Up-a-Notch™ Sales Training System for Inside Salespeople

By Dave Kahle

Dealing with Different Personalities

FACILITATOR'S GUIDE

Congratulations, you are going to facilitate this training session.

Your job includes these things:

- facilitate the group conversations
- support and encourage each member
- manage the details of the program
- help hold people accountable for doing their assignments

It's important that each member of the group personally consider the material on the tape and do the exercises in this manual. Instead of "teaching," your job is to help them learn. That means ensuring that each participant completes the exercises, enters into the dialogue, and faithfully keeps to the learning procedures built into the program.

It's really not that difficult. Just follow our directions. As you complete each task, check the line in front of it.

> *Note: If you have more than eight participants, we recommend you split the group into two small groups with four or five participants in each and hold separate training sessions for each group. The exercises are designed for small groups, usually no more than seven people.*

Here's how to do it…

Prepare for the session:

____ Make sure you have a working video player and monitor, or as a less desirable option, an audio cassette player.

____ Have an easel or white board available.

____ Prepare one set of materials for each of the participants.

- ✓ Make sure you have one *participants manual* for each person involved in the training. Order additional manuals from The DaCo Corporation, 1-800-331-1287.
- ✓ Split up the "bubble pads" so that each participant has at least three sheets. Split up the "prescription pads" so that each participant has at least two sheets.
- ✓ Obtain the copies of the "Prescriptions" that were written at the end of the last meeting.
- ✓ Arrange the chairs in a comfortable, semi-circular pattern.

____ Send a written invitation/reminder to each participant. Remind them to bring something to write with, and to hold their calls.

<u>During the training session:</u>

____ Begin with a discussion of the progress the participants made on their previous prescriptions. Get last session's prescriptions then say this:

"At each training session, we will all be making commitments for things we are going to do differently. In some cases, we may reconnect to something we already know we should be doing. In other cases it maybe something we haven't done before, regardless, making these commitments or writing "prescriptions", is a part of every session.

A part of every session is following up on the prescriptions we wrote in the previous training session. That is what we are going to do now. I am going to read each prescription and ask you how you are doing on that.

I will go first."

Now, read your prescriptions and explain in detail how well you have done at accomplishing it. If you noticed some positive results, make sure that you describe them and relate these results to the actions you took on your prescription. Remember to give a well thought out, honest, detailed report. The other participants will copy your modeling of how to report.

Then proceed to ask each person to report. Say, *"(person's name), you said you were going to (read the prescription). Tell us what you did."*

When appropriate, also ask, *"What result of your actions did you see?"*

Be sure to thank everyone who reported, and to positively encourage those who followed through on their prescriptions.

____ Allow them a few minutes to review the materials. Tell them the pages marked "Notes" at the top are to be completed while the tape is being played, and the pages marked "Exercises" are for after the tape is finished.

Say this:

"Today's topic is "Dealing with Different Personalities." Take a couple of minutes to look through the materials. Note that the pages marked "Notes" at the top are to be while the tape is playing, and the pages marked "Exercises" should be completed afterward."

____ When everyone is ready, turn on the tape. Continue to view (listen to) the tape until it is finished.

Following the end of the tape:

____ Immediately after the tape is finished, give everyone a few moments to complete their "Notes."

Say this:

"Take a couple of minutes now and finish filling in the blanks on the 'Notes' exercise."

The participants may want to discuss the notes or some aspect of the taped presentation. Allow them to do so.

____ *Exercise One: Recognizing Different Styles*

- ✓ Give the participants a few moments to read the directions to Exercise One.
- ✓ Allow a few moments for each participant to complete the exercise.
- ✓ When everyone is finished, ask each person to share his/her work with the larger group. Generate some discussion so that people will gain ideas from one another.

____ *Exercise Two: Role Playing Reflective Behavior*

- ✓ Give the participants a few moments to read the directions to Exercise Two.
- ✓ Help them form groups of three and chose someone to play the role of the customer, the company representative, and the observer.
- ✓ Give them five minutes to do the first role-play.
- ✓ After the role-play has ended, ask the observers to share their observations. Use their comments to draw some lessons about effective ways to assess and reflect communication styles.
- ✓ Repeat the process above until everyone has had an opportunity to play the company representative.

___ *Exercise Three: Generating Ideas*

- ✓ Give everyone about five minutes to complete three of their yellow bubble pads.
- ✓ Then, once again, ask people to share their ideas. This exercise will help others understand how to record a "good idea," and will stimulate additional ideas.

  Say this:

  "Now let's share some of these ideas. I'd like each person to share at least one. If you hear someone else's idea and that makes sense to you, feel free to record it as your own on one of your bubble sheets. You can have more than three. (Call on someone or go first yourself) _____, what's one of your ideas?"

- ✓ Continue in this way until everyone has had a chance to share at least one idea.

  If people are hesitant to share, or if they have no ideas, take a few extra moments to review the content of the tape by going through the "Notes" exercise. Review each major point, and ask people to comment on it.

  Say something like this…

  "*The first point he made was that ……*"

  "Does that make sense to you?"

  "How could we use that idea in this organization?"

  "Any way that you might be able to use that?"

- ✓ In this way, continue down through the "Notes" exercise, reviewing each point, and encouraging people to find "ideas" and write them down.

___ *Exercise Four: Distilling the Best*

- ✓ Give everyone a few moments to complete it.
- ✓ Ask each person to share his or her ideas.

__ *Exercise Five: Precisely Prescribing*

- ✓ This time, ask each person to make a copy of his or her prescription, writing it on an additional Prescription pad. Ask each to write his/her name on the prescription, and turn it in to you.
- ✓ Mention that at the beginning of the next session, the group will review each of these prescriptions in order to hear what progress each person has made.

Say this:

"At the beginning of the next session, we'll take a few minutes and find out what progress each person has made on his/her prescriptions. Be prepared to tell us what you did, and what results you saw. We'll be looking especially for success stories."

____ Now, confirm the time, date and place for the next session, and close this session.

____ Fill out the evaluation form (next page) and fax it to 616-451-9412.

Congratulations! You have just successfully facilitated this training session.

EVALUATION

Please complete this form after the training session and fax it to 616-451-9412.

Program Title:_____

How many people attended: _____ Date of session: _____

Based on your discussion of the progress made on *last month's prescriptions*, which of these occurred? Check one in each column.

____ No one acted on their prescriptions.
____ A couple of people acted on their prescriptions.
____ Most attempted to complete their prescriptions.
____ Everyone acted on their prescriptions.
____ Everyone reported positive results.

____ There were no positive results.
____ A few people indicates some positive results.
____ Most reported positive results.

One such result was:

_____

Please place a check in the box for how you believe the majority of the people would respond.

	Not at all	A little	Some-what	A lot	A great deal
How practical & useful was the content?					
How practical & useful were the exercises?					
How easy was the program for you to facilitate?					

What was the most valuable thing your people gained?

_____
_____
_____

What one thing would you suggest we change for next time?

_____
_____
_____

Do you have any suggestions for topics that we should test in the future? Please describe.

_____
_____
_____

Optional: Your Name _____Phone # _____
Email _____

Dealing with Different Personalities

NOTES AND EXERCISES

NOTES

Personality differences are part of what makes life so *(interesting)*. They play a major role in romance, in family relationships, in your work environment, and every place two or more people come into *(contact)* with each *(other)*.

It is not acceptable to be *(rude)* or *(irritable)* with a *(customer)* you don't like. In your job, you need to be able to deal *(effectively)* with *(all)* kinds of *(people)* - even those who rub you the *(wrong)* way. You need to deal with all kinds of people in such a way as to make sure that the experience is *(pleasant)*, *(professional)* and *(satisfying)* from their point of view.

Being adept at dealing with different *(personalities)* is a *(mark)* of *(professionalism)* and *(maturity)*. If you become good at this skill, you'll not only rise in your ability to work with *(people)*, you'll develop a better *(understanding)* of *(yourself)*, and discover smoother personal and professional *(relationships)*.

One dictionary definition of personality that's useful for our purposes is this: personality is the *(organization)* of the individual's *(distinguishing)* character *(traits)*, attitudes or *(habits)*.

Three principles are essential to understanding the basics of personality differences.

PRINCIPLE ONE:

Everyone is motivated by *(something)*.

Motivations and expectations, as we'll see, are closely linked to one another and also subject to change. A person who is strongly motivated by one thing can find it (extremely) (hard) to (understand) a person whose primary motivation is very different.

PRINCIPLE TWO:

Everyone has different (values), definitions and (priorities).

Morals refer to behavioral (principles) of right and wrong. Values are about the relative (worth), utility or (importance) of things. Two people may say they share the same values, but they (define) those values (differently).

PRINCIPLE THREE

Everyone has a different (communication) (styles).

So how do we navigate personality differences?

1. First, just recognizing them merely as (differences) and trying to banish out tendency to think in (good) / (bad), (right) / (wrong) terms is important. It helps to think of those differences as being (neutral).

2. A second passive tool for managing personality differences is (compromise).

The same is true in customer situations. The customer may be asking something a bit (unusual), but unless they are requesting the impossible, it's often easier to (comply) with the request than to make a (larger) issue of it than it needs to be.

The responsibility for building a relationship with the customer is (yours). No matter how (abrasive) this customer might be, no matter how much his/her

personality *(clashes)* with yours, your job is to conduct yourself in such a way as to make the *(transaction)* *(pleasant)* for the customer. The focus is not on you, it's on the *(customer)*.

REFLECT.

REFLECT means that you treat each customer with the *(communication)* *(style)* with which that customer is most comfortable. You reflect back to the customer the *(style)* that the customer *(uses)*. If your customer is thoughtful and deliberate, somber and subdued, be the same things yourself. If your customer is quick and assertive, match his style quip for quip.

We're not talking about issues of substance, we're talking about *(style)*. Everyone has a most comfortable style of *(communicating)* with other people. Your job is to *(decipher)* that *(style)* and use it when you *(communication)* to that person.

People are most comfortable with people who are like *(themselves)*.

If you can accurately identify each of your customers' *(styles)*, you'll be able to *(reflect)* that style when you're with him/her. In so doing, you'll influence your customer to be *(comfortable)* with you, and you sandpaper off those *(rough)* *(edges)* caused by the *(personality)* differences.

For our purposes, let's assume there are four basic types of communication styles.

Director – The primary communication need of this type is to *(dominate)* or control the interaction. They are formal, *(serious)*, and *(task-oriented)*. They'll tell you things, and get impatient with the *(details)*.

Socializer – Their primary communication need is to *(influence)*. They are very *(people)* *(oriented)*, open and sensitive to others. They like recognition, being with people, and are interested in the *(emotional)* *(component)* of communication.

Thinker – Their primary motivation is compliance. They are generally very slow to *(react)*, preferring to *(think)* *(things)* through. They are often formal and *(conservative)* in their attitudes and communication.

Supporters – Their primary motivation is *(steadiness)*. They are interested in numbers and facts, and are money and *(time)* *(oriented)*. They are the most *(risk)* - *(aversive)* of all the types.

Step One. *(Assess)* **your customers.**

I know this is difficult over the phone, but you'll be amazed at how sensitive you can become to your customer's styles, just by focusing on *(listening)* for *(clues)*. What they choose to talk about is a clue, as in the example I just mentioned. Also their tone of *(voice)*. The power or *(energy)* in their voice, the cadence of how they speak – all these can be *(clues)* to you to help you assess your customer's style.

Step Two. Reflect your customer's style.

You've done a quick assessment of your customer's most comfortable style. Now, it's your job to *(reflect)*, or *(match)* that style. The easiest way to do this is to

ask yourself how your customer would like to be *(dealt)* *(with)*. With what sort of style from you would he/she be *(most)* *(comfortable)*?

For example, if you peg your customer as a director, don't ask about his/her hobbies. That's much too personal. If you deem your customer to be a socializer, don't get right to the point. That's much too task-oriented.

Here are some specific things you can do.

1. Use the customer's *(words)*.
2. Use your customer's *(analogies)*.
3. Listen also to their *(expressions)*.

Finally, if you really want to become a sophisticated "reflective behavior" practitioner, listen to your customer's *(cadences)*.

EXERCISE ONE:
RECOGNIZING DIFFERENT STYLES

1. Pick one customer whom you have come to know. Write his/her name here:_____

2. Indicate which of the four styles discussed in the video you believe this customer to be: _____

3. Explain what makes you think that. What behavior does the customer exhibit that lead you to that conclusion?

4. Explain how you should adjust your behavior to reflect that customer's style.

EXERCISE TWO:
ROLE PLAYING REFLECTIVE BEHAVIOR

1. Work in groups of three people. One person should play the role of the customer, one should be the company representative, and one should be the observer.

2. Play out a scenario where a customer is calling to ask some questions about a product. The person playing the customer should take on one particular communication style. The job of the company representative is to quickly assess and reflect that style. The observer is to take notes on what the customer did to indicate which style he/she is, and what the company representative did to reflect that style.

3. Take a few moments to organize your thoughts, and then begin a short (five minute) role play.

4. When you are finished, the observers should discuss their observations with both the players, and the rest of the group.

5. Repeat the process above, switching parts until everyone has had an opportunity to play the company representative.

EXERCISE THREE:
GENERATING IDEAS

Use the bubble pads to write down at least three good ideas you gained from today's session. Remember the four criteria for a "good idea." We've illustrated a couple of samples for you.

Remember, a good idea is

one that

* *focuses on the future*
* *focuses on action*
* *focuses on your behavior*
* *is a small step toward one*

learning goals.

Decide to invest a certain amount of time in self-improvement every month.

Use a specific process in order to learn more effectively.

EXERCISE FOUR:
DISTILLING THE BEST

Select the one good idea from the previous exercise that you think is the best. To help you make that selection, ask yourself these questions:

1. Which of these ideas could make the fastest impact on my performance?
2. Which of these ideas would make the biggest impact on my performance?
3. Which of these ideas will be easiest to implement?
4. Which of these ideas am I most passionate about?

Rewrite that idea here.

EXERCISE FIVE:
PRECISELY PRESCRIBING

Turn the idea from the previous exercise into a Precise Prescription. Write that prescription on the Rx pad. We've done an example for you. Now, take your prescription and post it someplace where it will remind you to do it.