

Bridging the Gap: The Role of Coaching in Modern Sales Management Curricula

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Dr. Honeycutt, Professor Emeritus at Elon University, founded the Chandler Family Professional Sales Center and was the inaugural Love Term Professor. He received the University Distinguished Scholar Award and co-authors one of the most widely used sales management textbooks now in its third edition. Before Elon, he was a Professor of Marketing and Director of the Ph.D. Program at Old Dominion University. His professional background includes serving as a B2B salesperson for the electronics division of TRW, Inc.

Mr. Malcolm Talbert, an accomplished Assistant Sales Director with extensive experience in the technology sector, excels in revenue generation and team development. With a proven record in building high-performing sales teams, he has driven significant revenue growth through coaching and developing the teams he managed. He has also served as an industry coach for university sales competition teams at national and international levels. Mr. Talbert holds a Master of Science in Information and Communication Sciences from Ball State University and is a doctoral candidate in business administration at Georgia State University.

Together, Dr. Talbert, Dr. Honeycutt, and Mr. Talbert's extensive experience in both industry and academia provides a comprehensive perspective on the importance of integrating coaching into sales management education. Their combined expertise equips future sales leaders with the necessary skills for success.

ABSTRACT

This paper explores the integration of coaching into sales management education, emphasizing the need to equip future sales managers with essential leadership and interpersonal skills. Traditional sales management curricula primarily focus on technical aspects such as territory analysis, salesperson selection, hiring, compensation, motivation, and development, while neglecting coaching which is a critical competency for effective development and team leadership.

To examine this clinical question, we applied the Critically Appraised Topic (CAT) methodology. This systematic approach allowed us to review and synthesize relevant literature, focusing on the integration of coaching into sales management education. Our goal was to determine whether incorporating coaching skills into university sales management courses would enhance the readiness and effectiveness of future sales managers. The CAT review provided a comprehensive evaluation of existing research, highlighting the significance of coaching in developing competent and supportive sales leaders. We employed the Problem-Intervention-Comparison-Observation (PICO) framework from evidence-based medicine to formulate our research question, guide our literature searches, and appraise relevant evidence. Our research question is: "Should sales management courses include salesperson coaching in the curriculum to improve sales manager readiness?" We systematically reviewed the literature using the ABI Inform Collection to gather and assess relevant scholarly evidence.

RESEARCH GOALS

The goal of this Critically Appraised Topic (CAT) paper is to examine the existing scholarly research on the inclusion of coaching into university sales management curricula. Rather than relying solely on our intuition to determine the merit of adding coaching to the course, which may be biased or incomplete, we conducted a meticulous literature review to identify research evidence related to the importance of coaching in sales management education.

RESEARCH QUESTION

Should sales management courses include salesperson coaching in their curriculum to improve the sales managers' readiness?

BACKGROUND

The sales function is a chief area for new university graduate placements, prompting industry to pressure universities to produce more sales-ready personnel. This has led to the advent of professional selling courses at the university level. Most programs that teach professional selling offer two main classes: Professional Selling and Sales Management. Insights from the University Sales Center Alliance 2023 Fall meeting and the National Conference in Sales Management reveal that few universities currently teach coaching within their sales management courses.

This Critically Appraised Topic (CAT) research seeks to determine whether University Sales Centers should integrate coaching into their sales management courses. Our aim is to compare this intervention with traditional sales management training and assess the potential outcomes of incorporating coaching. By examining the appropriateness of adding coaching to the sales management curricula, our goal is to better prepare future sales managers for their roles, enhancing their ability to effectively lead, support, and develop their teams.

PICO FRAMEWORK INCORPORATED

Problem Statement

Sales management roles require a blend of technical expertise and interpersonal skills, yet many university sales management courses focus predominantly on traditional sales manager human resource practices and strategies. This leaves graduates underprepared for the relational and leadership challenges many will encounter in their careers. Given the importance coaching plays in developing these essential skills, this paper seeks to explore whether sales management courses should teach coaching to better prepare students for their future roles in sales management.

Intervention

The intervention involves incorporating structured coaching modules into sales management university courses. These modules would include theoretical and practical components on coaching techniques, mentoring relationships, and leadership skills. Students would learn how to effectively coach their peers and subordinates, develop personalized development plans, and use coaching to enhance team performance and motivation.

Comparison

A comparison will be made between sales management courses that include and do not include coaching modules. Traditional sales management courses typically focus on technical sales skills, product knowledge, and market analysis of the job. We will juxtapose this approach with courses that address these critical areas while integrating coaching practices into the curriculum. By comparing these two approaches, we can assess if adding coaching to the curriculum will better prepare sales students for sales management roles.

Anticipated Outcome

The anticipated outcome of incorporating coaching into sales management courses is that students will exhibit improved interpersonal skills and stronger leadership abilities while driving higher overall sales performance for their team. Specifically, students who receive coaching training are expected to:

1. Demonstrate enhanced communication and relationship-building skills.
2. Show greater confidence and effectiveness in leadership roles.
3. Achieve better sales results through improved team dynamics and motivation.

4. Exhibit a more profound understanding of how to mentor and develop others, leading to a more collaborative and supportive sales environment.



RESEARCH STRATEGY

To answer our research question “Should sales management courses include salesperson coaching in their curriculum to improve the sales manager’s readiness”? We used the ABI Inform Collection to methodically search scholarly journal articles which contained the terms: sales manager, salesperson, and coaching.

Initially, we utilized Merriam-Webster's thesaurus to identify synonyms for key terms to ensure a comprehensive search for relevant literature. For the term "sales manager," no viable synonyms were found. For "salesperson," the results included: seller, salesman, saleswoman, sales assistant, salesclerk, trader, and rep. After evaluating these terms in the context of our research, we

determined that "seller," "salesman," and "saleswoman" accurately reflected the professional role and responsibilities of a B2B salesperson, so they were added to the search stream. For "coaching," the search revealed synonyms such as teaching, conditioning, educating, and training. We included "training" and "educating" in our search.

Considering the focus of most Sales Center Programs on B2B (business-to-business) sales, we streamlined our search strategy to include the primary terms "salesperson," "seller," "salesman," "saleswoman," "coaching," "training," and "educating," directly related to this context. This decision was made to maintain specificity and relevance in our search results. Using precise terminology ensures that the literature we reviewed accurately reflects the professional B2B sales environment. Furthermore, our interest was strictly in scholarly, peer-reviewed articles written in English, necessitating a focused and disciplined approach to our search strategy to ensure the highest quality and relevance of the literature reviewed.

RESULTS

The CAT research string flowchart delineates the systematic approach employed to refine the reviewed articles for the study. Initially, a comprehensive search string was formulated using keywords. We augmented our search with the use of Boolean search tools such as “OR”, “AND”, “INCLUDE”, and “EXCLUDE”. Our first search was ("Coaching" OR "Training" OR "Educating") AND ("Salesperson" OR "Seller" OR "Salesman" OR "Saleswoman") AND ("Sales Manager") within the ABI/INFORM Collection database, yielding 163,653 articles. Articles were then limited to only those with search terms appearing in the abstract, resulting in 298 articles. Successive exclusion criteria were applied, excluding non-English texts (maintaining 298 articles) and non-peer-reviewed articles, reducing the pool to sixty-six articles. Further

limitations were imposed to include only full-text articles, resulting in thirty-four articles. Additional filters were applied to restrict terms in the subject to "Sales Management," "Coaching," "Training," "College Students," and "Coaches & Managers," narrowing the selection to twenty-two articles. Subsequent abstract reviews refined the pool to sixteen articles, and further article reviews culminated in a final selection of eleven articles for in-depth analysis. This methodical narrowing process ensured the relevance and quality of the remaining articles for thorough appraisal. Diagram 1 presents the flowchart detailing the search and selection process, including the criteria used.

Diagram 1. Flowchart of Search Approach for CAT

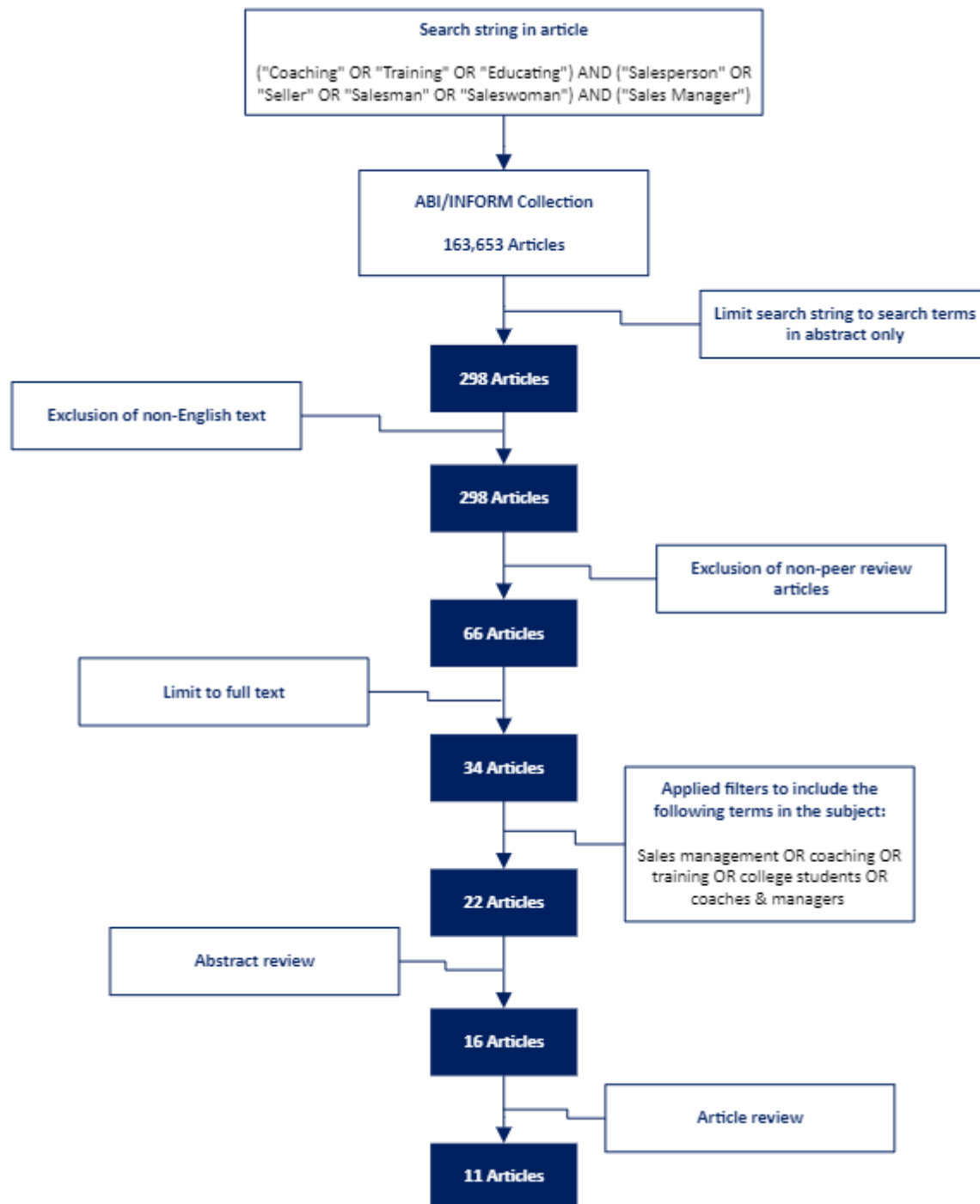


Table I describes the research paradigms and critical overall evaluation used for the studies.

Table 1. Critical Evaluation of Overall Validity of the Eleven Studies

| | Research Approach | Empirical Basis | Analysis Method | Overall Validity |
|---|----------------------------------|--|--|---|
| Study 1 (Peesker, Ryals, Rich, & Davis, 2021) | Qualitative Grounded Theory | Based on thirty-six structured interviews from an IT firm: <ul style="list-style-type: none"> 12—sales managers <ul style="list-style-type: none"> Nine completed graduate programs. Average years of experience: ~9 24—salespeople | Theoretical Coding identifying relationships of leader behaviors 4-principal themes <ul style="list-style-type: none"> Coaching Collaborating Engaging customers Championing | Conclusions drawn on strong theme development and methodologic rigor |
| Study 2 (Shepherd, Gordon, Ridnour, Weilbaker, & Lambert, 2011) | Survey | Ninety-three sales managers & trainers—National Society of Sales Training Executives (NSSTE): <ul style="list-style-type: none"> Eighty-six percent male, 14% female; 95% 4-year college graduates, Average years of experience: ~7 Interviewees worked for employee organizations ranging from \$300k - \$39B in annual revenue. | Quantitative Compared sales management training of small to large firms | Conclusions drawn on statistical analysis and p-value |
| Study 3 (Gordon, Shepherd, Lambert, Ridnour, & Weilbaker, 2012) | Survey/Modeling | Surveyed 355 sales managers and trainers from two professional organizations: <ul style="list-style-type: none"> United Professional Sales Association & American Society of Training and Development Sales organizations varied \$500k - \$69B | Quantitative/Statistical Evaluated methodologies employed, content contained in and associated with effectiveness. Compliments research from Shepherd and Ridnor 1995 and Dubinsky et al 2001 | Benefits drawn from sales managers' and sales trainers' quantitative feedback (statistical analysis) |
| Study 4 (Ho Taek, Dubinsky, & Lim, 2012) | Survey/Modeling | 204 Telemarketers in the Life Insurance industry in South Korea | Structural Equation Modeling (SEM) | Conclusions drawn from factor analysis: performed effective reliability, validity, and confirmatory analysis |
| Study 5 (Kemp, Aberdeen Leila, & Ricks, 2013) | Exploratory/Conceptual Modeling | 154 salespeople – Examined the role of sales manager support in promoting the subjective well-being of salespeople as well as the function of the sales manager in cultivating positive, motivating, and productive environments. | Structural Equation Modeling (SEM) | Conclusions drawn from strong factor analysis |
| Study 6 (Shepherd et al., 2011) | Quantitative | 178 Respondents were sales managers and sales trainers from large and small firms | Statistical: Numeric Data | Conclusions drawn from comparative analysis of small and large firms |
| Study 7 (Kirby, Shannahan, & Bush, 2013) | Conceptual | Applied the coaching construct used for athletes to coach salespeople, highlighting the similarities between coaching in both fields. Both athletes and salespeople benefit significantly from coaching to enhance their performance. | Logic Model | Used conclusions derived from extensive literature review to develop propositions of salesperson coaching |
| Study 8 (Badrinarayanan et al., 2015) | Qualitative, Conceptual Modeling | Systematic literature review and in-depth exploratory interviews of ten sales managers. Discussed how the sales coaching process is influenced by the salesperson, sales manager, sales coach, and organization-related factors | Qualitative In-Depth Interviews Combined with a Systematic Literature Review for Theory Building | Developed a new coaching framework synthesizing existing literature and responses from exploratory interviews |
| Study 9 (Pausa et al., 2017) | Quantitative, Theory Testing | Surveyed 318 financial advisors at two large Canadian banks. Respondents were organized in three groups: early stage (1-7 years), middle stage (8-15 years), late stage (>15 years) Tested potential moderating effect of career stage on coaching and performance | Quantitative, Statistical Data | Acceptable psychometric properties and showed validity of measuring model across three sample groups. |
| Study 10 Anderson | Conceptual | Discussed the technical, behavioral, and managerial effects on Selling and sales management | Logic | Strong theoretical framework steeped in literature |
| Study 11 (Honeycutt, Ford, & Rao, 1995) | Quantitative | Surveyed ninety-four members of the National Society of Sales Training Executives (NSSTE) from small, medium, and large firms | Numeric | |

FINDINGS

Our findings suggest the integration of coaching into sales management courses is crucial for developing well-rounded, adaptive sales managers who can navigate the complexities of the modern sales environment and drive organizational success. As a result of our literature discovery process, we conducted a critical appraisal of eleven articles that met our criteria for an in-depth review.

Table II provides the key findings associated with each study.

Table 2. Key Findings with the Resulting Translations of the Collective Findings

| | Findings 1 | Findings 2 | Findings 3 | Findings 4 | Translation 1: Driving KPIs | Translation 2: Providing Support | Translation 3: Coaching Receptivity |
|---|--|---|--|--|-----------------------------|----------------------------------|-------------------------------------|
| Study 1 (Peesker et al., 2021) | Managers should coach and mentor both early career and more experienced salespeople (+Rapp 2020) | Both sales managers and salespeople identified coaching as the most significant leader behavior contributing to substantial increases in salesperson performance, | Coaching is best when provided on an individualized, hands-on assistance and instruction to improve performance. Coaching provided growth and learning opportunities for salespeople. | Salespeople valued when sales managers actively participated in discussions during challenging customer interactions, such as negotiations and closing deals, modeling coached behavior. | X | X | |
| Study 2 (Shepherd et al., 2011) | Covered three topic areas specific to sales management: 1) Coaching, territory planning and quota setting 2) Non-sales management specific: motivational skills, recruiting and team building 3) General self-development; time management, ethics and problem solving | “Practitioners should focus on ways to integrate senior sales managers into the training of new sales managers” p.74... Only 35% of companies used senior sales managers or above to train sales managers. | Sales Management Specific- The most widely discussed content area was coaching with 58% reporting moderate to extensive coverage. At the time, the least covered dealt with forecasting, quota setting and competitive analysis. | | X | X | |
| Study 3 (Gordon et al., 2012) | Fifty-five percent of respondents reported receiving pre-call coaching on a moderated to extensive basis. | Training should be provided by experts such as senior sales managers. Sales managers need to be competent in coaching to be successful. | Sales managers must drive team dynamics...but must also coach individual salespeople to significantly drive performance. | Over 70% of management training involved coaching and mentoring— had an effectiveness rating of 4.87. | X | X | |
| Study 4 (Ho Taek et al., 2012) | Sales Managers that coach ethics is important. This especially important for salespeople who operate in the financial markets. The pressure to increase sales were unrelated to ethical behavior. | A positive relationship exists between the degree of ethics training a salesperson receives and their ethical attitude toward their job. These factors are moderated by the sales manager role modeling the behavior. | To enhance the organization’s ethical climate, managers should have regular meetings, one-on-one coaching meetings (where they discuss the importance of maintaining appropriate behavior) and provide their teams with information regarding ethics | | | X | |
| Study 5 | Due to the positive effects of coaching, sales managers should be | Sales manager coaching positively impacts salesperson performance and | Sales manager coaching provides tool and resources that | Coaching leads to salesperson’s positive working environments and | X | X | |

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|---|--|---|---|--|---|---|---|
| (Kemp et al., 2013) | taught how to provide coaching. Sales managers can provide a positive work environment if they are competent, demonstrate exemplary behaviors and provide support | reduced stress, exhaustion, and burnout. Sales manager coaching stimulated internal drive and provided positive mental attitude. | enhances impact and helps sellers prioritize their tasks leading to more efficient time management. These efficiencies increased job confidence and empowered salespeople to exercise more control in their roles and in turn improves customer-oriented behaviors. | provides them with positive thoughts regarding their future. | | | |
| Study 6 (Shepherd et al., 2011) | Sales manager coaching training can improve their people skills. | Over 70% of small and large firms received training on coaching. | Senior management must endorse sales management training for long-term success. | Most coaching occurs during one-on-one field travel. Seventy-six percent of small firms used field travel and 85% of large firms. | | X | |
| Study 7 (Kirby et al., 2013) | Sales managers must be trained effectively to coach, and their impact is affected by the salesperson's receptivity on coaching. | Both salespeople and sales managers have strengths and weaknesses, therefore sales manager coaching will be dependent on the receptivity of the salesperson and the abilities of the sales manager. Each has learning curves that impacts performance. | Coaching is one of the most valuable tools in an organization's armamentarium to drive sales performance. | Although the sales management function has significantly evolved over time, one of the constants associated with their function is the overall importance of coaching and its effect on salesperson's performance. | X | | X |
| Salespeople play a role in the coaching exchange. | "Despite the many dramatic changes in the marketplace and in selling strategy over the years, sales management practitioners have not relented in their assumption that coaching is a critically important management tool and important determinant of sales performance." P. 412 | "Employee coaching may be more important than selling. Suggesting that sales managers should focus more on an employee's coachability than their technical ability to do the job." (Murphy 2006) p. 413 | "The potential outcomes of coachable behavior, when elicited by the right environment and displayed by a salesperson, include enhanced interpersonal relationships and/or sales performance." P. 414 | "The results of Leadership IQ's three-year, 5,247 hiring manager study indicated that 46% of newly hired employees fail within 18 months and named coachability as the top area of new hire failure (Murphy, 2006)." P. 413 | | | |
| Study 8 (Badrinarayan et al., 2015) | Exploratory interview informants unanimously stated that receiving professional coaching from their sales managers benefits both salespeople and sales managers, benefiting the organization. | "To keep their salespeople competitive in new market realities, sales organizations need to invest in training and development programs that enable their salespeople to fulfill their responsibilities in a competent manner. Professional sales coaching is one such program that contributes to performance by imparting appropriate task, growth and meta-related KSAs [Knowledge, Skills, and Abilities]." p. 1106 | Informants noted the necessity of coaching the specific behaviors required for the role and connected this coaching to enhanced performance outcomes. | Informants emphasized that the best coaching focuses not only on outcomes but also on the behaviors that influence those outcomes. By focusing on behaviors that influence outcomes, coaching can lead to more sustainable and effective improvements. | X | | |
| Study 9 (Pausa et al., 2017) | Career stage had no significant moderating effect on coaching's effect on performance (sales and behavioral performance) | Managerial coaching has been found to account for a considerable proportion of the variance in behavioral performance. This suggests that the quality and effectiveness of coaching provided by managers play a crucial role in shaping and improving the behaviors that contribute to overall performance. | The findings challenge the commonly held belief that early-career salespeople benefit more from coaching. The results indicate that coaching efforts should be equally distributed among salespeople, regardless of their career stage. | The findings indicate that managerial coaching consistently contributes to sustained performance across all career stages of salespeople, underscoring the importance of a long-term commitment to coaching, as it can lead to sustained success and development for sales professionals throughout their careers. | X | | |
| Study 10 (Anderson, 1996) | 1990's researchers viewed coaching as less important. Traditional sales management duties are dramatically changing from coaching and motivating to selecting, organizing, | During the 1990's researchers surmised that there was an increase in sales managers ability to develop territories and assess quantitative performance | Sales managers need a variety of skills especially as the salesperson's role continues to expand. | Sales managers need to understand how to motivate different sales role that are on their teams (tele-sales vs. outside sales). | X | X | |

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|--|---|--|---|---|---|---|--|
| | training, motivating, and providing support and resources. | | There is a lack of knowledge regarding sales manager training. | | | | |
| Study 11 (Honeycutt et al., 1995) | “Observation permits sales managers to identify deficiencies which can be corrected immediately by means of coaching...p. 68” | It is important not to provide sales training in a vacuum. It should be driven based on the needs of the salesforce, implemented, and evaluated. | Sales manager training in coaching should not be a one-time event. To maximize its benefits, ongoing follow-up and support are essential. | Any training provided to the salesforce should yield a positive ROI. Fifty seven percent of respondents stated more attention needed to be spent on determining sales training effectiveness. | X | X | |

CONCLUSIONS

Enhancing Sales Performance through Effective Coaching Training for Sales Managers

The results of our Critically Appraised Topic (CAT) underscore the imperative that sales managers receive effective training in coaching techniques. Numerous studies, including Studies 1-3, 5, 7-10, have demonstrated that well-trained sales managers who excel in coaching can significantly enhance their team's performance. Study 1's findings suggest that coaching is the most significant leader behavior related to performance. Coaching helps drive key performance indicators (KPIs) such as lead generation and number of calls, and promotes behaviors, for example effective time management, as mentioned by Study 9, that lead to enhanced performance. Particularly, Study 1 references performance outcomes including gross margin, sales volume, and market share are positively impacted by coaching. Study 8's findings suggest that coaching is beneficial to both the salesperson and the sales manager, leading to the further development of Knowledge, Skills, and Abilities (KSAs) to enhance these outcomes.

Over 70% of both small and large firms invest in training their sales managers on coaching, highlighting the significant value the industry places on this skill. This widespread adoption of coaching training underscores its perceived importance in enhancing organizational performance and leadership effectiveness, addressed in Study 3. Firms recognize that sales manager coaching is not merely a supplementary skill but a critical competency that can drive salespeople's development, improve team dynamics, and ultimately contribute to the company's success, referenced by Studies 2 and 10. By prioritizing coaching training, these organizations demonstrate a commitment to fostering a culture of continuous improvement and support, where sales managers are equipped to mentor and guide their teams toward achieving their full potential. This industry-wide trend suggests that coaching is increasingly viewed as an essential

element of effective sales management, integral to sustaining competitive advantage in today's dynamic business environment.

The Role of Coaching Competence in Creating Positive Work Environments for Salespeople, Providing Support, and Fostering Their Success

Several studies argue the importance of coaching for sales managers, demonstrating that coaching significantly enhances salespeople's sense of well-being. Studies 1-6 and 10 support this claim. Through effective coaching, sales managers can provide the guidance and support necessary for salespeople to align their activities with the organization's strategic goals. This alignment not only improves performance outcomes but also fosters a sense of purpose and motivation among sales team members, as outlined in Study 2. Coaching involves imparting knowledge and skills, as well as motivating and developing salespeople to reach their full potential. Effective training programs for sales managers should therefore encompass both the technical aspects of sales and the interpersonal skills necessary for coaching. By equipping sales managers with these competencies, organizations can foster a more supportive and productive sales environment, as mentioned in Study 5. When salespeople feel supported and understand how their efforts contribute to larger objectives, their overall job satisfaction and engagement levels increase, creating a more positive and productive work environment.

The effectiveness of sales managers in creating a positive work environment depends significantly on their competence in coaching. Competent sales managers are proficient in both the technical aspects of their role and the interpersonal skills necessary to lead and motivate their teams. Mastery in coaching behaviors, such as active listening, providing constructive feedback, and fostering a culture of continuous development, is crucial. Studies 2 and 4 specifically highlight the importance of modeling ethical behaviors, showing that when managers prioritize

ethics, their teams are likely to do the same. These behaviors help build trust, inspire job confidence, and promote a learning-oriented atmosphere, empowering the team to improve customer-oriented behaviors, as noted in Study 5.

Moreover, when sales managers excel in coaching, they offer invaluable support to their salespeople. This support includes guidance, resource provision, and recognition of achievements, enabling salespeople to overcome challenges and stay motivated at all points on the continuum of their careers as suggested by Studies 1 and 9. By integrating their coaching competence with ongoing support, sales managers can cultivate a positive and productive work environment. This not only boosts individual and team performance but also enhances job satisfaction and employee retention, contributing to the organization's overall success.

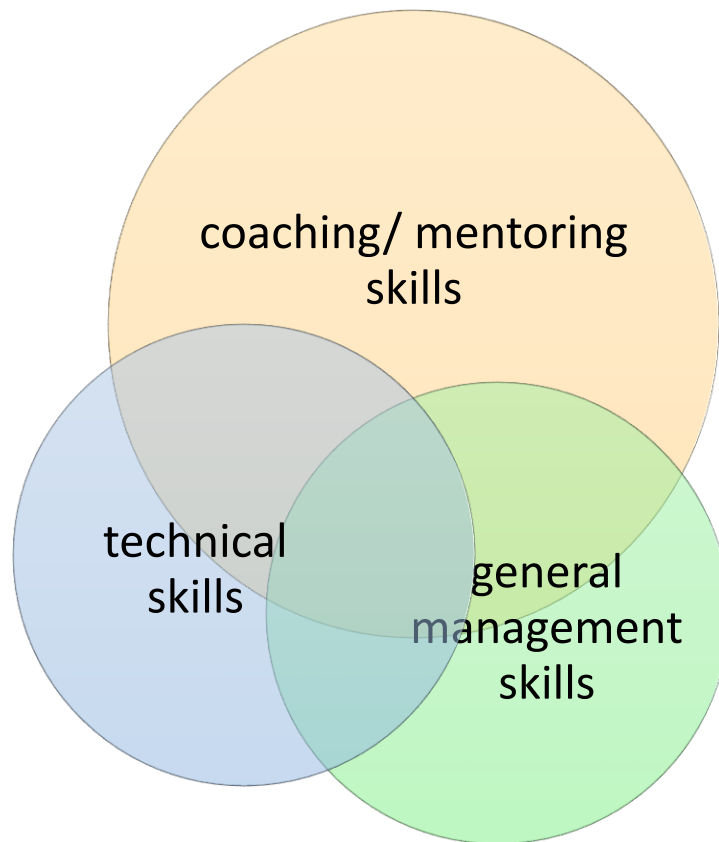
The Role of Salesperson Receptivity in Coaching Effectiveness

However, the impact of coaching is not solely dependent on the skills of the sales manager; it is also significantly influenced by the salesperson's receptivity to coaching. Our analysis reveals that salespeople who are open and receptive to coaching tend to perform better and show greater improvement in their sales capabilities, as mentioned in Study 7. This receptivity is often shaped by the sales manager's ability to build trust, demonstrate empathy, and communicate effectively. Therefore, training programs should also address strategies for sales managers to enhance their salespeople's receptivity to coaching. This dual focus on both the coach (manager) and the "coachee" (salesperson) ensures that the coaching process is mutually beneficial and maximizes the positive outcomes for the sales team and the broader organization.

By recognizing and addressing these challenges, organizations can better support their sales managers in their coaching roles. Providing additional resources, training, and time management

strategies can help managers integrate effective coaching into their daily routines. This, in turn, will enable them to foster a more supportive and developmental environment, ultimately leading to a more skilled, motivated, and high-performing sales team.

Figure 1: Skills Required for Effective Sales Managers



RECOMMENDATIONS

Based on the findings of our CAT, we strongly recommend that universities integrate coaching into their sales management courses. The evidence highlights the pivotal role coaching plays in enhancing the effectiveness of sales managers. It is clear from numerous studies that sales managers who possess strong coaching skills can significantly improve their team's performance,

foster individual salesperson development, and drive better overall sales results. Given these benefits, it is essential that coaching is included as a core component in the curriculum for aspiring sales managers.

LIMITATIONS

One of the limitations of this CAT is the lack of results specifically discussing coaching in sales management courses at universities. Consequently, our recommendations are extrapolated from recent articles that universally conclude coaching is an essential attribute for sales managers, regardless of the organization's size or industry.

Another limitation is the uncertainty regarding the amount of time that should be dedicated to coaching within university sales management courses. Implementing a significant topic like coaching necessitates determining which existing materials should be reduced or removed to accommodate this updated content.

Future studies could address these gaps by examining the integration of coaching in university sales management curricula and exploring innovative approaches, such as the use of AI coaching, to enhance the effectiveness and efficiency of coaching in educational settings.

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