

Chapter 25

Performance Improvement of a Sales Training Feedback System

Simone G. Symonette
Indiana University, USA

ABSTRACT

This case study examines the analysis, design, development, implementation, and continuous improvement of a training feedback system. In this case, the system captured sales training participant feedback and distributed that data to stakeholders to analyze and to resolve problems within the learning experience. The intervention set presented in the case is intended for practitioners who have limited time and resources but are interested in creating a feedback system that meets ever changing business demands in a sales training environment.

ORGANIZATION BACKGROUND

In 2010, directors in a large pharmaceutical sales training department voiced concerns about the lack of usable feedback from learners to improve the overall learning experience. At the time, all company operating expenses were under scrutiny as a result of looming patent expirations and a shrinking US economy, leaving the department with limited resources to address any non-essential projects.

The sales training department provides several therapeutic businesses areas with product, disease state, selling skills, and leadership development training each year. This department supports approximately 2,970 sales representatives based in the United States. The role of a sales representative is to provide health care providers with exceptional customer experiences and product information. Training experiences consist of computer-based training modules, meetings, experienced-based learning, and live face-to-face training. Trainers ensure business unit curriculums are implemented and sales representative are prepared to enter the field and serve customers. Each trainer reports to a sales training director who is ultimately responsible for executing business unit sales training needs.

The US sales department accounts for approximately \$2 billion in revenue for the global corporation, and an effective sales training program is a critical factor in supporting the business's goals. Preparing

DOI: 10.4018/978-1-5225-8356-1.ch025

Performance Improvement of a Sales Training Feedback System

sales representatives to provide exceptional customer experiences and to adjust to changes in the business with minimal customer disruption is central to the mission of the department. Although a system was in place to capture participant feedback, leaders were dissatisfied with the system and the data were not used. Sales training leadership knew that feedback was an essential part of the business and instructional process, and without it they would not be able to make improvements and keep up with new business demands. Sales training leadership knew something had to be done to fix the broken feedback system. The question was how?

Through observation and inquiry, an internal performance consultant was able to uncover the root causes of the problem associated with the feedback system. This ultimately led to the system being upgraded to meet leadership's demand along with the redesign of internal workflow processes. Working in partnership with sales training leadership, the consultant was able to move the organization towards a greater emphasis on participant feedback instead of second-hand data as a source of feedback for continuous improvement. Collecting reactionary level 1 feedback on participants' engagement in training is important because it influences sales representatives' morale and their perceptions of future interactions with the sales training (Schultz, 2013). The core strategy behind the new feedback system was grounded in the Kluger and Denisi (1996) feedback intervention theory and Hysong, Best, and Pugh (2006) actionable feedback model. The feedback intervention theory explained how to focus the organization's attention on change (Larson, Patel, Evans, & Saiman, 2013). The four components of the actionable feedback model of timeliness, individualization, non-punitive, and customization were used to operationalize the feedback system (Hysong et al., 2006). By using these core principles as a guiding light through the design of the feedback system, the consultant was able to provide a more user-friendly, self-serviceable, actionable, and real-time feedback system.

SETTING THE STAGE

The performance consultant investigated the current state of the feedback system of the department. The goal to fix the feedback system seemed quite intuitive; however, barriers existed that prevented the feedback system from being improved and taking root in the sales training department. These barriers included the organization emphasizing centralized business goals at the expense of local business needs.

The feedback system was developed by an outside vendor who focused on producing corporate evaluation processes. However, direction on how the feedback system was designed and implemented came from a cross-functional Global Training and Development Council (GTDC) within the company. This group resisted the idea of customizing and localizing the feedback system and tended to side with a more centralized business approach that lacked consideration for local needs and changes in the business. The only solution provided by the council to meet US sales training desires for autonomy was to create customized reports for each request at a premium price. With a limited budget the customized solution was not a feasible option for the sales training department. Other departments within the corporation had similar concerns as the sales training department but were not aware of alternatives for capturing training feedback. The council's idea was to aggregate training data from across the company into one single analysis. The concept of aggregation across the company never materialized, leaving local business leaders frustrated with the feedback system.

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/performance-improvement-of-a-sales-training-feedback-system/226578

Related Content

Determinants of Internet Use by Senior Generation: A Cross Cultural Study

Olfa Bouzaabia, Rym Bouzaabia and Alexandru Capatina (2016). *International Journal of Technology and Human Interaction* (pp. 63-82).

www.irma-international.org/article/determinants-of-internet-use-by-senior-generation/144320

Victimization or Entertainment?: How Attachment and Rejection Sensitivity Relate to Sexting Experiences, Evaluations, and Victimization

Alaina Brenick, Kaitlin M. Flannery and Emily Rankin (2017). *Identity, Sexuality, and Relationships among Emerging Adults in the Digital Age* (pp. 203-225).

www.irma-international.org/chapter/victimization-or-entertainment/173162

Perceived Mobile Information Security and Adoption of Mobile Payment Services in China

Fei Gao, Pei-Luen Patrick Rau and Yubo Zhang (2017). *International Journal of Mobile Human Computer Interaction* (pp. 45-62).

www.irma-international.org/article/perceived-mobile-information-security-and-adoption-of-mobile-payment-services-in-china/169142

Guidelines Based on Need-Findings Study and Communication Types to Design Interactions for MOOCs

Sandra G. Jiménez-González, Ricardo Mendoza-González and Huizilopoztli Luna-García (2018). *Optimizing Human-Computer Interaction With Emerging Technologies* (pp. 210-231).

www.irma-international.org/chapter/guidelines-based-on-need-findings-study-and-communication-types-to-design-interactions-for-moocs/183389

Digital Child Pornography: Offender or not Offender

Frank Y.W. Law, K.P. Chow, Pierre K.Y. Lai, Hayson K.S. Tse and Kenneth W.H. Tse (2011). *Technology for Facilitating Humanity and Combating Social Deviations: Interdisciplinary Perspectives* (pp. 1-19).

www.irma-international.org/chapter/digital-child-pornography/47339