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AccuVision™ **SALES SYSTEM**

From AlignMark

Group Report



For
XYZ Corporation
Alpha Unit

Date:

05-19-1993

AccuVision™ SALES SYSTEM

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for
XYZ Corporation
Alpha Unit
May 19, 1999**

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AccuVision™ SALES SYSTEM

SECTION I: SKILL RATINGS & RANKINGS

**Group Report
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<u>SKILL</u>	<u>Rank Order</u>	<u>Performance Level</u>
I. Analyzing Customer Needs	2	Average
II. Active Listening	1	Average
III. Managing the Sales Process	3	Average
IV. Influencing and Closing	4	Average

AccuVision™ SALES SYSTEM

SECTION II: FREQUENCY TABLES

XYZ Corporation Alpha Unit

May 19, 1999

INCUMBENTS

SCORE	FREQUENCY	PERCENTAGE
0-250	42	31 %
260-500	35	27 %
510-750	32	25 %
760-990	23	18 %

APPLICANTS

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	60	14 %
4 out of 10	83	19 %
5 out of 10	76	17 %
6 out of 10	70	16 %
7 out of 10	63	14 %
8 out of 10	54	12 %
9 out of 10 or more	32	7 %

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SECTION II: FREQUENCY TABLES

XYZ Corporation Alpha Unit

May 19, 1999

MALES

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	53	14 %
4 out of 10	68	18 %
5 out of 10	62	17 %
6 out of 10	57	15 %
7 out of 10	57	15 %
8 out of 10	44	12 %
9 out of 10 or more	31	8 %

FEMALES

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	11	14 %
4 out of 10	17	21 %
5 out of 10	17	21 %
6 out of 10	15	19 %
7 out of 10	8	9 %
8 out of 10	11	14 %
9 out of 10 or more	2	2 %

AccuVision™ SALES SYSTEM

SECTION II: FREQUENCY TABLES

XYZ Corporation Alpha Unit

May 19, 1999

WHITES

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	63	14 %
4 out of 10	83	19 %
5 out of 10	79	18 %
6 out of 10	71	16 %
7 out of 10	65	15 %
8 out of 10	50	11 %
9 out of 10 or more	32	7 %

BLACKS

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	3	10 %
4 out of 10	6	20 %
5 out of 10	6	20 %
6 out of 10	3	10 %
7 out of 10	3	10 %
8 out of 10	6	20 %
9 out of 10 or more	3	10 %

AccuVision™ SALES SYSTEM

SECTION II: FREQUENCY TABLES

XYZ Corporation Alpha Unit

May 19, 1999

40 YEARS OF AGE OR GREATER

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	10	11 %
4 out of 10	19	21 %
5 out of 10	13	14 %
6 out of 10	13	14 %
7 out of 10	16	18 %
8 out of 10	12	13 %
9 out of 10 or more	7	8 %

LESS THAN 40 YEARS OF AGE

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	51	14 %
4 out of 10	65	18 %
5 out of 10	64	18 %
6 out of 10	57	16 %
7 out of 10	48	13 %
8 out of 10	45	13 %
9 out of 10 or more	26	7 %

AccuVision™ SALES SYSTEM

SECTION II: FREQUENCY TABLES

XYZ Corporation Alpha Unit

May 19, 1999

Percentage of People with Similar Skill Rankings

Skill	Ranking			
	1	2	3	4
Analyzing Customer Needs	26 %	25 %	29 %	20 %
Active Listening	34 %	28 %	18 %	20 %
Managing The Sales Process	24 %	26 %	27 %	23 %
Influencing and Closing	18 %	20 %	27 %	35 %

Percentage of People Scoring Better than 65 % Of the People in the AccuVision™ Database

Skill	Percentage of People with an X at Performance Level
Analyzing Customer Needs	38 %
Active Listening	45 %
Managing The Sales Process	44 %
Influencing and Closing	27 %

The Following Pages Include:

The Performance Development Strategies

For The Task Statements Where More Than

50% Of The Participants Needed Development

AccuVision™ SALES SYSTEM

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: ANALYZING CUSTOMER NEEDS

TASK: USES QUESTIONS TO OBTAIN UNDERSTANDING OF THE CUSTOMER'S NEED CONCERNS BEFORE ADVOCATING SPECIFIC PRODUCTS/SERVICES

Recognize that selling is not a matter of presenting products/ services in "shopping list" fashion, rather it requires matching customer needs/concerns with benefits provided by the product/ service.

When trying to understand a specific need/concern, determine such factors as how often does the problem occur, under what circumstances does the problem arise, and what are the consequences of not successfully addressing the need/concern.

To avoid misunderstandings and promote the sales process, restate in your own words what you view are the customer's major needs/concerns and ask him/her if your perceptions are correct.

Recognize that the types of questions you ask provide information to the customer about your knowledge of the industry in general and of his/her situation, in particular, thereby establishing your credibility.

With the aid of your supervisor or another sales professional, set up role-play situations to practice interacting with customers, exploring customer needs/concerns, etc.

Analyze each customer contact in terms of your ability to initially identify a customer's needs/concerns. Seek input from your supervisor and discuss any differences between your perceptions and those of your supervisor. Finally, develop a plan to improve your ability in this area, and periodically review your performance relative to this plan.

In general, use questions which don't elicit a simple "yes" or 'no answer to determine a customer's views and opinions. For example, use the following to begin a question: "What do you think..." or " Tell me about...."

Write down information the customer provides for future reference.

Note: Pages in Section III can be customized to include credit and non-credit course and training program information.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: INFLUENCING AND CLOSING

TASK: PERSISTS WITH SELLING EFFORTS DESPITE SETBACKS OR CUSTOMER RESISTANCE

Determine the reasons for the customer's objections by asking questions that don't elicit a simple "yes" or "no" answer. For example, use one of the following to begin your question: who, what, where, why, when, how, etc.

Assess problems and problem-solving actions from different perspectives (i.e., financial implications, political implications, etc.). Avoid looking at problems from a single perspective or viewpoint.

Seek advice and input from peers or managers who have experience and a proven track record. It is unlikely that you are the only person who has experienced a particular problem.

Monitor and assess the impact of your decisions and remain flexible. As necessary, modify prior decisions based on perceived effectiveness of implemented actions.

Consider the organizational climate and culture in your problem solving strategies. What may be considered highly effective in one organization may not be the same in other organizations.

Avoid undue frustration; expect, as a matter of course, delays, canceled meetings, lack of follow through, etc.

Expect the customer to have questions, voice objections, and in many instances decline to purchase your product or service. When this happens, remember to ask the customer to refer other individuals who may benefit from your products/services.

Be willing to accommodate the customer; go the extra mile and, if necessary, do work the customer would normally perform.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: INFLUENCING AND CLOSING

**TASK: DEMONSTRATES A WILLINGNESS TO COMPROMISE
IN ORDER TO OBTAIN CUSTOMER AGREEMENT**

Through discussions with your supervisor, develop a clear understanding of your personal authority to alter your schedule, negotiate with customers, etc.

Bear in mind that although policies or procedures may not allow you to comply with a customer's request, alternative courses of action may allow you to fully or partially meet the actual needs of the customer.

Realize that the customer may be attempting to use the negotiation process to his/her advantage by initially taking an unrealistic position in the hopes of reaching a more favorable compromise solution.

Keep a list of interactions that necessitate a compromise solution. Review the list with your supervisor and discuss general decision making processes that should be used when dealing with these types of situations.

Be sure to include seeking the customer's purchase commitment as an integral part of the negotiation/compromise process.

Appear flexible ... avoid saying "no."

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL:

TASK:

Establish a positive working atmosphere with others prior to conducting business by offering a warm handshake, talking briefly of non-business issues, etc.

Offer personal courtesies, such as "please" and "thank you" when interacting with others verbally or in written form.

When setting up interactions (e.g., meetings, phone calls, faxes, etc.) attempt to coordinate your activities with those of others in advance. If circumstances arise which disrupt pre-established plans, make sure to inform those affected as soon as possible.

Acknowledge the opportunity for new or continued business, referrals, etc., with a thank-you letter or phone call.

Ask the opinion of someone you trust, who has had the chance to observe your interactions in business settings, to provide an honest evaluation of your interpersonal/diplomacy skills.

Be prepared for meetings by reviewing relevant information and materials, preparing a written outline of discussion topics/issues, etc., out of respect for customer's time.

Be flexible. Expect, as a matter of course, delays, canceled meetings, lack of follow through, etc.

Be responsive to the needs and feelings of others by going the extra mile on their behalf.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: MANAGING THE SALES PROCESS

TASK: PROVIDES GUIDANCE TO OTHER TEAM MEMBERS

Praise others for positive performance and explain why you viewed their performance as positive.

Recognize that when giving feedback or guidance, to increase the effectiveness of feedback or guidance, it should be provided in a timely manner, be behaviorally specific, and be couched constructively.

Facilitate a "team" oriented atmosphere by periodically meeting with all involved individuals (e.g., sales, support, service, etc.) to establish/ maintain open lines of communication, discuss and resolve mutual problems/ concerns, etc.

Create a positive interpersonal environment with other team members that encourages open and honest communication by taking time to discuss non-work related issues, actively recognizing work and non-work related accomplishments, periodically meeting with other members to discuss "how things are going," etc.

Seek feedback from other team members regarding your ability to provide effective guidance/feedback.

Facilitate team problem solving during meetings with other team members by encouraging all members to provide input during the meeting and then reinforcing their participation once it occurs.

Make feedback a two-way process. After discussing a problem or issue, ask the other team member for his/her perceptions of the causes, what can be done to improve, etc. Avoid simply lecturing. As much as possible, try to create a mutual problem-solving atmosphere.

Avoid giving feedback when you are angry or annoyed with the individual in question.

[Note: Pages in Section III can be customized to include credit and non-credit course and training program information.](#)