



EXTERNAL SALES  
FEEDBACK REPORT

TOM HARRIS



## ● 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 **External Sales** assessment there are twelve competence areas which provide a total of one hundred competence descriptors i.e.

- Planning
- Communication
- Presentation Skills
- Business Development
- Account Management
- Opportunity Assessment
- Negotiation Skills
- Attitude
- Team Membership
- Process & Methodology
- Pro-Activity
- Organisational Skills

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%

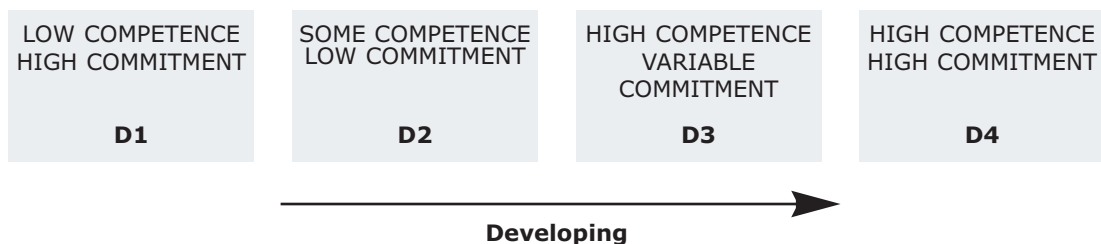
**Collaborative** F Level range – 80% plus

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

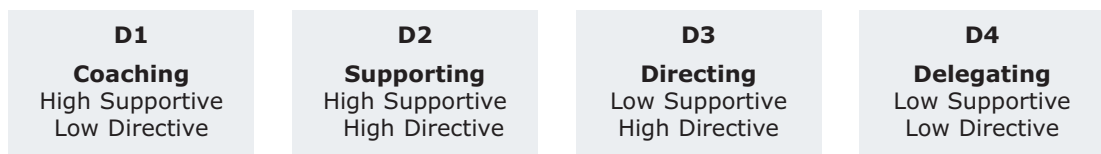
We believe organisations need to develop their personnel in two specific areas, i.e. **Competence and Commitment**.

**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

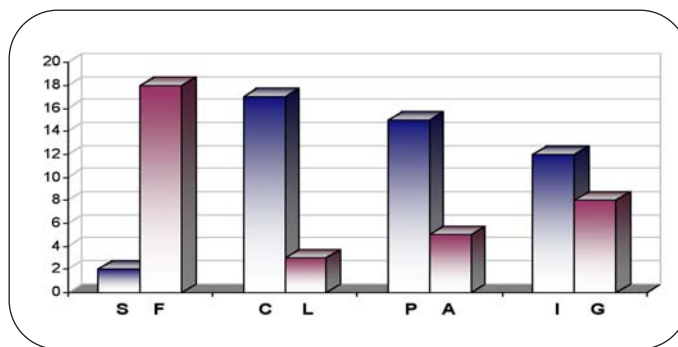
# ● FLAG PERSONALITY ASSESSMENT



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	2
Factual	18
Calm	17
Lively	3
Passive	15
Aggressive	5
Independent	12
Group Member	8

### Comments:

**Tom** is factual, calm, passive and independent. In other words, he has a clear, sharp and detached mind, uncluttered by the trivial or irrelevant. He is capable of applying himself well to resolve problems. He is technically minded because he sees issues logically. Typically, he works deductively: he is a glutton for knowledge and sees the connection between apparently diverse bits of information. He fits in with people easily enough but will not socialise much because he 'has things to do'. His life is well ordered and there are lots of things he wants to get on with. He is frequently described as efficient. Others call upon him to help them solve problems, though not those of an intuitive nature. He appears to lack some of the human faults that so beset others and his 'pick myself up and get on with it' attitude can be unnerving to those with less energy and self-reliance. His usefulness arises from his organised approach and his expert background; his advice will be valuable because it is objective. However, it would be a mistake to believe that his current techniques and expertise could enable him to be a leader; he will need to learn a new set of skills to become successful at a higher level.

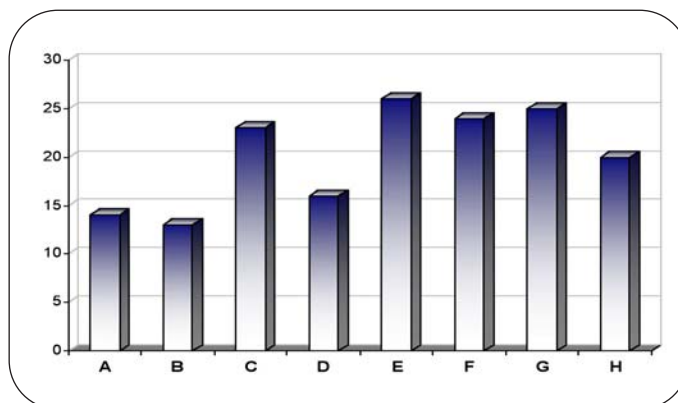
## MOTIVATION TO WORK



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>14</b>
<b>B</b> Recognition & Praise	<b>13</b>
<b>C</b> Financial Motives	<b>23</b>
<b>D</b> Co-operation with Others	<b>16</b>
<b>E</b> Promotion	<b>26</b>
<b>F</b> Achievement	<b>24</b>
<b>G</b> Responsibility	<b>25</b>
<b>H</b> Job Content	<b>20</b>

### Comments:

There can be no doubt that **Tom** is seeking promotion and the good news is that he also wants the responsibility that goes with it. He is clearly competitive, driven by achievement and the financial rewards that accompany success.

## ● ATTITUDE TO CHANGE



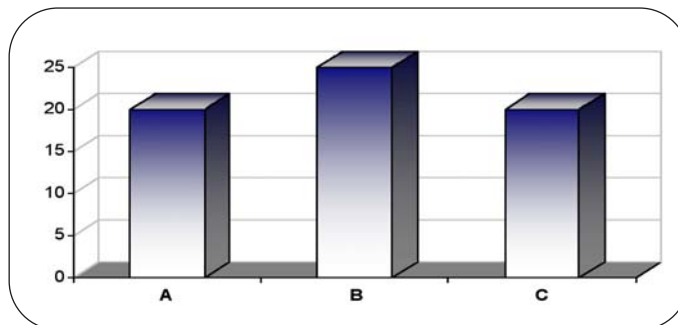
This exercise has been designed to analyse **Creativity/Flair**, **Discipline** and **Realism** levels, as there is considerable evidence to suggest that these three characteristics are essential for success in a front-line sales role.

**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>20</b>
<b>B</b> Discipline	<b>25</b>
<b>C</b> Realism	<b>20</b>

### Comments:

These are a very balanced set of scores that amply demonstrate that **Tom** does have the ability to be creative when required to be, but tends to work in a methodical and disciplined way. The mark for realism indicates that he is very down to earth and level headed – he will also be acutely aware of what he will need to do to achieve his ambitions.

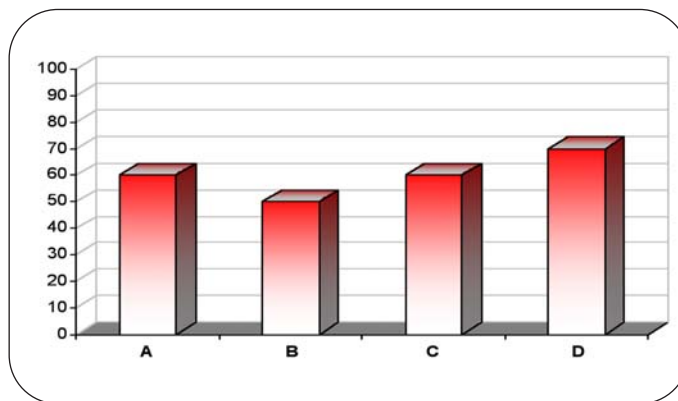
## SUSCEPTIBILITY TO STRESS



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>60</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:

**Tom's** stress levels and tolerance to stress is in the medium sector and the main reason for this will be directly connected to the fact that he is very well organised.

# ● 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

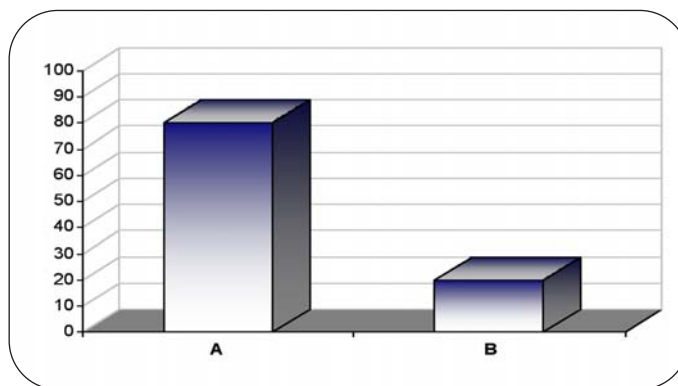
Logical  
Sequential  
Rational  
Analytical  
Objective  
Looks at Parts

### 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>80</b>
<b>B</b>	Right Brain	<b>20</b>

### Comments:

The very nature of **Tom's** role requires him to be logical, methodical and to rely on facts rather than supposition; it will be of no surprise that he is predominantly a left-brained thinker.

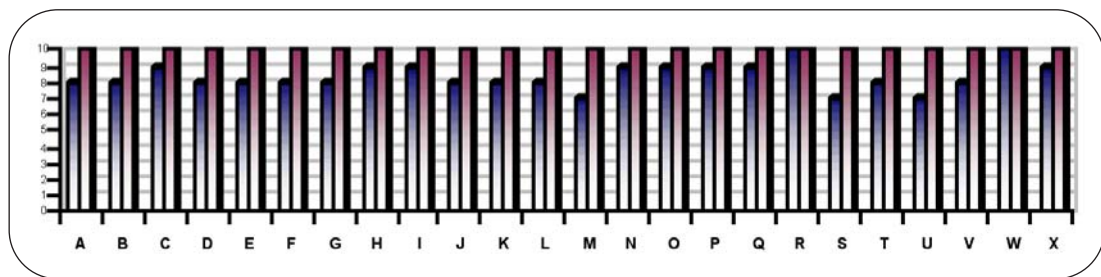
## ● SELF-WORTH ASSESSMENT



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>8</b>	<b>10</b>	<b>M</b>	Presentable	<b>7</b>	<b>10</b>
<b>B</b>	Tactful	<b>8</b>	<b>10</b>	<b>N</b>	Sensible	<b>9</b>	<b>10</b>
<b>C</b>	Responsible	<b>9</b>	<b>10</b>	<b>O</b>	Ambitious	<b>9</b>	<b>10</b>
<b>D</b>	Open-Minded	<b>8</b>	<b>10</b>	<b>P</b>	Effective	<b>9</b>	<b>10</b>
<b>E</b>	Bright	<b>8</b>	<b>10</b>	<b>Q</b>	Stable	<b>9</b>	<b>10</b>
<b>F</b>	Confident	<b>8</b>	<b>10</b>	<b>R</b>	Honest	<b>10</b>	<b>10</b>
<b>G</b>	Aware	<b>8</b>	<b>10</b>	<b>S</b>	Reasonable	<b>7</b>	<b>10</b>
<b>H</b>	Mature	<b>9</b>	<b>10</b>	<b>T</b>	Efficient	<b>8</b>	<b>10</b>
<b>I</b>	Satisfied	<b>9</b>	<b>10</b>	<b>U</b>	Purposeful	<b>7</b>	<b>10</b>
<b>J</b>	Clear Thinking	<b>8</b>	<b>10</b>	<b>V</b>	Warm-hearted	<b>8</b>	<b>10</b>
<b>K</b>	Pleasant	<b>8</b>	<b>10</b>	<b>W</b>	Normal	<b>10</b>	<b>10</b>
<b>L</b>	Fair Minded	<b>8</b>	<b>10</b>	<b>X</b>	Understanding	<b>9</b>	<b>10</b>

#### Comments:

His total score on this assessment was **201**, which suggests very high levels of self-worth and confidence. This was to be anticipated as he is well established and experienced in his current role and is aware of his value to both his clients and the company.

## ● COMMUNICATION PREFERENCE



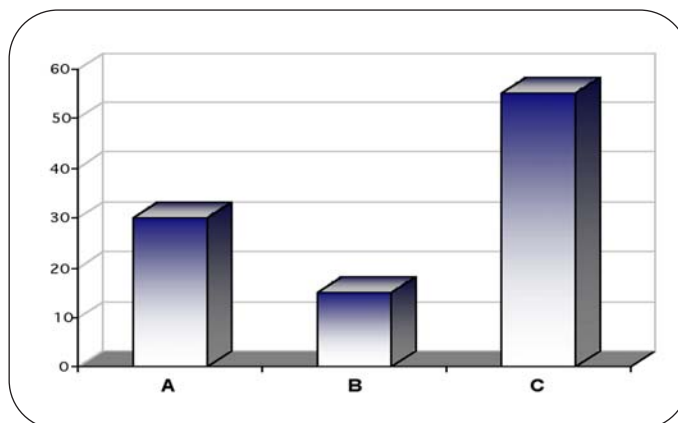
We all possess five internal senses to code and store our experience of the outside world. However, most individuals show a preference when it comes to keeping memories. The three major types of preferences that are reflected in communication are:

- **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:**



		<b>SCORE %</b>
<b>A</b>	Auditory	<b>30</b>
<b>B</b>	Visual	<b>15</b>
<b>C</b>	Kinaesthetic	<b>55</b>

#### **Comments:**

In some ways the results of this exercise link into the previous one, in so much as Kinaesthetics are usually Left-Brain thinkers. That is to say, they need to touch it, feel it and read it, in order to believe it. Tom will pay great store by communication being in writing to him and will much prefer this to someone telling him or showing him.



## SECTION TWO

# SKILLS & PROCESS

Planning  
Communication  
Presentation Skills  
Business Development  
Account Management  
Opportunity Assessment  
Negotiation Skills  
Attitude  
Team Membership  
Process & Methodology  
Pro-Activity  
Organisational Skills

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.

- 1 – Little or no competence - significant opportunity to develop
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PLANNING	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Always confirms meetings with clients/potential clients, either in writing/phone/fax.								●	
When arranging a meeting with a client, they always set an agenda.						●			
Their time/self management techniques are efficient.							●		
Uses a recognised time management system.							●		
Is able to identify their "time robbers" i.e. the tasks and people who impinge on their time and prevent them from being totally "time efficient"								●	
Consistently achieves their forecast.							●		
Always completes call reports, after visiting clients or prospects.						●			
Produces weekly/ monthly activity records.						●			

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COMMUNICATION	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Continually seeks to improve their skills, in the two obvious forms of communication that we use every day i.e. written and verbal.								●	
Is able to recognise and act upon non-verbal communication.						●			
Accepts responsibility for "delivering" the message when communicating.							●		
Written communication is really strong i.e. they have a wide vocabulary, punctuation is always correct and they always manage to get their message across.							●		
Uses a base of standard letters.								●	
Is satisfied with the strength and professionalism of their written proposals.							●		
Is able to change their method of communication and the language they use, depending on whether they are talking to a "user", a "recommender" or the "economic buyer" – the decision maker?						●			
Is never intimidated when communicating with senior level contacts?						●			
Is a really effective listener.						●			

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PRESENTATION	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Believes that when you present a proposal rather than posting it, you increase the likelihood of a sale by 50% (obviously the value of the potential sale has to be worth the time invested).								●	
Sets goals & objectives before making a presentation to clients/potential clients.						●			
Always structures their presentations.							●		
Thoroughly plans their presentations and always considers every detail, allowing for what could go wrong.						●			
Believes that it is never what you say, but how you say it, that determines the success of a presentation.								●	
Continually strives to improve their presentation techniques.							●		
Fully appreciates the value of the question and answer sessions.								●	
Strives to ensure that their presentations are original, interesting and appropriate.								●	
Understands that the most common reason 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 and keeps this fact firmly in mind when presenting.									●

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BUSINESS DEVELOPMENT	IMPORTANCE				CURRENT COMPETENCE LEVEL					
	A	B	C	N/A	1	2	3	4	5	
Fully understands that the essential 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 and is able to switch roles easily.										●
Constantly looks for ways to win new business.							●			
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.						●				
Spends at least 25% of their time "prospecting"						●				
When asked to identify the company's usp's (unique selling points) is able to do so.										●
Is able to create a "return on investment" business case statement.								●		
Always creates 'ideal customer' profiles to target before embarking on a business development campaign?						●				

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ACCOUNT MANAGEMENT	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Totally manages their own accounts.								●	
Conducts regular review meetings with all of their key/major accounts to assess performance.						●			
Sets realistic sales objectives for each of their key/major accounts.						●			
All of those objectives are measurable.						●			
Develops account plans as a result of formal planning sessions involving their clients.						●			
Develops productive relationships, with appropriate non-decision making staff, within their most important accounts and not just those at the "sharp end" of decision – making.							●		
Endeavours to understand their customer's whole business, i.e. what they do, who they sell to, who their competitors are etc.						●			
Enjoys "preferred supplier" status with all of their key/major accounts.							●		
Is able to influence purchasing patterns within their key/major accounts.							●		

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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 significant opportunity.							●		
Is able to instantly recognise a 'complex sale' scenario, i.e. one in which several levels of decision makers is involved.								●	
Reaches the main decision-makers every time.								●	
Is able to unearth the formal d.m.u (decision-making unit).								●	
Always produces a commercial analysis when bidding for important new business, to justify the investment they are going to make in terms of time and resource.						●			
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 is etc.								●	
Is good at uncovering prospect's commercial objectives? i.e. what the prospect can gain/save/reduce/improve/increase by accepting the proposal.								●	
Always completes a competitive analysis for every major opportunity.						●			
Conducts post-mortems when they lose business.								●	
Conducts post-mortems when they win business.						●			

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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.							●			
Always carefully plans the location where a negotiation will take place – i.e. they are aware of the benefit of home advantage.					●					
When preparing for a major negotiation, they obtain assistance and advice from peers or superiors if required.							●			
They are committed to obtaining a 'win-win' result whenever possible.									●	
Prepared to accept a 'lose-lose' outcome, if they can retreat with dignity, knowing that there will be future opportunities with that client/prospect.								●		
Believes that entering into a negotiation scenario with a positive approach is vital.								●		
Believes that negotiation is an important aspect of modern business.									●	
The prospect of successfully concluding a difficult negotiation, to the total satisfaction of both parties, excites them								●		

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ATTITUDE	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Is satisfied with what they have achieved to date, career-wise.								●	
Is able to cope and then learn from disappointments.								●	
Has a vision of where they see themselves in say, five years time.						●			
Believes that attitude is more important than aptitude.							●		
Takes care of their attitude and does not allow it to be affected by the negativity of others.								●	
Ensures that they have a good balance between work and leisure time.									●
Is able to recognise the factors that motivate and de-motivate them in the work place.								●	
Their performance is appraised regularly.								●	
They have a formalised personal development plan.					●				

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TEAM MEMBERSHIP	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Believe they work well as part of a team.								●	
Appreciates the added value of collective effort.								●	
Actively use the company's people network.								●	
Actively consult and involve others.								●	
Genuinely values the contribution of others.								●	
Gains greater pleasure from being part of a team that has achieved its collective target.								●	
Would describe themselves as active when involved in team activity.								●	

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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.										●
Uses an effective method of sales forecasting.								●		
Their current forecasting system includes an appropriate weighting system to avoid subjectivity.						●				
Their quarterly forecasting accuracy is within +/- 10%.						●				
Has an appropriate – i.e. professionally prepared corporate company presentation.								●		
Has a personal business plan for this financial year					●					

PRO-ACTIVITY	IMPORTANCE				CURRENT COMPETENCE LEVEL					
	A	B	C	N/A	1	2	3	4	5	
Would describe themselves as generally pro-active							●			
They are a self-starter, willing to take the initiative							●			
Expresses their own needs and objectives clearly								●		
Always makes the most of opportunities presented to them								●		
They are aware of their own strengths and limitations								●		
Completes a personal s.l.o.t (strengths, limitations, opportunities and threats) analysis annually					●					

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- 5 – High level of competence
- 5 – Excels in this area

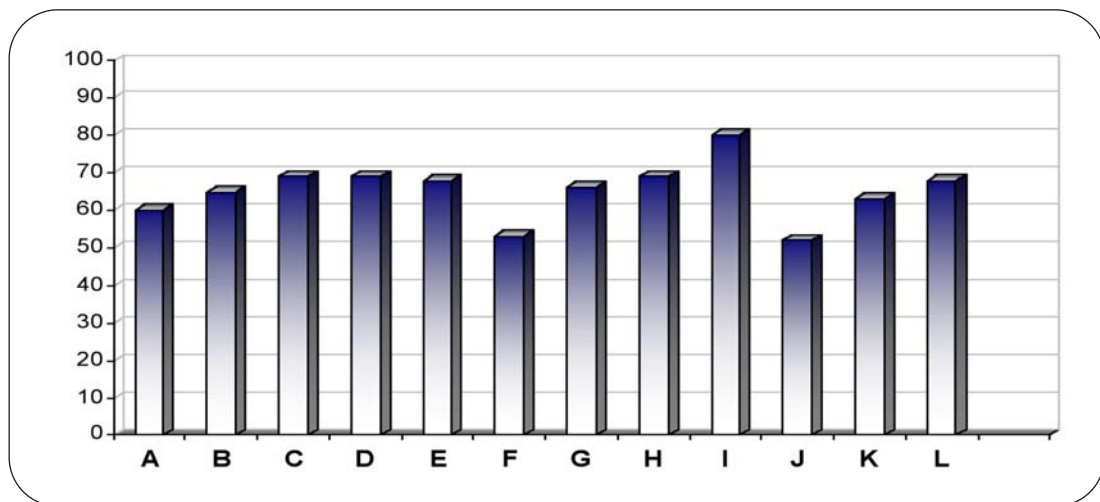


ORGANISATIONAL SKILLS	IMPORTANCE				CURRENT COMPETENCE LEVEL				
	A	B	C	N/A	1	2	3	4	5
Is able to juggle a number of different demands.							●		
Can always maintain effort and attention.							●		
Manages to keep up to date with essential administrative tasks.						●			
Always perseveres with a task until it is completed.								●	
Is able to maintain a balanced perspective to work.									●
Always meets deadlines.							●		
Is proficient at setting timescales and objectives.							●		
Is disciplined with regard to allocating time for internal meetings, briefings etc and adhering to it.								●	

## EXTERNAL 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 twelve competence areas.**



<b>A</b>	Planning	<b>60</b>	<b>G</b>	Opportunity Assessment	<b>66</b>
<b>B</b>	Communication	<b>65</b>	<b>H</b>	Attitude	<b>69</b>
<b>C</b>	Presentation Skills	<b>69</b>	<b>I</b>	Team Membership	<b>80</b>
<b>D</b>	Negotiation Skills	<b>69</b>	<b>J</b>	Process & Methodology	<b>52</b>
<b>E</b>	Business Development	<b>68</b>	<b>K</b>	Pro-activity	<b>63</b>
<b>F</b>	Account Management	<b>70</b>	<b>L</b>	Organisational Skills	<b>68</b>

### Comments:

Using the same grading system that we have applied to the twelve 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

**Tom** achieved **65.2%** overall within this skills assessment, which is well within the 60-80% banding for an External Sales Professional. We believe that this score could be significantly increased with very little effort and would advise both Tom 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 Tom is a highly competent and experienced front-line external sales professional. He is committed to adding to his existing skills-set and we have taken into consideration that, to date, he has received no formalised sales training or coaching and his style is self-developed.

His strengths include: Creativity, self-discipline, realism, initiative, dependability, loyalty and common sense. 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.

We also believe that he has the essential characteristics to become a very effective manager and this is clearly something that he is working towards.

In terms of his own esteem, he has fairly 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) – **71%** this is approximately 5% higher than average.

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

### **Development Recommendations:**

We suggest that Tom considers ongoing, formalised, sales training, which could be part of a medium to long term development plan. We would also advise that he undergoes management training before any promotion. In addition, within this assessment, we have highlighted some areas that will need to be addressed, for example, account management and process/methodology. However, we highly recommend that Tom 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. We would also 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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