



# COLLABORATIVE SALES FEEDBACK REPORT

SAM PARKINSON



# ● INTRODUCTION



**ASP Profile** is the most sophisticated sales competence assessment tool available. It is a unique concept that represents the culmination of seven years ongoing research and experimentation. It has involved consultation with hundreds of individuals including, captains of industry, psychologists, professional buyers and front line salesmen and women from every industry sector. The end result is that we are now able to recognise the three levels of selling that exists – four in fact, if you include sales leadership – and as a consequence, we have produced a model at each level that accurately profiles the characteristics and working styles of the very best performers. It assesses existing strengths, weaknesses and ongoing development requirements in three specific areas: **Attitude, Skills and Process**.

Each assessment has two distinct sections. The first comprises of a set of individual questionnaires that measure personality traits. There are seven questionnaires in total within this section and the results allow us to build up an extremely accurate personality profile. The second section has been designed to benchmark not only selling skills but also what formalised sales process tools are being utilised

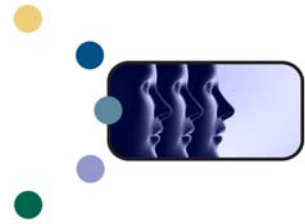
Within the **Collaborative Sales** assessment there are seventeen competence areas which provide a total of one hundred competence descriptors i.e.

- Organisational Skills
- Communication
- Presentation Skills
- Business Development
- Opportunity Assessment
- Interpersonal Skills
- Creative Thinking
- Critical Thinking
- People Awareness
- Integration Skills
- Resilience
- Strategic Approach
- Pro-Activity
- Negotiation Skills
- Key Account Management
- Team Membership
- Process & Methodology

Each of the one hundred competence descriptors are marked using a scale of **1-5** i.e.

- 1** – Little or no competence - significant opportunity to develop
- 2** – Some competence - opportunity to develop
- 3** – Competence level is sufficient to perform adequately in current position
- 4** – High level of competence
- 5** – Excels in this area

In the skills summary, we have totalled these to provide an overall score in each of the seventeen competence areas.



We then integrate these scores along with the results from Section One i.e. the personality section, into an overall profile and provide two sets of assessments, an **F rating** and a **D rating** which can be described as follows:

The "F Level" is the Farrington Scale which measures Attitude, Skills and Process and broadly speaking, we should expect the following;

**Internal Sales** F Level range – 40-60%

**External** F Level range – 60-80%

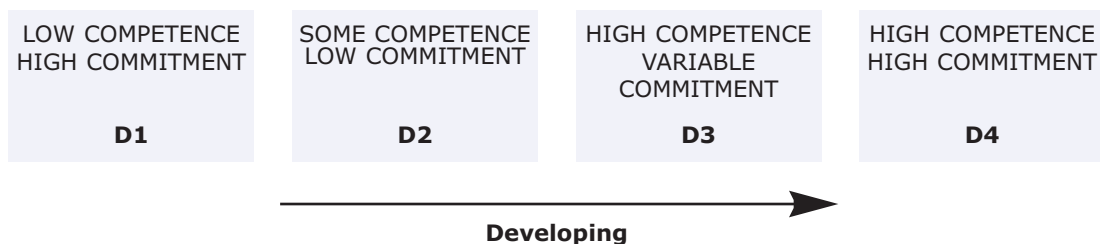
**Collaborative** F Level range – 80% plus

Using the F Level scores we are also able to produce a D rating which can be best described as follows:

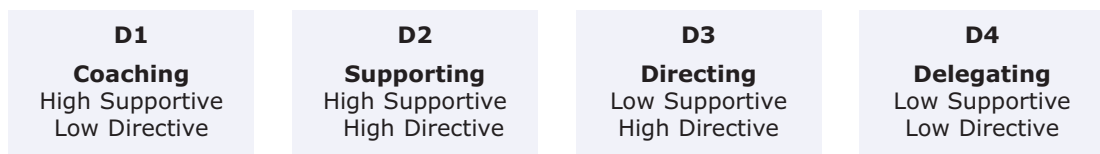
We believe organisations need to develop their personnel in two specific areas, i.e. **Competence and Commitment**.

**Competence** consists of the combination of knowledge and skills while **Commitment** is a combination of confidence and motivation. The degree to which a person has achieved certain combinations of these factors can be defined as **Development Levels**. They represent the person's development in the job.

**The four development levels are:**



This grading is then translated into the style of management required to obtain the best results from each individual and forms the basis of the **The Sales Corporation "Situational Management"** model.



Finally, we have provided our recommendations in terms of the future development of this candidate, in order for them to achieve optimum performance levels.



## SECTION ONE

# ATTITUDE

FLAG Personality Assessment  
Motivation To Work  
Attitude To Change  
Susceptibility To Stress  
Left Brain – Right Brain  
Self-Worth Assessment  
Communication Preference

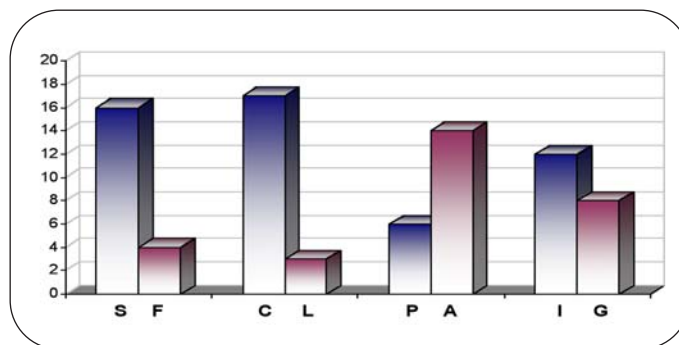
# ● FLAG PERSONALITY ASSESSMENT



The best definition of "personality" that we have discovered is: "Personality is a particular pattern of behaviour and thinking, prevailing across time and situations, that differentiates one person from another".

Our personality determines everything that we are and everything that we are likely to become; our successes, our failures, our friends and most pertinently, the types of careers in which we are most likely to achieve our ambitions.

## THE RESULTS:



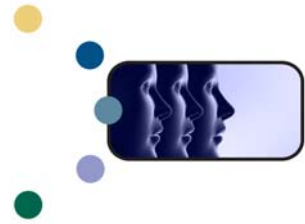
	SCORE
Sensitive	16
Factual	4
Calm	17
Lively	3
Passive	6
Aggressive	14
Independent	12
Group Member	8

### Comments:

**Sam** is sensitive, calm, aggressive and independent. People, as well as ideas fascinate him, but he may stay detached rather than becoming personally involved. He finds the arts more appealing than technical subjects, but his steadiness makes him less of an artist than a commentator or critic. Again, the detached or logical element of his personality, may lead to him shaping some worldview of his own; he may have a philosophical bent. But rather than comment, he likes to get out and do – in other words, he likes to test his theories in action. Although he works with people and may have an influential role, he remains essentially an outsider rather than an insider. Nevertheless, he can establish contact easily and he has qualifications and experience, as well as an authoritative manner.

He can sell his skills as some kind of consultant (though this may not be the actual title of his job). Part of his talent is his timing – knowing that others are ready to receive his initiatives. One drawback is that he can be too theoretical at times and this affects his relationships as well as the work itself. However, he is good value in 'pointing the way to go', in indicating how things ought to be in an ideal world.

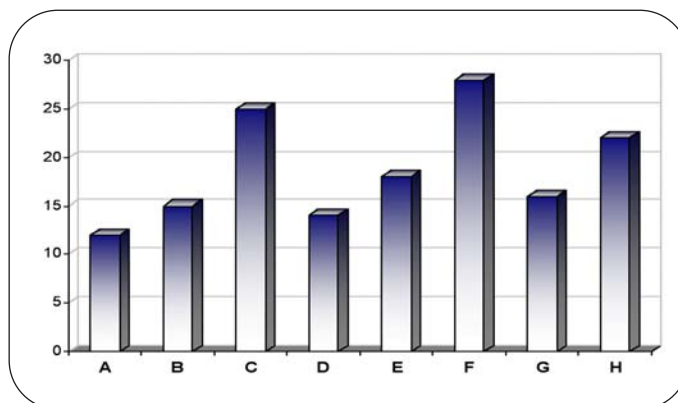
## MOTIVATION TO WORK



Everyone needs some form of motivation to get them to do anything. This really means, "sufficient reason" for doing it. It can take very little to motivate someone to do something pleasurable but it can take quite extreme circumstances, to get that same person to do something objectionable. The key point is that what constitutes **sufficient** motivation can only be judged by the person being motivated. Circumstances that would motivate one person will leave another unmoved. The task of a manager lies firstly in assessing what will motivate an individual and secondly, in applying that motivation.

There are in fact, **eight basic motivators** and within this exercise, we are seeking to discover the candidates' "hot-buttons" i.e. what motivates and demotivates them in the workplace.

### THE RESULTS:



	SCORE
<b>A</b> Relationship with Manager	<b>12</b>
<b>B</b> Recognition & Praise	<b>15</b>
<b>C</b> Financial Motives	<b>25</b>
<b>D</b> Co-operation with Others	<b>14</b>
<b>E</b> Promotion	<b>18</b>
<b>F</b> Achievement	<b>28</b>
<b>G</b> Responsibility	<b>16</b>
<b>H</b> Job Content	<b>22</b>

#### Comments:

**Sam's** key motivating factors are **Achievement & Financial Motives** and these are his current drivers. Providing he is hitting target and being appropriately rewarded, he will perform at or near to, optimum performance levels.

## ● ATTITUDE TO CHANGE



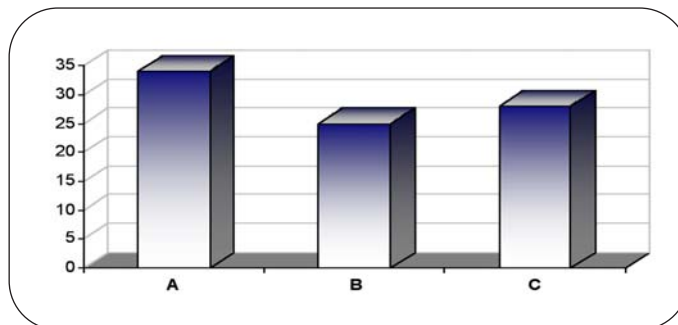
This exercise has been designed to analyse **Creativity/Flair**, **Discipline** and **Realism** levels, as there is considerable evidence to suggest that these three characteristics are essential for success in a front-line sales role.

**Creativity and Flair**, is the ability to look outside the square and to challenge paradigms when necessary; it means, for example, the ability to create solutions to meet client's needs, the ability to think laterally when the situation requires it and the capability to constantly think, "How can we improve this" rather than accepting the status quo.

**Discipline** is all about being in control; it's about working in an organised and efficient way, setting and achieving daily/weekly/monthly/annual objectives. It's also about having a game plan and being in charge of one's life and understanding what one both wants and needs.

**Realism** is slightly more difficult to articulate, but essentially, it means that all of the hurdles that are likely to be encountered on the "road to success" have been taken into account. Realistic individuals understand that success, whatever measure is used, will not be handed to them on a plate. They also recognise that, in reality, only 5% ever achieve their "life goals", the rest look back in old age and regret; they are thinking, "if only I had" or "I wish I had" or even worse, "I could have".

### THE RESULTS:

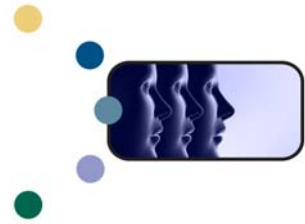


	SCORE
<b>A</b> Creativity/Flair	<b>34</b>
<b>B</b> Discipline	<b>25</b>
<b>C</b> Realism	<b>28</b>

#### Comments:

These are a very strong set of marks – **34** for **Creativity and Flair** is exceptionally high – and they illustrate **Sam's** potential to become a "Top 5%" player. What is encouraging, is the fact that all of this "creative flair" is balanced with strong discipline and a very realistic approach.

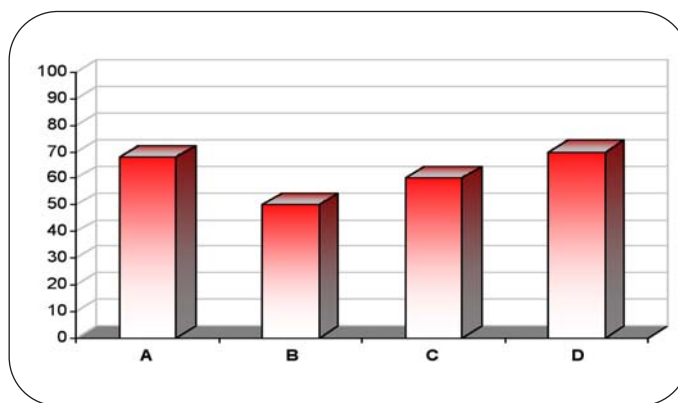
## SUSCEPTIBILITY TO STRESS



Stress is now a major factor in the workplace and we believe stress levels need to be monitored regularly. Obviously too much stress can have a detrimental effect on performance, however, a certain amount is essential to maintaining optimum performance.

The purpose of this exercise is quite simply to assess the current levels of stress and benchmark against the norm. If necessary, i.e. if levels are found to be higher than they should be, we are able to make a more detailed examination and uncover the cause(s) which will then allow management to take remedial action.

### THE RESULTS:



		SCORE
<b>A</b>	Current Level	<b>65</b>
<b>B</b>	Low Level	<b>50</b>
<b>C</b>	Medium Level	<b>60</b>
<b>D</b>	High Level	<b>70</b>

### Comments:

**Sam** is operating within a highly competitive market place and he is required to live on the edge frequently. As a consequence, we should not be surprised that his stress levels are higher than average, however, there is evidence to suggest that he is in control of this and actually manages himself extremely well. We perceive that he uses a certain amount of stress to fuel his activity levels and his consistent achievement levels.

# LEFT BRAIN – RIGHT BRAIN



Experimentation has shown that the two different sides, or hemispheres of the brain, are responsible for different manners of thinking. The following table illustrates the differences between left-brain and right-brain thinking:

### LEFT BRAIN

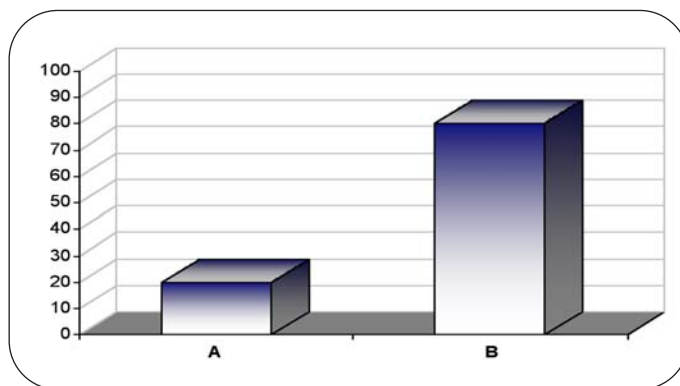
Logical  
Sequential  
Rational  
Analytical  
Objective  
Looks at Parts

### RIGHT BRAIN

Random  
Intuitive  
Holistic  
Synthesizing  
Subjective  
Looks at Wholes

Most individuals have a distinct preference for one of these styles of thinking, some, however, are more whole-brained and equally adept at both modes. In general, schools tend to favour left-brain modes of thinking, while downplaying the right-brain ones. Left-brain, scholastic subjects, focus on logical thinking, analysis and accuracy. Right-brained subjects, on the other hand, focus on aesthetics, feelings and creativity.

### THE RESULTS:

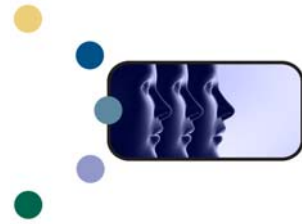


		SCORE
<b>A</b>	Left Brain	<b>20</b>
<b>B</b>	Right Brain	<b>80</b>

### Comments:

**Sam** is predominantly a right-brained, creative thinker who works subjectively and is happy to rely on his instincts, however he operates within the rules and is comfortable to conform to all company guidelines and regulations.

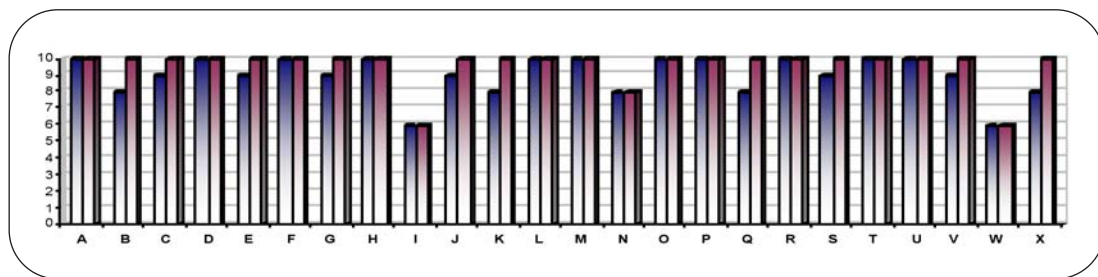
## ● SELF-WORTH ASSESSMENT



Organisations that recognise the importance of helping their salespeople develop a strong sense of self worth, are many times more likely to produce high performers. Self worth is vital to everyone but especially to salespeople, who hear “no” more often than they hear “yes, I’ll buy”. A salesperson’s self-esteem can sometimes take a beating, but organisations that find ways to build their salespeople’s self-esteem reap an invaluable dividend. However, it is absolutely vital, that the “ego-empathy” balance is regularly monitored, as over-confidence can lead to arrogance.

The left hand columns reflect the candidate’s view of how they see themselves today and the right hand column is how they would like to be.

### THE RESULTS:



		SCORE	IDEAL			SCORE	IDEAL
<b>A</b>	Optimistic	<b>10</b>	<b>10</b>	<b>M</b>	Presentable	<b>10</b>	<b>10</b>
<b>B</b>	Tactful	<b>8</b>	<b>10</b>	<b>N</b>	Sensible	<b>8</b>	<b>8</b>
<b>C</b>	Responsible	<b>9</b>	<b>10</b>	<b>O</b>	Ambitious	<b>10</b>	<b>10</b>
<b>D</b>	Open-Minded	<b>10</b>	<b>10</b>	<b>P</b>	Effective	<b>10</b>	<b>10</b>
<b>E</b>	Bright	<b>9</b>	<b>10</b>	<b>Q</b>	Stable	<b>8</b>	<b>10</b>
<b>F</b>	Confident	<b>10</b>	<b>10</b>	<b>R</b>	Honest	<b>10</b>	<b>10</b>
<b>G</b>	Aware	<b>9</b>	<b>10</b>	<b>S</b>	Reasonable	<b>9</b>	<b>10</b>
<b>H</b>	Mature	<b>10</b>	<b>10</b>	<b>T</b>	Efficient	<b>10</b>	<b>10</b>
<b>I</b>	Satisfied	<b>6</b>	<b>6</b>	<b>U</b>	Purposeful	<b>10</b>	<b>10</b>
<b>J</b>	Clear Thinking	<b>9</b>	<b>10</b>	<b>V</b>	Warm-hearted	<b>9</b>	<b>10</b>
<b>K</b>	Pleasant	<b>8</b>	<b>10</b>	<b>W</b>	Normal	<b>6</b>	<b>6</b>
<b>L</b>	Fair Minded	<b>10</b>	<b>10</b>	<b>X</b>	Understanding	<b>8</b>	<b>10</b>

#### Comments:

This assessment more than any other illustrates **Sam’s** high levels of self-worth and confidence, which is a major factor in his success. I.e. he expects to succeed and as a consequence, he usually does. However, there is no apparent sign of arrogance here.

## ● COMMUNICATION PREFERENCE



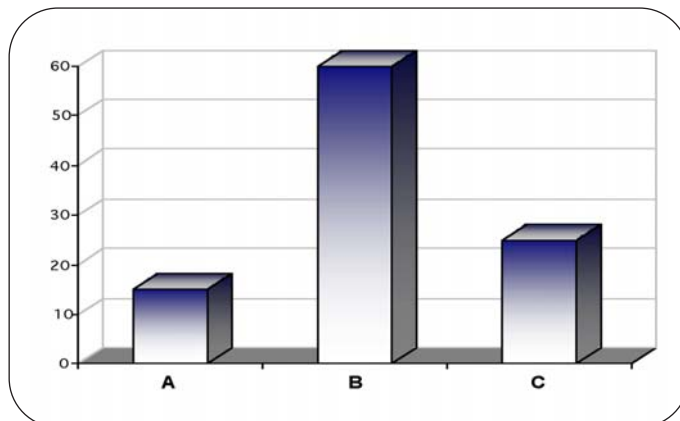
We all possess five internal senses to code and store our experience of the outside world. However, most individuals show a preference when it comes to keeping memories. The three major types of preferences that are reflected in communication are:

- **Visual**
- **Auditory**
- **Kinaesthetic**

To maximize our communication we need to vary the expressions we use depending on the communication preference of the listener.

This section is designed to assist us in assessing the candidates communication style i.e. the way they communicate with others and the way in which they prefer others to communicate with them.

### THE RESULTS:



		SCORE %
A	Auditory	15
B	Visual	60
C	Kinaesthetic	25

#### Comments:

**Sam** is predominantly a "Visual", that means he prefers to communicate visually using illustrations and pictures rather than listening (Auditory) or reading (Kinaesthetic). In order to maximise the impact of any communication with him, he will need to "see" your message.



## SECTION TWO

# SKILLS & PROCESS

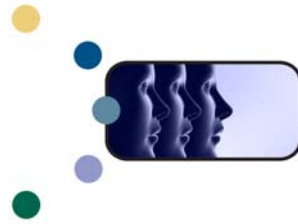
Organisational Skills  
Communication  
Presentation Skills  
Business Development  
Opportunity Assessment  
Interpersonal Skills  
Creative Thinking  
Critical Thinking  
People Awareness  
Integration Skills  
Resilience  
Strategic Approach  
Pro-Activity  
Negotiation Skills  
Key Account Management  
Team Membership  
Process & Methodology

Each of the one hundred competence descriptors are marked using a scale of 1- 5 i.e.

- 1** – Little or no competence - significant opportunity to develop
- 2** – Some competence - opportunity to develop
- 3** – Competence level is sufficient to perform adequately in current position
- 4** – High level of competence
- 5** – Excels in this area

In addition, we have provided an **A-C “scale of importance”** which will enable management to determine those areas that should be prioritised, when designing an ongoing development plan.

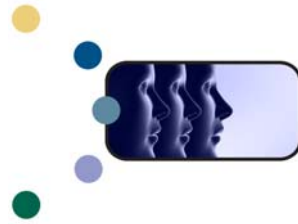
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ORGANISATIONAL SKILLS	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Endeavours to take a logical approach to organising workloads.							●		
Is able to juggle a number of different demands.							●		
Keeps up to date with essential administrative tasks.						●			
Perseveres with a task until it is completed.							●		
Maintains a balanced perspective to work.							●		
Meets deadlines.						●			

COMMUNICATION	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Accepts responsibility for "delivering" the message when communicating.								●	
Written communication is really strong.								●	
Is satisfied with the strength and professionalism of their written proposals.								●	
Is able to change their method of communication and the language used, depending on whether they are talking to a "user", a "recommender" or the "economic buyer" – the decision maker.									●
Is not intimidated when communicating with senior level contacts.									●
Is an effective listener.								●	

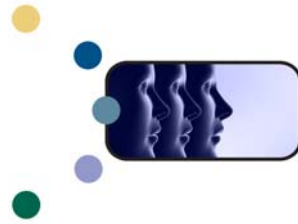
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PRESENTATION SKILLS	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Understands when to present a proposal rather than post it.								●	
Sets goals & objectives before making a presentation to clients/potential clients.								●	
Liaises with clients/prospective clients before finalising the agenda.							●		
Structures their presentations so that their audience is able to see where they are leading them.								●	
Appreciates the value of question and answer sessions.								●	
Understands the most common reason that presentations fail to achieve their anticipated and desired effect, is anxiety demonstrated by the presenter, who is not in control of himself/herself, or the audience, or the material. they keep this fact firmly in mind when presenting.								●	

BUSINESS DEVELOPMENT	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Understands the necessary characteristics of a "hunter" i.e. someone who is responsible for winning new business, are completely different to the characteristics of a "farmer" i.e. someone who has responsibility for managing existing business. is able to switch roles easily.								●	
Is good at obtaining new appointments from cold calling (either via the telephone or face to face).							●		
Allocates time each week specifically for identifying and reaching new prospects.									●
When asked to identify the companies' usp's (unique selling points) is able to do so.									●
Is able to create a return on investment business case statement.									●
Creates 'ideal customer' profiles to target, before embarking on a business development campaign.								●	

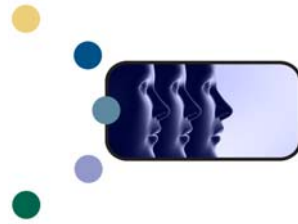
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OPPORTUNITY ASSESSMENT	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Uses an effective and rigorous, pre-sales qualification criteria process, for every major opportunity.								●	
Is able to instantly recognise a 'complex sale' scenario i.e. one in which several levels of decision makers is involved.								●	
Always conducts a rigorous, face to face, exploratory meeting as a first phase, in order to establish if the opportunity is "winnable", what the buying criteria is, who the competition are etc.							●		
Is good at uncovering prospect's commercial objectives.								●	
Conducts post-mortems when they lose business – (what did they do wrong, where can they improve etc).								●	
Conducts post-mortems when they win business (can they replicate the approach that they took with that success, within other opportunities that they are currently working on?).								●	

INTERPERSONAL SKILLS	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Believes they communicate confidently with clients and colleagues.								●	
Is able to build rapport and develop good working relationships.								●	
Is able to explain things clearly and fluently to others.								●	
Recognises and is able to act on non-verbal communication.								●	
Would describe themselves as assertive.								●	
Plans to improve their communication skills on an ongoing basis.								●	

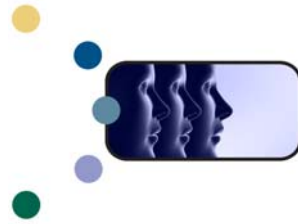
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CREATIVE THINKING	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Allocates time each day/week for thinking.							●		
Is receptive and open minded towards new information and alternatives.								●	
Is usually able to take a 'global view' and look at the bigger picture.								●	
Re-evaluates all possible alternatives.							●		
Searches out and shares knowledge with colleagues.							●		
Has the courage to enter 'me first' territory and challenge the paradigm.									●

CRITICAL THINKING	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Is able to absorb and evaluate information quickly and appropriately.								●	
Is able to extract salient points from written communication.								●	
Is able to extract salient points from verbal communication.								●	
Takes a structured and methodical approach to evaluation.							●		
Questions thoroughly and probes for information.								●	
Clarifies information before taking action.							●		

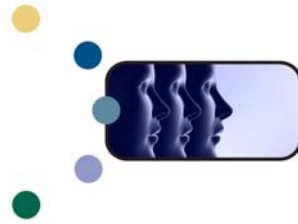
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PEOPLE AWARENESS	IMPORTANCE				CURRENT COMPETENCE LEVEL					
	A	B	C	N/A	1	2	3	4	5	
Is a good 'analyser' of other people.										●
Evaluates other people's behaviour.										●
Questions and probes motives.									●	
Questions and probes behaviour.									●	
Is sensitive to the feelings and needs of others.									●	
Can adapt their own behaviour in order to get the best from others.										●

INTEGRATION SKILLS	IMPORTANCE				CURRENT COMPETENCE LEVEL					
	A	B	C	N/A	1	2	3	4	5	
Is enthusiastic about the type of work they are involved in.										●
Their current work environment demands personal commitment.									●	
Their current work environment allows for initiative.									●	
Has demonstrated a personal commitment to achieving goals in their present role.										●
They are confident and outgoing.										●
They demonstrate a positive outlook in the work place.										●

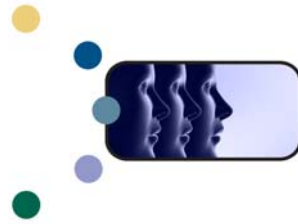
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RESILIENCE	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Is able to keep work in perspective and cope with pressure.								●	
Is disciplined in controlling their own workloads.								●	
Is comfortable with ambiguity and uncertainty.								●	
Readily seeks out help from superiors and mentors when they need it.								●	
Is able talk openly about their problems and needs.							●		
Stays calm and rational when under pressure.							●		
Is able to bounce back quickly from setbacks.							●		
Stands up for their own interests and are not generally taken advantage of.								●	

STRATEGIC APPROACH	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Appreciates the importance of understanding their clients/prospects' business processes.									●
Is able to easily identify power-bases within their client/prospect organisations and use them to their advantage.									●
Is able to communicate at all levels.									●
Is described as 'politically astute' within the commercial environment.									●
Is financially astute, can find their way around a balance sheet in order to determine financial trends within their client/prospect companies.									●

- 1 – Little or no competence - significant opportunity to develop
- 2 – Some competence - opportunity to develop
- 3 – Competence level is sufficient to perform adequately in current position
- 5 – High level of competence
- 5 – Excels in this area



PRO-ACTIVITY	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Can be described as generally pro-active.								●	
Is a self-starter, willing to take the initiative.								●	
Is aware of their own strengths and limitations.								●	
Regularly stands back and evaluates their own performance.								●	
Takes every opportunity to further develop their skills set.								●	

NEGOTIATION	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Does their utmost to prepare for negotiations, even minor ones.								●	
Adapts their techniques for negotiating according to circumstances and the people they are negotiating with.								●	
Is committed to obtaining a 'win-win' result whenever possible.								●	
Is prepared to accept a 'lose-lose' outcome if they can retreat with dignity and know that there will be future opportunities with that client/prospect.								●	
Believes that negotiating is an important aspect of modern business.								●	
They are excited by the prospect of successfully concluding a difficult negotiation.								●	

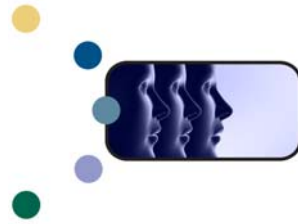
- 1 – Little or no competence - significant opportunity to develop
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- 5 – High level of competence
- 5 – Excels in this area



KEY ACCOUNT MANAGEMENT	IMPORTANCE				CURRENT COMPETENCE LEVEL					
	A	B	C	N/A	1	2	3	4	5	
"Totally" manages their own accounts.										●
Is able to influence purchasing patterns within their key accounts.										●
Has a tiered list, prioritising their most important accounts and as a consequence invests time appropriately.										●
Regularly 'prunes' their accounts portfolio and removes the 'old and weak' i.e. those, that after objective analysis, they feel are not going to produce.									●	
Sets realistic annual sales objectives for their most important accounts.									●	

TEAM MEMBERSHIP	IMPORTANCE				CURRENT COMPETENCE LEVEL					
	A	B	C	N/A	1	2	3	4	5	
Works well as part of a team.									●	
Appreciates the added value of collective effort.									●	
Genuinely values the contributions of others.									●	
Gains greater pleasure being part of a team who has achieved its collective target.									●	
Can be described as active when involved in team activity.									●	

- 1 – Little or no competence - significant opportunity to develop
- 2 – Some competence - opportunity to develop
- 3 – Competence level is sufficient to perform adequately in current position
- 5 – High level of competence
- 5 – Excels in this area

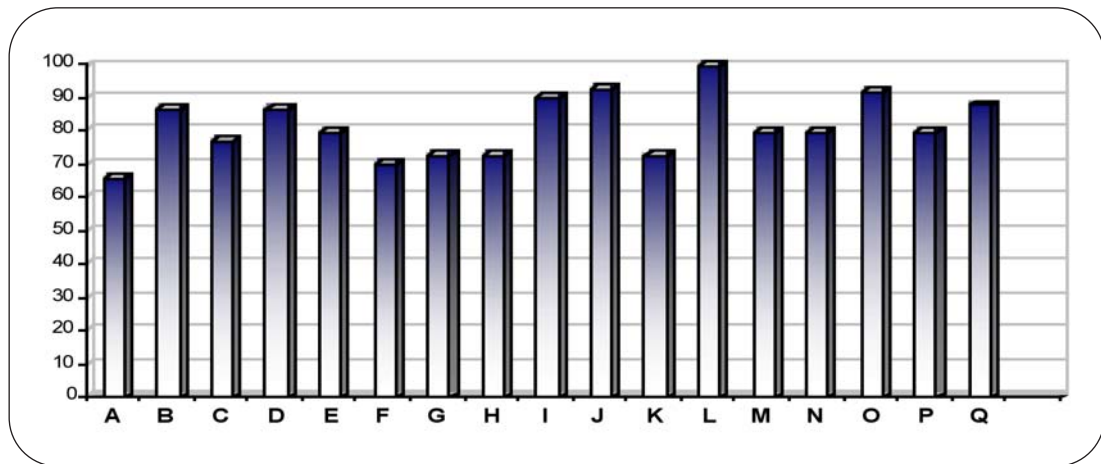


PROCESS & METHODOLOGY	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Uses a recognised c.r.m (customer relationship/contact management) system.									●
Their current forecasting system includes an appropriate weighting system to avoid subjectivity.									●
Their quarterly forecasting accuracy within +/- 10%.								●	
They have an appropriate – i.e. professionally prepared, corporate company presentation.								●	
They have a personal business plan for this financial year.								●	

## ● COLLABORATIVE SALES – SKILLS SUMMARY



The graph and table below provide a summary of the candidate's scores within the skills section of the assessment. **In total, one hundred competence descriptors were measured in seventeen competence areas.**



<b>A</b>	Organisational Skills	<b>%</b>	66	<b>J</b>	Integration Skills	<b>%</b>	93
<b>B</b>	Communication		87	<b>K</b>	Resilience		73
<b>C</b>	Presentation		77	<b>L</b>	Strategic Approach		100
<b>D</b>	Business Development		87	<b>M</b>	Pro-activity		80
<b>E</b>	Opportunity Assessment		80	<b>N</b>	Negotiation		80
<b>F</b>	Interpersonal Skills		70	<b>O</b>	Key Account Management		92
<b>G</b>	Creative Thinking		73	<b>P</b>	Team Membership		80
<b>H</b>	Critical Thinking		73	<b>Q</b>	Process & Methodology		88
<b>I</b>	People Awareness		90				

### Comments:

Using the same grading system that we have applied to the seventeen individual competence areas, the percentages achieved can be interpreted as follows:

<b>0-20%</b>	Little or no competence - significant opportunity to develop
<b>20% – 40%</b>	Some competence - opportunity to develop
<b>40% – 60%</b>	Competence level is sufficient to perform adequately in current position
<b>60% – 80%</b>	High level of competence
<b>80-100%</b>	Excels in this area

**Sam** achieved **81.7%** overall within this skills assessment, which is within the 80-100% banding for a Collaborative Sales Professional. We believe that this score could be increased with very little effort and would advise both Sam and his manager, to work through all of the sections on pages 12-21, before constructing a formal development plan, setting achievable objectives that can be benchmarked.



## FINAL SUMMARY & RECOMMENDATIONS

The results from this assessment indicate that Sam is an extremely competent and successful Collaborative Sales Professional, who is committed to adding to his existing sales skills-set. We have taken into consideration that, to date, he has received no formalised sales training or coaching, apart from an entry level programme when he was much younger and his style is self-developed.

His strengths include: Creativity, self-discipline, realism, dynamism, commitment, high energy levels and ambition. In addition, he clearly has an excellent knowledge of the technical aspects of his job and demonstrates high levels of enthusiasm in the work place. In short he is an exceptional all-rounder, who has moved on from being a traditional sales consultant.

In terms of his own esteem, he has very high levels of self-worth, but there is no evidence of arrogance within this profile and his ego/empathy balance is correctly adjusted.

In arriving at an overall F Factor score, we have allowed for his experience in his current role and estimated his potential, which, given his desire to continually hone his skills and his ambitious personality, is considerable.

**F Factor** (Attitude, Skills & Process) – **85%** this is approximately 5% higher than average.

**D Rating** (Competence & Commitment) – **D4** (High Competence & High Commitment)

### **Development Recommendations:**

We suggest that Sam considers ongoing, formalised, collaborative sales training, which could be part of a medium to long term development plan.

We also highly recommend that Sam works through the fourteen competence areas that appear from pages 12 to 20 and assume that improvement can be made where any competence descriptor has been marked at 3 or less. (Although it is difficult to recall any!) and suggest, that even where he has gained a score of 4 or 5 that he continues to develop and consolidate here.



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