

## Profile Interpretation Manual

Sales Management Benchmark



*Signature Profile*

## Benchmark Profile Description

The Sales Management role is responsible more for building the quality and productivity of salespeople than for managing customers and is driven by the team's success. They are tasked with hiring, developing, motivating, and coaching individual sellers while controlling the focus, direction, and performance of the team. Key activities include product/service and sales training, managing the team, monitoring sales projections and budgets, and championing new initiatives.

## Predictive Competencies

- Engages Others in Learning and Assesses Understanding
- Coaches Others and Provides Timely Feedback
- Directs and Manages in a Team Setting
- Leads with a Profitable and Efficient Approach
- Champions Initiatives and Leads Change
- Prepares and Delivers Effective Presentations
- Focuses on Measurable Outputs

## Predictive Competencies

### Engages Others in Learning and Assesses Understanding

Demonstrates a commitment to the continuous education and training of others as a means of increasing their overall competency and productivity; prepares more structured sessions to cover the most critical areas of learning for the audience; stays on top of information needed by colleagues and customers in an effort to serve as a resource; takes responsibility for motivating others to learn and retain key information; reinforces what is being taught through periodic repetition; regularly assesses individual and group competencies and routinely addresses them by adjusting the training

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Prefers one-on-one training or a more loosely organized curriculum to the structured requirements of a scheduled class session</li> <li>▪ Expects those being trained to be self-motivated to learn and becomes impatient when required to repeat or reinforce information already covered</li> <li>▪ Does not implement a tracking process for assessing the effectiveness of teaching efforts or the progress of trainees</li> <li>▪ Enjoys working on content delivery and may be more concerned with the audience's assessment of public speaking skills than with the subject matter</li> <li>▪ Tries to make the training entertaining at the expense of providing only relevant information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prepares scheduled and consistent programs to train or educate others</li> <li>▪ Establishes measurable criteria for assessing progress in the learning process</li> <li>▪ Demonstrates patience and a willingness to repeat or reinforce ideas and information until the audience understands</li> <li>▪ Focuses training sessions on those competencies that will make a difference in the group's ultimate effectiveness</li> <li>▪ Concentrates more on the results produced or change accomplished through training than with how attractive or entertaining the training can be</li> </ul>

#### Lower scores may indicate:

- A tendency to rush through the training without gauging how much is being absorbed or retained by the group
- More of a preference for one-on-one coaching and/or more free form curriculum than formal class sessions
- A preference for a more off-the-cuff training style

## Coaches Others and Provides Timely Feedback

Understands the critical role modeling and demonstration play in the ongoing development of direct reports; spends sufficient time with direct reports to provide guidance and coaching where needed and commits to regularly creating opportunities to share expertise; provides instruction, positive models, and opportunities for observation in order to help others perform successfully and develop skills; encourages questions to ensure understanding; observes progress, judges the effectiveness of reports, and provides timely and appropriate feedback on progress

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Can be tempted to take over for the individual rather than stand back and function as a final safety net (let them learn from their mistakes)</li> <li>▪ May focus on tracking administrative or procedural issues at the expense of taking time to mentor others</li> <li>▪ May not feel comfortable evaluating reports' performance and providing suggestions for improvement or alternate approaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commits to conducting regular instructional exercises</li> <li>▪ Keeps focus on coaching and support to increase the level of expertise of the report, relegating own administrative or procedural tasks to a lower priority</li> <li>▪ Uses demonstrations to model effective techniques for less experienced individuals</li> <li>▪ Regularly observes others in action to offer suggestions and feedback for skill development</li> </ul>

### Lower scores may indicate:

- A strong preference for making solo calls or a difficulty playing a supporting role in the sales process
- A tendency to place a higher priority on the administrative and procedural aspects of the sales management job

## Directs and Manages in a Team Setting

Possesses a span of control that allows direct access to all of the key staff people in the group or organization; practices a hands-on, face-to-face coaching style and seeks personal involvement in day-to-day tasks; utilizes a walk-around style to follow up and ensure that delegated tasks are effectively completed

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Gives insufficient information or explanation when assigning tasks</li> <li>▪ Does not expect to repeat information or find it necessary to restate objectives or performance criteria</li> <li>▪ Assumes subordinates work without intervention and experiences frustration when results do not meet expectations</li> <li>▪ Prefers to direct others through more formal processes and expects them to perform as agreed without reminding or coaching</li> <li>▪ Resists personal involvement in monitoring or assisting with subordinate efforts and results, expecting them to be self-motivated and self-directed</li> <li>▪ Assigns tasks but abdicates responsibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides full and complete information in making assignments, including timelines and results expectations</li> <li>▪ Ensures that subordinates understand the measurements that monitor progress toward goals and results</li> <li>▪ Consistently follows up to track results and understands the need for occasional repetition or reinforcement of guidelines</li> <li>▪ Does not abdicate in delegation, but stays personally involved, using first-hand knowledge of the steps for achieving the goal to coach less experienced individuals</li> <li>▪ Broadens control by giving subordinates a chance to develop their skills and contribute to the organization, but remains a presence so that deviations from the goal can be quickly identified</li> </ul>

### Lower scores may indicate:

- A more laissez faire approach to dealing with others on whom one is dependent to meet objectives
- A preference for directing others through more formal processes and expecting others to perform as agreed without reminding or coaching
- A discomfort with close follow-up or projecting oneself as the judge of the outputs of others

## Leads with a Profitable and Efficient Approach

Manages the allocated resources to produce optimum bottom-line results; works to understand and control the key factors that influence profit production; balances the priorities and skills of self and others to generate profitable results; won't become distracted by issues that don't influence the bottom-line; protects the interests of investors, employees, customers, and others who depend upon the success and survival of the company as a result of its ability to generate profits

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Does not see the production of profit as the organization's primary objective</li> <li>▪ Focuses on accomplishing process steps and administrative tasks to tie up loose ends and deal with immediate demands regardless of their overall impact on the bottom-line</li> <li>▪ Cannot find the time or justify the effort to establish and review financial controls</li> <li>▪ Bases evaluations of an outcome on the effort extended or the elegance of the result rather than the profitability of the result</li> <li>▪ Has a strong concern for personality issues and having people feel good about their results as the true measure of success</li> <li>▪ Does not consistently implement steps to monitor key financial or customer data that can potentially impact bottom-line profitability</li> <li>▪ Becomes distracted from the primary goal of corporate profitability by 'squeaky wheel' situations or single function demands that offer a short-term appearance of increased efficiency or reduced costs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sees primary role as generating profit for the business</li> <li>▪ Entrepreneurial with a bottom-line versus administrative orientation</li> <li>▪ Has a realistic grasp of the financial aspects of the organization, shows responsiveness to the need for economies and cost control, and is able to draw meaningful implications from financial data</li> <li>▪ Places other business concerns as secondary to profit generation</li> <li>▪ Focuses on approaches and techniques designed to increase production or decrease costs, enhancing overall organizational profitability</li> <li>▪ Has little time or patience for ideas or programs that do not impact the bottom line</li> <li>▪ Does not become distracted by or waste time on trivial problems, unnecessary paperwork, or personality issues that don't affect profitable results</li> <li>▪ Sees the big picture beyond departmental or single function concerns that on their own will not positively impact overall profitability</li> </ul>

### Lower scores may indicate:

- A tendency to evaluate oneself based on the effort extended or the elegance of the result rather than on the profitability of the outcome
- A strong concern for the personality issues and having people feel good about their results as the true measure of success
- A tendency to focus on accomplishing the process steps and administrative tasks to tie up loose ends and deal with immediate demands regardless of their overall impact on the bottom-line

## Champions Initiatives and Leads Change

Demonstrates a willingness to take action on problems or opportunities without prompting; possesses the intrinsic desire and willingness to push toward achieving a desired goal or end-state without suggestion from others; prepares alternatives so the outcome is not jeopardized by unexpected barriers; exhibits the desire to blaze new trails as a means to an end

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Uncomfortable developing a solution to a problem or trying a different approach without positive directives from a higher authority</li> <li>▪ Hesitates to push own ideas or drive new goals</li> <li>▪ May be too willing to leave well enough alone and conforms to established rules and principles</li> <li>▪ Uncomfortable pushing beyond easy or traditional responses to creative or original thinking</li> <li>▪ Tends to wait patiently for situations to settle over time or to correct themselves in a more natural fashion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Champions new initiatives and identifies opportunities or issues requiring change without prompting</li> <li>▪ When barriers to goal accomplishment are encountered, is willing to introduce and implement a solution throughout own sphere of influence</li> <li>▪ Willing to take the lead, even if others don't initially understand or approve</li> <li>▪ Focuses effort and resources on initiatives or solutions that will positively contribute to the desired result; does not simply try to 'build a better mousetrap'</li> <li>▪ Changes the present status in order to improve the position of the group or organization in meeting its objectives</li> <li>▪ Installs targeted, selective changes that provide real added value to the organization</li> <li>▪ More than simply overcoming a negative or preventing a loss, the solutions or changes initiated leave the job (task, project) with something gained</li> </ul>

### Lower scores may indicate:

- A cautious approach because of being more concerned about protecting against downside negatives than taking a chance on building an improvement that may not be useful
- Being more patient in allowing things time to settle or to correct themselves in a more natural fashion
- A willingness to develop a solution once the problem is articulated and they are asked to champion the design and implementation

## Prepares and Delivers Effective Presentations

Focuses on sharing information in an exciting and memorable manner; prefers group presentations; focuses equally on preparing delivery and content; stages a presentation to promote a more intangible service or solution; responds to audience cues and reactions by altering a prepared presentation as it progresses

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Prefers to share information in a more spontaneous and off-the-cuff manner</li> <li>▪ Does not prepare a presentation with the audience in mind, but starts with a standard framework and makes cursory adjustments</li> <li>▪ Without the structure of a prepared presentation, could fail to incorporate key components into the presentation or respond effectively to audience reactions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Customizes the program to the audience, using minimal boilerplate components</li> <li>▪ Takes the time to prepare a studied presentation, injecting into the content and delivery the cues and jargon with which the audience can identify</li> <li>▪ Sensitive to audience feedback and adjusts the presentation to sustain their interest</li> <li>▪ Creates a memorable stage presence</li> <li>▪ Enjoys applause and attention when successful</li> </ul>

### Lower scores may indicate:

- A preference for spontaneity and minimal preparation when communicating key messages
- A tendency to rely on a standard presentation with little customization
- Assuming the audience's awareness and level of interest
- A tendency to be so involved in the presentation and being the focus of attention that one forgets the goal of persuading toward a buying decision



## Focuses on Measurable Outputs

Uses available time to produce tangible results; judges effectiveness by the quantity of what has been accomplished in a given time frame; derives personal satisfaction from accomplishing measurable outputs

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Can too easily lose interest in results-oriented activities in favor of more satisfying opportunities offered in the arenas of personal relationships or influence and power</li> <li>▪ May judge effectiveness in task achievement using standards of quality, creativity, or efficiency rather than measure accomplishment by the sheer quantity or volume produced</li> <li>▪ Tends to be rather casual or informal about tracking progress in results achievement and is comfortable with variable output levels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focuses on the quantitative measure of results produced, whether engaged in a repetitious, singular activity or frequently changing and diverse tasks</li> <li>▪ Gains personal satisfaction from producing tangible results</li> <li>▪ Judges effectiveness by how much is accomplished in a given time frame</li> <li>▪ Establishes concrete dimensions and steps that can become quantifiable measures of their progress</li> </ul>

### Lower scores may indicate:

- A personal sense of accomplishment based more on the quality or novelty of the results than the sheer quantity produced
- Stronger sources of satisfaction from influencing others or enjoying relationships than from accomplishing tasks



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