

# Mastering Situational Sales Leadership

**APAC Sales Leader Cohort** 

Tuesday, August 8, 2023





#### **APAC Sales Leader Cohort**

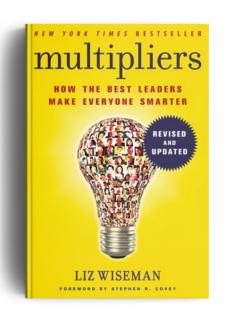
# **Group Meetings Monthly**

Focused on a critical leadership topic, like executive presence, crossfunctional communication, vision and execution. Each topic has a key takeaway as field work flowing from the group session.

**PLUS**: A 360-degree leadership assessment based on the book *Multipliers* 

# One-on-One Coaching Between Meetings

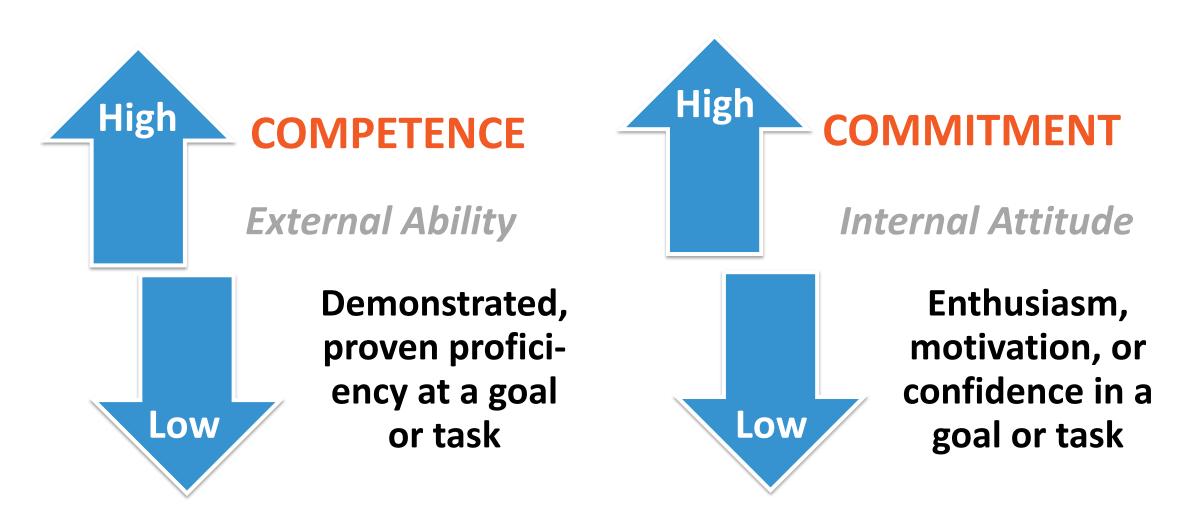
Focused on applying the content of our group meetings to your specific context and working through the field work.







# **STEP ONE: Assess Development**





Low Competence and High Commitment

Inexperienced
Eager
Enthusiastic
Optimistic

Don't know what they don't know



Low to Some Competence and Low Commitment

Frustrated
Discouraged
Overwhelmed
Confused

Yet with flashes of competence

Moderate to High
Competence and
Variable
Commitment

Capable but ...
Cautious
Productive but ...
Tentative

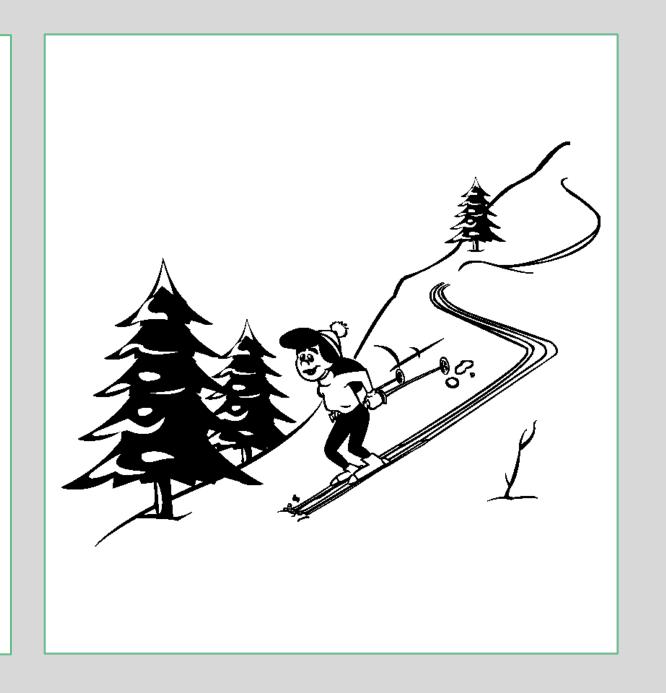
No confidence in his or her competence



High Competence and High Commitment

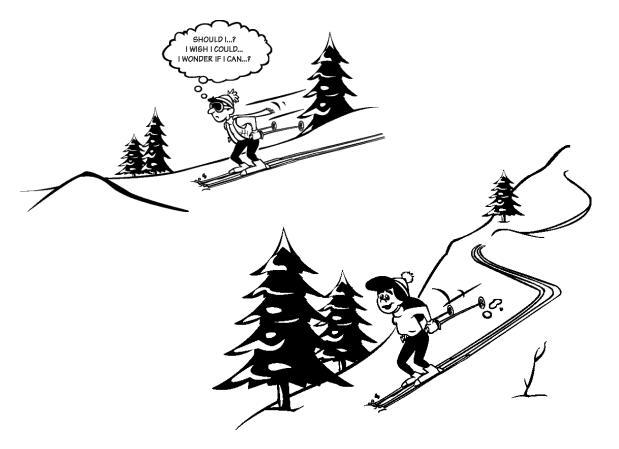
Consistent
Confident
Inspired
Independent

If not challenged, may get bored



# Situational Leadership DEVELOPMENT

# COMPETENCE



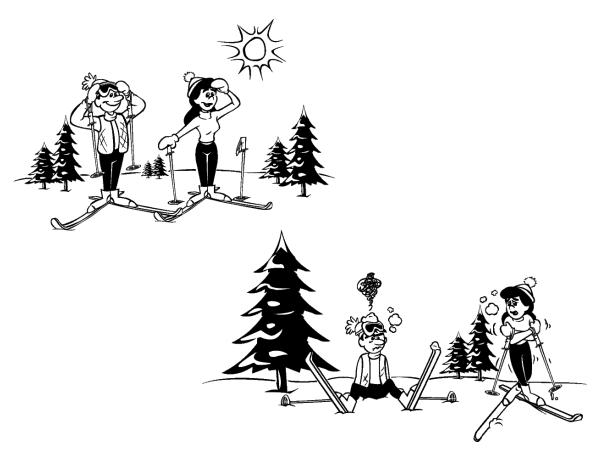
#### Task specific:

- Demonstrated ability
- Proven proficiency
- Transferrable skills



# Situational Leadership DEVELOPMENT

# COMMITMENT



#### Task specific:

- Enthusiasm
- Motivation
- Confidence



D1	D2	D3	D4
Low Competence and High Commitment	Low to Some Competence and Low Commitment	Moderate to High Competence and Variable Commitment	High Competence and High Commitment
Inexperienced Eager Enthusiastic Optimistic	Frustrated Discouraged Overwhelmed Confused	Capable but Cautious Productive but Tentative	Consistent Confident Inspired Independent
Don't know what they don't know	Yet with flashes of competence	No confidence in his or her competence	If not challenged, may get bored

# Meet Hilary ...

Hilary is a bright, talented sales rep for a fast-growing technology company. She works hard and hits goal every year. Hilary has great client management and interpersonal skills and is known in the company as a top performer. People like Hilary, and she likes the energy a new challenge gives her. Hilary is now being asked to take on some new responsibilities to build the business and to prepare her for a sales management position for which she's been recommended.



#### **Scenario One**

What is the specific **goal** Hilary needs to complete?

What is her **competence** in completing this goal?

What is her **commitment** in completing this goal?

What is Hilary's **development level**?

Hilary has been asked to craft a new business development strategy for a very important client. She will need to put in a lot of extra time just to get it done, and she doesn't see enough of her daughter as it is. Her sales manager has told her to do the initial work on this strategy by herself, but the complexity of this task is overwhelming. She knows she does not have a good enough grasp of the client's business or current company's options in this situation. Hilary wishes she could get more information on how to complete this project.

#### **Scenario Two**

What is the specific **goal** Hilary needs to complete?

What is her **competence** in completing this goal?

What is her **commitment** in completing this goal?

What is Hilary's development level?

Hilary has been asked to put together a multinational team to increase her company's business with selected global accounts. This is a fabulous opportunity for her, and she's excited about it. However, she doesn't have contacts in several of the markets, hasn't ever worked internationally, and isn't sure where to start.

#### **Scenario Three**

What is the specific **goal** Hilary needs to complete?

What is her **competence** in completing this goal?

What is her **commitment** in completing this goal?

What is Hilary's development level?

Hilary has been asked to make a presentation to a key group of decision-makers in an account she's been working with for a long time. There's a lot of new business at stake, but Hilary knows exactly what she needs to say and feels confident about her preparation. Hilary is always at her best when she's asked to make a compelling case for her company's products and services.

#### **Scenario Four**

What is the specific **goal** Hilary needs to complete?

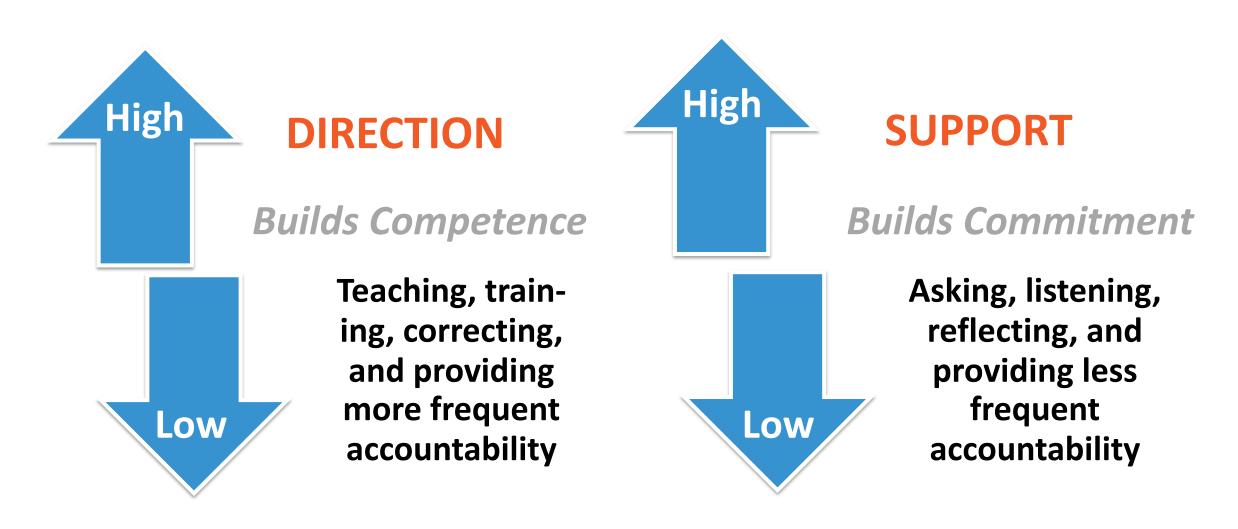
What is her **competence** in completing this goal?

What is her **commitment** in completing this goal?

What is Hilary's development level?

The VP of Sales in Hilary's company has recently instituted a new weekly sales report. Each sales rep has been asked to report on five key performance indicators every Friday. As a top performer, Hilary doesn't see any value in taking time to compile the information, although all she has to do is pull the data from the notes she's already entered into the company's sales force software. She hasn't submitted the form in two weeks and word is starting to get around that Hilary isn't doing the weekly report. The VP of Sales is concerned others will follow her lead.

# **STEP TWO: Match Style**



## **Situational Leadership STYLES**

Clear expectations
Step-by-step instructions
Concrete examples
Mid-course correction
More frequent accountability





# **Situational Leadership STYLES**

**SUPPORT** 

**Asking questions** 

**Active listening** 

**Accurate reflection** 

Positive encouragement

Less frequent accountability



### Situational Leadership STYLES

# **DIRECTION**

Clear expectations
Step-by-step instructions
Concrete examples
Mid-course correction
More frequent accountability

### **SUPPORT**

**Asking questions** 

**Active listening** 

**Accurate reflection** 

Positive encouragement

Less frequent accountability



Adapted from Management of Organizational Behavior, Hersey, P. and Blanchard, K.H. (1969)

D1	D2	D3	D4
Low Competence and High Commitment	Low to Some Competence and Low Commitment	Moderate to High Competence and Variable Commitment	High Competence and High Commitment
S1	<b>S2</b>	<b>S3</b>	<b>S4</b>
High Direction and Low Support	High Direction and High Support	Low Direction and High Support	Low Direction and Low Support

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>
High Direction and Low Support	High Direction and High Support	Low Direction and High Support	Low Direction and Low Support
Affirm enthusiasm			
Define success clearly			
Give concrete examples			
Teach and show HOW			
Check for understanding			
Check work frequently			

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>
High Direction and Low Support	High Direction and High Support	Low Direction and High Support	Low Direction and Low Support
Affirm enthusiasm  Define success clearly  Give concrete examples  Teach and show HOW  Check for understanding  Check work frequently	Understand frustrations  Analyze failures  Provide perspective  Explain WHY  Fill in learning gaps  Check work consistently		

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>
High Direction and Low Support	High Direction and High Support	Low Direction and High Support	Low Direction and Low Support
Affirm enthusiasm  Define success clearly  Give concrete examples  Teach and show HOW  Check for understanding  Check work frequently	Understand frustrations  Analyze failures  Provide perspective  Explain WHY  Fill in learning gaps  Check work consistently	Ask questions and listen Analyze successes Provide reassurance Help hear own voice Clear path of problems  Check work regularly	

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>
High Direction and Low Support	High Direction and High Support	Low Direction and High Support	Low Direction and Low Support
Affirm enthusiasm	Understand frustrations	Ask questions and listen	Treat as a partner/peer
Define success clearly	Analyze failures	Analyze successes	Celebrate successes
Give concrete examples	Provide perspective	Provide reassurance	Provide autonomy
Teach and show HOW	Explain WHY	Help hear own voice	Recognize publicly
Check for understanding	Fill in learning gaps	Clear path of problems	Push for a little bit more
Check work frequently	Check work consistently	Check work regularly	Check work occasionally

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# Follow-Up Frequency by Leadership Style

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>
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# Follow-Up Frequency by Leadership Style

<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>
High Direction and Low Support	High Direction and High Support	Low Direction and High Support	Low Direction and Low Support
Check work frequently  Follow-up every day or  every other day.	Check work consistently  Follow-up every other  day or every week.	Check work regularly Follow-up every week or every other week.	Check work occasionally  Follow-up every other  week or every month.

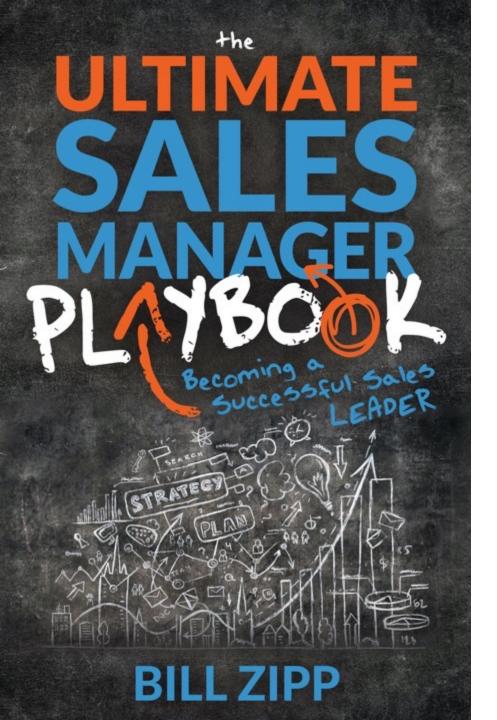
Each leadership style **holds team members accountable** for the completion of their goals. Differences by style lie in the **development of a team member** and the frequency in which follow-up takes place.

Sales Process Goal	Competence	Commitment	Develop- ment Level	Leadership Style Strategies
A specific, repeated activity that moves a salesperson closer to achieving a sales performance goal	Demonstrated, proven ability to complete a process goal	Enthusiasm, motivation, or confidence to complete a process goal	D1, D2, D3, D4	The specific mix of direction and support you will use to coach this salesperson on each process goal
	☐ Low to Some ☐ Mostly High	☐ Low to Variable ☐ Mostly High		
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July 11, August 8, September 12, October 3, November 8, and December 5

#### Do these four things:

- 1. Complete the Situational Sales Leadership quiz online.
- 2. Listen to the SSL podcasts
- 3. Complete a Situational Coaching Planner for one member on your team.
- 4. Schedule your one-on one with Bill.

#### **Your Dedicated Web Resource Page:**

https://billzipp.com/apacsalesleadercohort/











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