DiSC PPSS
Behavioral Profile

Personalized Description and Success Strategies

- General Characteristics
- Strategies for Creating a Positive Relationship
- Relating to People and the Environment
- Strategies for Managing
- Approach to Managing Others
- Strategies for Sales Management
- Approach to Selling

Respondent Name

Wednesday, June 06, 2007

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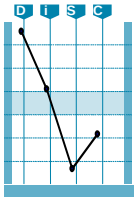
Behavioral Highlights

This section lists the potential strengths of Respondent's behavioral profile. Personalize the information using these steps: <1> Put a check mark next to the statements that you think accurately describe Respondent's behavioral style. <2> Put an X next to the statements that you feel do not describe Respondent's behavioral style very well. <3> Write in comments to modify the statements to make them more descriptive.



Result-Oriented

Some of Respondent's behavioral strengths may be

- Likes a fast pace, new activities, change, and variety
- Quick to act and creates a sense of urgency in others
- Enjoys challenges and competition
- Can move forcefully to get results
- Uses direct, action-oriented approach to solving problems
- Likes to interact with many different types of people
- Likes to express thoughts and feelings to others
- Animated and enthusiastic in expression
- Quick to adapt to new ideas and changes
- Seeks to find ways to interact positively in difficult situations

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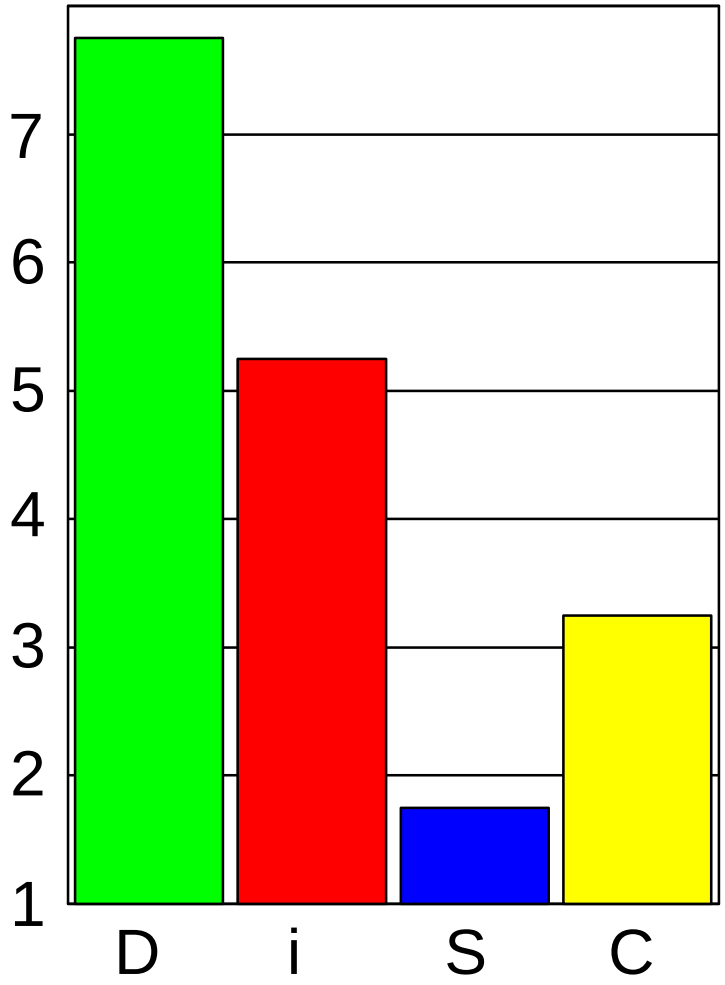
Personal Profile System® Graph



The DiSC® Dimensions of Behavior model describes behavioral patterns in terms of four tendencies. They are briefly defined below:

D Dominance: People with a high "D" behavioral tendency seek to shape their environment by overcoming opposition to accomplish results

i Influence: People with a high "i" behavioral tendency seek to shape their environment by influencing or persuading others.

S Steadiness: People with high "S" behavioral tendency seek to cooperate with others to carry out their tasks.

C Conscientiousness: People with high "C" behavioral tendency seek to work within existing circumstances to ensure quality and accuracy.

All people have all four behavioral tendencies but in differing intensities. The relationship of the four tendencies to each other creates a profile pattern which provides information about a person's potential behavioral responses.

Name: Respondent Name
Date: 6/6/2007
Classical Pattern: Result-Oriented

Completed by: Self
Environmental Focus: Work

The above graph displays the relationship of the four behavioral tendencies in Respondent's profile pattern. The information on the following pages is based upon this profile pattern.

Remember, the *DiSC PPSS* is not a test. There is no such thing as a "good" or "bad" pattern. Research indicates that the most successful people are those who know themselves and develop strategies to meet the needs of specific situations. The following information is most helpful when reviewed, discussed, and put to use in developing specific action plans for increasing personal effectiveness.

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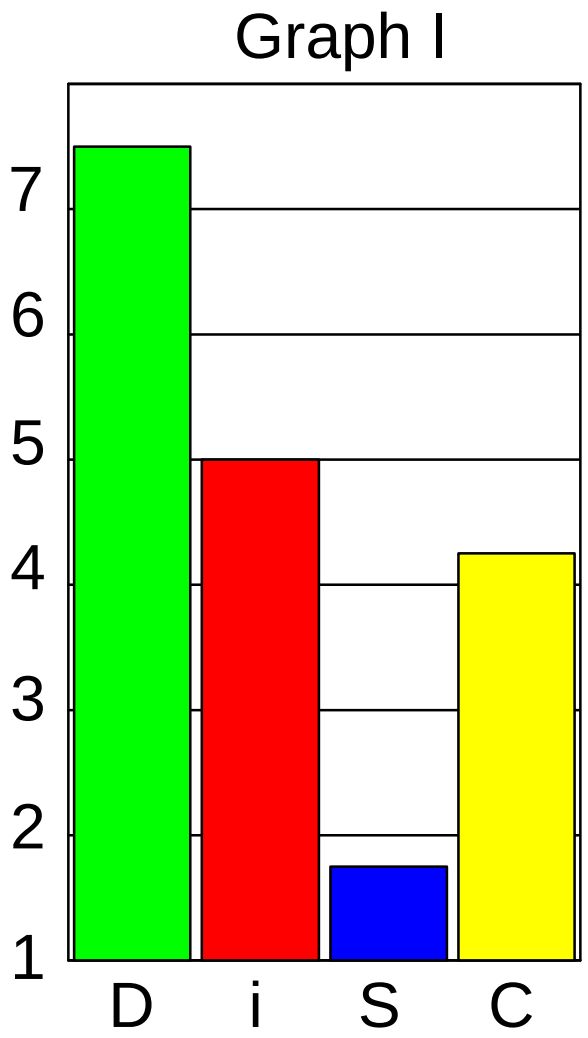
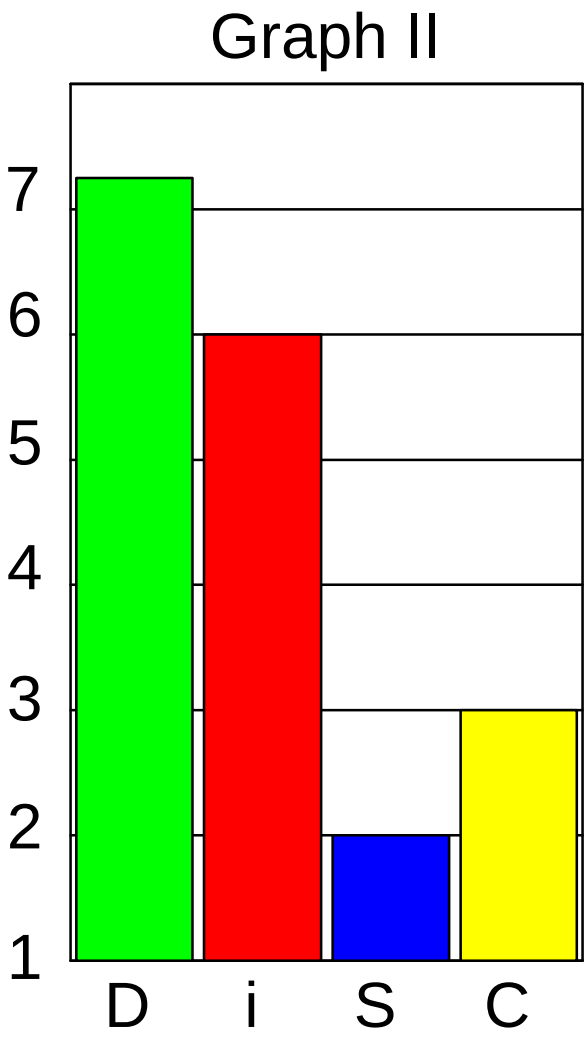
19

Personal Profile System® Graph





Name: Respondent Name
Date: 6/6/2007
Classical Pattern: Result-Oriented

Completed by: Self
Environmental Focus: Work

Some people find additional understanding of themselves by looking at any differences between their responses to their MOST and LEAST choices. Because you have responded to the same question "How do I see myself? "for both choices, it is likely the information will be the same. If there is a significant difference in the Profiles, you may want to ask yourself some questions about the factors that influenced your choices as you responded. The composite graph (Graph 3) reflects the combination of your most and least choices and is typically the most comprehensive description of your overall Profile. This composite Profile is used for all the information contained in your reports.

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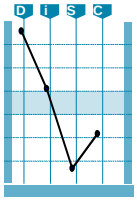
Behavioral Overview

The following narrative, based upon the profile responses, provides a general overview of Respondent's natural behavioral style in the environment. This section is designed to provide a broad overview of his natural, most comfortable behavior. Respondent's actual observed behavior may be somewhat different due to modifications based on the demands of the situation, the expectations of others, and his personal values. Review and discuss the information, deleting the portions that do not seem applicable and highlighting the portions which may be most relevant and useful.



Result-Oriented

Respondent tends to be forceful, direct, competitive, poised, and convincing. He tends to be an individualist with a high level of ego-strength and may tend to be egotistical. He may seem to exude self-confidence, actively seeking opportunities which test and develop his abilities to accomplish results. He tends to like difficult tasks, competitive situations, unique activities, and "important" positions. He may undertake new activities willingly and confidently. He may be very much aware of his abilities; however, he may tend to be much less aware (or accepting) of any limitations. He may relish the challenge of any new activity, whether or not he has the skills, knowledge and experience it may require.

Tending to prize his independence, Respondent may become restless with group projects or committee work. Group activities tend to be much more acceptable to him if he chooses the activities and retains control. He generally tends to prefer working alone, although he may seek to persuade others to support his efforts and assist with the activity - especially the routine work which he may find boring.

He may tend to do things for his own benefit, perhaps ignoring requests which might involve giving up something he wants. If required to do something which does not appear to be in his own interest, he may become openly annoyed. His egotism may seem overbearing to some. He may seem to lack empathy, perhaps appearing to others as cold and blunt.

Tending to be quick in thought and action, Respondent may be impatient and fault-finding with those who are not. In fact, he may evaluate people on the basis of their ability to get results quickly. Results are what counts to him. Speed, efforts and theories may be of little importance unless they lead to concrete results. Respondent may be very determined and persistent, even in the face of antagonism or the opposition of others who may be in authority. He may take command of any situation whether or not he has been put in charge.

If things are not going well, Respondent may seem to lose his verbal abilities, substituting clear non-verbal signals of impatience and criticism. Whatever he does say may tend to be critical and fault-finding. This may be something of a "lull before the storm." The "storm" may begin with a strong statement that something is wrong, perhaps without any specifics as to what it is or what may be causing it. This may be followed by very broad, general criticism of the situation and the people involved. Finally, Respondent may undertake to "save" the situation single-handedly, perhaps overstepping boundaries, and "ruffling feathers," - all in the course of his efforts to get results.

In spite of his tendency for having a strong ego and a high level of self-confidence, Respondent may have some concern that others may take advantage of him. This concern, if it increases, may cause him to take steps to overpower a potential opponent. He may also have some fear that others will get ahead of him if he is too slow in accomplishing his goals. He may tend to be in a constant race against the clock and other people in the effort to reach the goal. He may also worry about appearing too light-hearted since

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such interactions, and the ties to others that they may produce, may interfere with his pace and his concentration on goal accomplishment.

When approaching a new problem or decision, Respondent may quickly size up the available data, seeking additional facts only if there is a glaring lack of information, and then come to a tentative decision. He may monitor the actual results, making a change if they are not satisfactory. Although he may encourage suggestions from others as a way to get them involved in his project, he may not pay much attention to their information. He may take risks and try new, untested ideas. He may, on occasion, see making such an untested idea work as a personal challenge.

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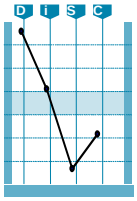
Motivating Factors

People have different sources of motivation and different goals based on their most preferred behavioral tendencies. This section lists those factors usually found to be most motivating to someone with Respondent's behavioral tendencies. Some of these factors may not apply to Respondent because he may have modified his behavior due to his life experiences and values system. Some of the factors may appear to be contradictory because of the differences in the tendencies that comprise Respondent's behavior. Review and revise as necessary.



Result-Oriented

Respondent may be motivated by:

- Having control over his work environment
- Being able to direct other people's activities
- Being offered new opportunities and new challenges
- Situations where he is held accountable solely for results rather than for how the results are achieved
- Opportunities for advancement
- Rewards for achieving goals
- Situations providing positive interactions with others
- Opportunities to verbalize his thoughts and feelings
- Environments where two-way dialogue is encouraged
- Enthusiastic verbal recognition: "Great!" "Fantastic!"
- Immediate verbal feedback
- Having his feelings acknowledged

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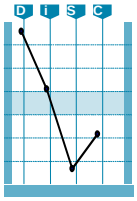
Preferred Environment

People have different preferences in the environment in which they most prefer to work or live. What one person finds delightful may be intolerable to someone else. This section provides information on what environment Respondent might find most desirable based on his behavioral tendencies. Some of these factors may not apply to Respondent or may appear contradictory because of the differences between the tendencies that describe Respondent's behavior. Review and revise as necessary.



Result-Oriented

Respondent wants an environment which provides:

- Maximum freedom to determine how things are done
- Fast-paced, results-oriented
- Performance measurements and rewards based upon achieving agreed-upon results
- The opportunity to control events
- A fast-moving pace which involves relating to others with enthusiasm
- Recognition and positive feedback
- Opportunities for creative, imaginative "brainstorming"

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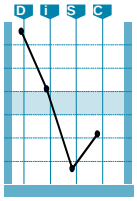
Tends to Avoid

All people have different situations or activities that they naturally tend to avoid based on a dislike or fear of what is involved in the task or interaction. By knowing what our most likely avoidance behaviors are, we can choose strategies for coping with them and reduce possible negative outcomes such as procrastination. This section lists the activities and situations Respondent is most likely to avoid based on his behavioral tendencies. Some of the factors may not apply to Respondent. Review and revise as necessary.



Result-Oriented

Based on dislike, discomfort, or fear, Respondent tends to avoid:

- Situations where he has no control over the environment
- Appearing soft or weak
- Situations requiring routine, predictable behaviors day after day
- Being closely managed by others
- Having to check in frequently and report what he is doing
- Having to report step by step how he is going to do a task or activity
- Situations where others may react to him with hostility
- Actions that might lead to loss of approval from others
- Having to choose between being liked or being respected
- Follow-through on extensive detail
- Routine, repetitive task work
- Environments that provide little or no contact with people
- Environments with rigid time constraints

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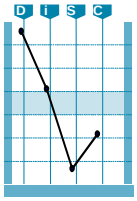
Strategies for Increased Effectiveness

This section describes possible actions that Respondent might take to modify certain naturally occurring behavioral tendencies to achieve greater effectiveness. Some of these strategies may be already in use, others may represent areas for potential skill development. It may be useful to prioritize the strategies based on the needs of the current environment. Review and revise as necessary.



Result-Oriented

Respondent would increase his effectiveness by:

- Taking more time to think through possible consequences before taking action
- Listening and considering the thoughts, feelings and experiences of others
- Learning to negotiate outcomes on a win/win basis
- Explaining his reasoning process rather than just announcing conclusions
- Learning to participate in a group without being in charge
- Developing tact and diplomacy in communications and interactions with others
- Giving recognition to others for their efforts
- Developing a more realistic assessment of people and situations that includes negative and positive information
- Structuring a process for completing tasks in an orderly and timely manner
- Developing the ability to be firm and direct when dealing with interpersonal conflict
- Willingness to hear and consider negative thoughts and feelings of others
- Following through on key details on a more consistent basis
- Better management of time requirements
- Evaluating the amount of time spent in meetings and verbal communications with others

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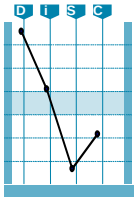
Demotivating Factors

People have different factors that affect their motivation both positively and negatively. By understanding what these factors are, we can increase the amount of time we are experiencing those conditions that enhance our positive motivation and reduce the impact of those factors which will reduce self motivation. The following list can be used to create an environment more supportive to positive motivation by managing or eliminating demotivating factors specific to Respondent's behavioral style.



Result-Oriented

Respondent may become demotivated when:

- His authority is countermanded
- His responsibility is diminished
- His resources are restricted
- Required to do routine activities with little or no variety
- Closely supervised
- Required to report frequently on activities rather than results
- He has no opportunity for advancement
- Working in environments with reserved or unfriendly co-workers
- Required to meet fixed schedules and rigid time constraints
- Working in negative, pessimistic, hostile environments
- Required to focus on thinking to the exclusion of feeling
- Required to perform routine tasks with attention to detail

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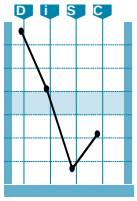
Behavior in Conflict Situations

Most people use behavior in conflict situations that can be described as either a "fight" or "flight" response based on their natural behavioral tendencies. Some people use a combination of both responses, depending on the intensity or degree of risk involved in the situation. The following describes a range of responses that Respondent might use in a conflict situation. These behaviors may have been modified due to Respondent's values system and/or life experience. This information will be more helpful if reviewed with Respondent, ranking the behaviors from most-likely to be used to least-likely.



Result-Oriented

In a conflict situation Respondent:

- Tends to take a direct, aggressive approach
- May escalate levels of aggression
- May create win/lose outcomes
- May overpower others who then retaliate with covert aggression
- Tends to become defensive
- May become autocratic, using rank and authority to end the conflict
- Tends to avoid open, direct conflict
- Tends to become emotionally expressive
- May become personally attacking
- Tends to minimize negative information
- May attempt to placate angry people without addressing the issue
- May give in to avoid looking bad or losing approval
- May become impulsive

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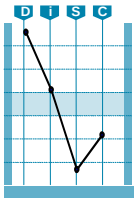
Behavioral Tendency Continuum

This continuum displays Respondent's potential range of intensity for each of the behaviors listed. This continuum represents potential behavior based on Respondent's profile pattern rather than actual, observed behavior. This information is most helpful when discussed and evaluated based on experience with Respondent.



Result-Oriented

Name: **Respondent Name**
Date: 6/6/2007
Classical Pattern: Result-Oriented
Environmental Focus: Work

	L	ML	M	MH	H
ACCEPTS - open, receives willingly			◆		
ADHERES - sticks to the rules		◆			
ADVOCATES - promotes, urges action					◆
AGITATES - stirs up, rocks the boat					◆
AMPLIFIES - explains, expands the point			◆		
ASSIGNS - delegates to others					◆
ASSUMES - takes for granted					◆
BOASTS - brags about abilities				◆	
CAPTIVATES - charms others				◆	
COMMANDS - directs others					◆
DIGESTS - absorbs, thinks it through			◆		
ESTABLISHES - stabilizes, builds to last		◆			
IMITATES - follows the leader's example			◆		
INVENTS - creates new solutions, ideas					◆
INVESTIGATES - examines, checks it out		◆			
JUSTIFIES - defends, gives reasons for		◆			

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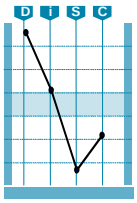

Result-Oriented

Name: **Respondent Name**
Date: 6/6/2007
Classical Pattern: Result-Oriented
Environmental Focus: Work

	L	ML	M	MH	H
MAINTAINS - continues, preserves		◆			
MANEUVERS - plans skillfully					◆
MODIFIES - adapts, adjusts, revises	◆				
NURTURES - shows care for others	◆				
OBJECTS - protests, argues, disputes			◆		
OBSERVES - watches attentively		◆			
PLANS - prepares, maps out task		◆			
PRAISES - compliments, shows approval			◆		
PROHIBITS - cautions, prevents risk			◆		
PROTECTS - guards tradition, stability		◆			
RECONCILES - appeases, settles differences		◆			
REVIEWS - examines in detail		◆			
SPECULATES - gambles on the future					◆
TESTS - examines, tries it out			◆		
TRUSTS - believes in others			◆		
VERBALIZES - talks things out			◆		

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Performance Management Worksheet

After reviewing the information listed in the General Characteristics section of this report, select those strategies most effective for improving and maintaining performance. Some of the information may be more relevant and/or applicable than other information. Use your knowledge of the specific environment plus your experience with Respondent's behavior to determine which action strategies would be most effective.

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1. What can be done to create a work environment that meets Respondent's motivational needs?

2. What actions can be taken to manage and/or eliminate those tasks, activities and interactions that Respondent most tends to avoid?

3. What strategies for increasing Respondent's effectiveness would be most appropriate and effective in his current work environment?

4. What actions can be taken to modify and/or eliminate those factors that Respondent finds most demotivating?

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5. What strategies for developing, modifying or eliminating behavior would be most useful for improving Respondent's behavior in conflict situations in this work environment?

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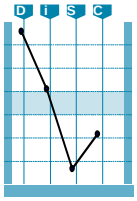
19

Strategies for Creating a Positive Relationship

All people are not the same. A strategy that works very effectively with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very costly in both time and emotion. This section provides a starting point for developing strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key behavioral area, you can develop an effective plan for creating a positive relationship with Respondent.



Result-Oriented

Creating a Positive Climate for Respondent

- Provide choices for activities, letting him make the decision
- Allow him to direct the efforts of others
- Accept his need to compete and win
- Give your undivided attention to his interests
- Direct more attention to getting results than discussing emotions
- Accept his need for variety and change
- Let him set the pace for activities
- Show interest in him by asking personal questions
- Provide opportunities to interact with others in a positive, enthusiastic manner
- Allow time for discussions where he can verbalize thoughts, feelings and ideas
- Accept that he tends not to pay attention to details about tasks
- Assist him by following up on details
- Listen responsively to him
- Accept that he prefers to avoid negative or unpleasant discussions
- Accept that he may desire to interact often and with many different people

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Strategies for Creating a Positive Relationship

How to Communicate with Respondent

- Respondent tends to prefer direct, to the point communications without a lot of time spent on social chatter
- Be prepared to Listen to his ideas before moving on to other topics
- Tends to practice selective perception, only hearing and/or remembering that with which he agrees
- Consider checking at end of discussion to make sure everything was heard, and stored in memory, by asking him to repeat what he heard
- Respondent tends to prefer informal, open-ended discussions in social environments such as over lunch or dinner
- Respondent desires an opportunity to share experiences, stories and ideas in an enthusiastic, responsive exchange
- He may need to be directed to stay closer to the subject under discussion in order to finish within a reasonable time frame
- He may have difficulty listening to negative information

How to Compliment Respondent

- Use brief, direct factual statements
- Focus on his achievements, and his demonstrated leadership abilities
- Acknowledge his ability to take charge of a difficult situation
- Compliment his ability to take risks, to set precedents
- Recognize the unique or innovative nature of his thoughts, ideas and/or actions
- Acknowledge his ability to get the maximum results with the minimum investment of time and effort
- Use enthusiastic public praise for verbal ability and interpersonal skills
- Compliment him on positive changes in his appearance
- Acknowledge his persistently optimistic attitude in situations that others might find discouraging
- Recognize his skill at involving others in discussions and activities
- Compliment his ability to organize social functions
- Praise his ability to generate enthusiasm in others

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Strategies for Creating a Positive Relationship

How to Provide Feedback to Respondent

- Focus discussion on obstacles to achieving results and how he can eliminate them
- Discuss desired changes in his behavior in terms of potential impact on results
- Describe current negative consequences from his behavior and request solutions
- Keep feedback factual, neutral and nonjudgemental
- Reduce his defensiveness by focusing solely on actions and consequences
- Disengage from right/wrong debates
- Keep discussion focused on actions, rather than motives or intentions
- Provide opportunity for him to express his feelings after hearing your feedback
- Acknowledge his feelings and direct the discussion to facts and results
- Resist his attempts at side-stepping the discussion, re-directing his attention to the facts
- Use open-ended questions (who, what, where, when, how) to keep the discussion focused
- Discuss specific action plans for change rather than general statements about changes in attitude
- Continue to validate his worth as a person separate from the desired changes in his behavior
- Counter emotional escalations by focusing on specific actions and behaviors
- Have him restate your feedback in his own words to ensure accurate listening
- Close the discussion with a specific statement of what actions he is going to take as a result of your feedback

How to deal with Respondent in Conflict

- Respondent may tend to take a direct, aggressive approach, resulting in an "I win, you lose" outcome
- Acknowledge his logic or reasoning by saying "I can see your point" or "I can see the logic in your thinking"
- After acknowledging his thinking, calmly restate your point
- Disengage from right/wrong debates by acknowledging the differences between the two of you, without judgement
- Accept that the only workable, win/win solution may be to agree to disagree

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Strategies for Creating a Positive Relationship

How to deal with Respondent in Conflict (Continued)

- Counter blaming statements by refocusing on the issue and what corrective action is going to be taken
- Resist any impulse to retaliate with blaming, attacking or sarcastic comments
- Reduce your defensiveness when attacked and acknowledge any error on your part
- Use open-ended questions (how, what, where, when, who) to define the real issues in the situation
- Ask him what it is that he really wants as an outcome
- Call a time-out if emotions escalate to high levels of aggression or hostility, scheduling a time to continue the discussion
- Conclude the discussion with a summary of what each person has committed to do to resolve the conflict
- Respondent tends to avoid open, direct conflict
- Acknowledge his discomfort in dealing with conflict by saying "I understand this may be uncomfortable for you"
- State the issue factually, without judgement about him as a person
- Allow him to verbalize his feelings
- Respond to his feelings by saying "I understand you are angry (sad, mad, glad, scared)"
- Acknowledge his feelings if he becomes blaming or personally attacking by saying "I understand you are upset", and re-direct the discussion to the issue
- Limit sidetracking in the discussion by acknowledging other issues that may need to be discussed at another time, and immediately move back to the current issue
- State repeatedly that this conflict is about a specific issue not about him personally, as Respondent tends to fear loss of approval
- Affirm his value to you and state the problem by saying, "I like you, and I'm upset with your behavior"
- Counter his attempts to minimize the problem by focusing on his actions and consequences to him and others
- Counter his attempts to placate you without solving the problem, by requiring a commitment from him for specific actions
- Direct the discussion to specific facts and actions rather than talking in generalities or emotional expressions
- Close the discussion with a clear statement of what is going to happen by when, and affirm the value of the discussion in maintaining a positive relationship with him

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Strategies for Creating a Positive Relationship

How to deal with Respondent's Problem-solving Style

- Respondent tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- He may need to be directed toward considering the long term consequences of the decision
- He may need coaching in handling complex problems due to his natural tendency to over-simplify in a rush for immediate results
- Respondent tends to avoid handling complex, detailed problems requiring follow-up
- He may need to be coached through a logical problem-solving process instead of relying on a "gut-feeling"
- Respondent may have difficulty acknowledging that a problem exists due to his optimistic perception
- He may need to have the actual or potential consequences of the problem clearly stated

How to Deal with Respondent's Decision-making Style

- Respondent tends to be a quick decision-maker
- He may need to be encouraged to take enough time to gather sufficient information and consider possible consequences before making decisions
- Point out the benefits of taking more time in terms of improved results
- Respondent may tend to avoid making decisions involving negative consequences and/or interpersonal conflict
- Discuss how making a decision will reduce negative outcomes in the long term
- Describe how his indecisiveness frustrates others and makes him look bad
- Respondent tends to make emotion-based decisions, sometimes impulsively, based on a "gut-feeling"
- He may need assistance developing a more logical, fact-based approach to decisions

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Strategies for Positive Relationships Worksheet

After reviewing the information contained in the section on Strategies for Creating a Positive Relationship with Respondent, select the most effective strategies based on the specific needs of the environment. Using your knowledge of the environment and your direct experience with Respondent's behavior, select those action strategies most likely to produce the results desired. It may be helpful to use the Start, Stop, Continue formula in developing strategies. To relate to Respondent effectively, what behaviors do you need to START using more often, STOP using so much of, and CONTINUE using as much as you are using?

---

1. What action strategies would be most effective for creating a positive climate for Respondent?

2. What strategies would be effective and appropriate for communicating with Respondent in this environment?

3. When complimenting Respondent, what strategies will you need to use?

4. When providing feedback to Respondent, what would be the most effective approach?

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Respondent Name **22**

Strategies for Positive Relationships Worksheet

5. When dealing with Respondent in conflict, what strategies would be most effective for you to use?

6. When dealing with Respondent's problem-solving activities, what will you need to do to relate effectively?

7. When dealing with Respondent's decision-making behavior, what will you need to do to be most effective in this environment?

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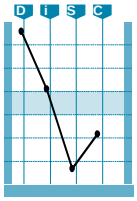
Relating to People and Environment

This section describes how Respondent may tend to relate to other people and his environment based on his natural behavioral tendencies. Some of these behaviors may have been modified or eliminated by Respondent due to his life experiences and his values system. Therefore, some items may represent only potential behaviors. Additionally, some of the behaviors may appear to be conflicting because of the range of responses possible for Respondent, given the nature of his behavioral style. Review, discuss, and revise the list as appropriate.



Result-Oriented

How Respondent Tends to Communicate

- Tends to be direct, factual, bottom-line oriented
- Tends to avoid wasting time on small talk or social amenities
- Tends to tell others what to do, without being asked to do so
- May be so direct and forceful in communicating that others have difficulty asking questions, clarifying understanding, or pointing out problems
- May be perceived by others as blunt, cold, or uncaring because of his brief communication style
- May have difficulty expressing positive emotions, even though he feels them
- Tends to assume that others know how he feels, especially if he told them once in the past
- May be more comfortable in expressing his feelings through actions, assuming that others can decode the message
- Tends to be comfortable in expressing anger, sometimes using anger when sadness, hurt or fear would be a more accurate expression of his true feelings
- Tends to be impatient, have difficulty listening to long narratives, preferring people to "get to the point"
- Tends to be a selective listener, hearing and storing information as it fits his perception
- Tends to be uncomfortable with other people's emotional displays, wanting to "fix" the situation or deal with it more "rationally"
- May tend to undervalue the importance of frequent, quality communication in maintaining work relationships
- Likes to communicate frequently in person or on the phone in an informal, friendly manner, covering a wide range of subjects
- Tends to be spontaneous, fast-paced, and emotionally expressive
- May feel most comfortable with people who respond to his emotional expressions

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Relating to People and Environment

How Respondent Tends to Communicate (Continued)

- Tends to be most comfortable in expressing positive emotions, using many superlatives - "Great!" "Fantastic"
- Likes to talk about his enthusiastic, optimistic plans and dreams
- May feel rejected by and/or uncomfortable with people who are more reserved in their expressions, both verbally and non-verbally
- May have difficulty in communicating negative information directly
- Other people may be unclear or confused as to the real issue or the seriousness of the problem because of his lack of directness
- May have difficulty being "tough" when situations require a direct, assertive approach
- May attempt to placate or cajole people who are arguing, without addressing the issues
- May have many discussions with people but fail to follow-up on the actions discussed
- Tends to approach all areas of his life with communicating as a priority, wanting to talk about everything
- May not be sensitive to other people's preferences in communicating, assuming that everyone likes to talk
- May behave in a way that other, more reserved people feel is intrusive
- Communicates in all forms: cards, notes, letters, and most of all, in person or by phone

How Respondent Tends to Make Decisions

- Tends to be quick, decisive, independent and firm
- Tends to be bottom-line oriented, assessing the short-term impact
- May tend to take higher risks than are comfortable for others, believing that the potential for big payoffs justify the risk
- May fail to consider long-term consequences and fail to think through all the factors in complex situations
- Tends to use an emotional approach to decisions basing them on a "gut-feeling"
- Tends to be optimistic in expectations of people and situations
- May respond impulsively and not take enough time to gather information
- May unrealistically expect the best, failing to consider possible negative consequences
- May avoid making decisions which involve interpersonal conflict, losing approval, or "looking bad"

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Relating to People and Environment

How Respondent Tends to Manage Time

- Tends to operate with a sense of urgency, taking short-cuts wherever possible
- Tends to take pride in efficient solutions that allow him to pack a lot into a day
- May underestimate time involved in some activities, resulting in cutting things short, potentially missing deadlines
- May be critical of others who do not share his sense of urgency or move at the same fast pace
- Tends to be impatient with others who desire a more leisurely pace
- Tends to prefer open-ended structures and flexible schedules
- May spend more time on people and processes than on tasks
- May have difficulty limiting time spent with people, getting behind schedule on completing activities
- May be chronically late
- Others may become frustrated and angry at his poor time management
- May provide less structure and predictability than is comfortable for others
- May want to keep time more loosely structured and fail to commit to a schedule, which may not meet others' planning needs

How Respondent Tends to Solve Problems

- Tends to prefer simple, practical, easy-to-implement solutions
- May have difficulty involving others in the problem-solving process because of his impatience and desire for immediate solutions
- Likes to involve others in the problem-solving process by "bouncing ideas" off them or "brainstorming"
- Tends to approach problem-solving on a personal, emotional basis and may become impatient with a more methodical approach

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Relating to People and Environment

How Respondent Tends to Handle Stress

- Tends to seek out demanding, challenging, fast-paced environments and may not notice the negative impact on his health or relationships
- Tends to perceive the environment as being somewhat antagonistic, requiring an aggressive or defensive stance on his part
- May be so strongly driven to achieve results that he fails to set realistic limits for himself
- May need to work on letting go of the need to control his environment and other peoples' actions in order to reduce his stress
- May have difficulty taking adequate time to recover from illness or injury due to a self-imposed sense of urgency
- May choose a high level of variety and change, finding predictable routines more stressful than change
- Tends to seek out opportunities to enjoy life, to have fun
- May experience stress from too much of a good thing
- Tends to be able to forget about negative situations in the past, focusing on positive expectations for the future
- Reduces the buildup of stress by becoming emotionally expressive and "blowing off steam"
- May find environments of chronic hostility and pessimism very stressful
- Reduces stress by interacting with others: laughing, talking, attending social events
- May find appreciation and affection from others to be very effective in reducing stress
- May become worn-out from too many social commitments, especially during holiday seasons

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Relating to People and Environment Worksheet

After reviewing this section, evaluate the appropriateness and effectiveness of these behaviors based on the needs of the current environment. Use your knowledge of the situation and your direct experience with Respondent's behavior to develop strategies for reinforcing those behaviors that are most effective and modifying those that are least effective. It may be helpful to use a simple formula of Start, Stop and Continue. Identify what behaviors Respondent needs to START using more of, STOP using so much of, and CONTINUE using to be effective in this environment.

---

1. What would be the most effective behaviors for Respondent to use in communicating with others in this environment? (start, stop, continue)

2. Given the specific nature of this work environment, what DECISION-MAKING behaviors would be most effective for Respondent to use? (start, stop, continue)

3. What time management behaviors would be most effective for Respondent to use in this environment? (start, stop, continue)

4. What problem-solving behaviors would be most effective for Respondent to use in this environment? (start, stop, continue)

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Relating to People and Environment Worksheet

5. What strategies for handling stress would be most effective for Respondent to use in this environment? (start, stop, continue)

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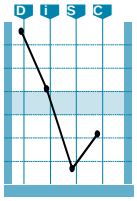
Strategies for Managing Respondent

All people are not the same. A management strategy that is very effective with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very time-consuming and expensive both in the dollar cost as well as the emotional cost. This section provides a starting point for developing strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key management activity, you can develop an accurate, effective plan for managing Respondent.



Result-Oriented

Developing

- Make him productive quickly
- Show him the simplest, quickest, most practical way to get results
- Emphasize the key details necessary to get results
- Define clearly the limits of his authority
- Use fast-paced, enthusiastic descriptions
- Get him involved quickly in new situations so he can begin building relationships
- Reduce amount of details to avoid overwhelming him
- Check understanding by requiring specific feedback on how-to's of the job
- Provide assistance in developing structure for completing tasks

Motivating

- Provide opportunities to work independently
- Allow him to direct the efforts of others
- Offer options for achieving goals
- Provide challenges, opportunities to "win"
- Provide opportunities to interact with others in a positive, enthusiastic manner
- Allow time for discussions where he can verbalize thoughts, feelings and ideas
- Assist in following-up on details
- Provide opportunities for visibility and recognition

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Strategies for Managing Respondent

Complimenting

- Use brief, direct statements, focusing on achievements, results, and leadership abilities
- Use enthusiastic public praise for image, verbal ability, and interpersonal skills

Counseling

- Focus on obstacles to achieving results and how to eliminate them
- Present needed changes in terms of impact on results and consequences
- Request solutions from him
- Provide opportunity to express feelings
- Acknowledge feelings and direct attention to facts and results
- Use open-ended questions (what, where, when, how) to generate specific action plans for change

Problem-Solving

- Tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- May need to be directed toward considering the long-term consequences
- May need coaching in handling complex problems due to a natural tendency to over-simplify in a rush for immediate results
- Tends to avoid complex, detailed problems requiring follow-up
- May need to be coached through a logical, problem-solving process instead of relying on a "gut-feeling"
- May have difficulty acknowledging that a problem exists due to his optimistic perception
- May need to have actual or potential consequences clearly stated

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Strategies for Managing Respondent

Delegating

- Tell him what result you need and by when; let him determine how to get it done
- Specify clearly the limits of authority and available resources, allowing autonomy within those limits
- Clarify understanding and acceptance of specific performance expectations and time frame for completion
- Establish dates for checkpoints with clear understanding of what is to be completed when
- Help structure the process for completing the task, especially when dealing with complexity or assignments requiring a methodical approach

Correcting

- Be firm and direct, specifying the desired result as well as current level of performance
- Direct the discussion to what he is going to do to eliminate the gap in performance
- Define time limits for improvements and state consequences clearly
- Resist attempts at side-stepping the problem by stating the performance problem and consequences very specifically and clearly
- Direct the discussion to how he specifically will improve performance, avoiding extensive discussions about other people and other situations
- End discussion with a commitment about what result by when, focusing on the positive outcomes of improving performance and looking good in the eyes of others

Decision-Making

- Tends to be a quick decision-maker
- May need coaching on taking time to gather sufficient information and considering possible consequences before making decisions
- Point out benefits in taking more time in terms of improved results
- May tend to avoid making decisions involving negative consequences and/or interpersonal conflict
- Discuss how making a decision will reduce negative outcomes in the long-term and how indecisiveness frustrates others and makes him look bad

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Strategies for Managing Respondent

Decision-Making (Continued)

- Tends to make emotion-based decisions, sometimes impulsively based on a "gut-feeling"
- Coach on a more logical, fact-based approach to decisions

Communicating

- Prefers direct, to the point, communications without a lot of time spent on social chatter
- Be prepared to listen to his ideas before moving on to other topics
- State areas of shared agreement before moving into other areas of less agreement
- Tends to practice selective perception, only hearing and/or remembering that with which he agrees
- Check at end of discussion to make sure everything was heard and stored in memory by asking him to summarize and restate
- Tends to prefer informal, open-ended discussions in more social environments, such as over lunch
- Desires an opportunity to share experiences, stories and ideas in an enthusiastic responsive exchange
- May need to be directed to stay closer to the subject under discussion in order to finish within a reasonable time frame
- May have difficulty listening to negative information
- Check to determine whether the seriousness of the discussion was acknowledged

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Management Action Strategy Worksheet

After reviewing the information contained in the section on Strategies for Managing Respondent, select the most effective strategies based on the specific needs of the work environment. Using your knowledge of the work environment and your direct experience with Respondent's behavior, select those management action strategies most likely to produce the performance results desired. It may be helpful to use the Start, Stop, Continue formula in developing strategies. To manage Respondent effectively, what behaviors do you need to START using more often, STOP using so much of, and CONTINUE using as much as you are using?

---

1. What action strategies would be most effective for DEVELOPING Respondent based on his current level of skill and the needs of the environment?

2. What strategies would be effective and appropriate for MOTIVATING Respondent in this work environment?

3. When COMPLIMENTING Respondent, what strategies will you need to use?

4. When COUNSELING Respondent, what would be the most effective approach?

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Management Action Strategy Worksheet

5. When MANAGING Respondent's PROBLEM-SOLVING activities, what will you need to do to increase his effectiveness in this work environment?

6. When DELEGATING to Respondent, what will you need to do to ensure performance outcomes?

7. When CORRECTING Respondent's behavior, what strategies will you need to use to have a positive outcome?

8. When managing Respondent's DECISION-MAKING behavior, what will you need to do to ensure that his decision-making behavior matches the needs of this work environment?

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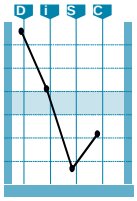
19

How Respondent Tends to Manage

This section describes how Respondent may tend to manage based on his natural behavioral tendencies. Some of these key management behaviors may have been modified due to life experience and Respondent's values system and, therefore, represent only potential behaviors. Some of the behaviors may appear contradictory as they represent the different behavioral tendencies that comprise Respondent's style. Review and discuss the list, determining which behaviors are most effective in this management environment.



Result-Oriented

Communicating

- Tends to be direct, factual, bottom-line oriented
- Tends to avoid wasting time on small talk or social amenities
- May be perceived as blunt, cold, or uncaring
- Likes to communicate frequently in person or on the phone in an informal, friendly manner, mixing personal talk with business discussions
- Tends to be spontaneous and emotionally expressive
- May have difficulty in communicating negative information directly, leaving other people unclear or confused as to the real issue or the seriousness of the problem
- May have many discussions with people but may fail to complete written documentation for follow-up

Delegating

- Tends to delegate to others the responsibility for follow-through on details
- May be so non-specific and results-oriented in assigning tasks that others have difficulty finding out how to do it
- May have difficulty delegating authority to go with the responsibility because he wants to maintain control
- Likes to delegate tasks requiring attention to detail and follow-through
- Tends to give general assignments which may lead to misunderstandings in terms of who is responsible for what and when
- May fail to check back on progress of delegated work
- Tends to be optimistic in his expectations of others and may need to spend more time finding out about actual skills

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How Respondent Tends to Manage

Directing People

- Tends to tell people what to do in a forceful, direct manner
- Likes to control the results
- May be so direct and forceful that people have difficulty asking questions, clarifying understanding, and pointing out potential problems
- Directs people through verbal inspiration, emphasizing the positive
- May tend to become friendly and involved with people
- May have difficulty being "tough" when situations require a direct, assertive approach
- May attempt to cajole or placate people who are resisting or arguing

Developing People

- Tends to put people to work right away believing that "hands-on" involvement on the job is the best way to learn
- Prefers self-initiating, self-directed learners and tends to be impatient with having to provide instruction
- Values practical experience highly
- Likes to present the "big picture" with enthusiasm and positive expectations
- May over-estimate someone's ability and fail to provide sufficient, specific direction
- Tends to offer lots of verbal encouragement

Decision-Making

- Tends to be quick, decisive, independent, and firm
- Tends to be bottom-line oriented, assessing the short-term impact
- May fail to consider long-term consequences and fail to include all factors in complex situations
- Tends to use an emotional approach to decisions, basing them on a "gut-feeling"
- Tends to be optimistic in expectations of people and situations
- May avoid making decisions which involve interpersonal conflict, losing approval, or "looking bad"

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How Respondent Tends to Manage

Managing Time

- Tends to operate with a sense of urgency, taking short-cuts wherever possible
- Tends to take pride in efficient solutions that allow him to pack a lot into a day
- May underestimate time involved in some activities, resulting in cutting things short, potentially missing deadlines
- May be critical of others who do not share his sense of urgency or work at the same fast pace
- Tends to prefer open-ended structures and flexible schedules
- May spend more time on people and process than on task
- May have difficulty limiting time spent with people and in meetings
- Others may need more structure and predictability to get tasks done

Problem-Solving

- Tends to prefer simple, practical, easy-to-implement solutions
- May have difficulty involving others in the problem-solving process because of his impatience and desire for immediate solutions
- Likes to involve others in the problem-solving process by "bouncing ideas" off them or "brainstorming"
- Tends to approach problem-solving from a subjective, emotional approach, and may become impatient with a more methodical approach

Motivating Others

- Tends to create competitive challenges
- Sets short-term goals and recognizes achievement of results
- Tends to use positive, enthusiastic verbalization
- Provides public recognition praising the positive and down-playing the negative

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Management Style Worksheet

After reviewing the section on How Respondent Tends to Manage, evaluate the appropriateness and effectiveness of his natural management style based on the needs of the current work environment. Use your knowledge of the specific needs of the work environment and your direct experience with Respondent's management behaviors to develop strategies for reinforcing those behaviors that are most effective and modifying those that are least effective. It may be helpful to use to use a simple formula of Start, Stop and Continue. For each management category, what behaviors does Respondent need to START using more of, STOP using so much of, and CONTINUE using to be effective as a manager in this work environment?

---

1. What would be the most effective behaviors for Respondent to use in COMMUNICATING with others in this work environment? (start, stop, continue)

2. What behaviors would be most effective for Respondent when DELEGATING to others in this work environment? (start, stop, continue)

3. What behaviors would be most effective for Respondent to use when DIRECTING others in this environment? (start, stop, continue)

4. What behaviors would be most effective for Respondent to use for DEVELOPING people in this work environment? (start, stop, continue)

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Respondent Name **39**

Management Style Worksheet

5. Given the specific nature of this work environment, what DECISION-MAKING behaviors would be most effective for Respondent to use? (start, stop, continue)

6. What TIME MANAGEMENT behaviors would be most effective for Respondent to use in this work environment? (start, stop, continue)

7. What PROBLEM-SOLVING behaviors would be most effective for Respondent to use in this work environment? (start, stop, continue)

8. What strategies for MOTIVATING OTHERS would be most effective for Respondent to use in this environment? (start, stop, continue)

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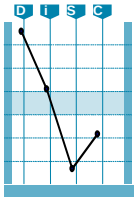
Managing Respondent in a Sales Environment

All people are not the same. A management strategy that is very effective with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very costly both in lost time and lost sales. This section provides a starting point for developing sales management strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key management activity, you can develop an accurate, effective plan for managing Respondent in his specific sales environment.



Result-Oriented

Developing

- Help him become productive as quickly as possible
- Show him the simplest, quickest, most practical way to get results and meet his sales goals
- Emphasize primarily the key details which will be necessary to get sales results
- Define clearly the limits of his authority and the resources available to him for achieving sales results
- Use fast-paced, enthusiastic descriptions of the sales process and how it works with customers
- Get him involved quickly in new situations so he can begin building relationships with customers
- Reduce amount of details involved in training to avoid overwhelming him
- Check his understanding of the information by periodically requiring specific feedback on "how to's" of the job
- Provide assistance in developing structure for completing activities that require organization of information and attention to detail

Motivating

- Provide opportunities for him to work independently
- Allow him to direct the efforts of others for achieving significant results
- Offer him flexible options for achieving results
- Provide him challenges and opportunities to "win"
- Provide opportunities to interact with others in a positive, enthusiastic manner
- Allow time for discussions where he can verbalize his thoughts, feelings and ideas

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Managing Respondent in a Sales Environment

Motivating (Continued)

- Assist him by providing support for following up on details
- Provide opportunities for visibility and recognition

Giving Recognition

- Use brief, direct statements focusing on his achievements, results and demonstrated ability to be a leader in his field
- Acknowledge his ability to handle difficult customer situations successfully
- Recognize the unique or innovative nature of his thoughts, ideas and/or actions
- Use enthusiastic public praise for his ability to use his verbal and interpersonal skills to achieve sales
- Acknowledge his persistently optimistic attitude in sales situations that others might find discouraging
- Recognize him for enthusiastically involving others

Coaching/Counseling

- Focus discussion on obstacles to achieving sales results and how he can eliminate them
- Discuss desired changes in his behavior in terms of potential positive impact on sales results
- Reduce his defensiveness by requesting solutions from him
- Be firm and direct, specifying the desired result as well as describing the current level of sales performance
- Direct the discussion to what he is going to do to eliminate the gap in performance
- Define the time limits for improvements and state the consequences clearly
- Provide an opportunity for him to express thoughts and feelings after hearing your feedback
- Acknowledge his feelings and direct his attention to facts and results
- Resist his attempts at side-stepping the discussion by re-directing his attention to the facts
- Use open-ended questions (what, where, when, how) to keep the discussion focused on facts rather than feelings

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Coaching/Counseling (Continued)

- Direct the discussion to how he will improve his sales performance, avoiding extensive discussions about other people and other situations
- Discuss specific action plans for changing his sales performance rather than general statements about improving his attitude
- End the discussion by determining what result will be achieved by when, focusing on the benefits to him in terms of improved sales results and more recognition from others

Communicating

- Prefers direct, to-the-point communications without a lot of time spent on social chatter
- Be prepared to listen to his ideas before moving on to other topics
- Tends to practice selective perception and/or hearing, remembering only that with which he agrees
- Check at end of discussion to make sure everything was heard and stored in memory by asking him to summarize and restate
- Tends to prefer informal, open-ended discussions in more social environments, such as over lunch
- Desires an opportunity to share experiences, stories and ideas in an enthusiastic, responsive exchange
- May need to be directed to stay closer to the subject under discussion in order to finish within a reasonable time frame
- May not pay attention to the details of what is being said, and later may be unclear about the facts
- May have difficulty listening to negative information
- Check to determine whether the seriousness of the discussion was understood

Problem-Solving

- Tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- May need to be directed toward considering the long term, negative consequences of some solutions
- May need coaching in handling complex problems due to his natural tendency to over-simplify in a rush for short-term results

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19

Managing Respondent in a Sales Environment

Problem-Solving (Continued)

- May need to consider that his haste for immediate results may have a negative impact on the overall sales effort
- Tends to avoid complex, detailed problems requiring follow-up
- May need to be coached through a logical problem-solving process instead of relying on a "gut-feel"
- May have difficulty acknowledging that a problem exists due to his optimistic perception
- May need to have actual or potential consequences of the problem clearly stated for him to appreciate the need for a well-thought-out solution

Delegating

- Tell him what result you need and by when: Let him determine how to get it done
- Specify clearly the limits of his authority and the resources available to him allowing autonomy within those limits
- Clarify understanding and acceptance of specific sales performance expectations and time frame for completion
- Establish dates for checkpoints with clear understanding of what is to be completed by when
- Help structure the process for completing the task, especially when dealing with complexity or assignments requiring a methodical approach

Decision-Making

- Tends to be a quick decision-maker
- May need coaching on taking time to gather sufficient information and considering possible consequences before making decisions
- Point out benefits to him in taking more time in terms of improved sales results
- May tend to avoid making decisions involving negative consequences and/or interpersonal conflict
- Discuss how making a decision now will reduce negative results in the long term
- Explain how his indecisiveness frustrates others and makes him look bad

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Managing Respondent in a Sales Environment

Decision-Making (Continued)

- Tends to make emotion-based decisions, sometimes impulsively, based on a "gut-feel"
- Coach on a more logical, fact-based approach to decisions

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Sales Management Action Strategy Worksheet

After reviewing the information contained in the section on Strategies for Managing Respondent, select the most effective strategies based on the specific needs of the sales environment. Using your knowledge of the sales environment and your direct experience with Respondent's behavior, select those management action strategies most likely to produce the performance results desired. It may be helpful to use the Start, Stop, Continue formula in developing strategies. To manage Respondent effectively, what behaviors do you need to START using more often, STOP using so much of, and CONTINUE using as much as you are using?

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1. What action strategies would be most effective for DEVELOPING Respondent based on his current level of skill and the needs of the environment?

2. What strategies would be effective and appropriate for MOTIVATING Respondent in this sales environment?

3. When GIVING Respondent RECOGNITION, what strategies will you need to use?

4. When COACHING and COUNSELING Respondent, what would be the most effective approaches?

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Sales Management Action Strategy Worksheet

5. When COMMUNICATING with Respondent, what would be the most effective approaches?

6. When managing Respondent's PROBLEM-SOLVING activities, what will you need to do to increase his effectiveness in this sales environemnt?

7. When DELEGATING to Respondent, what will you need to do to ensure performance outcomes?

8. When managing Respondent's DECISION-MAKING behavior, what will you need to do to ensure that his decision-making behavior matches the needs of this sales environment?

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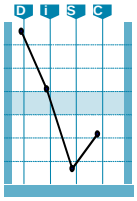
19

Respondent's Natural Approach to the Selling Process

This section describes how Respondent would tend to approach the various stages of the selling process based on his natural style. By understanding Respondent's natural approach to sales, it can be determined which of his natural behaviors are most effective in certain selling situations with specific customer styles. It can also be determined where additional training or coaching may be helpful in increasing Respondent's effectiveness in selling situations where his natural style may not be as effective. As some of these behaviors may already have been modified, review and revise this section as necessary.



Result-Oriented

Planning

- Tends to prefer to spend more time getting results than in planning
- Tends to focus on the big picture, letting the details take care of themselves
- Tends to focus on the goal or bottom-line result and may not prepare a step-by-step plan for achieving the goal
- May oversimplify complex situations or underestimate the potential obstacles and be surprised by buyer resistance
- His natural approach to planning may be most effective with customers who are impatient, results-oriented, and more interested in "what" than "how"
- His natural style may need modification to prepare for customers who need a more methodical, step-by-step explanation, with more detailed information provided
- Tends to prefer to spend more time interacting with people than in planning
- Tends to view situations optimistically, expecting the best, and may not think through handling potential obstacles
- Tends to use an intuitive, "gut-feel" approach to planning sales calls, and may not prepare adequate support information to cover the details
- His natural approach to planning works well with customers who respond to an enthusiastic overview, with a strong emphasis on interaction with others
- His style of planning may require modification to be effective with customers who are more interested in immediate bottom-line results, or with customers requiring a logical, well-documented approach in the sales presentation

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19

Respondent's Natural Approach to the Selling Process

Opening the Call

- Tends to be direct and results-oriented, getting immediately to the point of the call
- Tends to avoid social chatter, considering it a waste of time, and moves right to business
- His natural approach to opening the call tends to be most effective with customers who are impatient and results-oriented
- His natural style may require modification to be effective with customers who prefer to spend more time interacting and building a relationship before moving to business
- Tends to use an enthusiastic, personal approach to opening the call
- May prefer to discuss low-risk, general topics to build rapport before moving to the purpose of the call
- His natural approach to opening the call works most effectively with customers who prefer to interact socially, verbalizing their thoughts and feelings in order to develop a personal relationship
- His natural style may require some modification to be effective with people who are more reserved, preferring a business-like, factual or results-oriented approach

Interviewing

- Tends to interview in a direct, aggressive manner, identifying the customer's goals quickly
- Tends to ask "what" questions, focusing on desired results
- His natural approach to interviewing works most effectively with customers who prefer directness; however, the customer may want more control over the interviewing process
- His natural style may require modification with customers who prefer a slower, more indirect approach, or with customers who become defensive in response to his aggressive approach
- Tends to interview in an enthusiastic, fast-paced manner focusing on feelings and relationships
- May tend to ask "who" questions, focusing on involvement and interaction with people
- His natural approach to interviewing is most effective with customers who prefer an eager, personal approach where they have an opportunity to talk about people, relationships and their feelings
- His natural style may require modification to be effective with more reserved customers who prefer a factual, unemotional approach to providing information

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Respondent's Natural Approach to the Selling Process

Presenting

- Tends to be concise, focusing on results
- May tend to announce conclusions, rather than explaining his reasoning process
- His natural approach to presenting works most effectively with customers who are interested primarily in results, requiring little or no details in the presentation
- His natural style may need modification to be effective with customers who require a more methodical approach and a more detailed explanation
- Tends to use an enthusiastic approach, presenting the "big picture" with positive expressions
- May tend to over-state benefits in his desire to create excitement for the product or service
- His natural approach to presenting tends to be most effective with customers who respond to upbeat presentations that focus on an overview rather than on details
- His natural style may require modification to be effective with customers who prefer a low-key, factual, well-documented approach

Responding to Concerns

- Tends to respond to concerns directly
- Tends to focus on the goal or the result to be achieved, rather than on the concern
- May not listen fully to the concern, or minimize its importance to the customer
- His natural approach for responding to concerns tends to be most effective with customers who share a similar blunt, direct approach to concerns
- His natural style may need to be modified to be effective with customers who either require more emotional reassurance or a detailed explanation in response to their concern
- Tends to respond to concerns with positive, enthusiastic, general statements
- May not address specific concerns with information; instead may "tap-dance" around the issues, providing verbal reassurance that all will be well
- His natural approach for responding to concerns tends to be most effective with customers who want a strongly optimistic, general response to their concerns, rather than specific facts
- His natural style may require modification to be effective with customers who are more comfortable with detailed or step-by-step, factual explanations for how their concerns will be resolved

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19

Respondent's Natural Approach to the Selling Process

Gaining Commitment

- Tends to move quickly and directly to gaining a commitment from a customer
- May aggressively pursue a commitment, considering "No" a temporary obstacle
- His natural approach to gaining commitment tends to be most effective with customers who are results-oriented and make quick decisions, as long as the customer does not become defensive as a result of experiencing loss of control of the buying decision
- His natural style may require modification to be effective with customers who prefer to take time to gather and review information and who resist making a decision before they have had time to analyze
- Tends to approach gaining commitment in an enthusiastic, optimistic manner
- May continue selling after the customer has made a commitment to buy
- His natural approach to gaining commitment tends to be most effective with customers who make quick decisions based on a "gut-feel", or customers who make decisions based on an emotional response to his enthusiasm
- His natural style may require some modification to be effective with customers who prefer to take time to review information and who approach decision-making analytically, based on product performance rather than on his personality

Servicing

- Tends to follow-up by efficiently checking on results
- May tend to be more interested in getting new sales than servicing existing customers
- His natural approach to servicing tends to be most effective with customers requiring minimal follow-up, as long as they are getting results
- His natural style may require modification with customers who prefer routine contact and follow-up
- Tends to follow up personally, building the relationship with enthusiastic, friendly interaction
- May prefer interacting with the customer more than following up on details of the sale
- His natural approach to servicing tends to be most effective with customers who prefer follow-up involving social interaction, such as dropping by to visit, phone calls or going to lunch
- His style may require modification to be effective with customers who require systematic, scheduled follow-up on detailed requests

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19

Sales Management Style Worksheet

After reviewing the section on Respondent's natural approach to the selling process, evaluate the effectiveness of his natural selling style based on the needs of the current sales environment. Use your knowledge of the specific needs of the sales environment and your direct experience with Respondent's selling style to develop strategies for reinforcing those behaviors that are most effective and modifying those that are least effective. For each selling strategy category, it may be helpful to determine what behaviors Respondent needs to START using more of, STOP using so much of, and CONTINUE using to be an effective salesperson in this environment.

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1. What would be the most effective use of Respondent's natural approach to planning in this sales environment? (start, stop, continue)

2. What would be the most effective approach to Respondent's natural style for opening the call? (start, stop, continue)

3. What would be the most effective use of Respondent's natural approach to presenting? (start, stop, continue)

4. When responding to the buyer's concerns, what would be the most effective use of Respondent's natural style? (start, stop, continue)

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Respondent Name **52**

Sales Management Style Worksheet

5. When gaining commitment from the buyer, what would be the most effective approach to Respondent's natural style? (start, stop, continue)

6. When providing follow up service to the customer, what would be the most effective use of Respondent's natural style? (start, stop, continue)

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