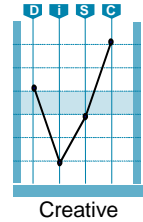


**Respondent Name**  
Monday, April 17, 2006

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*All people are not the same. A management strategy that is very effective with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very costly both in lost time and lost sales. This section provides a starting point for developing sales management strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key management activity, you can develop an accurate, effective plan for managing Respondent in her specific sales environment.*



### **Developing**

- Demonstrate the behaviors desired in a logical manner, explaining the rationale for each procedure
- Check for her understanding at key points by asking her to describe her understanding of what is required
- Provide her the time to process the information and practice the necessary skills on her own
- Be available to respond to questions and to provide additional explanations
- Define time limits for her to develop adequate skill rather than perfect mastery
- Help her become productive as quickly as possible
- Show her the simplest, quickest, most practical way to get results and meet her sales goals
- Emphasize primarily the key details which will be necessary to get sales results
- Define clearly the limits of her authority and the resources available to her for achieving sales results

### **Motivating**

- Create opportunities for her to demonstrate her expertise in product knowledge or selling techniques
- Recognize her efforts in creating high quality results for her customers
- Provide situations where her logical and systematic efforts will contribute to the long-term success of the organization
- Solicit her thoughts and ideas about what can be done to improve sales and service quality
- Provide opportunities for her to work independently
- Allow her to direct the efforts of others for achieving significant results

### **Motivating (Continued)**

- Offer her flexible options for achieving results
- Provide her challenges and opportunities to "win"

### **Giving Recognition**

- Use concise, accurate, specific statements (preferably in private) about her competence
- Acknowledge how her use of logic, efficiency and attention to quality have contributed to success with her customers
- Compliment her tactful, discrete or subtle approach to handling difficult situations with customers
- Recognize her ability to remain calm and detached in emotionally charged situations
- Use brief, direct statements focusing on her achievements, results and demonstrated ability to be a leader in her field
- Acknowledge her ability to handle difficult customer situations successfully
- Recognize the unique or innovative nature of her thoughts, ideas and/or actions

### **Coaching/Counseling**

- Take time to reduce her potential defensiveness by acknowledging areas of her competence in selling, handling customers or product knowledge
- Specify the needed change, explaining why the change is necessary
- Clarify the expectations for performance, establishing a specific, agreed upon, measurable, standard for sales results
- Keep the discussion factual, logical, accurate, and impersonal
- Provide her an opportunity to think about the situation before she has to respond with a plan of action
- Get a clear commitment from her for specific actions within a defined time frame
- Set a date for formally reviewing her progress in improving her performance
- Focus discussion on obstacles to achieving sales results and how she can eliminate them
- Discuss desired changes in her behavior in terms of potential positive impact on sales results
- Reduce her defensiveness by requesting solutions from her

### **Coaching/Counseling (Continued)**

- Be firm and direct, specifying the desired result as well as describing the current level of sales performance
- Direct the discussion to what she is going to do to eliminate the gap in performance
- Define the time limits for improvements and state the consequences clearly

### **Communicating**

- Tends to prefer communication which is formal and business-like, avoiding personal references and discussions
- State purpose for the communication up front, covering the topics in a logical, systematic manner
- May have difficulty storing information that conflicts with her perception of how things should be
- Check for points of disagreement or misunderstanding by asking for specific feedback from her
- May aggressively question the information when it conflicts with other information that she has about the situation
- Respond to her questions with specific information in a nondefensive manner
- Tends to prefer to have time to process the information before responding
- Set time for her to check back with any questions or concerns she may have
- Prefers direct, to-the-point communications without a lot of time spent on social chatter
- Be prepared to listen to her ideas before moving on to other topics
- Tends to practice selective perception and/or hearing, remembering only that with which she agrees
- Check at end of discussion to make sure everything was heard and stored in memory by asking her to summarize and restate

### **Problem-Solving**

- Tends to prefer an analytical, systematic approach to solving problems, considering all contributing factors and possible consequences
- May need to be coached on alternate problem-solving techniques for problems that need more immediate solutions
- Tends to want to find a perfect solution

### **Problem-Solving (Continued)**

- May need help in developing a workable solution rather than a perfect solution
- Tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- May need to be directed toward considering the long term, negative consequences of some solutions
- May need coaching in handling complex problems due to her natural tendency to over-simplify in a rush for short-term results
- May need to consider that her haste for immediate results may have a negative impact on the overall sales effort

### **Delegating**

- Provide a logical, accurate, precise description of sales performance expectations, including standards for quality in sales and service
- Explain why the assignment is being done and how it is necessary to the overall operation
- Provide opportunity to discuss alternate ways of completing the assignment, determining what resources are available
- Tell her what result you need and by when: Let her determine how to get it done
- Specify clearly the limits of her authority and the resources available to her allowing autonomy within those limits

### **Decision-Making**

- Tends to approach decision-making in an analytical manner, calculating risks and potential payoffs
- May want time to gather more information
- Discuss appropriate amounts of time to spend in analysis; set time for decision
- Can get bogged down in "what-if" concerns
- May need reassurances on what the personal consequences of being wrong will be
- Tends to be a quick decision-maker
- May need coaching on taking time to gather sufficient information and considering possible consequences before making decisions
- Point out benefits to her in taking more time in terms of improved sales results



