

Situational Leadership

Mastering the Single-Most Important Sales Management Skill





Situational Leadership: Round ONE

Team MATT



Team LOREN

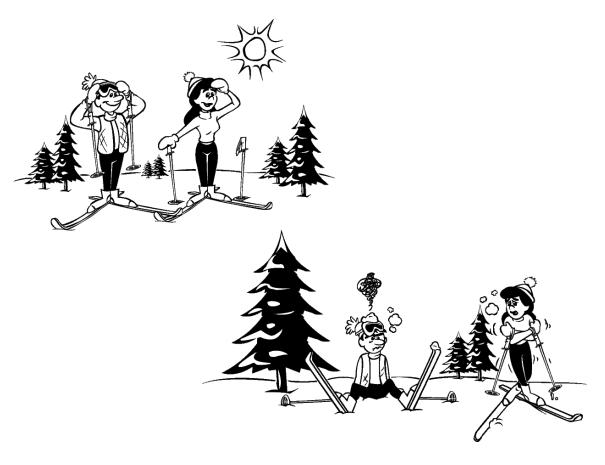


94%

95%

Situational Leadership DEVELOPMENT

COMMITMENT



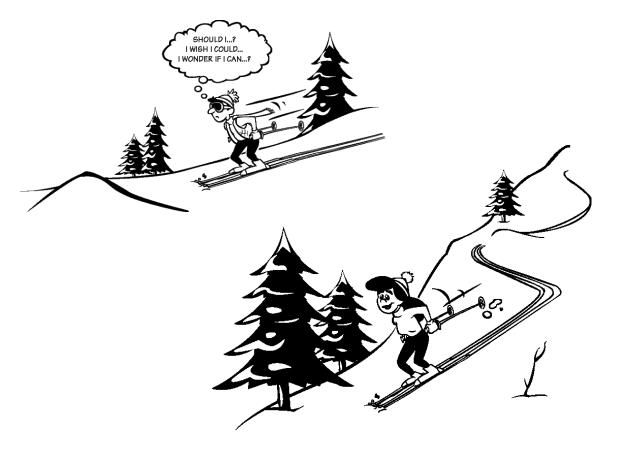
Task specific:

- Enthusiasm
- Motivation
- Confidence



Situational Leadership DEVELOPMENT

COMPETENCE



Task specific:

- Demonstrated ability
- Proven proficiency
- Transferrable skills



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

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

DIRECTION



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





SUPPORT



SUPPORT

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
Affirm enthusiasm			
Define success clearly			
Give concrete examples			
Teach and show HOW			
Check for understanding			
Check work frequently			

S1	S2	S3	S4
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		

S1	S2	S3	S4
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	

S1	S2	S3	S4
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

S1	S2	S3	S4
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

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

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?

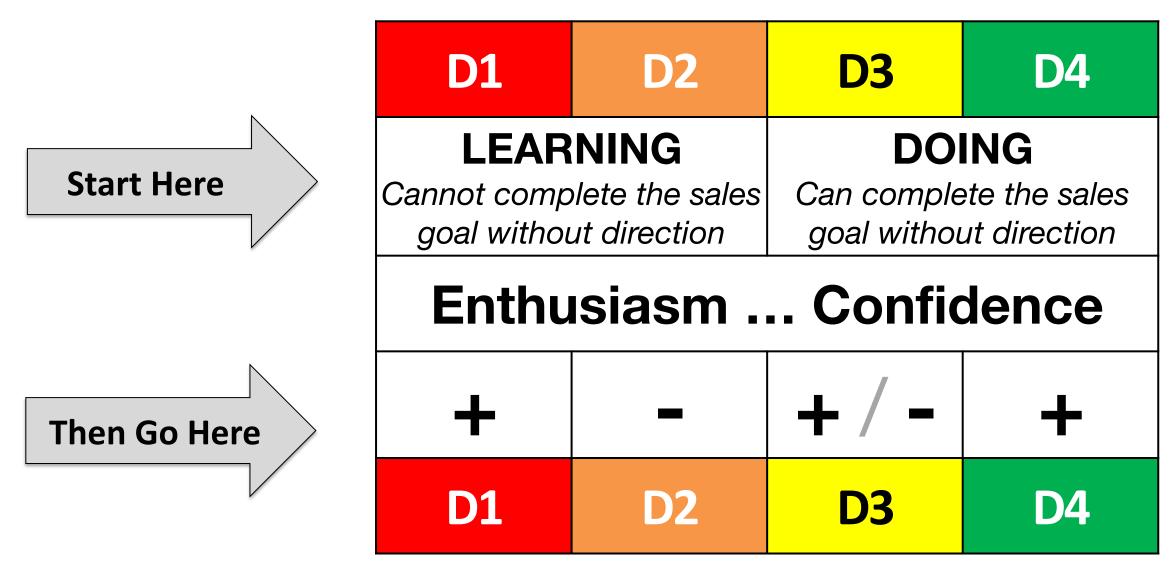
What is person's **commitment** in completing the goal?

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 Leadership Decision Tree



One of your sales representatives is very reluctant to call on larger accounts. She thinks larger accounts take longer to sell, are harder to close, and require connecting with senior level decision makers. While all this may be true, both you and your VP of Sales know 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 very reluctant to call on larger accounts. She thinks larger accounts take longer to sell, are harder to close, and require connecting with senior level decision makers. While all this may be true, both you and your VP of Sales know that larger accounts are important to the future of the company. You would ...

- A. Discuss how she should start calling on larger accounts. Begin to work on the prospecting skills she needs by demonstrating how to gain access to senior decision makers. Explain why this activity is so important to the company's future and include her suggestions whenever possible. Regularly check on her progress.
- B. Specify exactly how she should call on larger accounts. Begin to work on the prospecting skills she needs by demonstrating how to gain access to senior decision makers. Closely monitor her progress.
- C. Ask her to start calling on larger accounts but listen to her objections and concerns. Explain the importance of larger accounts to the company's future. Explore what encouragement from you she needs to get started. Agree on a plan to monitor progress.
- D. Ask her to call on larger accounts. Let her know that she needs to start closing deals with them and be available to help when needed. Ask to be kept informed on 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**?

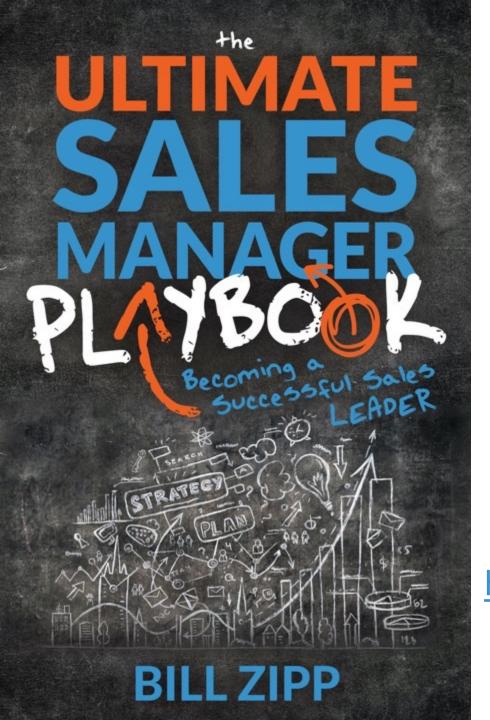
What is this team's competence in completing the goal?

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. 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.
- B. 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.
- C. 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.
- 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.



Situational Leadership

Monday, April 17 and Tuesday, May 2 and 9
2:00 PM and 8:00 AM Pacific

Do these two things:

- 1. Complete the quiz. Beat Team MATT!
- 2. Listen to the podcasts.

Your Dedicated Web Resource Page:

https://billzipp.com/bighandsituationalleadership/









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