



Broker Management
Building a Successful Sales
Team

VREB Approval #: 59683

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Instructions for Building a Successful Sales Team Correspondence Course

You have chosen to take the 3 hour Building a Successful Sales Team course by correspondence. You may either read it may either read it online or print it. After you complete the course, take the quiz. A blank answer sheet is provided for you to record your answers. 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

Linking Learning To Success®

Building a Successful Sales Team

Part 1 - Introduction

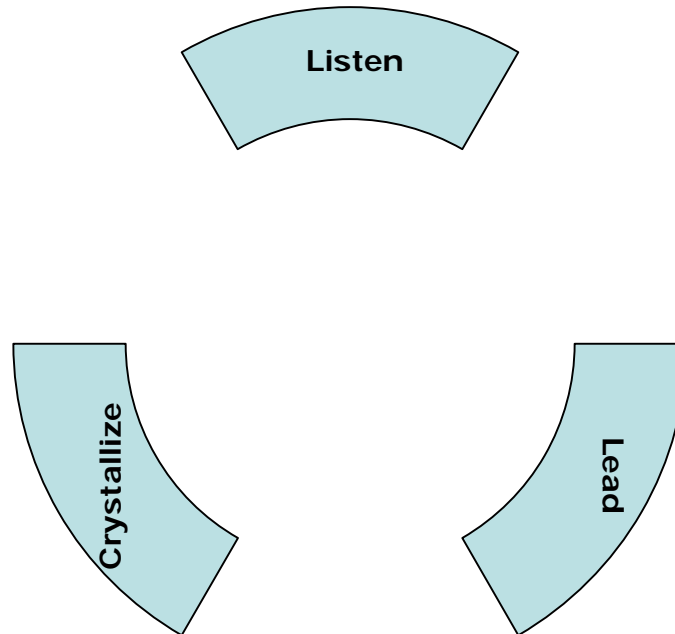
- Your responsibility as sales manager
 - To generate profit through the efforts of others
 - In order to do this, you must have the ability to train and maintain a profitable sales team.
 - Not even the most careful job of watching expenses can balance the budget if the sales staff does not sell.
- 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.
 - Coaching allows you to listen to the growth needs of these sales associates and to direct them to the resources they need.
 - 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.
 - 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

Name _____ Date _____

BUILDING A SUCCESSFUL SALES TEAM FINAL QUIZ

Please circle the correct answer for each question.

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

Potomac Real Estate School Certification Sheet for Correspondence Course

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

Print Name _____ **Course: Building a**
 Billing Address _____ **Successful Sales Team**
 _____ (VREB Approval# 59683)

 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 \$26.00.

OR

Payment by Credit Card

____Please charge \$26.00 to my ___Visa___Master Card___American Express___Discover

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 (Building a Successful Sales Team) 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