



Situational Sales Leadership

**Mastering the Single-Most Important
Sales Management Skill**

Situational Sales Leadership: Round ONE

Team JOHN

84%



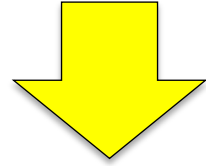

Team CHUCK

88%



**A Template for
Sales Coaching
Effectiveness**

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
<p>Inexperienced Eager Enthusiastic Optimistic</p> <p><i>Don't know what they don't know</i></p>	<p>Frustrated Discouraged Overwhelmed Confused</p> <p><i>Yet with flashes of competence</i></p>	<p>Capable but ... Cautious Productive but ... Tentative</p> <p><i>No confidence in his or her competence</i></p>	<p>Consistent Confident Inspired Independent</p> <p><i>If not challenged, may get bored</i></p>

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	S2	S3	S4
High Direction and Low Support	High Direction and High Support	Low Direction and High Support	Low Direction and Low Support

Situational Sales Leadership STYLES

DIRECTION

Situational Sales Leadership STYLES

Clear expectations

Step-by-step training

Concrete examples

Mid-course correction

More frequent accountability

DIRECTION

Situational Sales Leadership STYLES

SUPPORT

Situational Sales Leadership **STYLES**

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Asking questions

Active listening

Accurate reflection

Positive encouragement

Less frequent accountability

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

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

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

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

S1	S2	S3	S4
High Direction and Low Support	High Direction and High Support	Low Direction and High Support	Low Direction and Low Support
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You have asked one of your experienced sales representatives to prepare a one-hour presentation for next month's team meeting. The presentation is to compare a newly released product with a competitor's product. He is excited about presenting this data at the meeting but is having trouble understanding information about the competitor's product. The presentation outline is five days overdue.

What is the **specific goal**?

What is this person's **competence** in completing the goal?

What is person's **commitment** in completing the goal?

What is his **development level**?

You have asked one of your experienced sales representatives to prepare a one-hour presentation for next month's team meeting. The presentation is to compare a newly released product with a competitor's product. He is excited about presenting this data at the meeting but is having trouble understanding information about the competitor's product. The presentation outline is five days overdue. You would ...

- A. Express concern about the lateness of the outline but give him more time to complete the task. Set another deadline to receive the report.
- B. Ask him why the outline is late. Listen to his concerns and facilitate his problem-solving efforts to improve the presentation outline. Periodically check to see that he carries out his own ideas.
- C. Tell him that you want the presentation outline in two days. Interpret the data on the competitor's product. Show him what the outline should look like and closely monitor his work.
- D. Discuss the data with him. Solicit his input but make sure he follows your general ideas. Follow up to see if the work is being done on time.

Situational Sales Leadership Decision Tree



D1	D2	D3	D4
LEARNING <i>Cannot complete the sales goal without direction</i>		DOING <i>Can complete the sales goal without direction</i>	
Enthusiasm ... Confidence			
+	-	+ / -	+
D1	D2	D3	D4

One of your sales representatives is reluctant to handle larger accounts. She thinks larger accounts take longer to sell, are harder to maintain, and require higher levels of product knowledge. While this may be true, you and your manager believe that larger accounts are important to the future of the company.

What is the **specific goal**?

What is this person's **competence** in completing the goal?

What is this person's **commitment** in completing the goal?

What is her **development level**?

One of your sales representatives is reluctant to handle larger accounts. She thinks larger accounts take longer to sell, are harder to maintain, and require higher levels of product knowledge. While this may be true, you and your manager believe that larger accounts are important to the future of the company. You would ...

- A. Discuss how she should handle the larger accounts. Begin to give her the product knowledge she will need by demonstrating how you want her to work with these clients. Explain the rationale for the decision and try to include her suggestions whenever possible. Regularly check on her progress.
- B. Specify how she should handle the larger accounts. Begin to give her the product knowledge she will need by demonstrating how you want her to work with these clients. Closely monitor her performance.
- C. Ask her to take on these larger accounts but listen to her objections and concerns. Explain the importance of larger accounts to the company's future. Help her explore what support she needs to get started. Agree on a plan for monitoring her progress.
- D. Ask her to take on these larger accounts. Let her know that she has very little choice but be available to help if she needs it. Ask to be kept informed on her progress.

Last year your group was the second-best-performing sales unit in the company in spite of being one of the smallest. The sales representatives in your group have excellent product knowledge. They like the product they sell and they like the company. They work well as a team. A request has been made from the corporate office for field units to critique three marketing plans.

What is the **specific goal**?

What is this team's **competence** in completing the goal?

What is this team's **commitment** in completing the goal?

What is their **development level**?

Last year your group was the second-best-performing sales unit in the company in spite of being one of the smallest. The sales representatives in your group have excellent product knowledge. They like the product they sell and they like the company. They work well as a team. A request has been made from the corporate office for field units to critique three marketing plans. You would . . .

- A. Ask the group to critique the marketing plans and to submit a report with their suggested modifications in two weeks. Ask them to call you if problems come up.
- B. Ask the group to critique the marketing plans. Specify the format to follow and give them a timeline for completion. Be at the group meetings to ensure that all the key points are in the report. Edit the final report.
- C. Ask the group to critique the marketing plans. Specify the format to follow but adjust the format based on input from them. Include their suggestions in the report that goes to the corporate office. Set a deadline for completion and monitor their progress.
- D. Ask the group to critique the marketing plans. Ask what format they would use and what kind of recommendations they think are appropriate. Contribute to the group's decisions when possible. Make sure they know the deadline for completion. Check back to see if they need any help.

the
ULTIMATE
SALES
MANAGER
PLAYBOOK
Becoming a
Successful Sales
LEADER



BILL ZIPP

Situational Sales Leadership

Monday, March 7, 14, 21 and April 4,
11, 18 at 1:00 PM Pacific

Do these two things:

1. Complete the quiz. Beat the competition.
2. Listen to the podcasts.

Your Dedicated Web Resource Page:

<https://billzipp.com/primepay-sales-leadership-resources/>

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