



Topics:

- **Winning isn't everything**
- **Leading sales performance (1)**
- **Leading sales performance (2)**
- **Give away the wool, not the sheep**
- **If you show me yours, I'll show you mine**
- **A two-way street**
- **Show me the evidence**
- **Switch off and switch on**



Winning Isn't Everything

I understand a fury in your words,

But not the words

- William Shakespeare, *Othello*

Anytime you have two or more people together in the workplace, you have potential for conflict. A large chunk of a leader's time is spent dealing with conflict. Conflict does not have to be associated with anger, violence or even ill feeling.

Conflict can occur any time there is a difference of interests, understanding, values or beliefs, style, opinions or perceptions. The consequences of conflict can be anger, sadness, frustration, stress, disappointment, violence, waste, confusion, etc. And it can also be the source of clarification, alignment, engagement, understanding and acceptance.

It is generally accepted that there are five approaches to dealing with conflict. There is no single 'best' way - the situation and the consequences of how the conflict is addressed will indicate the best approach for each situation. As a leader, people will take their cue from you and respond to conflict as lead by your approach.

DO NOTHING when:

- An issue is trivial or there is something else to do which is far more important.
- You have absolutely no chance of winning.
- Winning the point will cause more trouble than it's worth.
- Tempers need to calm down to allow a clear perspective.
- Someone else can handle the situation better.
- You need to gather facts about the situation.
- You need to clarify your own thoughts about the situation.

BE DIRECTIVE when:

- An emergency calls for quick, decisive action.
- There are non-negotiable points with which people must comply.

CONCEDE when:

- You are in the wrong and you need to be seen to be reasonable.
- The issue is more important to others than it is to you.
- You need someone to do something for you.
- You need to cut your losses if you are losing and your situation will not get better.
- You need to gain favours for another time.
- The relationship is more important than you being right.



COMPROMISE when:

- You need a temporary settlement to a complicated issue.
- Time is running out and you need a workable solution.
- You are up against an equal with an opposite goal.
- Your point is important but not worth the time and hassle of being more assertive.
- Your personal goals and the relationship are both of equal importance.

COLLABORATE when:

- Each person's position is too important to compromise and the relationship is important.
- You need to learn something from others.
- You need to unify different points of view.
- You need to get total commitment from all.
- It is important to repair a damaged relationship.



Leading Sales Performance 1

A leader is not an administrator who loves to run others, but someone who carries water for their people so that they can get on with their jobs.

Robert Townsend, Former CEO, Avis

Many organisations which traditionally have been reactive sales and service providers have been forced through increased competition to change to a proactive sales and service culture. To lead the change from reactive to proactive, it will help if you establish a performance management process. This will work better if it is a two-way process, i.e. the team member has input in the performance management process.

(THIS FRAMEWORK FOCUSES ON SALES AND SERVICE ACTIONS, HOWEVER, THE SAME FRAMEWORK CAN BE ADAPTED FOR ACTIONS COVERING ALL FUNCTIONS)

CLARIFY PURPOSE

- Explain why the organisation is asking for changes and moving into a more proactive sales and service culture.
- Discuss the sales and product targets for the organisation as a whole and our team in particular.

EXPLAIN EXPECTATIONS

- Ask team members to ask questions and to discuss their thoughts and feelings about what is happening.
- Explain the results expected of them and of others in the organisation.
- Explain the key sales and sales management actions for you and them.
- Define your role as trainer/coach, facilitator and sales manager in the sales and service culture.
- Discuss the specific, sales performance indicators, i.e. clarify how you will be assessing the implementation of the new and different ways of proactive sales and service.
- Negotiate sales behaviour or action goals including the frequencies of the actions, e.g. daily, weekly, monthly.
- Negotiate financial goals and/or product volume goals.

MONITOR PROGRESS

- Discuss how you will:
 - review efforts and results with them individually on a weekly basis.
 - expect them to provide evidence of their sales actions and results on a weekly basis.



- expect them to report on their efforts and results at a weekly sales team meeting.
- Explain how you, as team leader, will be reporting on team results to your manager on a monthly basis.
- Explain that the team meeting is an opportunity for all of us to discuss our performance and to suggest ways to improve sales actions and sales results.

ASSESS

- Working together, continually assess how well the team member is performing their sales and service actions.
- Agree any additional training, coaching or other support they require.
- Re-negotiate their action goals as the team member becomes more confident and competent.

PROVIDE RECOGNITION AND FEEDBACK

- Provide weekly and monthly acknowledgment of individual efforts and results.
- Summarise the efforts and results of all of your people and discuss the summary with staff and management.



Leading sales performance 2

We may affirm absolutely that nothing great in the world has ever been accomplished without passion.

Georg Wilhelm Hegel, 1770-1831, German Philisopher, *The Philosophy of History*

What is the nature of the sales and service culture within the area you lead? Have you created an environment which is conducive to optimising sales and service or one which limits the achievement of sales and service outcomes?

This checklist will help you answer those questions and point the way to lead improvements in sales and service performance.

OUTCOMES

- ☐ Are your overall sales and service outcomes clear to staff?
- ☐ Do all staff understand and accept their role in contributing to these outcomes?
- ☐ Are the desired outcomes perceived by staff to be realistic?
- ☐ Are your sales and service goals periodically reviewed to ensure that they are consistent with customer expectations?

RESOURCES

- ☐ Do people have enough time to achieve sales and service goals?
- ☐ Are there enough people to provide the level of required sales actions and desired service levels?
- ☐ Are there sufficient and effective tools, job aids, equipment, and other resources to achieve the desired level of service?
- ☐ Are your resources being spent in areas important to your customers?

BEHAVIOUR

- ☐ Can the behaviours that lead to sales and service outcomes be performed? Do your people have the required competence?
- ☐ Are you assisting people to implement new behaviours by providing training, coaching or mentoring?
- ☐ Does something in the systems and procedures prevent the behaviour from occurring?
- ☐ Are the desired behaviours observable/measurable?

MONITOR

- ☐ Are you aware of how your staff perceive the desired sales and service behaviours? What are their attitudes and beliefs about these behaviours? Are they counter-productive or productive?
- ☐ Are you asking people to compromise their own values?



- ❑ Will the behaviours you are targeting result in outcomes that your customers will perceive as value added sales and service?

RESULTS

- ❑ Are both quantitative and qualitative results measured?
- ❑ Are both outcome and process results measured?
- ❑ Are results linked back to appropriate individuals and appropriate behaviour?
- ❑ Are customer satisfaction and customer-focused results measured and reported on with the same sense of urgency as financial and productivity results?

FEEDBACK - INFORMATION

- ❑ Is the feedback related to a goal?
- ❑ Is the feedback immediate?
- ❑ Does the feedback go direct to the appropriate person?
- ❑ Does the feedback go to all relevant levels of the organisation?
- ❑ Is the feedback graphically displayed?
- ❑ Does the feedback indicate how the result is important to the customer?

FEEDBACK - MOTIVATION and DEVELOPMENT

- ❑ Are both right results and right effort being reinforced?
- ❑ Are both improvement and achievement being reinforced?
- ❑ Is the reinforcement specific?
- ❑ Is it timely?
- ❑ Is it tied to a sales and service goal?
- ❑ Is there a proper mix of tangible and intangible, monetary and non-monetary rewards?
- ❑ Are rewards based on outcomes that are important to customers?
- ❑ Is non-performance quickly and supportively resolved?
- ❑ Is the performance issue described specifically?
- ❑ Are open-ended, future oriented questions used?
- ❑ Does feedback and follow-up take place after the discussion?



Give Away the Wool, Not the Sheep

The old idea of a good bargain was a transaction in which one man got the better of another. The new idea of a good contract is a transaction which is good for both parties to it.

Louis Dembitz Brandeis, 1856-1941, U.S. Supreme Court Justice, Business - A Profession

Never get angry. Never make a threat. Reason with people.

Don Corleone, The Godfather

He who will not reason, is a bigot; he who cannot is a fool; and he who dares not is a slave.

William Drummond, 1553 – 1610, Scottish Poet, Academical Questions

Negotiation is a vital management skill in today's industrial and commercial environment. Leaders at all levels need to be able to negotiate with their employers, their employees, union representatives, buyers, suppliers, customers, government officials and the general public.

Every day in a manager's life, something will require negotiation. It is a constant part of successful leadership and is a characteristic of enlightened cultures.

Negotiation usually involves looking for compromise - finding solutions which reasonably meet the needs of both parties. In fact, when one party is not prepared to work for compromise, negotiation usually breaks down.

Never lose sight of the big picture. Today's concession might be tomorrow's gain. Are you winning the battle but losing the war?

As with most things in life, preparation is the key to success. Here are a number of things to do **before** you begin to negotiate:

- Clarify the matters to be negotiated. What is, and what is not, up for negotiation?
- Define your objectives - from those you would **like** to get through to those you **must** get.
- Establish the desirable outcomes for both parties. List the maximum objectives - what would be the ideal result for both parties? List the minimum objectives - the point at which neither party will accept anything less.
- Put a priority on your objectives. Anticipate the priority the other party will put on their objectives.
- Consider what concessions you might make and what you require in return.
- List the facts you know about the situation. Separate facts from assumptions. Check the validity of your assumptions. What assumptions might the other party make?
- Decide what information you require and what information you are going to disclose.



- Research in detail all your facts. Sort out inferences and opinions. Make sure the information you present is irrefutable. Identify those facts which will help your case and weaken the case of the other party.
- Decide how the other party will use the facts about the situation and prepare points to counter them.
- List the issues for you and the other party. What are the common issues, hidden issues, and non-issues.
- Divide issues into major and minor, difficult to settle and easy to settle, monetary and non-monetary, long term and short term.
- On each issue decide your position and that of the other party.
- List their perceptions about the situation and the basis for these perceptions.
- What are the meanings and beliefs that could be driving their position?
- What are other meanings and beliefs that could be applied in this situation?
- Determine what you would need to say or show to change their perceptions to ones more favourable to your objectives. Define personal needs and wants and organisational needs and wants for both parties.



If You Show Me Yours, I'll Show You Mine

Let us never negotiate out of fear. But let us never fear to negotiate.

John F. Kennedy, 1917-1963, Thirty-fifth president of the United States

There are certain circumstances in which the leader will lead best through negotiation. Successful negotiators believe that everything is negotiable. Is it? There are situations where this may not be so, but it is a useful attitude to adopt. Obviously, the leader who believes everything is negotiable is less likely to give up in the face of strong opposition than the leader who does not hold this belief.

Here are some tactics for conducting successful negotiations. The range of choices open to both parties and the type of consequences you are prepared to accept will determine which tactics you choose. Be careful - what you put out you'll get back eventually.

- Be direct. Know what it is that you want and ask for it.
- Allow plenty of time to conduct negotiations. Don't put pressure on yourself which may cause you to seek less than you need. Rushed decisions are usually poor decisions.
- Promote trust by demonstrating your willingness to co-operate especially early in the proceedings. Look for other options. Attempt to make all parties feel that they can win something. Declare a desire to seek win/win outcomes.
- Ask the other party to state their opening offer first.
- Make your first requests high, but within the limits of the other party's ability to meet your requests. State your major requests at the beginning and use the minor issues as options for later trade-offs. Introduce unimportant issues as important ones and concede them later to give the other party a sense of gain.
- Ask the other party to join with you in resolving the issue. Ask how you can assist them to meet their needs. Ask them how can they assist you to meet your needs.
- Ask them to explain the rationale behind unreasonable requests.
- Ask them how their requests are fair to all parties and/or all stakeholders affected by the possible outcomes.
- Show how your requests are fair to all parties and/or all stakeholders affected by the possible outcomes.
- Test the climate by asking hypothetical questions. What if....? Suppose that I were to....? Say if you were to....? What would happen if we were both to? If I was prepared to do.... would you be prepared to do....?
- Propose suggestions which advance the negotiation.
- Respond to their proposals with counter proposals.
- Re-present your same proposal but in a different form - one which incorporates the expressed interests, requests and limitations of the other person.
- Clarify time limits, financial limits, limits of authority and any other limits early in the negotiation process. Set conditions before making offers.
- Trade requests - exchange things you need for things they need.
- State the benefits for them if they accept your proposal.
- Combine an unacceptable request with a request that they are likely to concede. Make one conditional upon the other.

Execute Leadership



2

- Ask them what could be other ways to view the situation that would serve all of us better?
- Ask them what other meanings could be attached to the situation?
- If close to achieving your objectives, but in a deadlock situation, suggest that you split the difference.
- Overwhelm the other party with lots of information so as to end their argument before they begin.
- Identify the objections the other party holds and explore with them the reality of these things happening.
- Say, “If you do thisthen we have a deal”.
- Agree what you have agreed - summarise it and write it down. Agree on an action plan.



A Two-Way Street

All seems infected to the infected spy,
As all looks yellow to the jaundiced eye.

Alexander Pope, 1688-1744, English Poet, *Essay on Criticism*

Ever wondered about the value of the formal performance appraisal system? Is it something you enjoy doing as either the appraiser or the appraised? How do your people view their formal performance appraisal? From my mail, not too many people rate it highly. Here is a chance for you to show leadership and provide a more meaningful exchange about performance – of you and your people.

When a manager is conducting a performance appraisal it is usually the performance of the other person which is under scrutiny. This makes it a one-way exchange when it probably should be a two-way exchange with the performance of both people under appraisal. This will certainly make it a fairer process in the eyes of the people whose performance is being appraised. It will also make it easier to sell the process to your people, to lead them to engage in the process.

Here is a simple process for conducting performance appraisals. Both people conduct a self-appraisal as well as appraising the performance of the other person.

Execute Leadership



2

Things related to my/your core roles, key functions and key tasks which I/you do well :

Things related to my/your core roles, key functions and key tasks which I/you could do better :

Things I believe that I am/you are capable of taking on in the next 12 months:

Areas in which I/you could develop and/or things in which I/you need training, coaching or mentoring:



Things I/you do which help effective work relationships :
Things I/you do which do not help effective work relationships :
Assets and liabilities of my/your personality :

Procedure

- ☐ Prepare 4 copies of the format – 2 for you, 2 for the other person.
- ☐ Do this first on yourself and then on the other person. They do the same.
- ☐ Meet and discuss both analyses of you first. Note things that you could do better.
- ☐ Now discuss both analyses of the other person. Note things that could he or she could do better.
- ☐ Meet in 4 weeks to review progress.



Show Me the Evidence

Criticism comes much easier than craftsmanship.

Zuexis, c. 400 B.C., Greek writer.

I was once engaged by a national broadcasting organisation to conduct a review of the effectiveness of its management group. Over a period of about 12 months, I interviewed each manager separately and documented their responses to a range of questions.

One question was, “Do you believe that you are effective as a manager?” Not surprisingly, each one of the managers answered yes to the question – 100% yes’s. (A yes or no response was then followed by several other questions relating to their own evaluation.)

However, when asked to comment on the effectiveness of the rest of the management group, many of them were quite scathing in their comments. My dilemma was that having interviewed all managers, I hadn’t been able to find the bastards who were letting the side down.

This is an interesting phenomenon we come across constantly. Everybody believes that they do a good job. It is always **someone else** who is incompetent or puts in a sub-standard performance. This perception occurs at all levels up and down the organisation.

This is one of the main impediments to improving individual performance. No one has convinced the individual that they need to improve. We like to say that awareness precedes all learning. So for a person to learn, you must first convince them that they are deficient in some aspect of their performance.

It pays to keep in mind Abe Lincoln’s “A man convinced against his will is of the same opinion still.” So the trick is to have the person accept his or her deficiencies in performance and want to do something about it.

When assessing and providing feedback about performance, keep it balanced. Even the most troublesome of employees must be doing something right even if it is only spelling their name right or turning up for work on the right day of the week or breathing frequently.

Again you can show leadership through this innovative way to improve performance. Say it in your own way, but stick to the themes.

- I’m taking time out to get everybody’s opinion about how well we all do our jobs and how effectively we work together. I’d like to find out your view and tell you my view. I have a view on how well you do these things and I’m interested in your view on how well I do the same things. If I don’t get feedback from you and the others about how well I do my job as a manager, then I feel that I am missing out on some valuable information. Equally, I feel



that you can benefit from feedback from me. Does that make sense to you?
Is that fair?

- ❑ I'm asking all of us, including me, to do a self-analysis under three headings. One – job performance. Two – personality. Three – work relationships - how we get along with others.
- ❑ I would like us all to take an unusual perspective. That is, put yourself in the shoes of others and guess what they would say about you.
- ❑ We will then use this information to help identify personal targets for each of us.
- ❑ In about 3 months, I will meet with you all individually to discuss examples of progress – yours and mine.

JOB PERFORMANCE	
Things I do well (from the perspective of others)	Things I could do better (from the perspective of others)

PERSONALITY TRAITS OR CHARACTERISTICS	
Things about me which people find helpful	Things about me which people find unhelpful

WORK RELATIONSHIPS	
Things I do which foster effective work relationships	Things I do which detract from effective work relationships



Switch off and switch on

We generally need someone to show us things which should be apparent to the eyes of all.

Francisco Algarotti, 1712-1764, Italian writer and scientist

Leadership is not just about dealing with the big issues. You will also need to display leadership in helping your people deal with personal issues. How you deal with these issues will show you as a leader in the eyes of others.

When the performance of a good worker deteriorates for no apparent reason, there is a good chance that they have a personal problem weighing heavily on their mind. There are many factors which affect a person's job performance, but off-the-job problems are more often the cause of poor work performance than many managers realise.

These are problems related to some event occurring in their personal life such as death or illness in the family, divorce or the break-up of a relationship, problems with their children, financial difficulties, etc.

What a person does in their private life is of course their concern, but if it starts to affect their performance at work, it becomes your concern. Some action is required on your part, but this needs to be handled carefully and with sensitivity.

Your major purpose is not to provide a solution - it is highly unlikely that you can. Your main aim is to let the person know that she or he can talk to you about it if they want to and that you will listen and act as a sounding board. As professional counsellors will tell you, just letting a person 'get it off their chest' helps them feel much better about their problem. Time to put on your 'counsellor' hat and show leadership of a different kind.

- ☐ Be wary of imposing your solution on their problem - be prepared to do more listening than talking. Demonstrate that you really are listening by paraphrasing things they say and acknowledging how they might be feeling and how you would feel in the same circumstances.
- ☐ Begin by acknowledging their previous good performance.
- ☐ Let them know that you value them as a person and as a worker.
- ☐ Tell them that you have noticed a change in their behaviour. Describe the specific changes.



- ☐ Describe how you see these changes affecting their work and the work of others.
- ☐ Ask them how they feel they are currently handling their job. Reach agreement on your view and their view of their job performance.
- ☐ Check if there are any problems at work which are affecting them.
- ☐ Tell them that their private life is their business, but when it starts to affect their work it has to become your business.
- ☐ Assure them that anything you discuss will be kept strictly confidential and that no record of this conversation will be kept.
- ☐ Re-assure them that every one of us has personal problems which affect us at some time or other. If possible, cite an example of something which you had to deal with which really got you down.
- ☐ Encourage them to open up and discuss what it is that is distracting them.
- ☐ Ask them if they need some time off to deal with the problem.
- ☐ Ask them if they need help in dealing with their problem.
- ☐ Ask them if they would like to 'brainstorm' some actions they could take to help resolve their problem.
- ☐ Help them develop an action plan.
- ☐ Let them know that you will be supportive and that you can make allowances, but that their job performance needs to return to normal.
- ☐ Suggest appropriate professional counselling such as Lifeline.
- ☐ Suggest that you meet again in a week's time to see how things are.
- ☐ Invite them to talk to you about it at any time.

