What is the real message that has been conveyed? Whether it is regarding productivity or adherence to fair and ethical standards, stating expectations that your actions do not support is a recipe for a ruined reputation.
- *Think of a time when your actions or the actions of your boss left subordinates confused or frustrated. What could have been done differently that would have corrected the situation?*
- *When expectations have been concretely expressed but not lived up to, how do you correct the behavior?*
- *If you are unable to persuade a sales associate to change, what is your next step?*

- Unacceptable behavior vs. undesirable behavior
  - It is important to differentiate between illegal, unethical or other unacceptable behavior and simply undesirable or counterproductive behaviors.
  - Distinguishing between potentially illegal or unethical behaviors and those which are merely undesirable helps you decide on appropriate documentation. It also helps you determine who in the company needs to be consulted.
  - Unacceptable behaviors are just that, unacceptable. A statement that these behaviors will not be tolerated needs to be immediate and direct.
  - If there is a possibility that the sales associate truly did not know that the behavior was illegal or unethical, you may want to act as if you believe that the sales associate was ignorant of the rules. If that is the case, one solution is to bring the governing law or rule to the associate's attention, acknowledge that you understand that he/she did not know about it, and ask that he/she abide by it in the future.
  - Undesirable behaviors might include actions that seem inconsiderate of fellow agents, such as leaving the conference room messy, taking sloppy messages, or even using time in non-productive ways. It is precisely because these behaviors are not in violation of a stated rule or law that it may take a bit more persuasive ability to turn these agents around. Sometimes these situations require the use of a communication technique similar to objection handling and closing for agreement in a sales situation.
- The uncooperative sales associate
  - An associate who knows what acceptable behavior is and is choosing not to conform, is not likely to adjust behavior based on reading a memo or an office/company policy manual.
  - As unpleasant as the prospect might be, a private conversation will be needed.
  - The practice of building a sales meeting around the inappropriate actions of one agent is demoralizing to the group and a waste of the other agents' valuable time.

    - You need to persuade the one specific agent that the modification is necessary as well as beneficial.
    - Your communication needs to address the **problematic** behavior, the negative impact of that behavior, and a discussion of alternative behavior that will be more effective.
    - Concluding the discussion with a commitment to a specific alternative behavior and a statement of consequences of failing to make the change is important.
    - Addressing the benefit to the offending party can be very helpful.
    - Managers who deal primarily with employees have the luxury of stating the benefit of continued employment.
    - Often, dealing with productive independent contractors requires a bit more skill.
    - Because there is generally no evidence of conversations, it is often wise to follow up the conversation with a summary email or memo.
- 3 - Encouraging growth (coaching)
  - "Training" and "coaching"
    - Training and coaching are both necessary to professional growth but they are not the same thing.
    - Before an agent can be coached, he/she must first have been trained in the skills to be developed.
    - Coaching may uncover the need for additional training.
      - When this is the case, you, the coach, can either take on the role of trainer or direct the agent to training.
      - It is important that you know where to find training resources that are consistent with your values and beliefs.
  - Persuasion as a process
    - Persuasion is a process, not an event
    - The ability to be persuasive relies more on being a great listener than a gifted speaker.
    - Knowing your sales people, each person's skill level, degree of willingness and professional goals helps you to be a better coach.
    - Earning the respect and trust of any you coach is essential.
  - The challenge in coaching
    - Performance coaching models are not complicated or difficult.
    - What can be challenging is persuading the sales associate to share his/her goals with you.
    - Perhaps even more difficult is persuading an agent that what appears to be only a dream can be achieved by following the right path.
      - You, the coach, must be able to influence each agent to believe in him/her self.
  - What is the job of the coach?
    - Simply stated, coaches listen and guide protégés towards the development of a plan to reach agreed upon goals.
    - The plan consists of specific, measurable objectives with an agreed upon timeframe.
    - Since listings, buyer representation agreements and purchase offers are a product of engaging in the right activities, <u>the plan is activity based as opposed to result based.</u>
    - Periodically, at formally established appointments, you, the coach, and protégé review progress, discuss growth, and set the next set of objectives.
      - All periodic objectives are related to the vision and long term goals of the protégé.

        - The relationship between long term vision/goals and periodic objectives is an important part of the process.
        - The regularity of the meetings and your expectation that promises will be kept is influential in keeping the sales associate on track.
            - Allowing a protégé to break a meeting appointment or accepting excuses for failure to engage in promised activity diminishes the process.
        - In order to be prepared for each session, you need to keep good records of conversations and promises.
        - Use questions in each session to help the protégé set the next set of short-term commitments.
        - In addition to asking questions that guide the sales associate towards better choices, as a coach, you also persuade the sales associate to believe in his/her ability.
            - Giving positive reinforcement for desired performance is one part of this.
                - Positive reinforcement is more effective when you can **<u>cite</u>** not only what the specific "right" behavior is, but why it was the right choice.
            - It is equally important to give positive redirection when correct actions are giving the wrong results.
                - For example, if you are tracking the number of buyers that a sales associate is interviewing and the number is large compared to the relative lack of success of purchase contracts negotiated, an entire battery of questions is called for in order to diagnose the problem. In your coaching role, you will ask the questions that help the protégé determine where the exact problem is. *What questions would help your sales associates understand which changes need to be made in this situation?*
    - Coaching for new vs. experienced and productive sales associates
        - Coaching is at least as important to productive sales people as it is to newer agents.
            - This is evidenced by the large number of productive sales people who have enrolled in outside coaching.
            - To the extent that you help the most productive agents in your office to continue to grow, you build an environment of mutual trust and respect that leaves your top agents much less likely to be lured away by other companies.
            - Although the questions change, the coaching model remains the same.
            - Whether coaching the most or the least experienced agent in your office, you have an obligation to keep confidential information to yourself. This goes to the very heart of trust.
    - The questions below may help you devise a coaching plan for your sales people. The initial phase is to gather sufficient information to help guide the creation of a plan.
        - What the salesperson wants
            - What does he/she hope to accomplish from the profession?
            - What is the 5-10 year vision?
        - Activities of the salesperson
            - What training has been attended?
            - What is the current sphere of influence?
            - What prospecting activities is he/she engaged in?
            - What marketing is being done?

- What is his/her agenda and support material for a listing/buyer appointment?

- Salesperson's knowledge
  - What is the salesperson's knowledge of solutions to common consumer problems (short sales, foreclosures, first-time buyer credits)?
  - What professional courses/knowledge is needed?
- Results of activities
  - How many listing/buyer interviews have been conducted in the past 12 months?
    - What is the success ratio?
    - Where has recent/current business come from?
- The business plan
  - What is the agent's financial ability to continue?
  - Given his/her success ratios, what activities will be most profitable for the business?
  - Given long range goals, what is needed this year, this month, today?
- *What questions do you use when coaching?*

Part 3 – Conclusion

- The case for persuasive management communication
  - One of the most financially and emotionally rewarding uses of persuasion is encouraging professional growth. It is also one of the management functions that is often relegated a low position of priority.
  - In the manager's world of "got a few minutes?" and "five alarm fires", the time required to meet with individual sales associates, review performance, and coach, seems impossible to find.
  - In the long run, it is that commitment to helping sales people develop that will significantly diminish the need to deal with last minute crises.

Persuasive Management Communication Final Quiz

1. Being persuasive requires that the person doing the persuading
   a. Knows the person as an individual
   b. Do most of the talking
   c. Be a good listener
   d. Both a and c

2. Persuasion is not
   a. A negotiating process
   b. Understanding of the other person's objective and values
   c. The skill of moving people from a current belief or position to a new one
   d. Accomplished quickly

3. If any part of the announcement might be considered to be negative by the sales associates, the manager should
   a. Educate himself completely before making the announcement

b. Make the announcement to small groups instead of the entire office at one time
c. Tell only the top producers and ask them to tell the other agents
d. None of the above

4. The education/research that the manager should undertake when the policy change involves a negative change in the agents' compensation would include
a. Doing the math
b. Researching industry standards
c. Talking to other managers
d. All of the above

5. Informing key office leaders prior to an announcement of a policy change
a. Can help the manager understand how the announcement will be accepted
b. Can cause the information to be released before the manager is ready
c. Can build a constituency of support for acceptance
d. All of the above

6. When making a potentially unpopular announcement
a. It is important that the manager make the announcement by himself
b. The manager should never make the announcement solo
c. The manager should seek back-up from others in the company to make the announcement if the manager is not yet positioned as a trustworthy and credible leader.
d. None of the above

7. Correcting negative or counterproductive behavior is not so painful for the manager
a. If the agent is the manager's friend
b. If behavioral expectations have been clearly communicated
c. If the correction is made in writing
d. None of the above

8. Methods for communicating expectations can include
a. Policy and procedure manuals and memoranda
b. The actions of the manager
c. Spoken Words
d. All of the above

9. If there is a possibility that the sales associate truly did not know that a behavior was illegal or unethical
a. The manager might want to act as if he believes that the sales associate was ignorant of the rules
b. The manager might want to bring the governing law or rule to the associate's attention
c. Both a and b
d. Neither a nor b

10. When an uncooperative sales associate is the issue
a. It is often wise to follow up the conversation with a summary email or memo.
b. It is often wise to bring another agent into the meeting for moral support.
c. Nothing can be done.
d. All of the above

11. Which of the following is correct?

a. An agent must first be coached to be trained.
b. Training and coaching are the same thing.
c. An agent must first be trained to be coached.
d. None of the above

12. The job of the coach is to
   a. Train
   b. Listen and guide
   c. Teach
   d. All of the above

13. With coaching, there must be a plan
   a. With verbal goals
   b. Which consists of specific, measurable objectives with an agreed upon timeframe
   c. Which, when followed, involves tangible rewards such as candy or cookies
   e. All of the above

14. A good coach is
   a. A good listener
   b. Persuasive
   c. Is someone the protégé trusts
   d. All of the above

`15. Regular meetings between coach and protégé
   a. Should allow the protégé an opportunity to vent about office rules
   b. Should be focused on the protégé's goals
   c. Should be treated as low priority
   d. All of the above

The Winning Sales Meeting

Part 1 – Introduction

- Due to today's mobile society and rapidly changing communication methods, managers face a challenge that was far less difficult just a few years ago.
  - *The Challenge - How do I hold a sales meeting that brings the office together?*

Part 2 – Then and Now

- Although the manager of sales meetings in the past also ran the risk of agents grumbling about sales meetings, the mindset then was as different as the communication methods and many agents attended because it seemed to be the most expedient way to keep updated.
  - Not only were revisions to forms reviewed; in the absence of the internet, the best way to get a sneak peek at new listings that had just hit the market was to "go on tour".
  - Seeing the property online prior to sales meeting was not even a thought for most of us in those times, nor was the concept of having changes to forms available on your company's or Realtor® Association's internal website as soon as they were made.

- In today's world, urgent information is communicated by the manager immediately, either by email or text messaging a link with a 911 code to view right away.
- Sales meetings have ceased to be the right forum for much of what is communicated and many managers have given up the practice altogether.

➢ Ask yourself 2 questions
- *Is there any reason for sales meetings in this highly technological environment?*
- *Should sales meetings be conducted in a manner that permits real time remote attendance?*
- This calls for a reexamination of the purpose of sales meetings.
- Even in the past, meetings that relied on the manager's disseminating information to sales associates were poorly attended. Why is that?
    - The problem with most sales meetings is that they have become a catch all for everyone else's agendas.
        - The termite people want to sell their services.
        - The marketing department wants to sell their new fsbo program.
        - The relocation people need more referrals.
        - A builder wants to sell his new subdivision.
- Today, two of the best reasons for holding a sales meeting is:
    - To increase sales
    - To build a team environment

➢ Increasing sales
- *Short of going out in the field and selling, what can a manager do to increase sales?* The answer is that the manager can inspire and give agents the tools they need to succeed.
    - Sales meetings that inspire are a magnet to the sales agent.
    - People are inspired by success, their own as well as that of others with whom they relate.
    - Calling attention to successes, not just of top performers, but of all performers, is a key to a successful meeting.
    - Share the praise sufficiently so that agents never know when they might be the hero of an inspirational story.
    - Public praise is most effective when the recipient is present, so be prepared with a back-up or two in case the target of this week's praise is not present.
    - Successful managers look beyond production boards to productive activity and customer service for opportunities to inspire.
    - Sharing testimonial letters with the entire group is another great way to build pride and confidence.
    - Allowing those who have had success to share a tip or idea with the group helps bond the team as well as giving ideas and inspiration.
    - Set monthly or quarterly office goals. At each meeting, remind the agents of the goal and give them the tools to achieve it.
        - For example, the monthly goal could be to capture a certain number of expired listings from. Then discuss the various ways that your agents could respond to sellers' questions, such as, "Why is your company better than the company I was with?" Or "Why didn't you come to see my house when it was on the market but you're coming now that the listing has expired?"
        - Your agents should be able to leave the meeting pumped up because they have gained valuable tools to work their business for the next week.
    - Give your agents the tools they need to succeed. Help them sharpen their selling skills. Some topics could be
        - Time management skills
        - Better listing presentations with role playing
        - How to better sell yourself to potential clients

        - Better negotiating skills
        - Reading nonverbal cues
- Building a team environment
    - Rather than serving no refreshments or providing refreshments from your own budget, consider whether you have a group of agents who would like to rotate the host position.
        - With the right people, this acts to bring the group together as a team.
    - When agents feel that sense of camaraderie in the office, the likelihood of defection to another company or office is diminished.
    - Agents will attend if they see your top producers attending.
        - Ask your top producers to attend.
            - *"I'd like to have you at our next sales meeting. Will you do that for me?"*
            - *"I'm really disappointed that I haven't seen you at the meetings. I could use your support because the agents look up to you."*
    - If agents are sent invitations with the promise of something worthwhile that will occur, it can help to attract them. And we all know that where there is food, there are agents!
    - Just as consumers need to know what beneficial information they will receive as a result of attending a buyer's seminar or career seminar in order to be enticed into coming, agents need that sort of encouragement too.
    - Periodically, ask agents for topics they would like to have on the sales meeting agenda.
        - The idea is that people are more willing to attend if the topics are ones that they requested.
        - Keep a file of ideas, speakers, and handouts so you are never scrambling to come up with something at the last minute.
            - Only speakers who bring something that the agents will value should be permitted.
            - The sales meeting is not an appropriate forum for selling every Tom, Dick and Harry's products.
- The agenda
    - If it seems too tall an order to provide an agenda that is both worthwhile and exciting every week, perhaps weekly sales meetings are uncalled for. It's better to meet less often and have people walk away feeling inspired and motivated than to meet more often and have people feel as if time could have been better spent elsewhere.
    - If you have ever attended a meeting for which there was no agenda, you know the pitfalls.
        - If the leader has no agenda or is "winging it", there will be someone in attendance who has his own agenda and is more than happy to move the meeting in that direction.
            - And of course, that agenda will likely have nothing to do with inspiring others to succeed. In fact, it is more than likely that that agent's agenda is to find fault with something or someone.
    - The need for you to be prepared in advance cannot be overstated.
        - Know what you want to accomplish.
        - Publicize the meeting.
        - Have a title for the meeting. The title should be about helping agents make money.
        - Leave a voicemail message about the meeting.
        - At the end of the meeting, hype the next meeting.
    - Your agenda should provide ample opportunity for sales people to interact and contribute in an upbeat way.
        - Adults bring their own experience to the table and are more likely to enjoy and learn when they are able to share.

  - o The first part of the sales meeting can be to provide an opportunity for your agents to share important information about what is happening in the market, what the competition is doing, etc.

- ➢ Conducting the sales meeting
  - In your zeal to encourage participation, do not forget that the group depends on you to keep the meeting positive.
  - A participative group calls for greater alertness on the part of the manager to quickly halt negative or insulting remarks.
    - o Sharing a written agenda with each attendee can be an advantage here. When an effort is made to introduce a negative slant on, for example, the market, the company, etc., point to the agenda and the limited time frame and explain that you will discuss the matter with the agent after the meeting. You must be calm, firm, and non-combative when making this statement.
  - Get the agents to interact with you and with each other. Ask a lot of questions.
  - Ask for recruiting leads.
  - If someone arrives late, do not reward the behavior by rewinding the meeting or stopping to give him/her a copy of the agenda. Keep the meeting moving.
    - o If you make it a habit of putting copies of the agenda and any other handouts in the same location at every meeting, later arrivals will be able to enter without causing disruption.
  - This is not the forum for criticism. Remember to keep the meeting upbeat.
  - Starting late or ending late shows disrespect for your agents' time.
    - o Agents schedule around the meeting.
    - o It is up to you to be aware of the clock. If this is difficult for you, assign a different person each week to be the keeper of the time.
    - o Even when a spirited discussion ensues with a good deal of participation, the meeting ends when scheduled.
      - ▪ When you end this way, everyone leaves feeling positive energy and wanting more and that is what you want.
      - ▪ You can always close with an offer to reconvene at another time for those who want to continue the discussion.
  - Give everyone a "take away" at the end of the meeting.
    - o It can be a pie chart of your office's or company's market share.
    - o It can be a document from Realtor.org.
  - For more ideas, use the prepackaged sales meetings from Realtor® Magazine Online. You will find agendas, activities, and handouts. A Facilitator Resources section offers ideas for running fun, effective meetings. If you are a member of NAR, it is all free. Go to Realtor.org/realtormag.
    - o You can share the following information from "The Field Guide to Quick Real Estate Statistics", published by the National Association of Realtors® and updated in July, 2010.

Field Guide to Quick Real Estate Statistics (most current as of 11/1/2011)

(Updated November 2010)

Looking for quick statistics for your sales meeting or a customer brochure? Need a quick fact to make your point? Information Central has compiled some of the most requested statistics for quick and easy access. Find the information that you need, as well as its source, at a glance. (K. Janisch, Information Specialist)

Real Estate and the Economy

A quick list of up-to-date Housing and Economic Indicators is available from NAR Research.
Despite the current economic slowdown, the housing sector still contributed nearly **$2.1 trillion** to the national economy in 2007, accounting for 15 percent of overall economic activity. The construction of new homes, value-added contributions of REALTORS®, and mortgage banking activity all directly add to economic output, job creation, and income generation. In addition, commercial real estate, which expanded solidly in 2007, contributed an additional $483 billion to the nation's economy.
Source: Real Estate and the Economy, Jan. 2008.

REALTOR® Statistics

Hours worked by all REALTORS® (nationwide): 40 per week

Gross personal income by hours worked: $48,000 (median for 40-59 hrs.)

Percent of business generated by REALTOR® personal web site (all REALTORS®):

- Zero: 37%
- Over 25%: 10%

Real estate experience of all REALTORS® (median): 10 years

REALTORS® by gender: Male 43%; Female 57%

Formal education of REALTORS®:

- Some college: 32%
- Associate degree: 11%
- Bachelor's degree: 29%
- High school graduate: 9%
- Graduate degree and above: 11%
- Some graduate school: 8%

Sides per agent: For all REALTORS® in 2009, the typical brokerage specialist completed 7 transaction sides or commercial deals

Median tenure at present firm (all REALTORS®): 5 years

REALTOR® affiliation with firms:

- Independent contractor: 81%
- Employee: 6%
- Other: 13%

Source: 2010 National Association of REALTORS® Member Profile

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NAR Membership Statistics

Members to date: 1,088,919 as of Sept. 31, 2010

Number of local associations: 1,420

Source: Monthly Membership Report and NAR Membership Statistics, 1908-present

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Home Buyer Statistics

Active home search (median):

- Number of weeks searched: 12

- Number of homes seen: 15

First-Time vs. Repeat Buyers:

- First-time buyers: 50%
- Repeat buyers: 50%
- Median age of first-time buyers: 30
- Median age of repeat buyers: 49

Buyers who definitely would use same agent again: 65%

Actions taken as result of Internet home search:

- Walked through a home viewed online: 45%
- Found agent used to search/buy home: 29%
- Drove by/viewed a home: 21%

Information sources used in home search:

- Internet: 74%
- Real estate agent: 69%
- Yard sign: 22%
- Open house: 12%
- Newspaper ad: 9%
- Home book or magazine: 6%

Source: 2010 National Association of REALTORS® Profile of Home Buyers and Sellers

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Did You Know?

The first-time homebuyer share climbed in both 2007 and 2008, and then surged in 2009. First-time purchasers rose from 36 percent of all homebuyers in 2006 to about 45 percent in 2009. The increase in share added roughly 306,000 sales in 2008-9. Without this gain, existing home sales for the year would have fallen by 63,000.

An important catalyst for the jump in first-time homebuyers in 2009, however, was the first-time homebuyer tax credit program. Various estimates place the impact of the tax credit on either pulling demand forward or releasing pent-up demand at 200,000-400,000 additional buyers- similar to last year's increase in first-time sales.

Source: State of the Nation's Housing 2010 (Harvard University - Joint Center for Housing Studies)

For Sale By Owner (FSBO) Statistics

FSBOs accounted for 9% of home sales in 2010. The typical FSBO home sold for $140,000 compared to $199,300 for agent-assisted home sales.

FSBO Methods Used to Market Home:

- Listing on Internet . . . 27%
- For-sale-by-owner Web site . . . 11%
- Yard sign . . . 46%

- Friends/neighbors . . . 39%
- Newspaper ad . . . 12%
- Open house . . . 14%

Most Difficult Tasks for FSBO Sellers:

- Getting the right price . . . 23%
- Preparing/fixing up home for sale: 18%
- Selling within the planned length of time: 14%
- Having enough time to devote to all aspects of the sale: 13%
- Understanding and performing paperwork: 10%

Source: 2010 National Association of REALTORS® Profile of Home Buyers and Sellers

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Statistics on REALTORS® and Technology

- The typical REALTOR® spent up to $1,200 on technology for real estate purposes in 2008.
- The top three tools that respondents plan on purchasing or replacing in the next year are: smartphone with email/Internet connection (42%); notebook/laptop (34%), and digital camera (26%).
- The most frequently used operating system is Windows XP (63%).
- The most popular smartphones are Blackberry (32%), Palm Treo (14%), and iPhone (10%).
- 84% of REALTORS® use social media to some extent.
- The top places where REALTORS® place their listings are REALTOR.com, their broker's website, their local MLS site, and their own website.

Source: 2009 REALTOR® Technology Survey

Recommended sources for data on real estate:

- Existing home sales (NAR)
- New home sales (Census Bureau)
- Home ownership rates (Census Bureau)
- Foreclosures & delinquent loans (Mortgage Bankers Association)
- Convention mortgage interest rates (Federal Reserve)
- Commercial sector data (NAR)

Hidden gems:

- REALTOR® Magazine Media Kit (NAR) - *Follow links under **Learn more** for demographic data on REALTORS®.*
- American Housing Survey (Census Bureau/HUD) - *Very detailed survey of residential properties and households, conducted every other year.*
- U.S. Housing Market Conditions (HUD) - *See **Historical Data** for times series data from a variety of sources.*
- State of the Nation's Housing (Harvard University - Joint Center for Housing Studies) -***Appendix tables** include useful historic data on homeownership.*
- City Reviews (National Real Estate Investor) - *Metro area reviews include recent data on commercial property sectors.*

- Survey of Consumer Finances (Federal Reserve) - *Data on home ownership, real estate investment, mortgages, and other financial activities of U.S. households.*

Part 3 – Conclusion

- Meetings that build teams and inspire productivity
  - Are upbeat
  - Are not used as a forum for directing or correcting
  - Leave agents feeling more motivated than when you stepped in the door
  - Will be well-attended by your agents because they want to attend

The Winning Sales Meeting
Final Quiz

1. Sales meetings were necessary in the past because
   a. The manager needed to praise the agents
   b. It was important to socialize once a week
   c. The sales meeting was the best way to disseminate important information
   d. None of the above

2. Today, urgent information is usually communicated by
   a. Email
   b. Text messaging
   c. Both a and b
   d. Neither a nor b

3. The best reasons for holding sales meetings in today's environment are
   a. To beat up on bad agents
   b. To increase sales
   c. To build a team environment
   d. Both b and c

4. Two things that the manager can do to increase sales are
   a. To inspire the agents
   b. To accompany the agents on listing appointments
   c. To give the agents the tools they need to succeed
   d. Both a and c

5. The manager should call attention to the successes of
   a. Only top performers
   b. Only new agents
   c. All performers
   d. None of the above

6. Should the sales meeting give an opportunity to vendors who want to sell their goods and/or services?
   a. Only if the speakers bring something that the agents value
   b. Only if the goods and/or services are inexpensive
   c. Yes

d. No

7. The sales meeting agenda should
   a. Provide ample opportunity for agents to interact and contribute in an upbeat way
   b. Provide ample opportunity for agents to air their grievances
   c. Give agents an opportunity to talk about what is happening in the market, what the competition is doing, etc.
   d. Both a and c

8. How should the manager deal with late arrivals?
   a. By stopping the meeting and repeating what the late agent missed
   b. By giving the late arrival a copy of the agenda
   c. By continuing the meeting as if nothing happened
   d. By berating the late agent

9. Starting the meeting late or ending late
   a. Is a good idea and allows late agents to attend the entire meeting
   b. Shows disrespect for the agents' time
   c. Is not a good idea because agents will stop attending
   d. None of the above

10. Preparation for the meeting includes
   a. Knowing what the manager wants to accomplish
   b. Publicizing the meeting
   c. Having a title for the meeting
   d. All of the above

Name________________________________Date___________________

8 HOUR BROKER MANAGEMENT FINAL QUIZ

Please circle the correct answer for each question.

Building a Successful Sales Team

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D

Persuasive Management Communication

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D

The Winning Sales Meeting

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

Potomac Real Estate School
Certification Sheet for Correspondence Course

Please fax to (703) 758-0044, scan & email to
info@PotomacRESchool.com, or mail to
Potomac Real Estate School, Box 494, Oakton, Virginia 22124

Print Name ______________________ **Course: 8 Hour Broker Management**

Billing Address ______________________

______________________ (VREB Approval #59684)

RE License # ______________________ (10 digits)

Expires ____________

Phone # ______________________

Email ______________________

Company Affiliation ______________________

Payment by Check

_____I enclose a check payable to Potomac Real Estate School LLC in the amount of $31.00 or

Payment by Credit Card

_____Please charge $31.00 to my ___Visa___Master Card___American Express___Discover

OR

Card #________________________________Expiration Date________

Security Code_________Signature______________________________

Did you find the material well organized?	Yes	No
Was the material well written?	Yes	No
Was the course material relevant?	Yes	No

Suggestions____

How did you find us? Please circle

Internet Postcard Referred by ____________________ Email

Personal Note/Letter Ad VREB NVAR L&F

Other

Student Declaration: I hereby certify that I completed this continuing education course (8 Hour Broker Management) on my own without assistance.

Signed ____________________________

Date ____________________________

Name (Print) ____________________________

Notary Public Declaration: Taken, subscribed, and sworn before me this ____ day of _____________, 20___

In the City/County/Town of ______________________

In the State/Commonwealth of __________________

My commission expires ____/____/________

Notary Public____________________________________

Notary Signature Required

But Seal NOT Required