



INTERNAL SALES  
SAMPLE FEEDBACK REPORT

JODY DUNCAN



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## ● INTRODUCTION



**ASP Profile** is the most sophisticated sales competence assessment tool available. It is a unique concept that represents the culmination of fourteen years ongoing research and experimentation. It has involved consultation with hundreds of individuals including, captains of industry, psychologists, professional buyers and front line salesmen and women from every industry sector. The end result is that we are now able to recognise the three levels of selling that exists – four in fact, if you include sales leadership – and as a consequence, we have produced a model at each level that accurately profiles the characteristics and working styles of the very best performers. It assesses existing strengths, weaknesses and ongoing development requirements in three specific areas: **Attitude, Skills and Process**.

Each assessment has two distinct sections. The first comprises of a set of individual questionnaires that measure personality traits. There are seven questionnaires in total within this section and the results allow us to build up an extremely accurate personality profile

The second section has been designed to benchmark not only selling skills but also what formalised sales process tools are being utilised

Within the **Internal Sales** assessment there are ten competence areas which provide a total of fifty competence descriptors i.e.

- Personal Organisation
- Communication
- Business Development
- Qualification
- Interpersonal Skills
- Integration Skills
- Resilience
- Pro-Activity
- Team Working
- Attitude

Each of the fifty competence descriptors are marked using a scale of **1-5** i.e.

- 1** – Little or no competence - significant opportunity to develop
- 2** – Some competence - opportunity to develop
- 3** – Competence level is sufficient to perform adequately in current position
- 4** – High level of competence
- 5** – Excels in this area

In the skills summary, we have totalled these to provide an overall score in each of the ten competence areas.



We then integrate these scores along with the results from Section One i.e. the personality section, into an overall profile and provide two sets of assessments, an **F rating** and a **D rating** which can be described as follows:

The "F Level" is the Farrington Scale which measures Attitude, Skills and Process and broadly speaking, we should expect the following;

**Internal Sales** F Level range – 40-60%

**External** F Level range – 60-80%

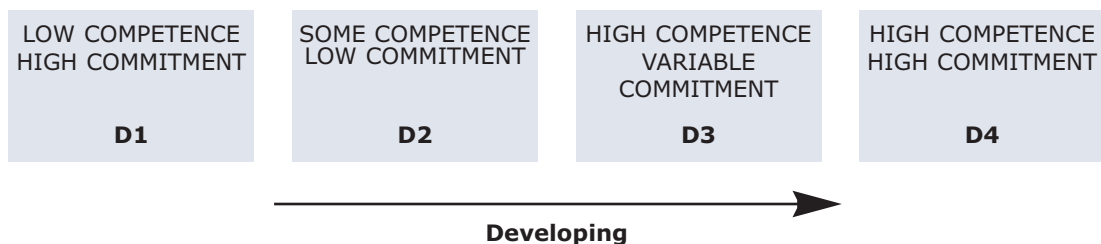
**Collaborative** F Level range – 80% plus

Using the F Level scores we are also able to produce a D rating which can be best described as follows:

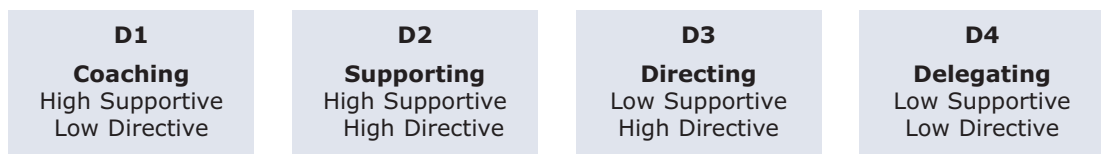
We believe organisations need to develop their personnel in two specific areas, i.e. **Competence and Commitment**.

**Competence** consists of the combination of knowledge and skills while **Commitment** is a combination of confidence and motivation. The degree to which a person has achieved certain combinations of these factors can be defined as **Development Levels**. They represent the person's development in the job.

**The four development levels are:**



This grading is then translated into the style of management required to obtain the best results from each individual and forms the basis of the "**Situational Management**" model.



Finally, we have provided our recommendations in terms of the future development of this candidate, in order for them to achieve optimum performance levels.



## SECTION ONE

# ATTITUDE

FLAG Personality Assessment  
Motivation To Work  
Attitude To Change  
Self-Worth Assessment  
Communication Preference  
Susceptibility To Stress  
Left Brain – Right Brain

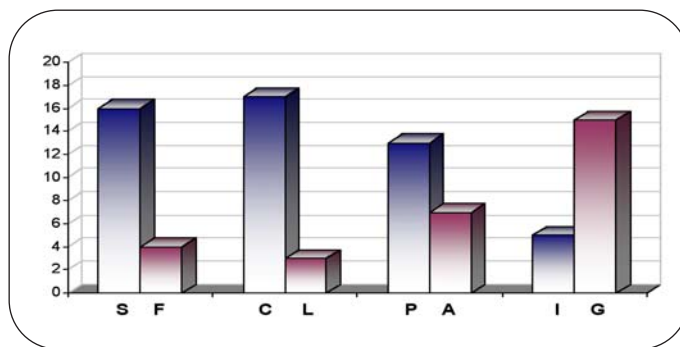
# ● FLAG PERSONALITY ASSESSMENT



The best definition of "personality" that we have discovered is: "Personality is a particular pattern of behaviour and thinking, prevailing across time and situations, that differentiates one person from another".

Our personality determines everything that we are and everything that we are likely to become; our successes, our failures, our friends and most pertinently, the types of careers in which we are most likely to achieve our ambitions.

## THE RESULTS:



	SCORE
Sensitive	<b>16</b>
Factual	<b>4</b>
Calm	<b>17</b>
Lively	<b>3</b>
Passive	<b>13</b>
Aggressive	<b>7</b>
Independent	<b>5</b>
Group Member	<b>15</b>

### Comments:

**Jody** is sensitive, calm, passive and group-oriented. She probably allows others to make the running. Indeed, it seems that she puts herself out for others. She certainly has insight and she has probably acquired useful skills which enable her to contribute very effectively to the well being of others. Not only is she thoughtful and aware but she applies herself consistently and calmly to making the most of her talents. She is a valuable addition to any team and she fits in easily and no one feels threatened by her. In fact, people like her a lot because they recognise that she likes them and is prepared to care for them. They will unload their troubles on her and receive sympathy as well as skilled advice in return. She works well in a team where her skills complement those of others or where everybody's skills are the same. In this respect, she is essentially democratic and sharing. She enjoys being appreciated and valued and she resents being used or exploited. She has a strong inner motivation which makes her resist and back away if given orders.

**Jody** will excel in a career which demands insight, application and interpersonal skills.

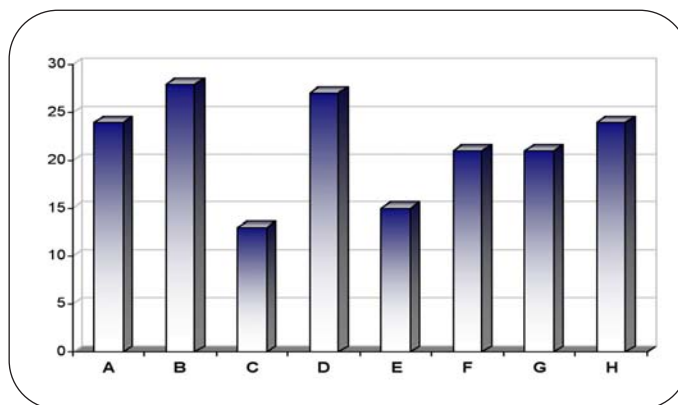
## MOTIVATION TO WORK



Everyone needs some form of motivation to get them to do anything. This really means, "sufficient reason" for doing it. It can take very little to motivate someone to do something pleasurable but it can take quite extreme circumstances, to get that same person to do something objectionable. The key point is that what constitutes **sufficient** motivation can only be judged by the person being motivated. Circumstances that would motivate one person will leave another unmoved. The task of a manager lies firstly in assessing what will motivate an individual and secondly, in applying that motivation.

There are in fact, **eight basic motivators** and within this exercise, we are seeking to discover the candidates' "hot-buttons" i.e. what motivates and demotivates them in the workplace.

### THE RESULTS:

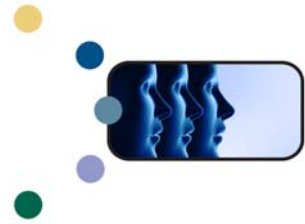


	SCORE
<b>A</b> Relationship with Manager	<b>24</b>
<b>B</b> Recognition & Praise	<b>28</b>
<b>C</b> Financial Motives	<b>13</b>
<b>D</b> Co-operation with Others	<b>27</b>
<b>E</b> Promotion	<b>15</b>
<b>F</b> Achievement	<b>21</b>
<b>G</b> Responsibility	<b>21</b>
<b>H</b> Job Content	<b>24</b>

#### Comments:

**Jody** clearly needs to feel appreciated when she does a job well and enjoys being praised. We can also see that the relationship that she enjoys with both colleagues and her manager is very important to her. Equally, the content of the work she does is a key motivating factor and it would appear that she feels she is being appropriately financially rewarded at this time.

## ● ATTITUDE TO CHANGE



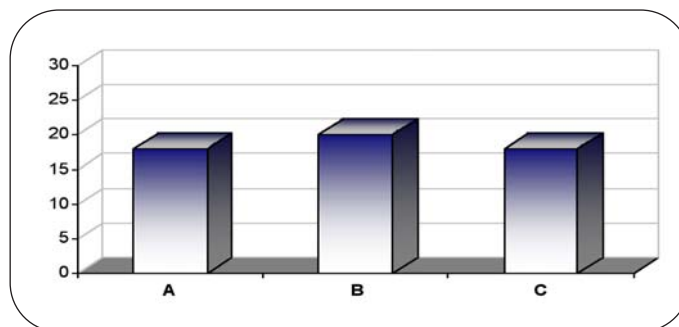
This exercise has been designed to analyse **Creativity/Flair**, **Discipline** and **Realism** levels, as there is considerable evidence to suggest that these three characteristics are essential for success in a front-line sales role.

**Creativity and Flair**, is the ability to look outside the square and to challenge paradigms when necessary; it means, for example, the ability to create solutions to meet client's needs, the ability to think laterally when the situation requires it and the capability to constantly think, "How can we improve this" rather than accepting the status quo.

**Discipline** is all about being in control; it's about working in an organised and efficient way, setting and achieving daily/weekly/monthly/annual objectives. It's also about having a game plan and being in charge of one's life and understanding what one both wants and needs.

**Realism** is slightly more difficult to articulate, but essentially, it means that all of the hurdles that are likely to be encountered on the "road to success" have been taken into account. Realistic individuals understand that success, whatever measure is used, will not be handed to them on a plate. They also recognise that, in reality, only 5% ever achieve their "life goals", the rest look back in old age and regret; they are thinking, "if only I had" or "I wish I had" or even worse, "I could have".

### THE RESULTS:



		SCORE
A	Creativity/Flair	18
B	Discipline	20
C	Realism	18

#### Comments:

These are a very balanced set of marks, which illustrate that **Jody** is creative to a degree, but is also highly disciplined within the office environment and is realistic and mature in her outlook.

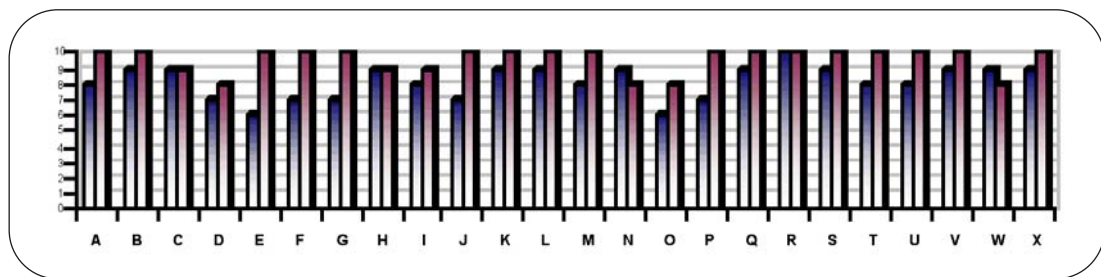
## ● SELF-WORTH ASSESSMENT



Organisations that recognise the importance of helping their salespeople develop a strong sense of self worth, are many times more likely to produce high performers. Self worth is vital to everyone but especially to salespeople, who hear “no” more often than they hear “yes, I’ll buy”. A salesperson’s self-esteem can sometimes take a beating, but organisations that find ways to build their salespeople’s self-esteem reap an invaluable dividend. However, it is absolutely vital, that the “ego-empathy” balance is regularly monitored, as over-confidence can lead to arrogance.

The left hand columns reflect the candidate’s view of how they see themselves today and the right hand column is how they would like to be.

### THE RESULTS:



		SCORE	IDEAL			SCORE	IDEAL
<b>A</b>	Optimistic	<b>8</b>	<b>10</b>	<b>M</b>	Presentable	<b>8</b>	<b>10</b>
<b>B</b>	Tactful	<b>9</b>	<b>10</b>	<b>N</b>	Sensible	<b>9</b>	<b>8</b>
<b>C</b>	Responsible	<b>9</b>	<b>9</b>	<b>O</b>	Ambitious	<b>6</b>	<b>8</b>
<b>D</b>	Open-Minded	<b>7</b>	<b>8</b>	<b>P</b>	Effective	<b>7</b>	<b>10</b>
<b>E</b>	Bright	<b>6</b>	<b>10</b>	<b>Q</b>	Stable	<b>9</b>	<b>10</b>
<b>F</b>	Confident	<b>7</b>	<b>10</b>	<b>R</b>	Honest	<b>10</b>	<b>10</b>
<b>G</b>	Aware	<b>7</b>	<b>10</b>	<b>S</b>	Reasonable	<b>9</b>	<b>10</b>
<b>H</b>	Mature	<b>9</b>	<b>9</b>	<b>T</b>	Efficient	<b>8</b>	<b>10</b>
<b>I</b>	Satisfied	<b>8</b>	<b>9</b>	<b>U</b>	Purposeful	<b>8</b>	<b>10</b>
<b>J</b>	Clear Thinking	<b>7</b>	<b>10</b>	<b>V</b>	Warm-hearted	<b>9</b>	<b>10</b>
<b>K</b>	Pleasant	<b>9</b>	<b>10</b>	<b>W</b>	Normal	<b>9</b>	<b>8</b>
<b>L</b>	Fair Minded	<b>9</b>	<b>10</b>	<b>X</b>	Understanding	<b>9</b>	<b>10</b>

#### Comments:

**Jody** scored **196** on this section which tells us that she is very self-assured and aware of her value to the company. However, we can also see that she is keen to improve in many areas. This exercise will be of particular interest to her manager, who should use it to gain a greater insight into Jody the person.

## ● COMMUNICATION PREFERENCE



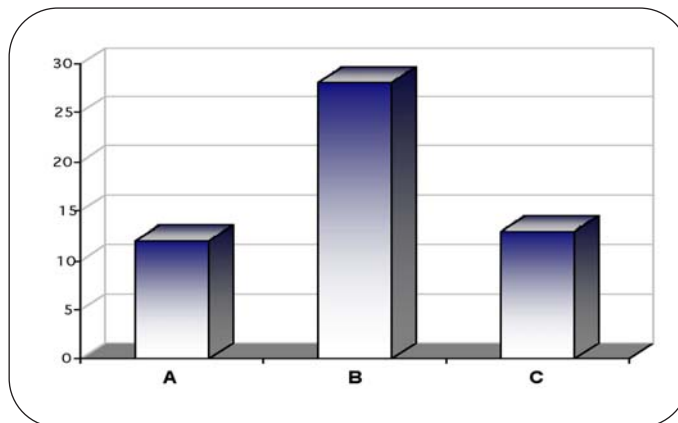
We all possess five internal senses to code and store our experience of the outside world. However, most individuals show a preference when it comes to keeping memories. The three major types of preferences that are reflected in communication are:

- **Visual**
- **Auditory**
- **Kinaesthetic**

To maximize our communication we need to vary the expressions we use depending on the communication preference of the listener.

This section is designed to assist us in assessing the candidates communication style i.e. the way they communicate with others and the way in which they prefer others to communicate with them.

### THE RESULTS:



		SCORE %
A	Auditory	12
B	Visual	28
C	Kinaesthetic	13

#### Comments:

**Jody** is predominantly a "Visual", that means she prefers to communicate visually using illustrations and pictures rather than listening (Auditory) or reading (Kinaesthetic). In order to maximise the impact of any communication with her, she will need to "see" your message.

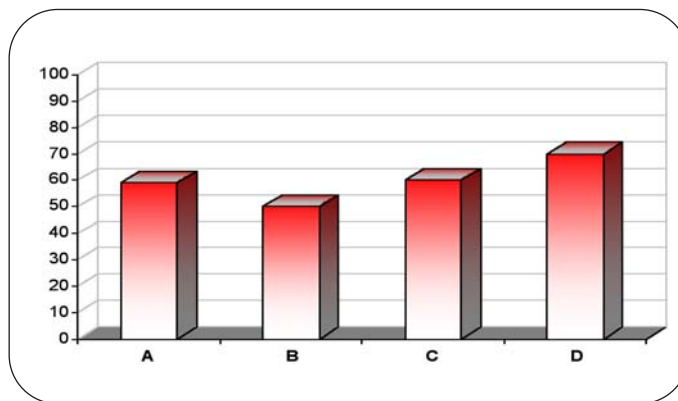
## SUSCEPTIBILITY TO STRESS



Stress is now a major factor in the workplace and we believe stress levels need to be monitored regularly. Obviously too much stress can have a detrimental effect on performance, however, a certain amount is essential to maintaining optimum performance.

The purpose of this exercise is quite simply to assess the current levels of stress and benchmark against the norm. If necessary, i.e. if levels are found to be higher than they should be, we are able to make a more detailed examination and uncover the cause(s) which will then allow management to take remedial action.

### THE RESULTS:



		<b>SCORE</b>
<b>A</b>	Current Level	<b>59</b>
<b>B</b>	Low Level	<b>50</b>
<b>C</b>	Medium Level	<b>60</b>
<b>D</b>	High Level	<b>70</b>

### Comments:

No real surprises here, **Jody** is capable of soaking up the day-day pressures of a busy sales floor and appears to cope admirably in stressful situations.

## ● LEFT BRAIN – RIGHT BRAIN



Experimentation has shown that the two different sides, or hemispheres of the brain, are responsible for different manners of thinking. The following table illustrates the differences between left-brain and right-brain thinking:

### LEFT BRAIN

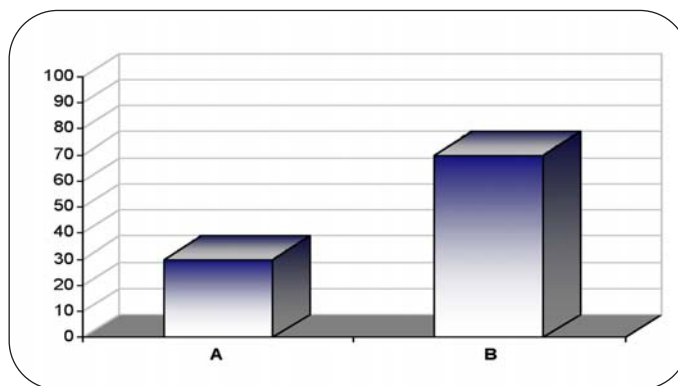
Logical  
Sequential  
Rational  
Analytical  
Objective  
Looks at Parts

### RIGHT BRAIN

Random  
Intuitive  
Holistic  
Synthesizing  
Subjective  
Looks at Wholes

Most individuals have a distinct preference for one of these styles of thinking, some, however, are more whole-brained and equally adept at both modes. In general, schools tend to favour left-brain modes of thinking, while downplaying the right-brain ones. Left-brain, scholastic subjects, focus on logical thinking, analysis and accuracy. Right-brained subjects, on the other hand, focus on aesthetics, feelings and creativity.

### THE RESULTS:



		SCORE
<b>A</b>	Left Brain	<b>30</b>
<b>B</b>	Right Brain	<b>70</b>

#### Comments:

Whilst **Jody** would not admit to being creative – although this assessment has proved that she does in fact have a creative streak – she is predominantly a right-brain thinker. She will use logic and reasoning when she needs to, but generally, she relies on her natural instincts to make judgments about people and situations.



## SECTION TWO

# SKILLS & PROCESS

Personal Organisation  
Communication  
Business Development  
Qualification  
Interpersonal Skills  
Integration Skills  
Resilience  
Pro-Activity  
Team Working  
Attitude

Each of the fifty competence descriptors are marked using a scale of **1- 5** i.e.

- 1** – Little or no competence - significant opportunity to develop
- 2** – Some competence - opportunity to develop
- 3** – Competence level is sufficient to perform adequately in current position
- 4** – High level of competence
- 5** – Excels in this area

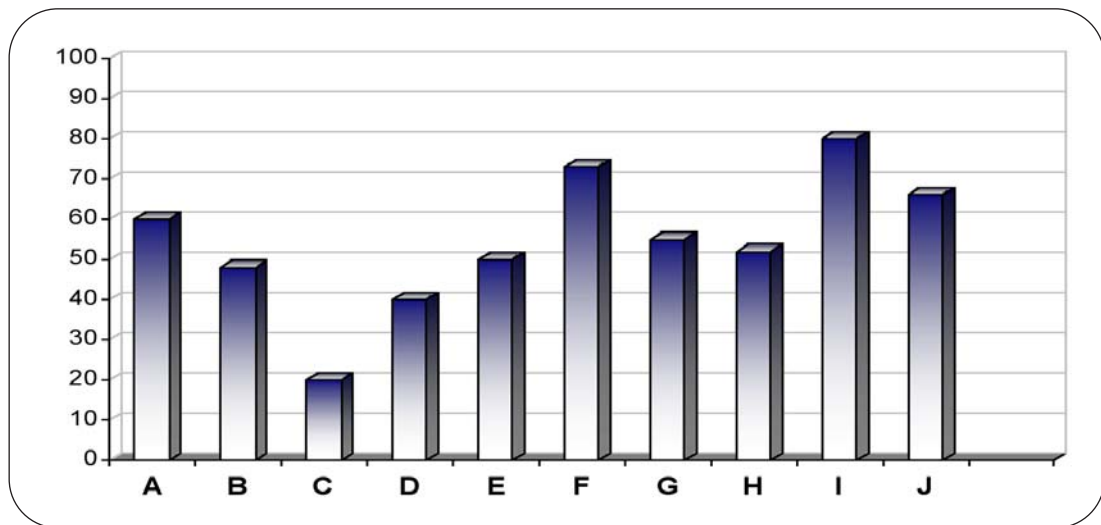
In addition, we have provided an **A-C "scale of importance"** which will enable management to determine those areas that should be prioritised, when designing an ongoing development plan.

**THE INDIVIDUAL FEEDBACK AREAS HAVE BEEN REMOVED FROM THIS SAMPLE REPORT  
BUT THE SUMMARY HAS BEEN RETAINED OVERLEAF**

## INTERNAL SALES – SKILLS SUMMARY



The graph and table below provide a summary of the candidate's scores within the skills section of the assessment. **In total, fifty competence descriptors were measured in ten competence areas.**



<b>A</b>	Personal Organisation	<b>60</b>	<b>%</b>	<b>F</b>	Integration Skills	<b>73</b>	<b>%</b>
<b>B</b>	Communication	<b>48</b>		<b>G</b>	Resilience	<b>55</b>	
<b>C</b>	Business Development	<b>20</b>		<b>H</b>	Pro-activity	<b>52</b>	
<b>D</b>	Qualification	<b>40</b>		<b>I</b>	Team Membership	<b>80</b>	
<b>E</b>	Interpersonal Skills	<b>50</b>		<b>J</b>	Attitude	<b>66</b>	

### Comments:

Using the same grading system that we have applied to the ten individual competence areas, the percentages achieved can be interpreted as follows:

<b>0-20%</b>	Little or no competence - significant opportunity to develop
<b>20% – 40%</b>	Some competence - opportunity to develop
<b>40% – 60%</b>	Competence level is sufficient to perform adequately in current position
<b>60% – 80%</b>	High level of competence
<b>80-100%</b>	Excels in this area

**Jody** has achieved an average of **54.4%** within this skills section, which is a very good overall score that is at the higher end of the **40%-60%** Internal Sales scale.

Obviously, the marks for Business Development and Qualification had a significant impact on the final result, but these are areas where considerable improvement can be made fairly easily.



## FINAL SUMMARY & RECOMMENDATIONS

Jody would appear to be a very good young salesperson that has the necessary aptitude and attitude to develop further. She is keen to add to her existing skills-set and we have taken into consideration that, to date, she has received no formalised sales training or coaching and her selling style is self-developed.

Her strengths include: Creativity, self-discipline, realism, initiative, dependability, loyalty and common sense. In addition, she is well organised and a good communicator. She works very well as part of a team and is highly regarded by her peer group.

In terms of her own esteem, she has quite high levels of self-worth but there is no evidence of arrogance within this profile and her ego/empathy balance is correctly adjusted.

In arriving at an overall F Factor score, we have allowed for her experience in her current role and estimated her potential.

**F Factor** (Attitude, Skills & Process) – **60%** this is approximately 10% higher than average.

**D Rating** (Competence & Commitment) – **D4** (High Competence & High Commitment)

### **Development Recommendations:**

We suggest that Jody is allowed to further develop her skills via formalised sales training, which could be part of a medium to long term development plan.

We also highly recommend that Jody works through the ten competence areas that appear from pages 12 to 16 within this report and assume that improvement can be made where any competence descriptor has been marked at 3 or less. We would also suggest that even where she has gained a score of 4 or 5 that she continues to develop and consolidate here.



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