

Profile Interpretation Manual

Strategic Account Director Benchmark

Signature Profile

Benchmark Profile Description

The Strategic Account Director role is responsible for large, multi-site accounts – usually once a deal has been closed at the corporate level. People in these roles coordinate the execution of the sales agreement for various customer locations. Key activities include meeting with executives and discussing the business case that represents their competitive advantage. Post-sale implementation is also a key responsibility to ensure end-users in the various customer locations receive consistent benefits.

Predictive Competencies

- Champions Initiatives and Leads Change
- Commits Extra Effort to Ensure Success
- Proactively Mentors and Supports Others
- Demonstrates Learning Orientation
- Engages Others in Learning to Maximize Benefit from Purchase

Predictive Competencies

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

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

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

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

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

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

Demonstrates Learning Orientation

Seeks to stay abreast of new developments in core competencies and to learn enough about related fields to apply knowledge effectively in the business; enjoys learning and is intellectually curious; has a strong desire to continuously improve knowledge, skills, and abilities; sees learning and knowledge as the keys to building the skills and abilities essential to job and career success

LOW SCORES	HIGH SCORES
<ul style="list-style-type: none"> ▪ Tends to rely on others' expertise in areas where there isn't a strong understanding of core principles ▪ Applies existing knowledge to objectives and problems without taking the steps to expand and update understanding ▪ Any interest in exploring new developments may be cursory and driven by business demands rather than by personal curiosity ▪ May spend insufficient time tracking all key business information sources 	<ul style="list-style-type: none"> ▪ Stays abreast of developments in the field in order to effectively apply knowledge ▪ Reviews professional online publications and up-to-date information and developments in all fields related to core competencies ▪ Routinely collects and reviews key data and information to track progress on all important functions ▪ Incorporates professional expertise into projects and new initiatives

Lower scores may indicate:

- A desire to apply the acquired body of knowledge without a strong need to continually expand and update it
- A tendency to rely on others' expertise and to learn only what is necessary to determine what questions to ask
- A reluctance to build in and regularly monitor the ongoing tracking systems for key areas of the business

Engages Others in Learning to Maximize Benefit from Purchase

Helps the customer to gain maximum benefit from the product or service by committing to continuous education that provides information updates or product training; prepares more structured sessions to cover the most critical areas of learning; stays on top of information needed by customers in an effort to serve as a resource; takes responsibility for motivating customers to update their information; reinforces shared information through periodic repetition; routinely adjusts education process to address individual and group progress or understanding

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

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



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