



**SALES LEADERSHIP  
SAMPLE FEEDBACK REPORT**

**KATIE UPTON**



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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 and specific management styles. 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 **Sales Leadership** assessment there are fourteen competence areas which provide a total of one hundred competence descriptors i.e.

- Personal Organisation
- Internal & External Communication
- Creative Thinking
- Critical Thinking
- Resilience
- Pro-Activity
- People Awareness
- Organisational Skills
- Project Leadership
- Public Speaking & Presentation Skills
- Leadership
- Vision
- Motivational Management
- Delegation

Each of the one hundred 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 seven 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.

The “**F Level**” is the **Farrington Scale** which measures attitude, skills and process.

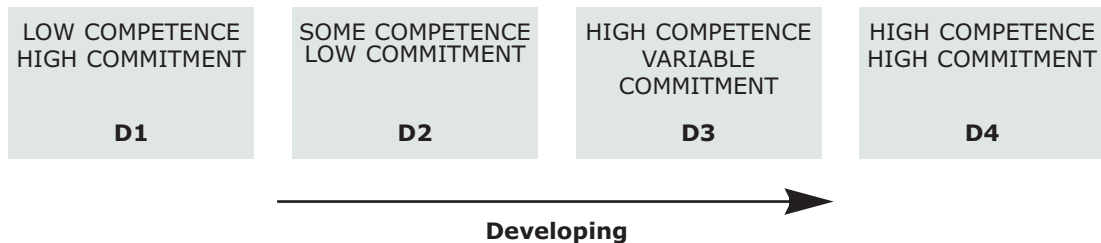
Using the **F Level** scores we are also able to produce a **D rating** which can be best described as follows:

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  
Attitude To Change  
Susceptibility To Stress  
Self-Worth Assessment  
Situation Analysis  
Key Performance Areas  
Communication Preference

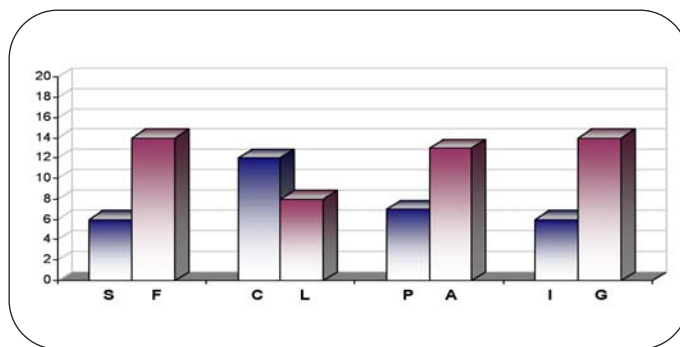
# ● FLAG PERSONALITY ASSESSMENT



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 succeed.

## THE RESULTS:



### SCORE

Sensitive	<b>6</b>
Factual	<b>14</b>
Calm	<b>12</b>
Lively	<b>8</b>
Passive	<b>7</b>
Aggressive	<b>13</b>
Independent	<b>6</b>
Group Member	<b>14</b>

### Comments:

**Katie** is factual, calm, aggressive and group-orientated. She is interested in people and has an excellent intuitive sense of what makes them tick. It will be of particular interest to her to be in charge of people in organisations where success can be judged by how well teams achieve a task together. It is her aim to get things done with people and through people. Personally, she is organised and hard to ruffle. She enjoys planning ahead and marshalling her resources. She may distrust abstract or over-elaborate ideas, her own style being the product of experience and developed skills. She is likely to be methodical rather than inspiring, but at the same time, the fact that she doesn't take unmeasured risks means that she generally achieves what she wants. Others feel confident in her and therefore she often finds herself in charge.

She will often 'keep things going' and make things work, particularly when people and materials are brought together. Ideally, she needs to work in an organisation of some kind. She wants either to deal with products or equipment or to work towards some real goal, where she feels she could achieve something tangible.

## ● ATTITUDE TO CHANGE



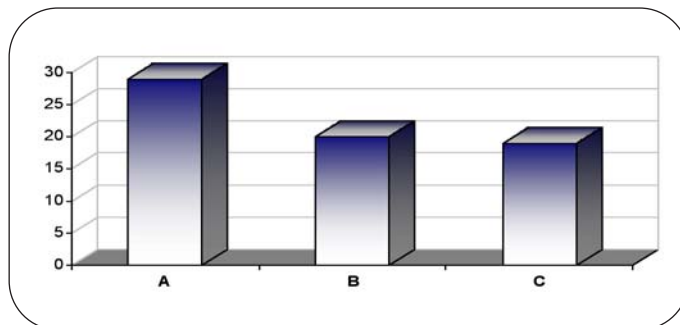
This exercise has been designed to analyse **Creativity/Flair**, **Discipline** and **Realism** levels, as there is considerable evidence to suggest that these three characteristics are essential for success in a front-line sales role.

**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
<b>A</b> Creativity/Flair	<b>29</b>
<b>B</b> Discipline	<b>20</b>
<b>C</b> Realism	<b>19</b>

#### Comments:

These are an excellent set of marks which illustrate that, whilst the very nature of **Katie's** current role requires high levels of both discipline and realism, she also has exceptional creativity and flair.

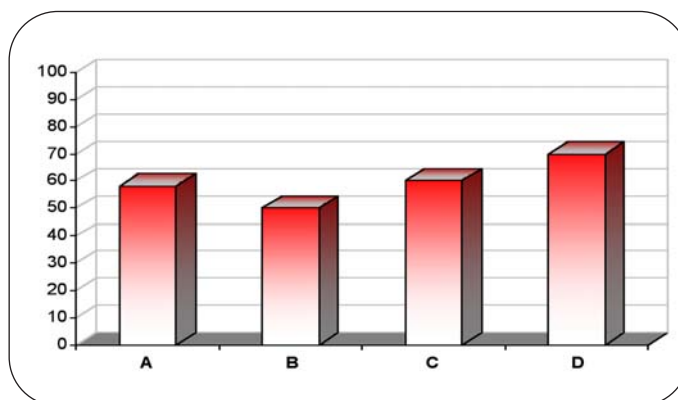
## SUSCEPTIBILITY TO STRESS



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:



		SCORE
<b>A</b>	Current Level	<b>58</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:

Katie's current stress level is **58**, which is High. However she should not be overly concerned, as it is obvious that the very nature of her role, requires her to be "on the edge", providing she has a good balance between work and leisure. There are some actions that she can take to reduce the level and we discuss these within the final summary.

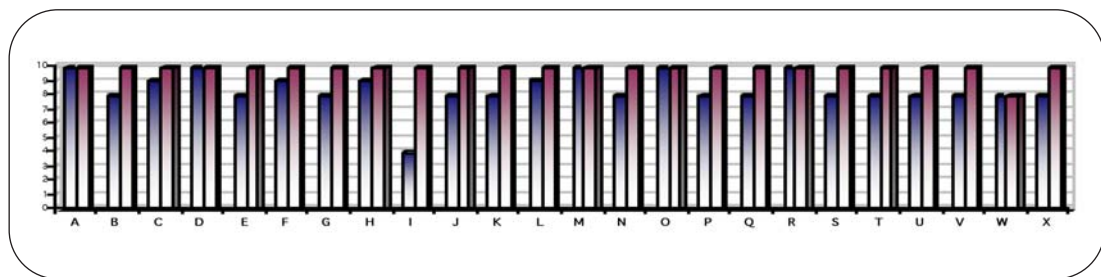
# SELF-WORTH ASSESSMENT



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>10</b>	<b>10</b>	<b>M</b>	Presentable	<b>10</b>	<b>10</b>
<b>B</b>	Tactful	<b>8</b>	<b>10</b>	<b>N</b>	Sensible	<b>8</b>	<b>10</b>
<b>C</b>	Responsible	<b>9</b>	<b>10</b>	<b>O</b>	Ambitious	<b>10</b>	<b>10</b>
<b>D</b>	Open-Minded	<b>10</b>	<b>10</b>	<b>P</b>	Effective	<b>8</b>	<b>10</b>
<b>E</b>	Bright	<b>8</b>	<b>10</b>	<b>Q</b>	Stable	<b>8</b>	<b>10</b>
<b>F</b>	Confident	<b>9</b>	<b>10</b>	<b>R</b>	Honest	<b>10</b>	<b>10</b>
<b>G</b>	Aware	<b>8</b>	<b>10</b>	<b>S</b>	Reasonable	<b>8</b>	<b>10</b>
<b>H</b>	Mature	<b>9</b>	<b>10</b>	<b>T</b>	Efficient	<b>8</b>	<b>10</b>
<b>I</b>	Satisfied	<b>4</b>	<b>10</b>	<b>U</b>	Purposeful	<b>8</b>	<b>10</b>
<b>J</b>	Clear Thinking	<b>8</b>	<b>10</b>	<b>V</b>	Warm-hearted	<b>8</b>	<b>10</b>
<b>K</b>	Pleasant	<b>8</b>	<b>10</b>	<b>W</b>	Normal	<b>8</b>	<b>8</b>
<b>L</b>	Fair Minded	<b>9</b>	<b>10</b>	<b>X</b>	Understanding	<b>8</b>	<b>10</b>

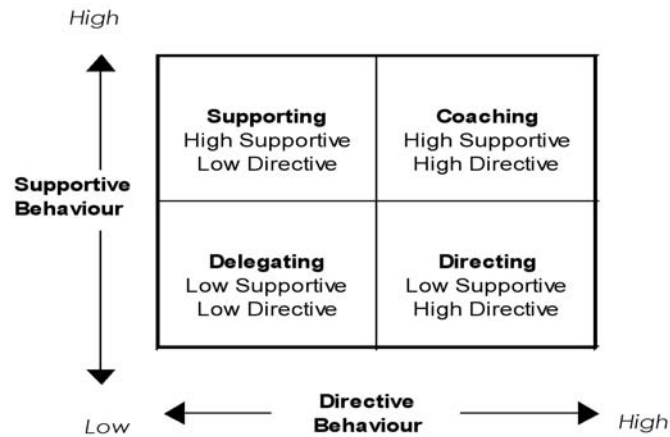
### Comments:

Katie scored a total of **202**, which suggests that she is extremely confident within herself but at the same time, she is keen to further develop her personal characteristics. Her ego/empathy balance is good and there is no sign of arrogance present



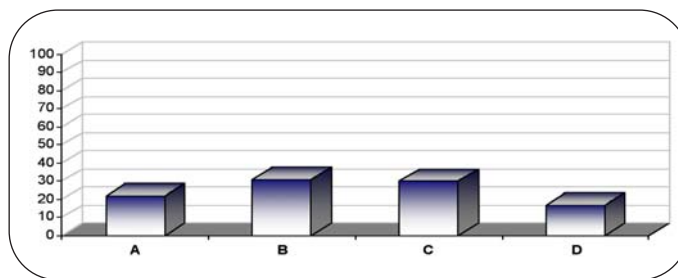
## MANAGEMENT STYLE – SITUATIONAL ANALYSIS

There are four leadership styles: **Directing, Coaching, Supporting and Delegating.** Each style is appropriate in certain circumstances and they can be shown as follows:



Within this assessment we are seeking to discover if the candidate has the correct balance and if not, what can be done to correct the deficiency.

### THE RESULTS:



		SCORE %
<b>A</b>	Delegating	<b>22</b>
<b>B</b>	Participating	<b>31</b>
<b>C</b>	Selling	<b>30</b>
<b>D</b>	Telling	<b>17</b>

#### Comments:

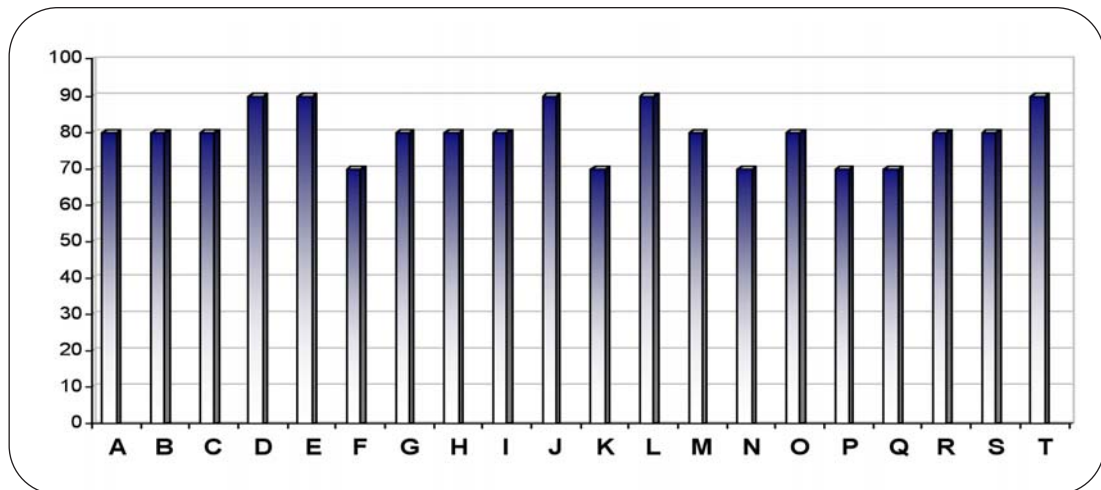
This assessment has highlighted the fact that currently, **Katie** is possibly trying to do too much herself. There may well be good reasons for this but in the longer term, she may want to consider using a formalised prioritising system, which will allow her to identify those tasks and responsibilities that are most important.

## ● KEY MANAGEMENT PERFORMANCE AREAS



The leader's role is transforming – from evaluator to developer, from expert to resource, from teller to questioner. This change is no mere tweaking adjustment – it is a 180° shift from how most leaders manage and how they are managed. However, before advanced skills and characteristics can be developed, it is important to recognise the basic core competencies. Here we are measuring expertise, experience and aptitude within twenty critical management performance areas.

### THE RESULTS:



<b>A</b>	Attainment of targets	<b>80</b>	<b>K</b>	Training Ability	<b>70</b>
<b>B</b>	Ability to get things done	<b>80</b>	<b>L</b>	Selling Company Policies	<b>90</b>
<b>C</b>	Co-operation with others	<b>80</b>	<b>M</b>	Human Relations	<b>80</b>
<b>D</b>	Initiative	<b>90</b>	<b>N</b>	Developing Subordinates	<b>70</b>
<b>E</b>	Dependability	<b>90</b>	<b>O</b>	Problem Solving	<b>80</b>
<b>F</b>	Selection of People	<b>70</b>	<b>P</b>	Technical Knowledge	<b>70</b>
<b>G</b>	Delegation	<b>80</b>	<b>Q</b>	Management Knowledge	<b>70</b>
<b>H</b>	Planning & Organising	<b>80</b>	<b>R</b>	Knowledge of Company Policies	<b>80</b>
<b>I</b>	Vision	<b>80</b>	<b>S</b>	Common Sense	<b>80</b>
<b>J</b>	Creativity	<b>90</b>	<b>T</b>	Enthusiasm	<b>90</b>

#### Comments:

This section has revealed **Katie's** management strengths, demonstrating a very balanced set of management skills. We would anticipate that someone with her experience would achieve **75%**. In fact her overall score is **80%**.

Areas in which she should consider developing her existing skills include; Selection of People, Developing Subordinates, Technical Knowledge, Management Knowledge and Training Ability.

## ● COMMUNICATION PREFERENCE



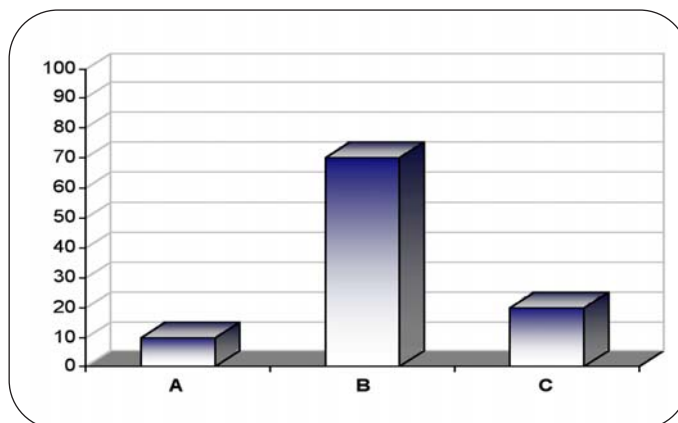
We all possess five internal senses to code and store our experience of the outside world. However, most individuals show a preference when it comes to keeping memories. The three major types of preferences that are reflected in communication are:

- **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	10
B	Visual	70
C	Kinaesthetic	20

#### Comments:

**Katie** 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.



## SECTION TWO

# SKILLS & PROCESS

Personal Organisation  
Internal & External Communication  
Critical Thinking  
Resilience  
Pro-Activity  
People Awareness  
Organisational Skills  
Project Leadership  
Public Speaking & Presentation Skills  
Leadership  
Vision  
Motivational Management  
Delegation

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

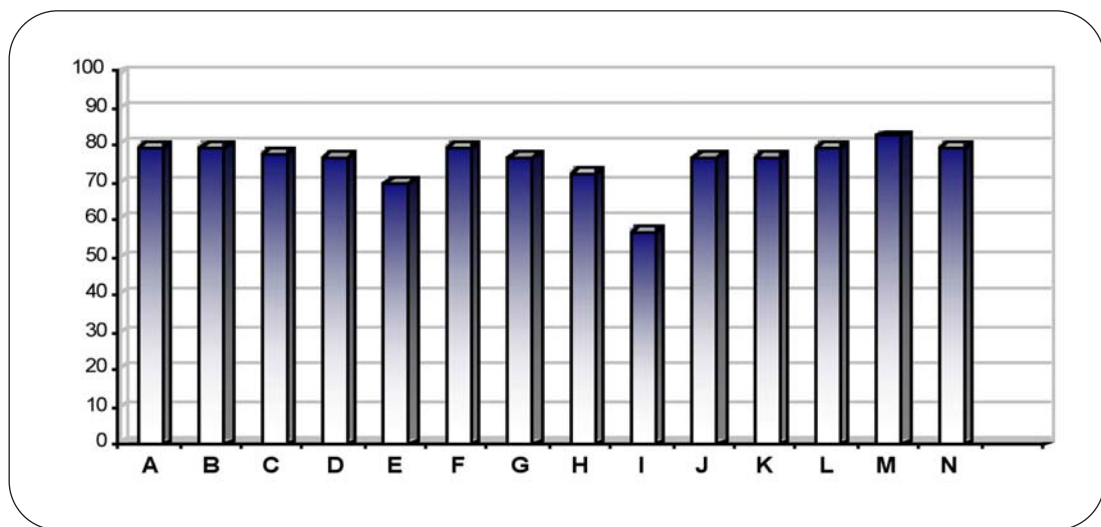
In addition, we have provided an **A-C “scale of importance”** which will enable management to determine those areas that should be prioritised, when designing an ongoing development plan.

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

## LEADERSHIP – SKILLS SUMMARY



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



<b>A</b>	Personal Organisation	<b>80</b>	<b>H</b>	Organisational Skills	<b>73</b>
<b>B</b>	Internal/External Communication	<b>80</b>	<b>I</b>	Project Leadership	<b>57</b>
<b>C</b>	Creative Thinking	<b>78</b>	<b>J</b>	Public Speaking	<b>77</b>
<b>D</b>	Critical Thinking	<b>77</b>	<b>K</b>	Leadership	<b>77</b>
<b>E</b>	Resilience	<b>70</b>	<b>L</b>	Vision	<b>80</b>
<b>F</b>	Pro-activity	<b>80</b>	<b>M</b>	Motivational Management	<b>83</b>
<b>G</b>	People Awareness	<b>77</b>	<b>N</b>	Delegation	<b>80</b>

### Comments:

Using the same grading system that we have applied to the fourteen 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

**Katie** has achieved an average of **76.4%** within this skills section, which is an excellent overall score and above average.

Obviously, the mark for Project Leadership had a significant impact on the final result, but this is an area where considerable improvement can be made fairly easily.



## FINAL SUMMARY & RECOMMENDATIONS

The results from this assessment indicate that **Katie** is an exceptional young manager, who is committed to adding to her existing management skills-set. We have taken into consideration that, to date, she has received no formalised management training or coaching and her style is self-developed.

Her strengths include; creativity, self-discipline, realism, initiative, dependability, loyalty and common sense. In addition, she is clearly well organised and an excellent communicator, in fact she could be described as a "People person" This is important in a sales role, as people buy people first and products/services second.

We also believe that she has the essential characteristics to become a very effective leader, not just a manager and an example of this, is her apparent ability to motivate others.

In terms of her own esteem, she has 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, which, given her desire to continually hone her skills and her ambitious personality, is considerable.

**F Factor** (Attitude, Skills & Process) – **80%** this is approximately 10% higher than average.

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

### **Development Recommendations:**

We suggest that Katie considers ongoing, formalised, Sales Management training, which could be part of a medium to long term development plan.

We also highly recommend that **Katie** works through the fourteen competence areas that appear from pages 12 to 20 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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