

## Profile Interpretation Manual

Sales Team Lead Benchmark

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*Signature Profile*

## Benchmark Profile Description

The Sales Team Lead role consists of both supervisory and sales responsibilities. They supervise a team of sellers, while carrying their own book of business. In some organizations, team leaders are considered “super-salespeople.” They typically do not have responsibility for hiring and performance management but serve as the first point of contact for seller questions and day-to-day support.

## Predictive Competencies

- Continuously Develops Sales Leads
- Uses Standard Discovery Questions to Qualify Prospects
- Makes Persuasive Presentations
- Commits Extra Effort to Ensure Success
- Advocates for Customers to Drive Results
- Adapts Sales Approach to Match Buyer Motivations
- Proactively Mentors and Supports Others
- Coaches Others and Provides Timely Feedback

## Predictive Competencies

### Continuously Develops Sales Leads

Demonstrates the initiative to uncover sales opportunities; actively attracts the interest of potential customers; networks to increase contacts; stays on top of market conditions to uncover new leads; consistently follows up with leads to assess their interest in the product/service offering

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Limits networking opportunities by being drawn into social or casual interactions, or by spending time with enjoyable or already familiar people</li> <li>▪ Waits for prospects to raise their hands, believing that marketing efforts or the product itself will attract interest</li> <li>▪ May limit networking efforts to those times when the sales pipeline is empty</li> <li>▪ May be inconsistent in creating and following a process that systematically and continually casts a net with the expectation of eventual success</li> <li>▪ Becomes frustrated or discouraged if a successful 'hit' is not achieved in a fairly short period of time</li> <li>▪ May be satisfied with 'cherry picking' and find it tedious to churn through a stream of new contacts to identify the warm or lukewarm leads</li> </ul>	<ul style="list-style-type: none"> <li>▪ Methodically and regularly networks to develop a prospect list, regardless of the number of leads in the sales funnel</li> <li>▪ Develops a frequent and familiar personal profile in organizations or activities that attract the interest of prospective customers</li> <li>▪ Recognizes opportunities to uncover hidden or less obvious prospects by monitoring the competition and keeping on top of market conditions</li> <li>▪ Remains pragmatic and objective, versus intuitive and emotional, believing that the payoff comes from steadily working the numbers</li> <li>▪ Hard-driving and persistent, and tends to downplay social involvement that may interfere with or drain time from prospecting efforts</li> <li>▪ Organizes contact information in order to systematically follow up on leads</li> </ul>

#### Lower scores may indicate:

- A lack of consistency in the process, not necessarily a result of inability or incompetence
- Interacting with others in a more reactive or superficial manner, e.g., going to a networking event and chatting with only one or two people or known quantities
- A preference for taking a laid back approach and relying on the advertising or marketing efforts of the organization to prompt prospects to raise their hand

## Uses Standard Discovery Questions to Qualify Prospects

Uses a formula or series of questions to determine the prospect's fit with the product; expects to sell to the majority of prospects since they are known to need the seller's products; reacts quickly and objectively to the answers to standard questioning by disqualifying the prospect or proceeding through the selling process

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Uses interest in a prospect's needs or problems or compatibility with contacts as the criteria for spending time with them in the selling process</li> <li>▪ Finds it difficult to narrow focus to the quality as opposed to the quantity of the business available</li> <li>▪ Exhibits too much optimism and not enough pragmatism to cut loose potential business that would not be profitably serviced</li> <li>▪ Finds it difficult to be objective in assessing the potential of demanding or challenging contacts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asks tough questions around profitability, capacity, and readiness to buy when evaluating a prospect for potential business opportunities</li> <li>▪ Uses a formula approach to qualifying prospects that addresses typical interest points, such as price and ability to deliver</li> <li>▪ Does not allow time to be consumed by prospects who should be disengaged or deferred based on the quality of business they will provide</li> <li>▪ Remains emotionally detached from the prospect's situation, staying objective in assessing the potential for profitable business</li> </ul>

### Lower scores may indicate:

- Using interest in prospects' problems or compatibility with contacts as the criteria for spending time with them in the selling process
- Trying to be all things to all people or sell something to each lead
- Having difficulty recognizing the potential of contacts that are demanding or challenging to deal with

## Makes Persuasive Presentations

Excites the customer with an enthusiastic presentation style; demonstrates value and actively promotes products and services by making an emotional appeal; holds the customer's attention and interest by keeping the presentation content relevant; varies style to build toward a buying decision

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ May be more comfortable with establishing a dialogue that emphasizes listening and an exchange of ideas than with making an impact on the audience</li> <li>▪ Uses presentations to entertain rather than inform or persuade</li> <li>▪ Sticks too closely to a script and does not vary the content or emphasis to address the needs of each audience</li> <li>▪ Too focused on the mechanics of the presentation itself to pay attention to audience understanding and concurrence</li> <li>▪ Cannot easily adjust to a nonsupportive audience response and may rush an ineffective presentation just to finish it rather than alter the presentation to change that response</li> </ul>	<ul style="list-style-type: none"> <li>▪ Makes formal presentations that focus on creating an impact while communicating information</li> <li>▪ Has the potential to capture and hold the audience's attention</li> <li>▪ Takes charge and keeps control of the information being communicated through a presentation that is polished and rehearsed</li> <li>▪ Varies style and content to appeal to the audience</li> <li>▪ Projects enthusiasm about a solution to the audience, moving them closer to a buying decision</li> <li>▪ Monitors audience response and adjusts presentation to stay on target</li> </ul>

### Lower scores may indicate:

- Relying on a script or set presentation too much and not varying the content and/or emphasis to match the needs of the audience
- Gives equal emphasis to each benefit even if those listening are only interested in one or two
- Focusing more on speaking and technique than determining if audience understands and is motivated to agree
- May be technically good at "public speaking" to inform or entertain
- May be effective only in situations where the focus is on the product/service rather than the salesperson as the major benefit

## Commits Extra Effort to Ensure Success

Thrives on working; tends to achieve higher results in direct proportion to the time they are willing to commit to their work; remains focused on the goal and not easily discouraged or distracted; uses work as an opportunity for interaction and incorporates interpersonal contacts into task accomplishment; sees work as a major source of personal satisfaction

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ May embrace a somewhat rigid separation of professional and personal commitments that limits flexibility in balancing the time and resources devoted to work and leisure</li> <li>▪ More inclined to work a set schedule of hours than to commit resources as required by the objective</li> <li>▪ Distinguishes personal time from work and career commitments and not likely to make consistent sacrifices in their personal lives to accommodate extraordinary advancements in their work objectives</li> <li>▪ Becomes distracted by unexpected obstacles or may not effectively plan to deal with job demands</li> <li>▪ May not recognize that opportunities to advance goals can be present in the personal interactions that occur in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seeks to balance work and life priorities while committing time and resources to results accomplishment that surpasses what is just acceptable or expected</li> <li>▪ Dedicated to achieving business results, even at some personal sacrifice</li> <li>▪ Defines themselves to a great extent by their work and derives personal satisfaction from success and accomplishments in their career</li> <li>▪ Builds into the schedule the time required to lay the groundwork and develop the plans for achieving work objectives</li> <li>▪ Retains control of objectives by preparing action steps and evaluating progress</li> <li>▪ Remains focused when the commitment to their work is threatened by internal or external distractions</li> <li>▪ Enjoys finding opportunities to mix personal interaction with goal accomplishment</li> </ul>

### Lower scores may indicate:

- A desire for balance in one's life with sufficient personal and family time
- A preference for a 40-hour work week with stable and predictable time requirements
- Career advancement is not a strong priority

## Advocates for Customers to Drive Results

Consistently achieves above-average sales results by understanding the customer's business, empathizing with their problems and setting a plan to meet their needs; tirelessly focuses on building strong relationships with customers by acting on their behalf to work the seller's internal systems to meet their requirements; sees partnering with customers as the efficient method to reach personal sales career goals

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ May adopt a casual or relaxed approach that fails to project personal dedication to achieving or surpassing sales targets</li> <li>▪ Can be content with marginal success or lowers goals to reach a level of success that is easier to accomplish</li> <li>▪ May not sustain the intensity needed to consistently meet or exceed sales objectives</li> <li>▪ Wants to be successful on own terms without tying efforts or results to effectively fulfilling customer requirements</li> <li>▪ Achieves results that will support career progression more so than strengthen partnerships with customers</li> <li>▪ Can be impersonal or detached in approach to the sales process, minimizing the opportunity to build a customer alliance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Driven to achieve or exceed targeted results and uses sales as a means to get there; hungry to be a top producer</li> <li>▪ Holds results achievement to a high personal standard</li> <li>▪ Believes in taking personal responsibility for the level of success achieved</li> <li>▪ Unwilling to have goal achievement derailed by internal politics or bureaucratic procedures</li> <li>▪ Promotes a sense of partnering with customers</li> <li>▪ Takes the first step to establish a trusting relationship that assures customers of a commitment</li> <li>▪ Genuinely interested in understanding customer needs and works the company's internal systems to satisfy those needs</li> <li>▪ Collaborates with a network of support resources to satisfy customer requirements</li> </ul>

### Lower scores may indicate:

- A desire to be a top salesperson on one's own terms versus objectively fulfilling customer requirements
- A willingness to produce above-average results short-term while using sales as a vehicle for promotion into management
- One who enjoys the thrill of the hunt with an impersonal approach to the sales process

## Adapts Sales Approach to Match Buyer Motivations

Gathers essential information to determine the benefits others need in order to be sold; willing to adjust approach to fit different buyer motivations; influences or persuades others by determining how the other individual can benefit, and then communicates those advantages

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ May not be committed to researching what benefits the prospect needs in order to be sold</li> <li>▪ Might not recognize that prospects have different buying motivations and may sell the same way to all people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Will work to acquire the information needed to determine what benefits will motivate prospects to make a buying decision</li> <li>▪ Able to use knowledge gleaned about prospect needs to vary sales approach according to different buyer motivations</li> </ul>

### Lower scores may indicate:

- A tendency to believe that most people are like them and, thus similarly motivated; effectiveness is determined by the prospect's similarity to the salesperson
- A lack of depth in the needs analysis process resulting in a superficial understanding of the buyer's needs and triggers
- An overly dogmatic approach supported by the belief that everyone needs what is being sold and the purchase is for their own good



## Proactively Mentors and Supports Others

Derives genuine satisfaction from giving advice, encouragement, and support to others; takes pride in nurturing and developing others; seeks opportunities to share expertise and experience in a mentoring role; is willing to address basic or rudimentary issues necessary to bring a novice up to speed; takes responsibility for motivating others to learn and grow

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> <li>▪ Loses patience with individuals lacking the motivation or enthusiasm to learn what is being taught</li> <li>▪ Prefers to offer expertise to those who have mastered the basics and are actively seeking advanced learning</li> <li>▪ Waits for advice and support to be requested by individuals interested in learning rather than being proactive</li> <li>▪ Does not want to appear invasive by offering help without invitation</li> <li>▪ Resists being obligated to function in an advisory capacity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serves as a mentor and coach to those needing individual guidance</li> <li>▪ Derives satisfaction from giving encouragement and support to others</li> <li>▪ Volunteers advice or assistance to help others achieve job and career success</li> <li>▪ Adjusts coaching to accommodate novices as well as more experienced individuals</li> <li>▪ Takes pride in being a role model</li> </ul>

### Lower scores may indicate:

- A strong need to provide advice to others but rules against doing so unless specifically asked because of not wanting to appear invasive
- A preference for being seen as an expert but teaching or training only those who have mastered the basics and are actively seeking advanced learning
- An impatience with others who seem content to remain unenlightened but willing to complain about the situation

## 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



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