Investment $34.95

$ales $uccess Profile®

Test
Administration
Manual
&
Statistical
Validation
Studies

Lousig-Nont & Associates
America's Employee Success Experts®

- **Achievement**
  Something that has been accomplished successfully, especially by means of exertion, skill, practice, or perseverance

- **Assertiveness**
  The ability to behave boldly in a self-confident manner.

- **Commitment**
  The state of being bound emotionally or intellectually to a course of action.

- **Dedication**
  To commit to a particular course of action.

- **Determination**
  The act of being firm, or resolute in purpose.

- **Empowered**
  One who is committed to using their God given powers to grow and achieve

- **Excellence**
  The state, quality, or condition of achieving superior performance.

- **Freedom**
  The unrestricted ability to choose.

- **Goal**
  The purpose of a person's dedicated efforts.

- **Perseverance**
  Adherence to a course of action without giving way.

- **Success**
  The ability to spend your life in a way that makes you happy.

- **Team Work**
  A cooperative effort by a dedicated group of individuals committed to achieving a common goal.

About The Company

Lousig-Nont & Associates was founded in Peoria, Illinois in November of 1977 as a Human Resource and Security Consulting Firm by Gregory M. Lousig-Nont, Ph.D.

Starting the business with only a $3,000 loan, the company has prospered and continued to grow even in rough economic times.

In 1983, L&A was relocated to Las Vegas, Nevada and incorporated as a Nevada Corporation, Phase II, Inc.

Las Vegas provides beautiful weather and an ideal business climate. There are no corporate income taxes. Business and personal property taxes are very low. Air fares are low in and out of Las Vegas.

In 1987 L&A purchased property two blocks from the major convention centers and built their Corporate Headquarters.

L&A's Executive Board consists of an Attorney at Law, a C.P.A., and two self-made millionaires. Their combined successful business experience exceeds 125 years.

L&A is a member of the Better Business Bureau.

About Our Company Founder

Dr. Gregory M. Lousig-Nont was born and raised in Peoria, Illinois. Prior to joining the Peoria Police Department in 1971, Dr. Lousig-Nont had been involved in a career in sales.

He received his Associate in Applied Science Degree in Police Science Technology, his Bachelor of Science Degree in Criminal Justice Administration, his Master of Arts Degree in Criminology, and his Ph.D. in Industrial Psychology.

In 1977, Dr. Lousig-Nont left the Peoria Police Department to start his own Human Resource and Security Consulting firm; Lousig-Nont & Associates.

Dr. Lousig-Nont is an Internationally recognized expert in the areas of; Criminal Interrogation, Industrial Security and employee hiring. He is recognized as the nation's leading authority on hiring successful salespeople.

Dr. Lousig-Nont has developed several written employment tests.

Among these are the Phase II Profile®, the only patented written test that measures work place honesty and ethics, and the ADdendum® a written substance abuse profile.

His latest development, the $ales $uccess Profile®, is the result of over 6 years of validation, and an investment of 1.5 million dollars.

The $ales $uccess Profile® is the only test on the market that measures 13 sales skills, and compares the results to the scores of over 300,000 other salespeople.

Dr. Lousig-Nont and his high school sweetheart, Diana, have been married 24 years. They have three children; two sons, ages 12, and 16, and one very spoiled daughter, age 4.

$ales $uccess Profile®

Test Administration Manual & Statistical Validation

To realize the full value of your investment in this sophisticated sales management tool, please review this manual carefully.

The $ales $uccess Profile®, the National Sales Aptitude Test®, is an objective computer scored sales test. It was developed and validated using basic psychological principals. Rather than measure personality traits, the test measures an individual's sales skills in 13 different areas, as well as their "selling style".

The $$P is an excellent evaluation tool that can be used for self-evaluation to determine one's own strengths and weaknesses. However, it is most commonly used in the hiring process, or for current employees to assess their sales skill levels. Not only does the $$P identify strengths and weaknesses in the selling process, but it also generates individualized training tips that provide guidance for improvement.

There are many different types of sales positions, requiring a variety of skills and different levels of proficiency. The $$P was developed to test those basic skills which are generic to all positions in sales. For example, it would be hard to imagine any true sales position that did not require a salesperson to know "HOW TO CLOSE", or "HOW TO HANDLE AN OBJECTION". These are two of the 13 skills the $$P measures.

The intent of the developer was to design a good basic sales test that would help identify the foundation skills upon which any successful sales career is built. With the knowledge we provide in this manual, you can internally validate and "fine tune" the $$P for your specific company or industry.

Sales performance is the product of many factors. It is most simply expressed as MOTIVATION X SKILL = PERFORMANCE. For years psychologists have provided sales management with personality based tests which help assess the motivation side of the equation by measuring ego strength, extroversion, self-confidence, etc. Those who score poorly on personality tests are generally believed not to be suited for sales. However, many who score well and are hired, still don't succeed. Successful salespeople do not have a set of personality traits that are uniquely theirs. You could think of it in these terms: you may have the same personality traits as an airline pilot, but if you don't have the skills to fly the plane, what is the probability you'll be able to get a 747 airborne? Obviously, without an accurate measurement of SALES SKILLS, sales managers have an incomplete picture of an applicant or trainee. By their own admission, sales managers do not have a method of measuring sales skills during a personnel interview.

The $ales $uccess Profile was developed to provide this missing information. The product of more than six years of research, the $$P has been used to evaluate more than 300,000 people in thousands of companies. The $ales $uccess Profile measures skill, not personality. It is truly job relevant, providing practical information that aids in employee selection and more focused training. The $ales $uccess Profile is also a remarkable aid in helping current salespeople out of sales slumps. Additionally it's easy to administer and score. The software produces several confidential management reports that rank those people being evaluated against over 300,000 people in the scoring data base.

In order to explain the history of the development of the "$$P", the National Sales Aptitude Test®, we have elected an informal approach and will attempt to avoid technical jargon as much as possible. Most individuals who read this will not be Ph.D.'s. nor Human Resource professionals. It is our feeling that it is important that a lay person be able to easily understand the development of this unique tool. The following is an explanation of the

$$P's development by its' author, Gregory M. Lousig-Nont, Ph.D.

"In 1986, I was asked by a Fortune 500 Company if I could develop a test for salespeople. The company explained that they had tried several "sales tests" but were not happy with the results. I explained that I would check around for other sales tests that might be available that would suit their needs. If there were valid and reliable tests available, there was no sense in "reinventing the wheel". I was surprised to learn that every "sales test" available was "personality" based.

"Personality" based sales tests usually attempt to predict sales success based on whether the individual has personality traits that are similar to the personality traits of individuals who have been successful in sales. Personality based tests identify the traits successful salespeople have in common. These traits include things like, "good ego strength", "self-confidence", "positive self-image", "tenacity", "extroversion" etc. The test is structured by constructing a set of test questions that identifies whether the person taking the "sales test" has those traits. The theory is, if someone has the same personality traits as successful salespeople, they too should be successful in sales.

This sounds like a good theory, but it has several flaws; not the least of which is its' inability to predict sales success. The first flaw is that successful sales people do not possess a specific set of personality traits. In other words, there are plenty of people who have the same personality traits as successful salespeople but know nothing about the profession of selling. Second, the best a personality test could do is indicate that a person might be happy with a career in sales; if they learn how to sell. This is because their personality is compatible with a career in sales.

In defense of personality tests, they are accurate in one respect. If the results indicate someone does not have the same personality traits as successful salespeople, they probably will not be successful in sales no matter how much training they receive. Personality tests can tell you who will not be successful, but are extremely inaccurate at predicting success. Another analogy is: you might have the same personality as a tight rope walker, but, without the skills, a tight rope walk between the World Trade Center Towers would be ill-advised.

From a practical standpoint, it doesn't make sense to use a personality based test to predict any kind of skill level. Think about it for a minute; did your family Doctor take a personality test or a skills based test to get his license to practice medicine? What about your lawyer, real estate agent, even your barber or hair stylist? To accurately insure some minimum degree of competency and performance, you need to measure knowledge of skills, not personality. Would you rather have a surgeon operate on you who has the same personality traits as a successful surgeon, or the same skills as a successful surgeon?

In my review of sales tests I was not able to find one "sales skill" based test. I felt a sales test which measured basic selling skills would be much more accurate in predicting sales success than a test based on measuring personality traits.

My Fortune 500 client had only asked if I could develop a test, they had not made any offer to finance the research and development. If I was to undertake such a task, at my own expense, I had to see if there was a market for a skill based sales test beyond this one client. In order to accomplish this, a market survey was conducted, primarily among the 1200 clients who were already using one of my other test products.

The survey involved asking my clients what they felt were important characteristics for a sales applicant to be successful. I also asked what their hiring process was for salespeople, what procedures they followed, and the strengths and weaknesses of those hiring procedures. The results were interesting.

Sales managers said the important characteristics for salespeople were: good appearance, good personality, a team player, integrity, a good

working knowledge of selling, and a desire to achieve. I proceeded to explore what they felt a "good working knowledge of selling" included. There was a consensus on 13 areas that are as follows: (1) Salespeople need to know how to "Approach and Involve" a customer in the buying process in such a way that they build immediate rapport, and do not alienate the prospect. (2) Salespeople need to know how to "Handle and Answer Objections" and prospects concerns. (3) They need to know "How to Close" or ask for the sale. This is an area they felt was critical. Many salespeople know how to do everything well but are not aggressive enough to ask for the sale. (4) At the other end of the spectrum was the "Overtly Aggressive" salesperson, the "pushy type". They said it was also important for a successful salesperson to be able to strike a balance in their technique of being aggressive enough to "ask for the sale" and yet have a good sense of when they might be pushing too hard and "turning off" the prospect. (5) They felt that truly professional salespeople recognized the importance of "complete and total honesty" in dealing with the prospect. (6) In addition, the truly great salespeople knew how to ask questions that helped them "Identify the Prospects Need and Motivations" for making a purchase. They presented themselves as caring, warm, sensitive and friendly individuals who projected that their primary concern was making sure their product or service met the needs of their prospect. These salespeople always considered making a commission secondary to customer satisfaction. (7) They were able to "Handle Customer Problems", and problem customers. They were always willing to listen, try to understand, and act, to find satisfactory solutions. (8) They knew how to properly "Qualify Prospects". (9) They knew how to "Prospect and Cold Call" efficiently. (10) They knew the secrets of giving productive "Demonstrations and Presentations." (11) They knew how to "Manage Their Time" in such a way as to maximize their profit potential. (12) They used the "Telephone Effectively" to generate interest in their product and arrange appointments. (13) They were Enthusiastic about getting out and making sales contacts. They sought out appointments rather than avoided them. When a sales call didn't go right they were able to rebound. They kept their spirits high, handled rejection well, and tried to look at negative things in a positive way They recognize that selling is a game of percentages.

As to the hiring process itself, the great majority were using a hiring process that involved completing an application, conducting an interview, guessing and praying. Exploring this hiring procedure, I asked what information they received from each of the employment application steps. The employment application form itself gave them personal information, and work history, for the most part. Employment background checks provided them with some verification of the employment application; although most admitted former employers are very reluctant about giving out any information. Resumes, on the whole, exaggerated accomplishments, and left out failures and shortcomings. The employment interview, gave the sales manager a sense of the applicant's personality and character. By the way, most sales managers think they are a great judge of human character, but then, don't all of us feel the same way? They also felt they could get a feeling of whether they would be able to work with the person. The sales managers told me that they wanted to find out whether a salesperson had a good personality. They felt they could assess this in the interview process. The most obvious discrepancy was that not one of the steps in the employment process answered the question, "Does the candidate have a good working knowledge of selling?" This led me to my final question posed to sales managers, "How do you find out if your applicant can sell?" The unanimous response was, "We hire them, give them a month or two, and see how they work out." The average turnover using this "guess and pray" approach, was approximately 320%.

Studies report the average expense for a company to recruit and train one salesperson can range from $1,000 to $5,000 in the first month alone. A 320% turnover represents a rather costly "hiring guessing game". Asked if this "hire 'em and see how they do" approach wasn't a rather expensive proposition, the reply was, "We really don't have an alternative. How else can we find out if a candidate can sell?"

When I asked, "What do you wish you could find out about a candidate prior to hiring, that you are not finding out through your hiring process now?" They replied, "It would be nice to know if they knew how to sell." Not, "I'd like to know if they have a nice personality." Sales managers already felt they were a good judge of personality. But the reply of, "I'd like to know if they can sell.", was almost invariably followed by the comment, "... and I'd like to know how they "stack up" against other salespeople." I said, "Explain that "stack up" comment to me." The answer went something like this: "I need salespeople for my (car dealership, copier sales business, medical supply business, insurance sales business, retail store, etc.). I run an ad in my local newspaper. It's either feast or famine, I get two hundred applicants or two. I get candidates who have never sold (cars, copiers, medical supplies, insurance, retail, etc.), or that's all they have ever sold. I get candidates who have sold everything from pots and pans, to encyclopedias, to million dollar mainframe computer systems. I get people who have been in sales twenty years, I hire them only to find they are "burned out". I hire people who have been in sales one year, and they are burned out. I hire people who have been in sales thirty years, and they have the energy and enthusiasm of an eighteen year old varsity cheerleader or basketball player, and in two months they are my top salesperson. I want to know when I have two applicants sitting in front of me, which is the best. Then I want to know how good is the best one compared to all the other salespeople in the world? If I have two hundred people apply, how do I decide which one is the best? How good is he or she? What if all two hundred are lousy and the best one is just the best of the worst? What if the best one of the two hundred is no better than the worst salesperson I already have on my sales force? How can I determine that?"

If all these requirements were not enough, sales managers also told me that if I was able to develop something that was capable of providing this kind of information, there was only one other requirement; they wanted the information fast. I asked, "You mean a day or two?" "No!" came the replies, "We want to know while the applicant is still here, during the employment proc-

ess. If he or she is the quality of salesperson we are looking for, we don't want them to be hired by someone else while we're waiting for results." Made sense to me. Sales managers also impressed on me the importance of having a tool that would help them train their current sales force.

I have to admit, at this point in the market research, I almost decided that what sales managers really wanted was a crystal ball, a psychic, and a miracle. However, from a marketing perspective I had identified a "need" that was not being filled. Filling such needs are things that fortunes are made of. I had to develop a "Selling Skills Test" that identified 13 basic skill areas that sales managers said they wanted to know about. This test ONLY had to tell the sales manager where this individual candidate ranked among all the other salespeople in the world. The other thing I knew about sales managers, that was confirmed through this research, was that they were very practical and pragmatic in their style. They didn't want excuses, they wanted solutions. They didn't want to know why you didn't get the sale, they wanted to know what had to be done right now to salvage the sale. This was an additional challenge to overcome. I had to develop a test that was simple to use. The "how it worked" had to be presented in such a way that was practical and easy to understand. (None of those ambiguous, "would you rather read a book or wrestle an alligator" kind of questions). The results also had to be straight-forward and easily interpreted. Oh yes, and don't forget, the results had to be fast.

A test that was statistically sound, (in accordance with accepted APA psychological principles), and practical! Almost sounds like mutually exclusive concepts, would you agree?

I needed to measure 13 selling skills. I knew the 13 selling skills I wanted to measure. This had been defined by the market research. What kind of questions should I use? They had to be practical. What kind of answers, True or False, or Multiple Choice? Should the test be hand scored with templates, so the results were fast? Or could we develop a sophisticated computer scored version, without intimidating the user? How should I validate

the test so it would rank sales candidates against one another?

The first step was to identify the key elements of these 13 sales skill areas? Fortunately the profession of selling can be traced back to the Biblical account of the creation of mankind. Do you remember the story of the Garden of Eden? The snake did quite a good job on selling Eve on the benefits of eating that apple! Sales is the oldest profession. A long history exists with a multitude of literature on the subject. A trip to the library and a few hours of research will reveal that there are certain key elements of each of these 13 skills that all experts agree on. As a former salesperson, and as a lifelong professional consumer, I know from my own experience what works and what doesn't. For example, let's look at the skill of ability to "CLOSE". There are some key elements of the "Skill of Closing" that experts agree on: (1) You will usually not be successful in attempting to close until the prospect understands how the product or service will satisfy their needs. (2) Never ask whether or not the prospect wants the product or service, ask which alternatives of the product or service will better suit their needs. In other words, don't ask, "So do you want to buy the car or not?", instead present an alternative of choice. "So, Mr. & Mrs. Jones, do you feel the four door model will meet the needs of your family, or would the station wagon provide you the comfort and convenience you have told me you need?" (3) You should begin to close anytime your prospect gives you "buying signals". (4) Most of the time a sale comes only after the salesperson has completed the fifth, (on the average), closing attempt.

What if the salesperson you are considering for a job doesn't know the fourth key element? (It takes an average of five closing attempts to make a sale). (1) What if this sales applicant always stops after three attempts? (2) How effective is he going to be at closing? (3) How much positive impact will he have on bottom line profits? ANSWERS: (1) He's not going to close many sales. (2) Not Very. (3) Not Much.

This is practical information, that will predict probable sales success or failure.

I proceeded to develop a battery of 50 sales story questions, with multiple choice answers. The questions addressed these 13 critical skill concepts, directly, and sometimes more subtly. Some questions were designed so that the examinee could select more than one answer, others were designed to force the examinee to select only one answer.

The "You can select more than one answer" variety told me about the extent of a person's knowledge of selling. The "You may only select one answer" type, told me about their personal selling style. Were they "overtly aggressive", "approval seeking soft-closers", were they "insincere, con-men, or women", or were they "Balanced or Ideal"?

I felt the most practical type of inquiry would be questions that presented a story type sales situation that determined whether the candidate had a basic understanding of the key elements of the concept of the skill, like handling objections, or ability to close.

Some questions would be simply generic sales knowledge; (To "qualify" a buyer indicates that you have ..."). Other questions would deal with specific situations encountered in outside sales situations; (You had a 9:00 a.m. appointment, it's now 9:15 a.m. and you're still sitting in the waiting room. What would you do?). Other questions, while testing basic sales skill knowledge, were given a retail selling scenario; (A customer is looking at a living room sofa, but it costs $600 more than they wanted to spend. To overcome this price objection you might say..)

The purpose of this question is to identify whether the examinee understands the basic sales principle of overcoming a price objection. It makes little or no difference what the scenario is. You may remember in school, seeing a math story type problem that said, "Farmer John had 2 apples and 3 oranges. How many pieces of fruit did Farmer John have all together?" You didn't have to be a farmer, and you didn't have to like apples or oranges to know that two items plus three items equals five items. What the $ales $uccess Profile

measures is basic selling skills; the foundation of success in any sales position.

Regarding the question about the cost of the living room sofa, you could have just as easily used a home that a prospect felt was too much, or an automobile that was too expensive, or a pricey X-ray machine. The purpose is to measure the basic concept of how to overcome a price objection; the sales setting is inconsequential.

There is another advantage to using retail scenarios. Many individuals who apply for sales positions have no sales experience. While they may not have experience selling, they most certainly have experience buying. These individuals will not know the right answers. However, many people who may have the potential to be good in a sales position, have a sense of how they like to be treated as a consumer. They have an intuitive sense about how they would handle a customer, simply because that is the way they would like to be handled themselves. People who expect excellent service, are generally those who will give excellent service.

Using retail scenarios in some questions help identify those individuals, without sales experience, that may have the potential for a successful career in sales. The $ales $uccess Profile has 14 questions that use retail scenarios, 13 questions that use outside sales scenarios, and 23 questions that involve generic sales knowledge.

The first step in attempting to develop a scoring model for a test is an educated guess. After developing a question, answers are written. The formulation of the answers depends on what skill you are attempting to measure. If you are attempting to measure whether a person can "close", the correct answer addresses a proper "closing" technique. If the examinee selects that answer, they are given a point in the scale of closing. During the initial question formulation and development the assignment of points is arbitrary, but it is subject to later validation.

It is through the process of validation that we discover two things: First, how close was this educated guess. Second, how must the scoring method be optimized to fine tune it? In the following pages

we will demonstrate the effect that fine tuning a test has on validity.

The $$P's final scoring model was improved by using two groups of salespeople. One group made $25,000 or less a year in commissions while the other made $100,000 or more a year in commissions. Through item analysis of the two groups answers to each question, we were able to actually see what questions were answered differently. Using this information, the scoring model was modified and optimized to improve the validity.

The percentile distributions, and the Test re-Test data supplied in the following pages all used the final optimized scoring model.

In addition to the 50 multiple choice questions, the $$P has a 15 statement self evaluation. In the self-evaluation section of the $$P the examinee ranks themselves from 0 to 9. A rating of 0 is Far Below Average, and a 9 is Superior. A discussion of the self-evaluation section of the test is also included in the following pages.

Test - Development

A psychologist usually spends a great deal of time developing a battery of questions. During the validation process he may find out that the questions do not measure what they were designed to. This is especially true of personality type questionnaires. It is less likely with skill based measurements where you are measuring knowledge, as opposed to people's perceptions about themselves.

For example: If a teacher developed a math skills test for fifth graders, he might start with questions that are not disputable. 3+5=?, 10-3=?, 2+3=?, 5-1=?, 4+2=?. After administering this test to one thousand fifth graders the teacher may discover the following data: 99% of all fifth graders get all the questions right, 1% get all the questions wrong.

Johnny is in the fifth grade and I administer the test to him, and he misses all the questions. After going over the questions verbally with Johnny, I am convinced he does not have a reading disorder. The simple fact is, Johnny doesn't understand fifth grade mathematical concepts. What does this tell me? It tells me that Johnny does not have a comprehension of math that almost all other, (99%), of fifth graders have. Can I make any predictions about his probable success in math? Certainly! I predict that if Johnny does not get some extra help in math he will not be successful in winning the fifth grade math achievement award. The same is true with measuring sales skills. If I develop questions about universally accepted truths and time proven concepts that successful sales people know and use, and an examinee doesn't know those concepts, I can accurately predict that this person will not be successful in sales without proper training.

With a personality test, you start with questions which may not ALWAYS be completely accurate. They are just accurate most of the time. For example, most people who consistently think about suicide are usually severely depressed. This is not an absolute like 2+2 always equals 4. You might compose a question statement: "I consistently think about suicide." True or False. Thirty-five year old John answers, TRUE. Is John depressed? Do suicidal thoughts always equal depression? Well, it just so happens that John consistently thinks about suicide because he is a suicide hot line counselor. He is emotionally stable, loves his work and is as happy a guy as you would want to meet. Now remember, the question statement was, "I consistently think about suicide." NOT "I consistently think about COMMITTING suicide." The main point to remember is that personality tests measure perceptions, skill tests measure knowledge.

How to proceed with validation posed a challenge. The first thought might be to take a group of sixty salespeople and administer the 50 questions that comprise the $ales $uccess Profile. The results of the $$P would then be held, and the progress of the examinees would be followed over six months. After six months we would look at a measurement of success like gross dollar volume of sales. A correlation coefficient would be calculated comparing the scores to the gross dollar volume. The hope would be that the higher the score, the higher the gross sales the salesperson would have. This would indicate a relationship between the scores and the ability to sell. The challenge I saw with using this type of validation procedure was from a marketing perspective rather than psychological. This type of validation would not tell a sales manager where a sales applicant ranked compared to other salespeople. It would be difficult to predict what a sales applicant might produce in sales from industry to industry. Sales volume depends on many things; the economic climate of the area, the quality of the product, the price of the product, buying trends, etc. Sales managers were more interested in having a salesperson

who would be able to produce the best results they could, no matter what other variables were present. Because of the diversity of companies who use salespeople, and the various levels of sales sophistication needed to be successful in different industries, validating the $$P in this manner would be of questionable value. A validation procedure that provided a more generic measurement of basic sales skills knowledge and provided an ordinal ranking system appeared more desirable. Using more generic results would allow each company to conduct their own internal validation. This would make the instrument more company specific. In addition, there are some legal and practical reasons why every business should conduct their own validation of any test instrument, regardless of the validation done by the test publisher. A company that elects to do their own validation not only finds out how the test can best benefit their company, they also establish the job-relatedness requirements that are needed to meet the equal employment opportunity laws.

The proper method of validation to meet the requirements set forth above would be the percentile method. The percentile method provides a true ranking method whereby an examinee can be ranked against other examinees. Percentiles provide ranking information. Percentiles are the preferred method for reporting most scholastic aptitude test scores. Percentiles are not to be confused with percentages. Percentiles are used in scholastic aptitude test scores so they don't confuse fifth grader's, Johnny and Suzy's Mom and Dad. They also let Mom & Dad know where Suzy and Johnny rank compared to all other fifth graders who took the same test.

Remember the previous example of the fifth graders, the one in which 1% missed all five math questions and 99% of the children got all the questions right. While we can draw some conclusions about the 1% of the children who didn't get any questions right, what conclusions could we draw about the 99% who got all of the questions right? Not much. This is because a 1% and a 99% doesn't represent a normal score distribution. Most of us have heard of the "bell shaped curve". A "bell shaped curve" represents the ideal distribution. In a bell shaped curve a small percentage get none right, a small percentage get all questions right. The greatest percentage of people are clustered around the mid-point of the bell shaped curve, with others dispersed evenly to each side of the mid-point.

Why do percentiles help us understand our children's math scores better? Another example is probably the easiest way to explain this. We have a math test with ten questions given to ten thousand fifth graders in the United States. Your son or daughter only gets five, or 50% of the questions right. Not very good! We all know 50% in most schools is an "F" or failing. Hurry, get your child a math tutor! Wait, not so fast! This is a percentage of the questions your child got right, not how he or she ranked compared to the other fifth graders. What if none of the children who took this test got more than five questions right? What if the five questions all of the children got wrong were college level calculus problems that were impossible for fifth graders to get right? Still think your child needs a tutor? Maybe instead of needing a tutor your child should be a tutor. You see, no one got more questions right than your child, and as a matter of fact 98% of the children got less questions right than your child. Your child was in the top 2%. This is a percentile ranking! It shows where your child ranks compared to other children, not what percentage of questions they got right. What if your child only got one question right, that might tell you that 80% of the children got more questions right than your child. If this were the case, you might want to seriously consider a tutor for your child.

The percentile method of ranking helps a sales manager know exactly where an examinee ranked compared to other salespeople. The challenge with a percentile ranked scoring of the $ales $uccess Profile is the number of people needed. In order for the percentile to provide a generic measurement of sales skill we needed to have lots and lots of people, and data from all types of sales, with a broad range of years of experience. We needed this data to be representative of the big wide world of salespeople. This data needed to be an accurate representation of the types of candidates that would walk through the door of a company that ran an ad to hire salespeople. The initial collection

of this data took over five years and involved gathering the scores of over 250,000 salespeople. These individuals were from all fifty states, from every conceivable sales background, and with varying years of sales experience. The data was gathered with the co-operation of our clients who were already using some of our other testing programs. It would be impossible to store the scores of 250,000 salespeople on a floppy disk, so we took a 5% random sampling that was representative of the 250,000 salespeople. This 5% sample amounted to 11,370 salespeople. Using the percentile method, we developed a score distribution curve for each of the 13 scales we were measuring. For purposes of clarification we have provided the distribution curves for the 13 scales the $ales $uccess Profile measures, as well as the distribution for the Overall Fundamental score and the Comprehensive score on the following pages, (Graph II - 1 through 15). These distributions were done on a representative random sampling of 4163 people out of the over 300,000 tests that have been administered to date. We did not provide the distributions for the entire data base for several reasons. First, we consider this information proprietary. Second, the graphing program would not handle this much data. Third, if the graphing program had the capabilities to handle this much data it would literally take days for the computer to do the calculations. Fourth, the information provided from the random sampling is truly representative of the entire 300,000 tests and it is not statistically different from the entire data base.

The first row in the graphs is the percentile rank. The second row is the percentage of people in that percentile. The third row is the number of people out of the 4163 people in this study that were in that percentile. The fourth row is the raw score the person received. The graph line with the percentage at the end shows what percent of the 4163 people scored at that percentile level, (this number has been rounded).

When the $$P is scored a person can receive points for right answers, or have points taken away for wrong answers. Therefore it is possible to end up with negative raw points.

In evaluating these distributions we look for what appears to be a normal looking curve, with the 50th percentile falling close to the middle of the graph. Looking at the Ethics scale you can see this is a less than ideal distribution. When looking at the Ethics percentile you notice that the 50th percentile level is at a raw score of 8. There are only 10 possible raw scores in the Ethics scale; 0, and 1 through 9. This means that the Ethics scale probably doesn't tell us very much about a person that gets a raw score of 8 or 9 because approximately 87% of examinees score either at least an 8 or a 9. The Ethics scale probably tells us more about people who get 7 or less, because only 13% fall in this range. People who score 7 or less are way out of the norm.

A score distribution such as the one exhibited by the Ethics score usually indicates that this scale is probably not as valid as a scale like Closing. Look at the Closing distribution, you can see that it looks much more evenly distributed.

The Ethics scale is a good example of what can happen when you try to measure a trait with too few questions As mentioned before, there are only 10 possible raw points for the Ethics scale while there are 23 possible raw point scores for the Closing scale; -1 through -7 (7), then 0 (1), and 1 through 15 (15). So we have 7 negative points, 15 positive points, and 0, which equals 23 possible raw points.

Ideally, when developing a test, you would like to have as many questions as possible for each trait you are trying to measure. Generally, the more questions, the more accurate the evaluation will be of that particular trait. However, if we were to develop such a test, that had 20 questions for each trait, we would end up with a 260 question test. We would be faced with factors such as test fatigue. Is the last half as accurate as the first half? Does the test taker get tired and start marking any answer?

The compromise in developing the $$P was to have only 50 questions, but 253 multiple choice answers. It is the answers we evaluate to give us the raw point values.

For example question #24 states:

24. A common "put-off" experienced by every salesperson is the "I'll think it over." A good salesperson should say: (Circle ONLY ONE Answer!)

1. "I really appreciate that you came in, please think about it; if you have any questions please call."

2. Ask, "What is there to think about?" Then proceed to once again go over all the features and the answers you have given to overcome their objections, and try to close.

Graph II - 1 through 15

3 — Closing
N = 4163 Avg = 5.40 Stdev = 3.60 Skew = 0.02 Kurtosis = -0.66

Percentile	%	#	Score	Bar
0.02	0.02	1	-7	0%
0.02	0	0	-6	0%
0.1	0.07	3	-5	0%
0.29	0.19	8	-4	0%
0.62	0.34	14	-3	0%
1.61	0.98	41	-2	0%
4.4	2.79	116	-1	3%
8.58	4.18	174	0	4%
14.63	6.05	252	1	6%
23.47	8.84	368	2	9%
32.93	9.46	394	3	9%
42.64	9.7	404	4	10%
52.37	9.73	405	5	10%
60.82	8.46	352	6	8%
69.3	8.48	353	7	8%
77.76	8.46	352	8	8%
85.23	7.47	311	9	7%
91.14	5.91	246	10	6%
96.06	4.92	205	11	5%
98.63	2.57	107	12	3%
99.64	1.01	42	13	1%
99.95	0.31	13	14	0%
100	0.05	2	15	0%

1 — Approach & Involvement
N = 4163 Avg = 5.48 Stdev = 2.93 Skew = -0.04 Kurtosis = -0.75

Percentile	%	#	Score	Bar
0.07	0.07	3	-3	0%
0.41	0.34	14	-2	0%
1.15	0.74	31	-1	0%
3.82	2.67	111	0	3%
9.39	5.57	232	1	6%
16.43	7.04	293	2	7%
27.43	11	458	3	11%
38.94	11.51	479	4	12%
51.38	12.44	518	5	12%
62.43	11.05	460	6	11%
71.85	9.42	392	7	9%
82.13	10.28	428	8	10%
89.48	7.35	306	9	7%
96.88	7.4	308	10	7%
100	3.12	130	11	3%

4 — Ethics
N = 4163 Avg = 8.36 Stdev = 0.83 Skew = -1.56 Kurtosis = 3.33

Percentile	%	#	Score	Bar
0	0	0	0	0%
0	0	0	1	0%
0	0	0	2	0%
0.05	0.05	2	3	0%
0.26	0.22	9	4	0%
0.82	0.55	23	5	0%
3.31	2.5	104	6	2%
12.97	9.66	402	7	10%
46.84	33.87	1410	8	34%
100	53.16	2213	9	53%

2 — Overcoming Objections
N = 4163 Avg = 8.16 Stdev = 3.51 Skew = -0.31 Kurtosis = -0.16

Percentile	%	#	Score	Bar
0.02	0.02	1	-7	0%
0.02	0	0	-6	0%
0.02	0	0	-5	0%
0.1	0.07	3	-4	0%
0.17	0.07	3	-3	0%
0.41	0.24	10	-2	0%
0.91	0.5	21	-1	0%
1.85	0.94	39	0	0%
3.72	1.87	78	1	2%
6.75	3.03	126	2	3%
10.23	3.48	145	3	3%
15.57	5.33	222	4	5%
22.15	6.58	274	5	7%
30.63	8.48	353	6	8%
40.76	10.14	422	7	10%
50.71	9.94	414	8	10%
62.48	11.77	490	9	12%
73.36	10.88	453	10	11%
82.61	9.25	385	11	9%
89.84	7.23	301	12	7%
94.81	4.97	207	13	5%
97.57	2.76	115	14	3%
99.4	1.83	76	15	2%
100	0.6	25	16	0%

5 — Polite & Courteous
N = 4163 Avg = 5.02 Stdev = 1.39 Skew = -0.23 Kurtosis = -0.29

Percentile	%	#	Score	Bar
0.05	0.05	2	0	0%
0.62	0.58	24	1	0%
3.56	2.93	122	2	3%
14.48	10.93	455	3	11%
34.69	20.2	841	4	20%
61.16	26.47	1102	5	26%
86	24.84	1034	6	25%
97.84	11.84	493	7	12%
100	2.16	90	8	2%

Friendly & Warm
N = 4163   Avg = 6.23   Stdev = 1.63
Skew = -0.33   Kurtosis = 0.14

Percentile	%	#	Score	
0.02	0.02	1	-2	0%
0.07	0.05	2	-1	0%
0.12	0.05	2	0	0%
0.43	0.31	13	1	0%
1.54	1.1	46	2	1%
4.85	3.31	138	3	3%
13.33	8.48	353	4	8%
32.52	19.19	799	5	19%
55.49	22.96	956	6	23%
75.88	20.39	849	7	20%
93.15	17.27	719	8	17%
99.3	6.15	256	9	6%
100	0.7	29	10	0%

Prospecting & Cold Calls
N = 4163   Avg = 11.41   Stdev = 4.38
Skew = 0.19   Kurtosis = -0.05

Percentile	%	#	Score	
0.86	0.86	36	0	0%
1.01	0.14	6	1	0%
1.47	0.46	19	2	0%
2.76	1.3	54	3	1%
4.71	1.95	81	4	2%
7.78	3.07	128	5	3%
11.96	4.18	174	6	4%
18.38	6.41	267	7	6%
26.3	7.93	330	8	8%
34.33	8.02	334	9	8%
43.89	9.56	398	10	10%
53.01	9.13	380	11	9%
61.37	8.36	348	12	8%
69.18	7.81	325	13	8%
76.32	7.13	297	14	7%
82.39	6.08	253	15	6%
87.36	4.97	207	16	5%
90.82	3.46	144	17	3%
94.04	3.22	134	18	3%
96.18	2.14	89	19	2%
97.48	1.3	54	20	1%
98.39	0.91	38	21	0%
98.99	0.6	25	22	0%
99.64	0.65	27	23	0%
99.98	0.34	14	24	0%
100	0.02	1	25	0%

Handling Problems
N = 4163   Avg = 4.77   Stdev = 1.21
Skew = -1.16   Kurtosis = 1.23

Percentile	%	#	Score	
0.02	0.02	1	-1	0%
0.36	0.34	14	0	0%
1.97	1.61	67	1	2%
5.81	3.84	160	2	4%
14.51	8.7	362	3	9%
31.28	16.77	698	4	17%
68.75	37.47	1560	5	37%
100	31.25	1301	6	31%

Presentations & Demonstrations
N = 4163   Avg = 7.41   Stdev = 3.25
Skew = -0.30   Kurtosis = -0.07

Percentile	%	#	Score	
0.02	0.02	1	-6	0%
0.05	0.02	1	-5	0%
0.07	0.02	1	-4	0%
0.22	0.14	6	-3	0%
0.55	0.34	14	-2	0%
1.03	0.48	20	-1	0%
2.04	1.01	42	0	1%
4.47	2.43	101	1	2%
7.61	3.15	131	2	3%
12.15	4.54	189	3	5%
18.88	6.73	280	4	7%
27.19	8.31	346	5	8%
36.94	9.75	406	6	10%
48.07	11.12	463	7	11%
60.61	12.54	522	8	13%
72.69	12.08	503	9	12%
82.63	9.94	414	10	10%
90.9	8.26	344	11	8%
95.53	4.64	193	12	5%
98.05	2.52	105	13	3%
99.35	1.3	54	14	1%
99.86	0.5	21	15	0%
100	0.14	6	16	0%
100	0	0	17	0%
100	0	0	18	0%
100	0	0	19	0%

Qualifying Buyers
N = 4163   Avg = 8.59   Stdev = 3.07
Skew = -0.25   Kurtosis = -0.27

Percentile	%	#	Score	
0.05	0.05	2	-2	0%
0.19	0.14	6	-1	0%
0.48	0.29	12	0	0%
1.37	0.89	37	1	0%
3.03	1.66	69	2	2%
5.64	2.62	109	3	3%
9.75	4.11	171	4	4%
16.21	6.46	269	5	6%
25.01	8.79	366	6	9%
35.5	10.5	437	7	11%
47.13	11.63	484	8	12%
59.36	12.23	509	9	12%
71.17	11.82	492	10	12%
81.79	10.62	442	11	11%
90.15	8.36	348	12	8%
95.7	5.55	231	13	6%
98.56	2.86	119	14	3%
99.81	1.25	52	15	1%
99.95	0.14	6	16	0%

Time Management
N = 4163   Avg = 4.79   Stdev = 2.39
Skew = -0.22   Kurtosis = -0.18

Percentile	%	#	Score	
0.02	0.02	1	-4	0%
0.17	0.14	6	-3	0%
0.41	0.24	10	-2	0%
1.42	1.01	42	-1	1%
4.76	3.34	139	0	3%
9.3	4.54	189	1	5%
16.86	7.57	315	2	8%
28.25	11.39	474	3	11%
43.19	14.94	622	4	15%
60.73	17.54	730	5	18%
75.19	14.46	602	6	14%
87.05	11.87	494	7	12%
94.72	7.66	319	8	8%
98.77	4.06	169	9	4%
99.74	0.96	40	10	0%
99.98	0.24	10	11	0%
100	0.02	1	12	0%

12

Telephone Technique
N = 4163 Avg = 3.60 Stdev = 1.40
Skew = -0.41 Kurtosis = -0.15

Percentile	%	#	Score	
0.17	0.17	7	-1	0%
2.14	1.97	82	0	2%
8.07	5.93	247	1	6%
20.32	12.25	510	2	12%
43.74	23.42	975	3	23%
72.66	28.92	1204	4	29%
92.77	20.11	837	5	20%
100	7.23	301	6	7%

13

Call Enthusiasm
N = 4163 Avg = 5.60 Stdev = 2.91
Skew = -0.13 Kurtosis = -0.33

Percentile	%	#	Score	
0.07	0.07	3	-3	0%
0.74	0.67	28	-2	0%
1.85	1.1	46	-1	1%
4.61	2.76	115	0	3%
8.77	4.16	173	1	4%
14.8	6.03	251	2	6%
23.32	8.53	355	3	8%
34.93	11.6	483	4	12%
47.95	13.02	542	5	13%
61.01	13.07	544	6	13%
73.19	12.18	507	7	12%
83.38	10.18	424	8	10%
90.85	7.47	311	9	7%
96.13	5.28	220	10	5%
98.63	2.5	104	11	3%
99.71	1.08	45	12	1%
99.95	0.24	10	13	0%
100	0.05	2	14	0%
100	0	0	15	0%

14

Fundamental
N = 4163 Avg = 48.28 Stdev = 26.46
Skew = -0.01 Kurtosis = -1.22

Percentile	%	#	Score
0.02	0.02	1	2
0.31	0.29	12	4
0.34	0.02	1	5
3.44	3.1	129	7
3.46	0.05	2	8
12.06	8.58	357	9
12.11	0.05	2	10
18.16	6.05	252	15
19.05	0.89	37	21
27.84	8.79	366	23
30.15	2.31	96	27
30.24	0.1	4	30
30.43	0.19	8	31
30.65	0.22	9	32
37.5	6.85	285	33
37.57	0.07	3	34
37.62	0.05	2	35
37.74	0.12	5	36
37.83	0.1	4	37
37.86	0.02	1	38
39.08	1.23	51	40
39.13	0.05	2	41
46.46	7.33	305	43
46.77	0.31	13	45
47.32	0.55	23	46
48.19	0.86	36	47
48.33	0.14	6	48
49	0.87	28	49
49.6	0.6	25	50
49.68	0.07	3	51
57.29	7.61	317	52
57.36	0.07	3	54
57.46	0.1	4	56
57.58	0.12	5	57
57.99	0.41	17	58
58.47	0.48	20	59
58.83	0.36	15	60
65.82	6.99	291	61
66.3	0.48	20	62
67.64	1.35	56	64
68.27	0.62	26	65
69.01	0.74	31	66
69.3	0.29	12	67
76.2	6.89	287	69
79.27	3.07	128	73
82.13	2.86	119	76
86.86	4.73	197	78
87.48	0.62	26	79
87.99	0.5	21	80
88.28	0.29	12	81
89.55	1.27	53	83
92.94	3.39	141	85
93.37	0.43	18	87
94.02	0.65	27	88
94.86	0.84	35	89
95.15	0.29	12	90
96.69	1.54	64	91
97.55	0.86	36	92
98.13	0.58	24	93
98.41	0.29	12	94
98.68	0.26	11	95
99.11	0.43	18	96
99.86	0.74	31	97
100	0.14	6	100

15

Comprehensive
N = 4163 Avg = 36.85 Stdev = 25.5
Skew = 0.39 Kurtosis = -1.08

Percentile	%	#	Score
0.34	0.34	14	1
0.43	0.1	4	2
1.27	0.84	35	3
1.9	0.62	26	4
1.92	0.02	1	5
8.84	6.92	288	7
18.81	9.97	415	9
19.1	0.29	12	10
19.89	0.79	33	13
28.71	8.82	367	15
29.28	0.58	24	18
29.95	0.67	28	21
38.79	8.84	368	23
41.36	2.57	107	25
41.51	0.14	6	26
45.14	3.63	151	27
45.42	0.29	12	29
45.47	0.05	2	30
45.62	0.14	6	31
45.9	0.29	12	32
49.92	4.01	167	33
50.64	0.72	30	34
52.27	1.63	68	36
52.63	0.36	15	37
52.65	0.02	1	38
53.57	0.91	38	39
54.55	0.98	41	40
55.87	1.32	55	42
60.1	4.23	176	43
60.56	0.46	19	44
60.61	0.05	2	45
60.92	0.31	13	46
62.12	1.2	50	47
62.55	0.43	18	48
64.76	2.21	92	49
64.93	0.17	7	50
66.01	1.08	45	51
70.14	4.13	172	52
70.86	0.72	30	54
73.05	2.19	91	55
73.1	0.05	2	56
73.17	0.07	3	57
73.34	0.17	7	58
73.39	0.05	2	59
75.74	2.35	98	60
79.53	3.8	158	61
79.7	0.17	7	62
79.75	0.05	2	63
80.29	0.53	22	64
80.52	0.24	10	65
80.81	0.29	12	66
80.83	0.02	1	68
84.6	3.77	157	69
87.7	3.1	129	73
88.21	0.5	21	74
89.89	1.68	70	76
90.99	1.1	46	77
92.87	1.87	78	78
93.13	0.26	11	79
93.54	0.41	17	80
94.14	0.6	25	83
96.37	2.23	93	85
96.95	0.53	24	86
97.57	0.62	26	87
97.77	0.19	8	88
98.17	0.41	17	89
98.56	0.38	16	90
98.87	0.31	13	91
99.4	0.53	22	92
99.69	0.29	12	93
99.83	0.14	6	94
99.86	0.02	1	95
99.98	0.12	5	96
100	0.02	1	97

3. "I think it's important for you to think it over, but don't wait too long. We never know when we may have a price increase."

4. "Great, take all the time you need, but I only have one of these left in a box, and I had some other customers looking at this same unit."

Question #24 really offers no "ideal" answer. Perhaps the best answer would be a compromise between answer #1 and answer #2. However, you may only give one answer to this question. Answer #1 is very weak in terms of Closing, however it is Polite and Courteous. If you did as answer #1 suggests, you would likely come across as non-aggressive. People would probably perceive this salesperson as a Friendly and Warm individual. Therefore, in scoring this answer we might give you a point for Polite & Courteous and Friendly & Warm, and take away a point for Closing.

Answer #2 is extremely aggressive. You might get a point for Closing but we would take away a point for Polite & Courteous.

Answer #3 is what most unskilled salespeople answer. They don't know how to properly initiate a Close, or to isolate and handle objections. They resort to weak scare tactics. You would not get any points in any areas for this answer.

Answer #4 is the answer most often given my unethical salespeople, so it affects your Ethics score. Un-ethical salespeople are usually weak Closers. They rely on lies instead of skill to Close a sale.

A question like #24 truly discriminates between people who are more aggressive in their Closing style or who are weak.

This should give a basic understanding of how the answers to the questions are scored. The exact scoring of the answers is a proprietary trade secret and is not disclosed.

Having some scales which are less accurate than others is also a downfall of designing a test where the point value of the answers count towards more than one scale. However, there has to be some compromise. Either develop a test which is short enough to be functional, and accept some of the limitations of a shorter test design, or have a long test and worry about test fatigue.

From a practical standpoint, a long test, of 200 questions, would probably not be viewed favorably by sales managers. They want a test that takes no longer than 30 to 40 minutes to take.

In addition to the 13 scales the $$P measures, the test provides two overall scores. We call them the Overall Fundamental Score and the Overall Comprehensive Score.

The Overall Fundamental score is a weighted average of the first 8 scales of the $$P. These scales comprise those skills and traits which are fundamental to any job in sales, whether in retail or outside sales. Regardless of the sales position a person must know how to Approach and Involve a potential customer, Handle Objections, be Able to Close, etc.

The Overall Comprehensive score is a weighted average of the first 12 scales. The Overall Comprehensive score should be used when analyzing the qualifications of a person that is going to work in Outside sales, or more sophisticated sales positions where territory management, and good time management is a necessity. The Call Enthusiasm scale stands by itself. After looking at the Overall Comprehensive Score, a check should be made to see if the salesperson has a problem with handling rejection. An individual can have a high Overall Comprehensive score, and yet have a low Call Enthusiasm score. Think of the Overall Comprehensive score as the "CAN HE DO IT", factor, and the Call Enthusiasm score as the "WILL HE DO IT", factor. The last four skills of the $$P, Prospecting and Cold Calling, Presentations & Demonstrations, Time Management, and Telephone Techniques are more critical for outside sales positions than retail positions.

The function of the overall Fundamental and Comprehensive scores is to give the sales manager a quick way to get an overview of the person's potential. A sales manager must, after all, hire the

"whole" person. He may not hire just the good skills.

Additionally the other purpose of these overall scores is to correct for the weakness of certain scales like the Ethics scale. By weighting the 12 scales according to their intrinsic value to the sales process, as well as their reliability and validity, we are able to correct for the weakness of some scales. For example, the Ethics scale, as we have previously discussed is not as good an indicator as the Closing score; especially if the Ethics score is high. Therefore, the weighted average does not allow the Ethics score to have a significant impact on the Overall Scores, unless the Ethics score is extremely low. The Closing score has been shown to be one of the most important in predicting success in sales. This stands to reason. You could do everything in the sales process correctly, but if you were not able to CLOSE THE SALE, you would not have a significant impact on a company's gross sales figures. Therefore, Closing is weighted very heavily in the Overall Fundamental and Comprehensive scores.

The scoring software, and the printed report generates both a WEIGHTED RAW SCORE and the PERCENTILE RANK for both the Overall Fundamental and Comprehensive areas. The exact calculation of this WEIGHTED RAW SCORE is very complex, and is considered a trade secret. However, the accuracy and validity of this unique calculation is demonstrated in the validation studies that follow.

Using the percentile method tells the sales manager some very precise information. If an examinee gets an 82 in Ability to Close, the sales manager knows that the examinee did better in that scale than 81% of the random sampling of over 300,000 other salespeople. This gives the sales manager the ranking information that they had told us they wanted in the market research. It also gives the sales manager a good generic measurement method from which to internally validate their own measures of success.

One of the advantages of percentiles is that the ranking is not open to debate. The ranking is fact. If you were in the 82nd percentile, 81% did not do as well as you, and 18% did better than you. If we were talking percentages, there might be an argument about the fact that you only got eight out of ten questions right. Maybe you would argue that the two other questions were confusing, or that probably no one ever got those two questions right because they were too hard. Percentiles eliminate these kind of problems. Percentiles actually represent a method of "grading on the curve".

The second part of the $ales $uccess Profile includes a 15 statement self-evaluation. An explanation of this self evaluation is presented on the following pages.

Self-Evaluation

The $$P also has a 15 statement, self evaluation section. In this section the examinees are asked to rank themselves as to their perception of their skill levels.

At this time, the results of this self-evaluation are not used to determine the final score. The self-evaluation does offer some insight regarding a person's self perception of their own skill levels. The examinee is asked to rank their abilities for each of the statements, ranging from 0, Far Below Average to 9, Superior. (Figure III - 1)

An example of a statement is,
My ability to "close" the sale is...

Anecdotal evidence at this time seems to suggest that individuals who rank themselves significantly higher than the $$P tend to be very set in their ways and difficult to train. The indication appears to be that these individuals feel that they "know it all". Conversely, people who evaluate themselves lower than the $$P tend to be easy to train, and relatively easy to get along with. Their attitude seems to be one of "I can always learn something new. There's always room for improvement."

The self-evaluation is presented on the last page of the $ales $uccess Profile, after the 50 multiple choice story problems, (a reproduction of this section is provided below; Figure III - 1).

The graphs starting on page III-2, (Graph III - 1 through 15) marked Scale 1 through Scale 15, correspond to the statements 1 through 15 found on the back page of the $ales $uccess Profile question book. These graphs represent the percentile distributions for each of the 15 statements and the self-evaluation for each, ranging from 0, Far Below

Figure III - 1

COMPLETE THIS SECTION: If you have NEVER had a job in sales before, you may skip this section!

Read each statement and circle the number that is closest to your level of competence in the area described. Answer truthfully. We prefer you give answers that are a true reflection of your feeling about the statement, not answers that you think we might want to hear. We are looking for how closely your answers come to the answers of average salespeople. For example you might assume that the most popular answer to the statement; "My ability to sell difficult clients is:", (9) SUPERIOR. The fact is, the most common answer is (2) BELOW AVERAGE. So answer the statement the way you really feel; your truthful answer is probably closer to the average answer than you might think!

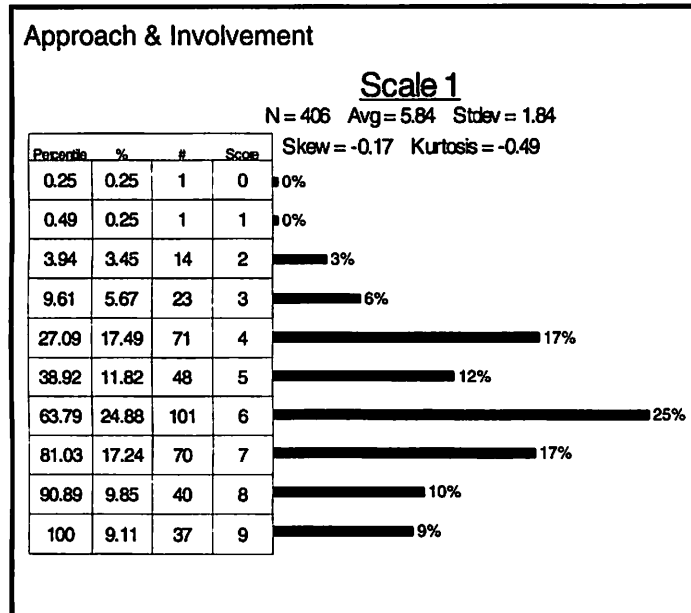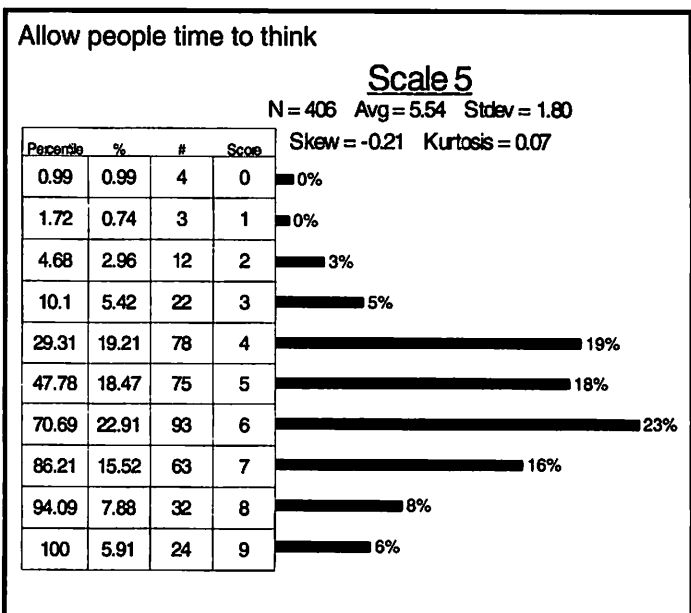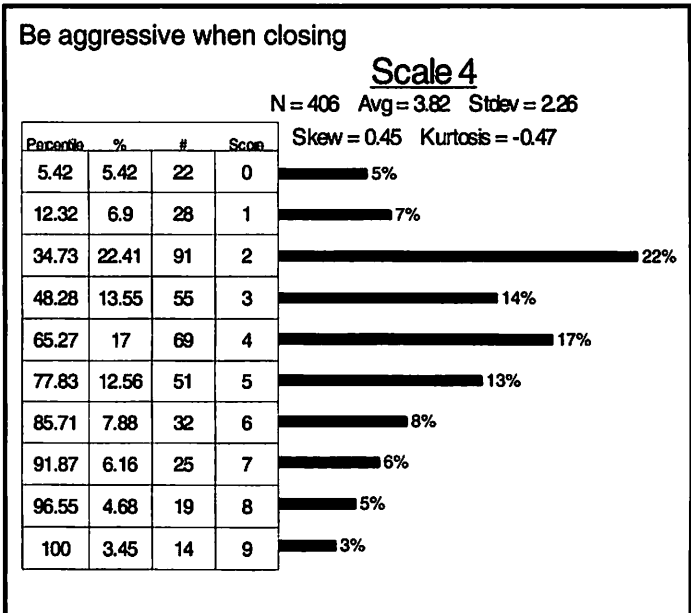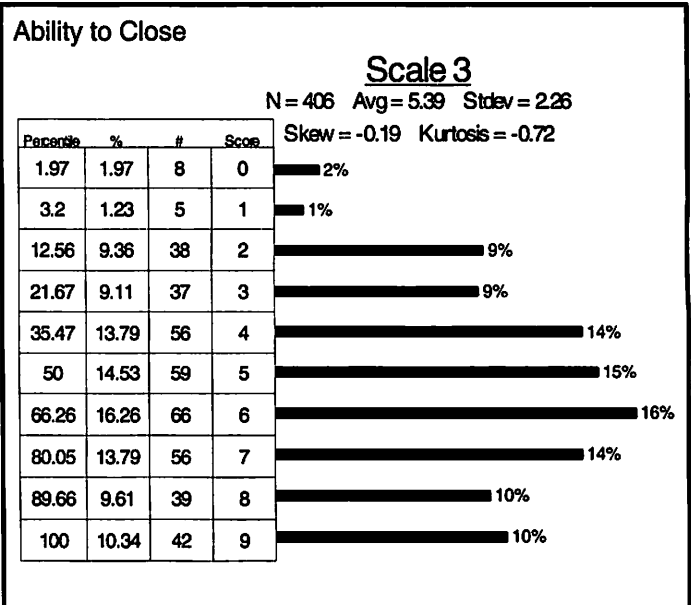	MY ABILITY TO... :		Far Be-low	Below Average		About Average		Above Average		Far Above Average		Superior
1. Approach and involve customers in the selling process is:	1.	0	1	2	3	4	5	6	7	8	9
2. Handle and overcome objections is:	2.	0	1	2	3	4	5	6	7	8	9
3. "Close" the sale is:	3.	0	1	2	3	4	5	6	7	8	9
4. Be extremely aggressive when "Closing" is:	4.	0	1	2	3	4	5	6	7	8	9
5. Allow people time to think when they are feeling pressured is:	5.	0	1	2	3	4	5	6	7	8	9
6. Get a little "creative" in order to "Close" a sale is:	6.	0	1	2	3	4	5	6	7	8	9
7. Handle customer problems and problem customers is:	7.	0	1	2	3	4	5	6	7	8	9
8. Discover the customers needs and motivations is:	8.	0	1	2	3	4	5	6	7	8	9
9. Maintain a customers interest during a presentation is:	9.	0	1	2	3	4	5	6	7	8	9
10. Enthusiastically and productively prospect and cold call is:	10.	0	1	2	3	4	5	6	7	8	9
11. Dominate and control the sale is:	11.	0	1	2	3	4	5	6	7	8	9
12. Qualify prospects, and ask good questions is:	12.	0	1	2	3	4	5	6	7	8	9
13. Productively manage my time is:	13.	0	1	2	3	4	5	6	7	8	9
14. Handle telephone calls in such a way as to get appointments is:	14.	0	1	2	3	4	5	6	7	8	9
15. Stay motivated after a bad day is:	15.	0	1	2	3	4	5	6	7	8	9

NEWSSP92 0792

Average to 9, Superior. The N = 406. Where "N" equals the number of people in the study.

These graphs are provided so the reader may have a way of seeing where their examinee's answers rank compared to the norm.

On the $ales $uccess Profile printout, the report shows the examinee's self-evaluation, and whether this evaluation is in agreement with the scores on the $ales $uccess Profile; page III-5 (Figure III - 2)

This agreement is simply determined by looking at the examinee's self evaluation and comparing it to the $ales $uccess Profile's score for that

Graph III - 1 through 15

Ability to Close

Scale 3
N = 406   Avg = 5.39   Stdev = 2.26
Skew = -0.19   Kurtosis = -0.72

Percentile	%	#	Score	
1.97	1.97	8	0	2%
3.2	1.23	5	1	1%
12.56	9.36	38	2	9%
21.67	9.11	37	3	9%
35.47	13.79	56	4	14%
50	14.53	59	5	15%
66.26	16.26	66	6	16%
80.05	13.79	56	7	14%
89.66	9.61	39	8	10%
100	10.34	42	9	10%

Approach & Involvement

Scale 1
N = 406   Avg = 5.84   Stdev = 1.84
Skew = -0.17   Kurtosis = -0.49

Percentile	%	#	Score	
0.25	0.25	1	0	0%
0.49	0.25	1	1	0%
3.94	3.45	14	2	3%
9.61	5.67	23	3	6%
27.09	17.49	71	4	17%
38.92	11.82	48	5	12%
63.79	24.88	101	6	25%
81.03	17.24	70	7	17%
90.89	9.85	40	8	10%
100	9.11	37	9	9%

Be aggressive when closing

Scale 4
N = 406   Avg = 3.82   Stdev = 2.26
Skew = 0.45   Kurtosis = -0.47

Percentile	%	#	Score	
5.42	5.42	22	0	5%
12.32	6.9	28	1	7%
34.73	22.41	91	2	22%
48.28	13.55	55	3	14%
65.27	17	69	4	17%
77.83	12.56	51	5	13%
85.71	7.88	32	6	8%
91.87	6.16	25	7	6%
96.55	4.68	19	8	5%
100	3.45	14	9	3%

Handling Objections

Scale 2
N = 406   Avg = 5.72   Stdev = 1.96
Skew = -0.11   Kurtosis = -0.66

Percentile	%	#	Score	
0.25	0.25	1	0	0%
0.74	0.49	2	1	0%
5.67	4.93	20	2	5%
13.05	7.39	30	3	7%
29.8	16.75	68	4	17%
43.6	13.79	56	5	14%
64.78	21.18	86	6	21%
80.3	15.52	63	7	16%
89.9	9.61	39	8	10%
100	10.1	41	9	10%

Allow people time to think

Scale 5
N = 406   Avg = 5.54   Stdev = 1.80
Skew = -0.21   Kurtosis = 0.07

Percentile	%	#	Score	
0.99	0.99	4	0	0%
1.72	0.74	3	1	0%
4.68	2.96	12	2	3%
10.1	5.42	22	3	5%
29.31	19.21	78	4	19%
47.78	18.47	75	5	18%
70.69	22.91	93	6	23%
86.21	15.52	63	7	16%
94.09	7.88	32	8	8%
100	5.91	24	9	6%

III-2

Get creative when closing

Scale 6
N = 406   Avg = 6.02   Stdev = 2.09
Skew = -0.50   Kurtosis = -0.31

Percentile	%	#	Score	Bar
1.23	1.23	5	0	1%
2.22	0.99	4	1	0%
5.42	3.2	13	2	3%
12.56	7.14	29	3	7%
25.12	12.56	51	4	13%
36.21	11.08	45	5	11%
55.42	19.21	78	6	19%
72.17	16.75	68	7	17%
87.93	15.76	64	8	16%
100	12.07	49	9	12%

Maintain customer interest

Scale 9
N = 406   Avg = 6.19   Stdev = 1.76
Skew = -0.41   Kurtosis = 0.05

Percentile	%	#	Score	Bar
0.49	0.49	2	0	0%
0.99	0.49	2	1	0%
2.22	1.23	5	2	1%
5.17	2.96	12	3	3%
18.97	13.79	56	4	14%
32.76	13.79	56	5	14%
53.2	20.44	83	6	20%
77.83	24.63	100	7	25%
89.41	11.58	47	8	12%
100	10.59	43	9	11%

Handle Problems

Scale 7
N = 406   Avg = 6.74   Stdev = 1.80
Skew = -0.72   Kurtosis = 0.19

Percentile	%	#	Score	Bar
0.25	0.25	1	0	0%
0.49	0.25	1	1	0%
2.22	1.72	7	2	2%
5.42	3.2	13	3	3%
13.3	7.88	32	4	8%
20.2	6.9	28	5	7%
40.89	20.69	84	6	21%
62.81	21.92	89	7	22%
80.79	17.98	73	8	18%
100	19.21	78	9	19%

Prospect & Cold Call

Scale 10
N = 406   Avg = 4.62   Stdev = 2.28
Skew = 0.16   Kurtosis = -0.71

Percentile	%	#	Score	Bar
2.71	2.71	11	0	3%
6.16	3.45	14	1	3%
20.44	14.29	58	2	14%
33.25	12.81	52	3	13%
51.97	18.72	76	4	19%
64.29	12.32	50	5	12%
77.34	13.05	53	6	13%
88.42	11.08	45	7	11%
93.1	4.68	19	8	5%
100	6.9	28	9	7%

Discover customer's needs

Scale 8
N = 406   Avg = 6.54   Stdev = 1.71
Skew = -0.63   Kurtosis = 0.57

Percentile	%	#	Score	Bar
0.49	0.49	2	0	0%
0.99	0.49	2	1	0%
1.97	0.99	4	2	0%
4.19	2.22	9	3	2%
10.34	6.16	25	4	6%
25.86	15.52	63	5	16%
47.29	21.43	87	6	21%
68.23	20.94	85	7	21%
86.7	18.47	75	8	18%
100	13.3	54	9	13%

Dominate the Sale

Scale 11
N = 406   Avg = 4.99   Stdev = 2.02
Skew = -0.04   Kurtosis = -0.49

Percentile	%	#	Score	Bar
1.48	1.48	6	0	1%
3.45	1.97	8	1	2%
11.08	7.64	31	2	8%
22.91	11.82	48	3	12%
43.6	20.69	84	4	21%
58.13	14.53	59	5	15%
76.35	18.23	74	6	18%
88.42	12.07	49	7	12%
95.57	7.14	29	8	7%
100	4.43	18	9	4%

III-3

Qualify Prospects

Scale 12

N = 406 Avg = 6.09 Stdev = 1.95 Skew = -0.39 Kurtosis = -0.29

Percentile	%	#	Score	
0.49	0.49	2	0	0%
1.48	0.99	4	1	0%
3.94	2.46	10	2	2%
9.85	5.91	24	3	6%
19.95	10.1	41	4	10%
37.19	17.24	70	5	17%
57.14	19.95	81	6	20%
72.91	15.76	64	7	16%
87.68	14.78	60	8	15%
100	12.32	50	9	12%

Get appointments by phone

Scale 14

N = 406 Avg = 5.67 Stdev = 2.03 Skew = -0.14 Kurtosis = -0.76

Percentile	%	#	Score	
0.49	0.49	2	0	0%
1.23	0.74	3	1	0%
5.67	4.43	18	2	4%
15.76	10.1	41	3	10%
32.02	16.26	66	4	16%
46.31	14.29	58	5	14%
62.32	16.01	65	6	16%
78.82	16.5	67	7	17%
90.89	12.07	49	8	12%
100	9.11	37	9	9%

Productively Manage Time

Scale 13

N = 406 Avg = 4.77 Stdev = 2.12 Skew = 0.12 Kurtosis = -0.61

Percentile	%	#	Score	
1.72	1.72	7	0	2%
4.19	2.46	10	1	2%
16.01	11.82	48	2	12%
27.09	11.08	45	3	11%
49.01	21.92	89	4	22%
65.02	16.01	65	5	16%
76.35	11.33	46	6	11%
88.18	11.82	48	7	12%
95.07	6.9	28	8	7%
100	4.93	20	9	5%

Stay motivated after a bad day

Scale 15

N = 406 Avg = 5.70 Stdev = 2.13 Skew = -0.23 Kurtosis = -0.69

Percentile	%	#	Score	
0.74	0.74	3	0	0%
2.46	1.72	7	1	2%
6.9	4.43	18	2	4%
15.76	8.87	36	3	9%
31.28	15.52	63	4	16%
45.57	14.29	58	5	14%
61.58	16.01	65	6	16%
75.86	14.29	58	7	14%
89.41	13.55	55	8	14%
100	10.59	43	9	11%

scale. If an examinee ranked themselves 0 to 3 that is considered below average. If the $ales $uccess Profile score on that scale was 0 to 49 that is considered to be in agreement. If the examinee ranked themselves 4 to 9 that is considered an above average self-evaluation. If the $$P gave them a percentile rank of 50 or above, that is considered an area of agreement. (Figure III-2) page III-5.

The following page gives an example of the self-evaluation printout, and what scale the statement corresponds with, (Figure III - 3). A sales manager can use the self-evaluation as valuable tool during the personnel interview. Rather than making the interview process a personality contest, a sales manager can ask, "Tom, you rank yourself Superior on you ability to close a sale. Tell me why do you think you're so good at closing."

Tom responds, "Because I do what ever it takes to close. If I have to lie a little, I lie." Or maybe Tom says, "Because I know 37 different closing techniques. If one doesn't work I skillfully switch to another."

Once the percentiles for the 50 questions were established, the task began to statistically validate the $ales $uccess Profile. The results of the TEST re-TEST Reliability study are presented in the next chapter.

Figure III - 2

$ A L E S $ U C C E S S   P R O F I L E

Results & training
Prepared for Lousig

BELOW AVERAGE ← | → **ABOVE AVERAGE**

Page 1
4/26/94
T /Total

APPROACH / INVOLVEMENT	`*******************************`	90 (27/30)
OVERCOMING OBJECTIONS	`*******************************`	88 (8/11)
BEING ABLE TO CLOSE	`*******************************`	91 (9/13)
ETHICS	`*****************************`	75 (6/ 8)
POLITE / COURTEOUS	`***********`	32 (4/ 8)
FRIENDLY / WARM	`****************`	43 (6/11)
HANDLING PROBLEMS	`*************************************`	100 (4/ 4)
QUALIFYING BUYERS	`***********************************`	89 (13/16)
PROSPECTING/COLD CALLS	`**************************************`	95 (26/33)
PRESENTATIONS	`**************`	37 (12/24)
TIME MANAGEMENT	`*************************************`	92 (9/15)
TELEPHONE TECHNIQUE	`**************************************`	95 (7/ 8)
CALL ENTHUSIASM	`*************************************`	100 (12/15)
FUNDAMENTAL SKILLS	`******************************`	82
COMPREHENSIVE SKILLS	`*****************************`	79

ANSWERS:							
1.	5	11. 123	21. 5	31. 3	41. 134		
2.	4	12. 1	22. 25	32. 5	42. 235		
3.	45	13. 5	23. 135	33. 123456	43. 23		
4.	123456	14. 134	24. 4	34. 145	44. 4		
5.	4	15. 4	25. 1	35. 2	45. 135		
6.	4	16. 5	26. 5	36. 12346	46. 1		
7.	4	17. 5	27. 2	37. 15	47. 1		
8.	2	18. 6	28. 4	38. 135	48. 3		
9.	4	19. 5	29. 5	39. 3	49. 124		
10.	5	20. 3	30. 3	40. 2	50. 3		

BELOW AVERAGE ← | → **ABOVE AVERAGE**

SELF EVALUATION
my ability to...

	0	1	2	3	4	5	6	7	8	9
(x)1. Approach and involve customers	0	1	2	3	4	5	*	7	8	9
x 2. Handle and overcome objections							*			
x 3. "Close" the sale	0	1	2	3	4	5	*	7	8	9
4. Be aggressive when "Closing"			*							
5. Allow people time to think	0	1	2	3	*	5	6	7	8	9
6. Get "creative" when "Closing"							*			
x 7. Handle problems	0	1	2	3	4	5	6	*	8	9
8. Discover customer needs									*	
9. Maintain customer interest	0	1	2	3	4	5	6	7	*	9
x10. Prospect and cold call					*					
x11. Dominate and control the sale	0	1	2	3	4	5	6	*	8	9
x12. Qualify prospects							*			
x13. Productively manage time	0	1	2	3	4	*	6	7	8	9
x14. Get appointments via telephone									*	
x15. Stay motivated after a bad day	0	1	2	3	4	5	6	*	8	9

Items with an (x) show agreement between the $$P results and the applicants
Self Evaluation as to being above or below average

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Approach & Involvement

$$P Percentile 90 =
Above Average

Self-Evaluation 6 =
Above Average

"X" Indicates area of agreement between $$P score and Self-evaluation

---

Figure III - 3

Statement	#1 = Scale	1 - Corresponds with the scale of Approach & Involvement
Statement	#2 = Scale	2 - Handling Objections
Statement	#3 = Scale	3 - Ability to Close
Statement	#4 = Scale	5 - High Self - Evaluation corresponds with Low Polite and Courteous score
Statement	#5 = Scale	5 - High Self - Evaluation corresponds with High Polite and Courteous Score
Statement	#6 = Scale	4 - Ethics
Statement	#7 = Scale	7 - Handling Problems
Statement	#8 = Scale	6 - High Self - Evaluation corresponds with High Friendly and Warm
Statement	#9 = Scale	10 - Presentations & Demonstrations
Statement	#10 = Scale	9 - Prospecting and Cold Calling
Statement	#11 = Scale	6 - High Self - Evaluation corresponds with Low Friendly and Warm
Statement	#12 = Scale	8 - Qualify Buyers
Statement	#13 = Scale	11 - Time Management
Statement	#14 = Scale	12 - Telephone Technique
Statement	#15 = Scale	13 - Call Enthusiasm

Test re-Test Reliability Study

Test re-Test Reliability

Reliability is different than validity. Reliability is a measure of how consistently a test produces the same results. It is unlikely that a test would be valid if it were not reliable. After optimizing the scoring model, a Test re-Test study was conducted on the $$P.

To understand the concept of reliability, let's assume that John is a mathematical genius. John takes a math test that purports to measure knowledge of math. We would expect that he would have very similar scores if he took that same test on two different occasions approximately two weeks apart.

What would happen if John got a score of 99% the first time, and a 32% the second time. If all things were equal, John had the same amount of sleep, he was just as motivated to do well the second time as the first, he had not had a brain injury between the first and second test, etc., we would have to suspect that the test may not be reliable, or be able to produce consistent results.

If a test is not reliable, it is almost impossible for it to be valid. Without reliability we would be attempting to measure a trait or skill with what amounts to a rubber yardstick. Each time the results will be different.

In order to validate the reliability of the $ales $uccess Profile we ran an advertisement in the HELP WANTED section of the local newspaper. The ad read as follows:

Salespeople Wanted

Salespeople needed to participate in validation study of a sales skills test. Participants may use results to help them find employment. Normally test fee would be $55, however there is absolutely no cost to participants. If interested, call Dr. Lousignont at PH. 732-8000.

Participants were given an information sheet with instructions and an explanation of how the study would work. They were told that they would complete the $ales $uccess Profile at our offices and submit the test for evaluation. They would not be told the results of that first test. At the time they completed the first test they would set an appointment to come back and take the test the second time, two weeks later. It was explained that after they had taken the second test it would also be evaluated. After the second test had been evaluated we would flip a coin in their presence. If the coin came up heads they would get the printed results of their first test, if the coin came up tails, they would get the copy of the printed results from their second test. Under no circumstances would they receive the printed results from both tests. It was explained that we wanted them to be equally motivated to do well on both tests. As chance would determine which copy of the results they would receive, the only way they would be assured of being able to receive favorable results was to do their very best on each test.

There were 31 subjects that participated in this study. While this may seem like a rather low number, a group of 30 is considered an acceptable number of individuals for most studies. The results are presented in the following table. (Table IV - 1). A perfect positive correlation between the scores of the first test and the second test would yield a correlation coefficient of 1. The range of correlations can be from -1.0 to +1.0. The sign of the correlation coefficient indicates the direction of the relationship. The correlation coefficients for the some scales are less than others. These low reliability scores were taken into account in devising the weighted scoring system which is used to calculate the Overall Fundamental and Comprehensive scores. Perhaps this is why these two scores show a higher reliability of .833 and .815 respectively.

It would have been better if we could have tested people who were actually applying for a position in sales. The ideal scenario would be to test job applicants and then be able to test them again when they applied for another job. However, the times between the first and second testing

should be held constant for all examinees. This would be impossible to do.

One of challenges encountered with this particular test re-test reliability study was the quality of the people that participated. Some examinees had no sales experience what-so-ever. The question arises as to how seriously they took the tests. Some of these people may simply have guessed at the questions the first time, and then guessed again the second time. Also, there was no control for people who took the first test and consulted sales training books looking for the correct answers to questions they had difficulty with. Educating themselves would help them improve their score on the second test and lower the correlation between the first and second test. The average for the Overall Fundamental and Comprehensive scores were higher on the second test than the first, which may indicate that there was some self-education going on between tests.

The results for the test re-test show that the $ales $uccess Profile obviously has some scales that are more reliable than others. The overall evaluations, .833 for Fundamental and .815 for Comprehensive, which are ultimately what a sales manager must look at, are considered High Positive Correlations. It indicates that these overall evaluations are statistically reliable.

"BASIC BEHAVIORAL STATISTICS" by Hinkle, Wiersma and Jurs, list the following to help interpret the strength of the correlation.

.90 to 1.0 (-.90 to -1.00)	V. High Pos. or (Neg) Correlation
.70 to .90 (-.70 to -.90)	High Pos. or (Neg) Correlation
.50 to .70 (-.50 to 1.70)	Moderate Pos. or (Neg) Correlation
.30 to .50 (-.30 to -.50)	Low Pos. or (Neg) Correlation
.00 to .30 (.00 to -.30)	Little if any correlation

	V. High	High	Moder.	Low	Little
A&I			.6139		
OO				.4196	
Closing		.8532			
Ethics			.6406		
P&C			.5895		
F&W			.6311		
HP			.5937		
QB		.7721			
P&CC	.9114				
P&D		.7915			
TM					.1843
TT				.3499	
CE		.8107			
Fund.		.833			
Compr.		.815			

Table IV - 1

Test Re-Test Reliability Study

$ales $uccess Profile Test-Retest	N=31	First Test		Second Test	
	Correlation	Mean	Standard Deviation	Mean	Standard Deviation
Approach & Involvement	0.6139	78.29	20.51	78.26	22.74
Overcoming Objections	0.4196	84.1	22.44	84.9	17.71
Closing	0.8532	82.16	25.43	85.81	23.07
Ethics	0.6406	95.03	6.86	96.45	5.95
Polite & Courteous	0.5895	67.61	29.56	65.58	26.43
Friendly & Warm	0.6311	72.45	27.21	62.39	31.63
Handling Problems	0.5937	93.1	11.65	93.1	11.65
Qualifying Buyers	0.7721	82.35	20	83.68	20.3
Prospecting & Cold Calls	0.9114	84.23	21.98	87.32	17.57
Presentations & Demonstrations	0.7915	78.9	25.46	85.03	19.9
Time Management	0.1843	77.77	16.08	79.45	20.7
Telephone Technique	0.3499	81.68	21.03	84.61	20.16
Call Enthusiasm	0.8107	82.68	21.85	83.35	19.05
Fundamental Skills	0.833	76.03	23.03	76.81	23.77
Comprehensive Skills	0.815	71.35	24.48	74.19	22.93

$ales $uccess Profile®

Validation Studies

Validation Studies

Once reliability has been established, the process of doing validity studies must take place.

While reliability measures whether a test instrument consistently yields the same results, it does not address whether those results are in fact valid. Conceivably you could have a test that produced the same results every time it was given, but if it did not measure what it purported to measure, with a degree of validity, the test would be worthless. Therefore, we can think of Reliability as consistency, and Validity as accuracy.

The most common type of validation study is that which measures a tests validity against a criteria. For example, an honesty test might be compared to the dollar amounts of money and merchandise people have stolen. A test that purports to measure persistence might be be validated against job longevity.

The methods of validation can vary for different instruments but two of the most common validation methods are correlation, and discriminate analysis. The reader has already received a nodding aquaitance with correlation, as this was the method used in the Test re-Test Reliability study. Correlations can be used, as this one was, to show how closely one set of results resembles another set of results for the same test. Correlations can also be used to show the relationship between two measurable variables, such as a test score and a criteria.

Correlations would generally be a very good method to use for a company that wanted to track sales performance. The $ales $uccess Profile scores could then be compared against a criteria, such as gross dollar sales, or numbers of units sold. When doing a correlation study it must be kept in mind that all other variables that might affect the criteria should be held as constant as possible. The validation of the $ales $uccess Profile used several

different criteria related studies which are presented here.

The first such study, (Graph V-1), that was done to validate the $ales $uccess Profile was to compare two groups of salespeople at the extremes of the commission earning spectrum. The criteria used was the largest commission that was ever earned in one year.

We started with an assumption that salespeople who make $25,000 or less a year are probably less skilled than salespeople who make $100,000 or more a year in commission. An annual commission of $25,000 or less a year is hardly a living wage, while an annual commission of $100,000 or more is very respectable.

If the salespeople in this particular study were from the same company, and selling the same product, the proper validation method would have been to do a correlation between $$P scores and the various annual commissions earned by the individual salespeople. However, because the salespeople used in this study came from a variety of sales positions, we could not hold the job, or the product that was sold constant.

A person that is selling real estate may make $200,000 a year in commission. While a car salesman may make $50,000 a year in commission. Yet each may be the very best salesperson in their field. Each may be equally skilled in basic sales skills like closing, handling objections, and giving presentations. Using a correlation study would show a low co-efficient.

Because of the nature of the population in this study a more acceptable method of validating whether there is a statistically significant difference is a statistical method called discriminate analysis.

The purpose of discriminate analysis is to determine if there is a statistically significant difference between the average scores for two groups,.

If you looked at the average scores on a math test for 4th graders compared to the average scores on the same math test for 5th graders you would expect that there would be a difference in the averages.

However, how would you know for certain that the difference between the two average scores was caused because the 5th graders were smarter than the 4th graders? Could the difference have been caused because two 5th graders scored extremely high and skewed the test results to the positive, and two 4th graders scored very poorly and skewed the results to the negative. The rest of the 4th graders and 5th graders may have scored almost exactly the same. In this case the differences in the averages were caused by four students. Discriminate analysis tells you if the difference in the average scores between two groups happened by chance, or because there truly was a meaningful difference between the criteria you were attempting to measure.

This study, (Graph V-1), was conducted using a random selection of 47 people from our database. These examinees had reported that the most commission they had ever made in one year was $100,000 or more. A random selection of 47 other people was made who had reported that the most commission they had made in one year was $25,000 or less.

Discriminate Analysis is also called Hypothesis Testing for a two sample case for the mean. In these studies our hypothesis is that there should be a statistically valid difference between the mean average scores for the two random groups.

The graph, (Graph V-1) on page V-3, shows that in most scales there is a statistically valid difference between these two groups.

In layman's terms a significance level of .001 is as statistically significant as you can get. It simply means that the probability is less than .001 that the observed difference in the sample means for the two groups occurred by chance.

Different levels of significance that you might encounter would be .001, .01, .02. .05, .10, .20 . The .001 indicates the greatest level of significance, and the least amount of possibility that the difference between the means of the two groups occurred by chance. The level of significance of .20 means that there is a greater chance that the difference occurred by chance.

The first graph (Graph V-1), shows the levels of significance for the first validation of the $$P using the criteria of sales commissions. While many of the scales show statistically valid levels of significance, three scales, Polite & Courteous, Handling Problems, and Telephone Techniques showed no levels of significance at all. When this occurs, a test developer must attempt to determine whether the scoring of the scale is incorrect.

As previously discussed, the first attempt at determining how to score a test is, at best, an educated guess. A test developer must ask, "If a person selects a certain answer to a particular question, what do I think that tells me about that person's expertise in a particular skill? How many points do I think that is worth?" The first study shows how close you have come to scoring the test correctly. However, in order to "fine tune" the scoring, you must do an Item Analysis. Item Analysis forces the researcher to look at each question and each of the answers to determine how the two groups of people answer the questions differently. If the two groups answer the questions differently, then it stands to reason that the different answers need to be scored accordingly.

For example, a test developer may start off with an assumption that if a person selects the first answer to question #20, he is probably an excellent and aggressive closer. So, the developer decides to award a point in closing for any examinee that responds to question #20 by circling the first answer. However, upon doing an item analysis of question #20 he finds that a majority of the people who make less than $25,000 a year in commissions, as well as those who make $100,000 or more a year in commissions all respond with the first answer. The conclusion is that this answer really does not discriminate between these two groups and therefore no points should be awarded at all.

Let's use a different example. Let's assume the item analysis showed that 90% of the $100,000 group select answer one, and 90% of the $25,000 group select answer two. Perhaps the scoring should be changed to award a point to those examinees who selected the first answer, and we should take away a point for those who selected the second answer.

By performing an item analysis you can optimize the results of the scoring model and improve the validity.

The second graph (Graph V-2), page V-4, shows the results of using the same two groups and using the optimized scoring model that was adjusted using the information provided by the Item Analysis.

Table (Table V-1), page V5, indicates the value of Item Analysis by showing the distribution of the levels of significance for the previous graphs. Compare how the levels of significance changed from the first scoring model, to the optimized scoring model.

Graph V-1

Study conducted *BEFORE* Item Analysis and Scoring Model Adjustment

—■— n=47 Mean of Salespeople with Commission of $100,000 and Over

—●— n=47 Mean of Salespeople with Commission of $25,000 and Under

	AI	OO	AC	E	P	FW	HP	Q	PC	PR	TM	TT	CE	FS	CS
Value of t	3.147	4.141	3.301	2.982	-0.23	3.135	0.952	4.066	3.967	3.681	1.767	0.895	3.094	4.112	4.509
Significance	0.01	0.001	0.01	0.01	N/A	0.01	N/A	0.001	0.001	0.001	0.1	N/A	0.01	0.001	0.001
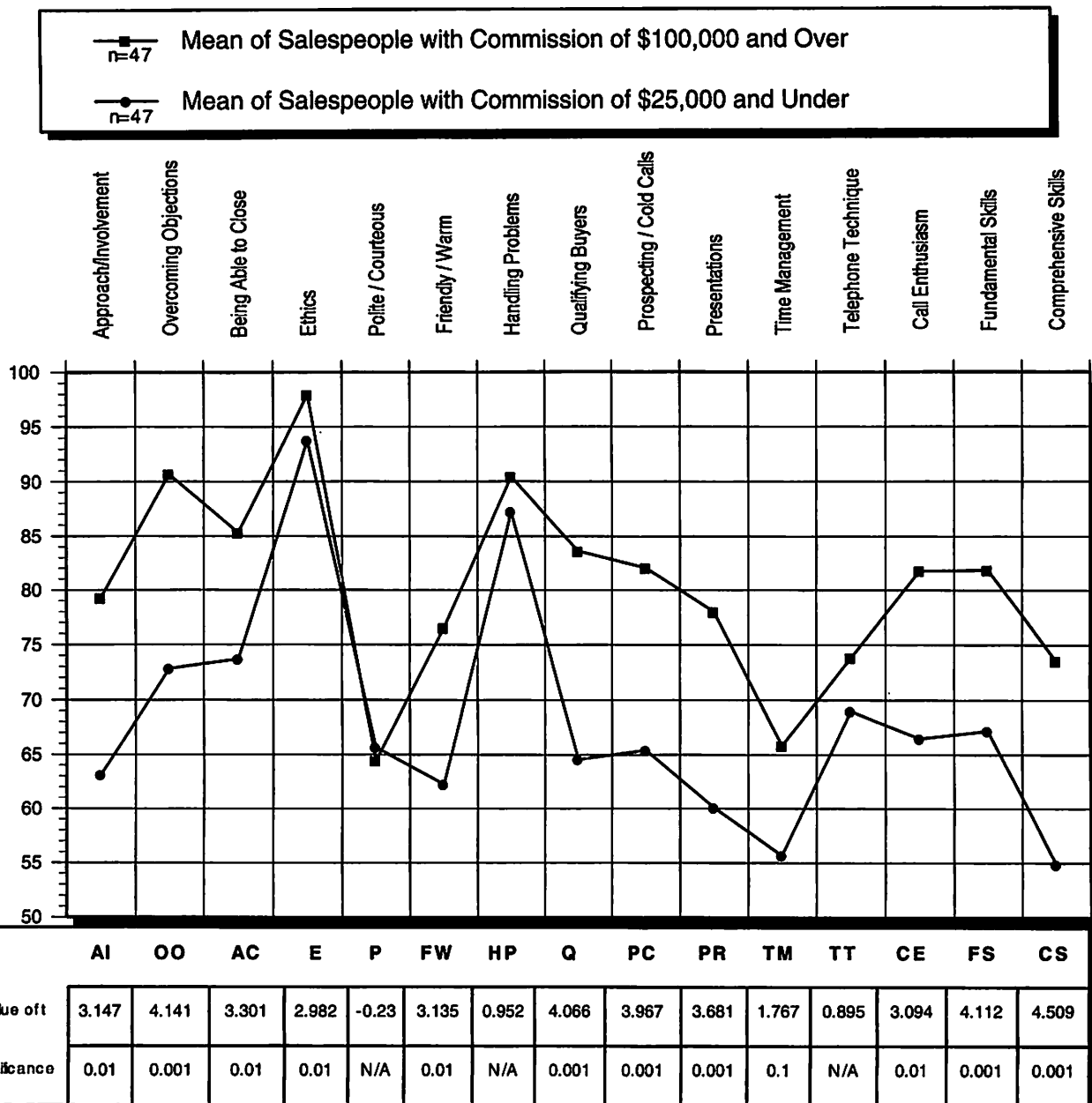
As can be seen from Table V-1, prior to optimizing and adjusting the scoring model, four of the 13 scales have levels of significance of .001. After optimizing five of the scales have a level of significance of .001. Before optimizing, three scales showed no level of significance at all. After optimizing, only one scale, Polite and Courteous, showed no level of significance. The Overall Fundamental and Comprehensive scores maintained a level of significance of .001 both before and after optimizing. .

Looking at this study we can see that the $ales $uccess Profile does discriminate between people who make at least $100,000 a year compared to people that make $25,000 or less a year in all scales except Polite and Courteous. It has also been demonstrated that optimizing the scoring system increases the validity of individual scales.

It is important to note that the Overall Fundamental and Comprehensive Scores showed a level of significance of .001 both before and after optimization.

Graph V-2

Study conducted *AFTER* Item Analysis and Optimization of the Scoring Model

■ n=47 Mean of Salespeople with Commission of $100,000 and Over

● n=47 Mean of Salespeople with Commission of $25,000 and Under
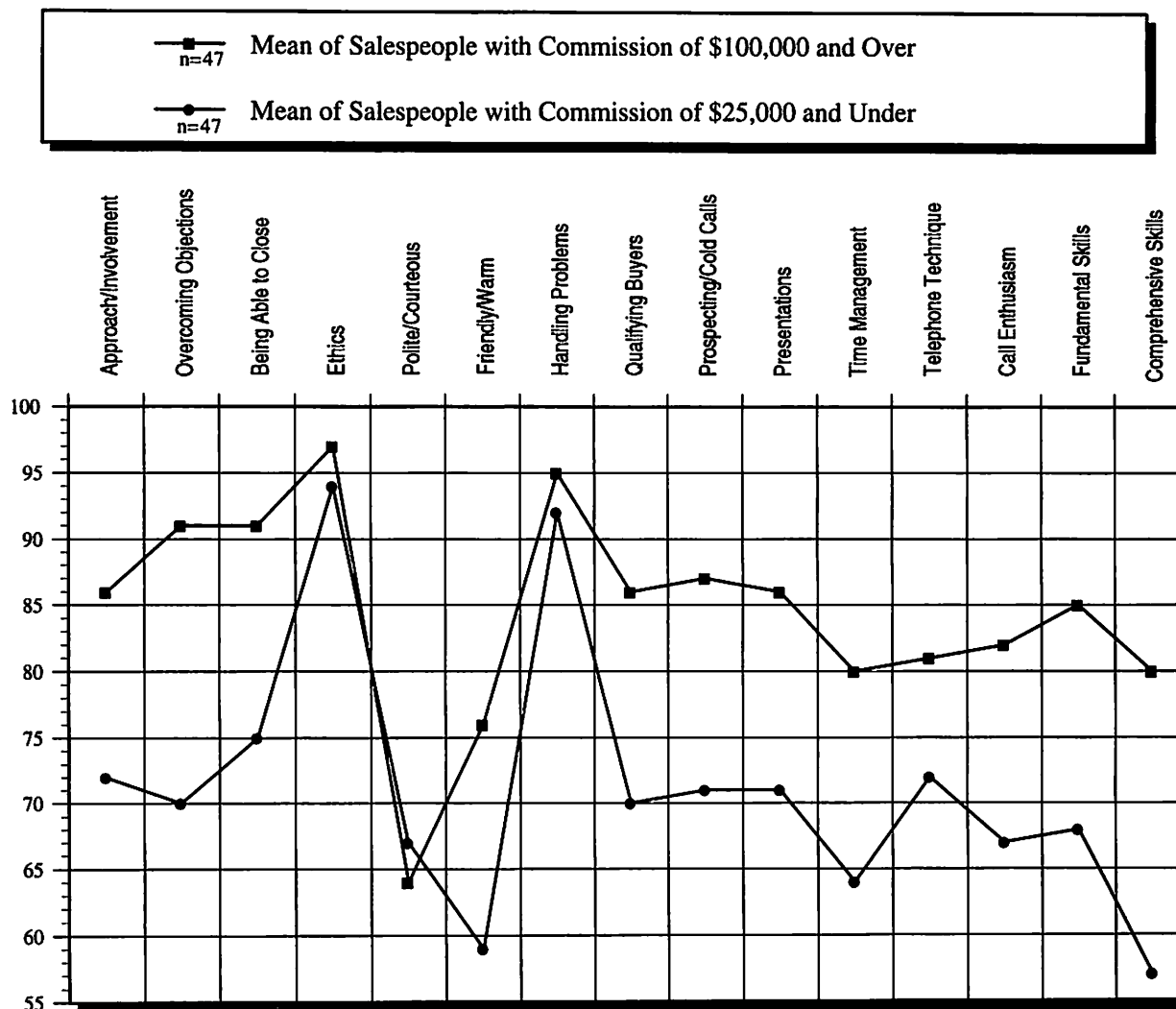
	AI	OO	AC	E	P	FW	HP	Q	PC	PR	TM	TT	CE	FS	CS
Value of t	3.818	4.89	4.443	2.059	-0.44	3.197	1.594	3.49	3.835	3.32	2.866	1.659	3.036	4.724	5.394
Significance	0.001	0.001	0.001	0.05	N/A	0.01	0.2	0.001	0.001	0.01	0.01	0.2	0.01	0.001	0.001

The next step in the validation process was to see if the optimized scoring method would yield valid results when measured against a different criteria, and different groups of individuals.

The next validation study (Graph V-3), page V-6, involved using the optimized scoring method and comparing the scores on the $$P of two groups. The first group identified as having absolutely no sales experience, and the second group having at least 1 year or more of sales experience.

The criteria in this study is sales experience. We formulate the hypothesis that the more experienced a salesperson is, the more skillful they should be.

If, in fact, this is the case, then we can further hypothesize that any difference between two groups of individuals with significantly different levels of sales experience, will result in significantly different scores on the $ales $uccess Profile.

If such were not the case, the $$P would be of no value. If individuals who had no sales experience could do just as well on the $$P as people that had significant sales experience, there would be no sense in using the $ales $uccess Profile to try and predict sales skills.

The individuals used in the study presented in (Graph V-3), page V-6, were selected at random from our statistical data base. There were 4134 individuals that had 1 or more years of sales experience, the average years of experience of this group being 6.09 years. The other group contained individuals selected at random, that had reported having absolutely no sales experience.

As can be seen from Graph V-3, all 13 scales, as well as the Overall Fundamental and Comprehensive Scores showed levels of significance. Polite & Courteous had a level of significance of .01. The twelve other scales, and the Overall Fundamental & Comprehensive scores had levels of significance of .001; this is the greatest level of significance that can be obtained.

The question that might be asked is, "If experience is a good measure of skill level, then why not just hire people with a lot of sales experience?"

The following scatter gram (Graph V-4), page V-7, consists of 277 individuals who took the $ales $uccess Profile during a four day trade convention. This study demonstrates the problem that is encountered by using only experience as a hiring criteria. Included is a linear regression line to show the trend of the relationship between experience

Table V-1

	Before Item Analysis							After Item Analysis & Score Optimization						
	.001	.01	.02	.05	.10	.20	None	.001	.01	.02	.05	.10	.20	None
Approach & Involvement		X						X						
Overcoming Objections	X							X						
Being Able to Close		X						X						
Ethics		X									X			
Polite & Courteous							X							X
Friendly & Warm		X							X					
Handling Problems							X						X	
Qualifying Buyers	X							X						
Prospecting & Cold Calls	X							X						
Presentations and Demonstrations	X								X					
Time Management				X					X					
Telephone Technique						X							X	
Call Enthusiasm		X							X					
Fundamental Skills	X							X						
Comprehensive Skills	X							X						

and the $ales $uccess Profile's Overall Fundamental score and the Overall Comprehensive Score.

The trend does indicate that as the $ales $uccess Profile scores go up, so does the level of experience, however, the correlation is not that strong.

Looking at the scatter grams you can see that at the twenty years of experience level there are people at almost every score level on the $ales $uccess Profile. Even salespeople with twenty years of sales experience can be burned out, in fact, many times this is the case. Having twenty years of sales

experience also does not indicate that you have been doing it right all those years, or that you have been extremely successful in your sales career.

However, look at those individuals that have more than twenty years experience. The greatest majority of these individuals have scores of 70 or greater.

The point is that while experience may be helpful, there can be skillful people at literally every level of sales experience. You can have a person that has been in sales one year and is already burned out. Or, you can have someone with one

Graph V-3

Mean of Salespeople with Experience of 1 year or more
n=4134
(avg = 6.09 years)

Mean of Salespeople with no Experience
n=2043

	AI	OO	AC	E	P	FW	HP	Q	PC	PR	TM	TT	CE	FS	CS
Value of t	12.435	16.757	19.761	5.131	1.746	6.977	6.894	14.013	10.929	8.868	6.997	5.516	13.173	20.139	18.429
Significance	0.001	0.001	0.001	0.001	0.1	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001

year of experience be a very skilled and successful salesperson. Likewise with a person that has twenty years of experience. Perhaps, this is why sales managers simply don't hire the salesperson who has the most sales experience. Sales managers have learned that sales experience, most of the time, does not equal sales success.

As discussed, we have theorized that the primary foe of sales experience is burnout. What if we were able to verify that burnout is in fact an element that lends itself to low skills and poor productivity among experienced sales people.

A further validation study was conducted involving a group of experienced salespeople who appeared to be motivated towards growth. Dartnell, a leading sales training organization, held a seminar for members of Sales and Management Executives. During this training seminar the participants were asked to take the $ales $uccess Profile. The completed tests were then evaluated. Originally there were 198 people who had taken the $ales $uccess Profile. The average number of years of sales experience was 9.49 years.

The hypothesis is that these 198 individuals should certainly have a low incidence of burnout as compared to the general population of salespeople. We theorize this because these individuals belong to a professional sales organization, and are voluntarily attending a sales training seminar. These activities are generally not associated with individuals who have sales burnout. Additionally, taking the $ales $uccess Profile was voluntary. Therefore, all of those involved in the study did so of their own free will.

This group of presumed motivated salespeople was compared to the group of 4134 salespeople used in the previous study on sales experience vs. no sales experience, Graph V-3, page V-6. As you recall the average years of experience for this group was 6.09 years. Because 6.09 is significantly different than 9.49 years an adjustment was made to the motivated salespeople group. In order to get an accurate study it was necessary to hold the years of experience constant.

In order to accomplish an equitable comparison some of the most experienced individuals from the motivated salespeople group were thrown out. Starting with those with the most experience we cut the group down until the average was as close as possible to the 6.09 average years experience of the other group. After throwing out 62 people with the

Graph V-4

Overall Fundamental Score Compared to Experience
Correlation = .2435
Fundamental Score: Mean = 69.82 - St. Dev. 21.886
Experience: Mean = 8.90 - St. Dev. 7.293

Overall Comprehensive Score Compared to Experience
Correlation = .2604
Comprehensive Score: Mean = 62.15 - St. Dev. 24.463
Experience: Mean = 8.90 - St. Dev. 7.293

most sales experience, the resulting group of 136 individuals had an average number of years of sales experience of 6.10 years. For statistical purposes there is no measurable difference between 6.09 and 6.10 years.

The study comparing these two groups is presented in (Graph V-5), below. As can be seen there is a statistically measurable difference between these two groups. The mean average scores of the salespeople belonging to the Sales and Marketing Executives and attending a a sales seminar presented by Dartnell, were significantly higher. The one exception was in the scale of Polite and Courteous, where no significant difference was found.

We have demonstrated the validity of the $ales $uccess Profile compared to three criteria, annual commissions, no sales experience vs. sales experience of one or more years, and individuals with low burnout compared to the general population of salespeople The studies clearly indicate that not only is the $ales $uccess Profile a reliable test instrument, it is also an extremely valid one.

The next question that always must be addressed in test design, development, and validation

Graph V-5

Mean of Salespeople with Experience attending Sales Seminar (n=136) (avg = 6.10 years)

Mean of Salespeople with Experience of 1 year or more (n=4134) (avg = 6.09 years)

	AI	OO	AC	E	P	FW	HP	Q	PC	PR	TM	TT	CE	FS	CS
Value of t	5.814	7.61	7.963	2.363	1.125	3.676	3.765	9.292	5.266	7.288	7.7	1.996	5.333	8.599	9.33
Signicance	0.001	0.001	0.001	0.01	N/A	0.001	0.001	0.001	0.001	0.001	0.001	0.05	0.001	0.001	0.001

is, "Can the test be beat?" Can a test wise examinee actually fool the test, and make themselves look better than they actually are? This is a legitimate question. Skill based tests are much more immune to "faking" than personality type tests. When taking a skill test, the examinee either knows the answers or they don't. However, there is a possibility that an examinee could guess correctly by attempting to figure out the test construction, or elimination of answers which are obviously wrong. Therefore, you must provide some attempt to identify whether the test is subject to circumvention.

In order to verify whether the $ales $uccess profile is subject to "faking good" the following study was conducted, (Graph V-6) below. A group of 70 university third year psychology major students with no sales experience were asked to take the $ales $uccess Profile. They were instructed to take the test as if they were trying to get a job in sales. The purpose of using psychology students was the assumption that if an examinee could, in fact, figure out the $ales $uccess Profile, and "beat" the test, then psychology major students would certainly have a unique advantage.

Graph V-6

	AI	OO	AC	E	P	FW	HP	Q	PC	PR	TM	TT	CE	FS	CS
Value of t	5.462	9.559	8.919	5.046	2.579	6.203	7.721	7.805	5.806	5.334	5.312	4.591	8.324	9.762	8
Significance	0.001	0.001	0.001	0.001	0.01	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001

The results of these 70 psychology students were then compared to the 4134 salespeople with one or more years experience that were randomly selected from our database.

A discriminate analysis was performed to see if there would be a significant difference in the scores between the two groups.

We might hypothesize that if the $ales $uccess Profile can be "beat", then psychology major students will be able to score as well as, or better than, salespeople with one or more years sales experience.

What can be seen from the graph presented (Graph V-6), page V-9, is that psychology students were not able to do as well as experienced salespeople. In fact, their scores were significantly lower in all 13 scales, as well as the the Fundamental and Comprehensive. All scales were statistically significant. Twelve scales and Overall Fundamental and Comprehensive had levels of significance of .001. Polite and Courteous had a level of significance of .01.

Not only did the psychology students not do as well as the people with sales experience. They did not do as well as the people who had taken the $ales $uccess Profile that had no sales experience, these individuals were shown in (Graph V-3), page V-6. What can we conclude from this? It's possible that regardless of the instructions to the psychology students to take the test seriously and do as well as they could, that the students took the test in a haphazard manner. The second possible explanation is that in attempting to try to "fool" the $ales $uccess Profile, an unskilled person may actually do worse than if they just took the $$P honestly.

EEOC Validation Studies

EEOC Validation

In addition to the psychological validation requirements, the Federal Government imposes other restrictions on tests that may be used in an employment setting. The easiest way for someone to understand the Federal Government rules regarding tests is to address the matter in a question and answer format:

Why must I be concerned about using a test for employee selection?

In 1966, the Equal Employment Opportunity Commission, (EEOC), an agency of the Federal Government, implemented its Uniform Guidelines on Employee Selection Procedures. These Guidelines were developed to protect minority groups from discrimination in hiring. In these guidelines, the issue of using written tests as a method of selection was addressed.

How do I know if the test I am using is discriminatory?

The EEOC established the "80% or 4/5ths rule" as the primary benchmark to determine if a written test was discriminatory against a protected minority group. The 80% or 4/5ths rule provides that, "if the selection rate for a protected group is not at least 80% or 4/5ths of the selection rate for the group with the highest representation, then this will be taken as evidence of adverse impact." (29 CFR 1607.4D (1978) (amended 1981)).

How do I calculate the 80% or 4/5ths rule?

An example illustrating the 80% or 4/5ths rule is as follows: 100 White and 50 Black applicants take a written test prior to being accepted for employment. Being the White group has the largest representation (100), their pass rate will form the basis for comparison. Let's assume that 70 or 70% of all the Whites who took the written exam got an acceptable score. Let's also assume that 30 or 60% of the Blacks also got an acceptable score. Was this testing procedure discriminatory, or did it meet the 80% or 4/5ths rule? To calculate the 80% or 4/5ths rule you would divide 100 by the percentage pass rate for Whites, (70%), which would give you an answer of 1.428. You then multiply 1.428 by the percentage pass rate for Blacks, (60%) to arrive at an answer of 85.68%. As this is higher than the required 80%, the testing procedure was not discriminatory and according to the EEOC guidelines, it did not have a significant adverse impact against the protected minority.

What groups are considered protected minorities?

The law prohibits discrimination based on Race, Sex, Age, Religion, or National Origin. For purposes of record keeping the EEOC requires statistics be maintained for race, sex, and age. The protected groups within these categories are: For race, non-whites are the protected groups. Included are Blacks, Hispanics, Asians or Pacific Islanders, and American Indians or Alaskan Natives. For sex, Females are the protected group. For age, individuals age 40 and above are the protected group.

Report of an adverse impact study of the $ales $uccess Profile®.

In order to determine if there are any adverse impact problems against any protected group, the following study was conducted on the $ales $uccess Profile. The purpose of the study was to determine if the $ales $uccess Profile met the 4/5ths or 80% rule for race, sex, and age.

A 5% random sampling of over 250,000 $ales $uccess Profiles that had been administered were used for this study. This 5% sampling constituted a population of 11,370 individuals. Not all of the 11,370 test results had been properly coded as to the race, sex, and age of the examinee. Some of the tests were missing information as to the race, sex,

or age. All test results that included any information as to the race, sex, or age of the examinee were included in this study.

For purposes of comparison the average scores of the total of all scales of the $ales $uccess Profile were used. A cutoff score of 50 or above was used as the "pass rate". The following is a comparison of the "pass rate percentage" data for Sex, Race, and Age. The only significant number of individuals in the race groups were Whites and Blacks. Hispanics, Asians, and Indians each had less than 20 individuals in their respective groups. These numbers are considered too low for a valid statistical comparison. Therefore, Hispanics, Asians, and Indians were grouped with the no race given group.

Legalities

At the time of the publication of this manual, the $ales $uccess Profile is legal to use in all 50 states. There are no Federal laws that prohibit its' use. With over 300,000 tests given, there has never been even one suit of any kind.

However, under no circumstances should the results of the $ales $uccess Profile be used as the sole criteria for a hiring decision; whether that decision be to hire, or not to hire. Likewise, under no circumstances should the $ales $uccess Profile be used as the basis for disciplinary action, or as the sole basis for promotion.

The $ales $uccess Profile was designed to assist sales managers focus their training efforts.

Race

Race	Total in Group	Total Scoring 50 or above	Percent Scoring 50 or above	80% 4/5ths Ratio Test
WHITE	3113	1659	53.29%	Highest Group
BLACK	605	314	51.90%	97.39%
NO RACE GIVEN	7652	3828	50.03%	93.88%

Sex

Sex	Total In Group	Total Scoring 50 or above	Percent Scoring 50 or above	80% 4/5ths Ratio Test
MALE	3248	1716	52.83%	Highest Group
FEMALE	749	396	52.87%	100%
NO SEX GIVEN	7373	3741	50.73%	95.98%

Age

Age	Total in Group	Total Scoring 50 or above	Percent Scoring 50 or above	80% 4/5ths Ratio Test
UNDER 40	3602	1915	53.16%	Highest Group
OVER 40	456	235	51.54%	96.89%
NO AGE GIVEN	7312	3719	50.86%	95.61%

Discussion of Results:

The results of this study clearly indicate that the $ales $uccess Profile does not have an adverse impact against any protected group. Not only does the $ales $uccess Profile meet the EEOC 80% rule, it far exceeds this requirement.

$ales $uccess Profile®

Test Administration

How to Administer the Test

There are several simple steps that should be taken to insure accurate test results. First, provide a quiet, well lit area for completion of the question booklet. The $$P should take an average of 30 to 40 minutes to complete. The $ales $uccess Profile should be taken in its' entirety, without interruptions.

Don't allow talking among those being evaluated. Instruct applicants/trainees/current employees to read the instructions carefully. Point out that some questions require only one answer, but others allow more than one answer. Tell them that the booklet should take about 30 minutes to complete. Inform applicants that their test results are just one part of the interviewing process. Tell both applicants and current sales staff to take the test honestly and to take it seriously. Tell trainees that their results will be used to focus their training to maximize their performance.

During the evaluation, do not answer questions regarding the meaning sales terms have within questions, or the concept of the sales problem itself. After completion, do not discuss individual questions with applicants/trainees until you have scored the questionnaire.

After you have scored the $ales $uccess Profile, the computer scoring software will generate three reports. The first report is the graph showing the percentiles of the 13 scales as well as the Overall Fundamental and Comprehensive scores. The second report is the managers narrative report which provides additional insight into the graph presented on the first page. It also provides specific observations regarding the likely sales behavior you may encounter from the examinee. The third report is a training tips report, which provides insights on how the person can improve their sales performance.

It is recommended that you show the examinee only the First, and Third reports. The second report, the manager's narrative report, is very blunt and critical. Your examinee may become demotivated if they are allowed to see this report.

Discussing the results with the examinee is perfectly acceptable, in fact, it is desirable. The $ales $uccess Profile can be the catalyst for a meaningful discussion and a one on one training session.

Be Positive

In discussing the $$P, remember the results are not open to debate. If an examinee wants to know why they got a 33 in Closing simply say, "That means 67% of the 300,000 examinees upon which this test was validated scored higher than you. It appears that this is an area that presents a real opportunity for growth on your part."

When using the $$P with current staff, refrain from using the results as proof of someone's incompetence. Instead of saying, "Bill, I knew you didn't know how to give a decent Presentation. Look at your score, it's only a 22." You should say, "Bill, your score of 22 in Presentations indicates that this is an area where you have an opportunity for growth. Bill, why don't you act like I'm a prospect and you give me a presentation on our product right now. Let's see if I can give you some pointers. How about it?"

When dealing with applicants for sales positions, be mindful of their attitude with regards to your critique of their results on the $ales $uccess Profile. The attitude they display during this critical evaluation is likely to be the attitude you will have to deal with once they are hired. Are they interested in what you have to say, willing to accept criticism and advise, or are they defensive? The $$P turns the hiring process into a meaningful evaluation of skills and attitudes, instead of a personality contest!

Using the $$P Software

WARNING: The $ales $uccess Profile and the $ales $uccess Profile scoring software are protected by federal copyright. Copying the test or the software is strictly prohibited by law.

STOP - *If you haven't installed the scoring software, please use the installation instruction sheet that came with your $ales $uccess Profile scoring disk, and do so now.*

To start the scoring program, type CD \SSP to get to the SSP sub-directory. Place your COUPON DISK in drive A: or B: and type SALES <Enter>. The copyright screen will appear, along with your supplier's name and phone number. If you have not placed your COUPON DISK in a floppy drive, you will be prompted to do so now. PRESS ANY KEY TO GO TO THE MAIN MENU.

Your software may have been initialized by your supplier. If it wasn't, the program will automatically bring you to the Company Information screen (Figure VIII-1), the first time that you run it. Type in the information requested and press the <Enter> key after each entry. (See Page VIII-7 for a complete description of this screen.)

MAIN MENU

Figure VIII-2

You have four choices at the Main Menu, (Figure VIII-2). Press <F1> to score a new test, <F2> to review or edit an existing report, and to print or reprint reports, <F3> to review or edit the Company Information, or <F10> to exit the program.

(NOTE: At the bottom of the Main Menu screen the number of remaining scorings on your COUPON DISK is displayed.)

F1. SCORING A $ALES $UCCESS PROFILE:

Figure VIII-1

Figure VIII-3

Press the <F1> key to start the scoring program. A screen similar to the one in (Figure VIII-3), page VIII-1, will appear. You will first be asked to input the demographic data for the person who took the profile.

DEMOGRAPHIC DATA: The field that is being edited will be highlighted. You can move from field to field using the <Tab>, arrow or <Enter> keys. While each field is highlighted, you can press the <F1> key to get a short description of the field. The Company and Location information entered via the Company Information screen shows up automatically in the first two fields at the top of this screen.

LOCATION: press Enter if the location is correct, enter a new location if needed. You may leave the location blank if you wish. The location space is used for companies that have more than one location and may want to keep track of where each examinee took the test.

BOOK#: enter the booklet number from the top right corner on the FRONT cover of test booklet.

POSITION: enter the job sought or held.

FIRST NAME: enter the examinee's first name.

MI: enter the examinee's middle initial *(Do not press <enter>, the cursor will automatically jump to the next field).*

LAST NAME: enter the examinee's last name.

SSN: enter the examinee's Social Security Number *(This field does not print on the reports so you can leave this field blank if you don't need it for tracking purposes).*

EXPERIENCE: enter the number of years of sales experience from the inside front cover of the booklet.

COMMENT: enter any relevant comment you wish about this profile or leave blank. *(CAUTION: The comment will print out on the report.)*

When all the entries are made, check your entries for correctness, edit any that need it, and then press the <F10> key. The test answer entry window will open up, unless you previously specified that you wanted to collect EEOC data. In that case the EEOC data collection window will open up and allow you to input the Sex, Race, and Age of the examinee. If the EEOC window opens up and you want to skip entering the information simply press the <ESC> key and the test answer entry window will appear.

TEST ANSWER DATA ENTRY:

Figure VIII-4

When the test answer window appears, (Figure VIII-4), above, read the directions at the bottom of the screen and make the entries that correspond to the answers entered into the questionnaire. Multiple answer are entered by typing all the numbers circled i.e. 123456. After all the answers for the question have been input, press the <Enter> key. This will take you to the next question number.

You can edit any entry by simply typing E, followed by the question number desired, ("E" is short for Edit) i.e. E29. The screen entry cursor will move to the question number entered. You may also use the arrow keys, <Tab>, and <Enter>.

An asterisk will appear next to any question that is left blank. You can re-enter the edit screen at a later time to fix any questions that you have left blank.

When you have entered the answer(s) for question 50 and pressed the <Enter> key, a window will open asking if the Self Evaluation has been completed, (Figure VIII-5).

Figure VIII-5

COMPANY: Lousig-Nont & Associates
LOCATION: Southland Office   BOOK#: 12345   POSITION: Dist Sales Rep
FIRST NAME: First   MI: . LAST NAME: Last
SSN: 123-45-6789 SALES EXPERIENCE: 12
COMMENT: Received outstanding sa[...]ast job.

Page 2	Page 3	Pa	Self Evaluation	e 5	Page 6	Page 7
81. 4	12. 5	19. 4	1 6		35. 2	46. 1
82. 5	13. 4	28. 3	2 5		36. 12346	47. 5
83. 5	14. 134	21. 3	3 5		37. 1235	48. 4
84. 123456	15. 4	22. 25	4 7		38. 134	49. 24
85. 4	16. 4	23. 13	5 8		39. 3	58. 13
86. 3	17. 2	24. 1	6 6	456	48. 5	
87. 4	18. 6	25. 2	7 7		41. 134	
88. 4		26. 5	8 8		42. 235	
89. 3			9 7		43. 25	
18. 2			18 5		44. 45	
11. 1234			11 6		45. 134	
			12 8			
			13 9			
			14 6			
			15 5			

Figure VIII-6

This is the 15 question section on the last page of the $ales $uccess Profile booklet. If you answer Yes, a data entry screen will open, (Figure VIII-6), that will allow you to input the 15 answers from this section. (NOTE: You do not have to press the <Enter> key after each entry, simply enter the single digit answer.

After you have finished inputting the answers, the next menu (Figure VIII-7), will appear in the lower right corner of the screen. You may select any of the following by using the up and down arrow keys to make your selection, then press the <Enter> key:

COMPANY: Lousig-Nont & Associates
LOCATION: Southland Office   BOOK#: 12345   POSITION: Dist Sales Rep
FIRST NAME: First   MI: . LAST NAME: Last
SSN: 123-45-6789 SALES EXPERIENCE: 12
COMMENT: Received outstanding sales award at last job.

Page 2	Page 3	Page 4	Page 5	Page 6	Page 7
81. 4	12. 5	19. 4	27. 4	35. 2	46. 1
82. 5	13. 4	28. 3	28. 4	36. 12346	47. 5
83. 5	14. 134	21. 3	29. 5	37. 1235	48. 4
84. 123456	15. 4	22. 25	38. 3	38. 134	49. 24
85. 4	16. 4	23. 134	31. 2	39. 3	58. 13
86. 3	17. 2	24. 1	32. 5	48. 5	
87. 4	18. 6	25. 2	33. 123456	41. 134	
88. 4		26. 5	34. 145	42. 235	
89. 3				43. 25	
18. 2				44. 45	
11. 1234				45. 134	

Edit Options

Score Profile
Edit Information
Edit Self-Eval
Exit without saving

Figure VIII-7

SCORE PROFILE - this is the default option and is already highlighted. When you choose to score the profile the information that you have input will be saved to disk, a count will be removed from your COUPON DISK, and the results for this profile will be displayed on the screen.

EDIT INFORMATION - this option allows you to fix any input errors or add information that was left out. You will be placed in the

demographic info section of the profile first. When you are done with any changes to that section, press the <F10> key to go on to the answer section. Once you have made any necessary changes in the answer section, you can press the <F10> key to bring the Scoring menu up again.

EDIT SELF-EVAL - this option brings up the Self-Evaluation input screen and allows you to edit it.

EXIT WITHOUT SAVING - if you wish to exit without scoring or saving your entries, choose this option. This will exit the scoring screen and will not use up a count off of the COUPON DISK. *(WARNING: if you exit without saving, you will lose any information that you have just input for the current profile!)*

$ALES $UCCESS PROFILE REPORTS:

If you selected SCORE PROFILE the scoring process begins. The program will send you messages regarding the process, and will then bring the first page of the report to the screen, displaying the graph that will show your examinee's percentile scores on the 13 sales skill scales, and their Fundamental and Comprehensive skill scores. (Figure VIII-8).

Figure VIII-8

Name : Last, First   SSN : 123-45-6789

	0 10 20 38 48 58 68 78 88 98 100	PCT	C/T
Approach/Involvement	********************************	78	24/38
Overcoming Objections	***********************************	88	8/11
Being Able to Close	*****************	62	5/13
Ethics	************************************	188	8/ 8
Polite/Courteous	************************************	97	7/ 8
Friendly/Warm	*****************************	88	8/11
Handling Problems	***********************************	188	4/ 4
Qualifying	***********************************	97	14/16
Prospecting/Cold Calls	********************************	92	25/33
Presentations	****************	49	13/24
Time Management	*****	14	2/15
Telephone Technique	**************************	75	6/ 8
Call Enthusiasm	************************	72	7/15
FUNDAMENTAL SKILLS	**************************	62	
COMPREHENSIVE SKILLS	********************	58	

<ESC> to exit

REPORT SCREEN OPTIONS: the following options are available from the report screen: (Figure VIII-9), next page.

PRINT: To print the MANAGEMENT REPORT for the examinee just entered, press the <P> key . The PRINT MENU pops up and gives you six choices:

1. Graph Only - Prints the bar graphs plus a listing of the individual entries made for each

question answered. This can be used by the manager or can be given to the examinee.

Figure VIII-9
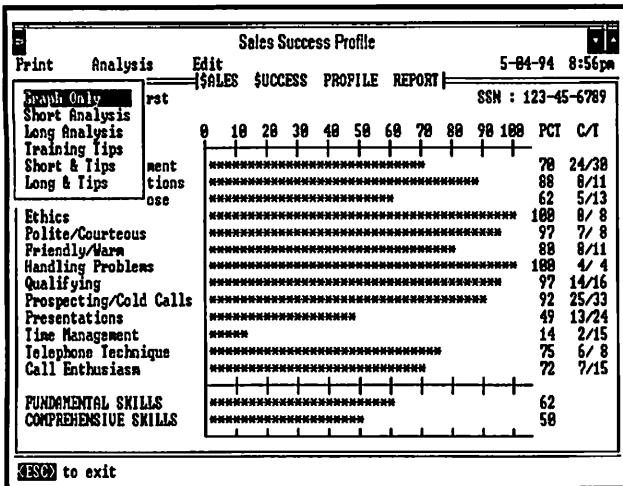
2. Short Analysis - Prints the Graph page, plus a multiple page narrative report that explains the likely sales behavior the individual will demonstrate in each of the 13 scales.

This report, will also give specific observations about any unique behavior that the interplay between the scales might suggest. Because some of the comments here can be quite critical, it is suggested that this narrative report only be viewed by the manager.

3. Long Analysis - This option is recommended for "NEW USERS". It prints the Graph, and the multiple page narrative described above. The major difference is that each scale has a description of what the scale measures. This description is always the same for each examinee.

After familiarizing yourself with the test you will probably be content to use the short analysis because you will know what the scale measures. Once again, it is suggested that this report be used only for managers.

4. Training Tips - This option is useful for managers as well as the examinee. It prints a condensed form of the graph and scale by scale recommendations to improve performance in each skill.

5. Short & Tips - this prints the Graph, Short Analysis, and the Training Tips.

6. Long & Tips - this prints the Graph, Long Analysis, and the Training Tips. (*RECOMMENDED FOR NEW USERS*)

ANALYSIS: If you wish to review a management report on the screen you may do so by pressing the <A> key to select the Analysis option. A window will appear

which asks you to select either the Short or Long version of the report, (Figure VIII-10).

Figure VIII-10
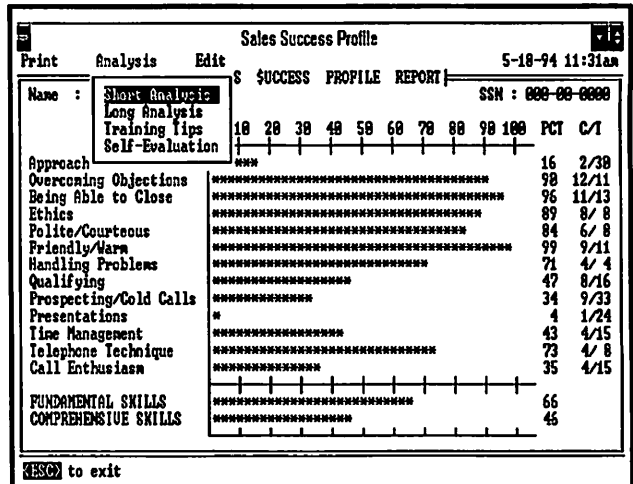
If you select **SHORT**, just the individual applicant /trainee comments without skill definitions will appear, page by page. Just like the Short Analysis Option in the Print Reports menu.

If you select **LONG**, a full report will appear, (Figure VIII-11), page by page, on the screen, exactly like the Long Analysis Option in the Print Report menu. Use the Page Up /Page Down, or arrow keys to view the report.

Training Tips prints the tips to the screen, and **Self-Evaluation** prints the Self Evaluation to the screen.

Figure VIII-11
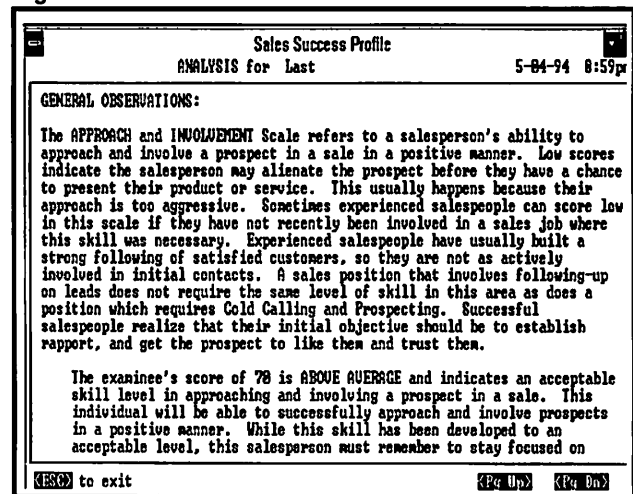
EDIT: you can select the Edit option by pressing the <E> key. The program will open the data entry screen for the report being viewed. It will first show the demographic screen, and then the score entry screen. You may make any changes that are appropriate to the demographics screen then press the <F10> to open the test answer window.

CAUTION: If more than 5 SCORE ENTRY EDITS are made, the program will show a WARNING MESSAGE window. It will advise you that you are trying to change more that 5 answers to profile.

It will allow you to Re-edit so that no more than 5 changes are made, (no deduction will be made from your score count), or you can abandon the edit all together, or you can proceed to score the profile with more than 5 edits and the program will deduct one additional scoring coupon from your COUPON DISK. Press "N" for NEW, and the new data will be saved.

F2. REVIEW/EDIT/PRINT REPORTS

To print reports at times other than at scoring, use this utility. When <F2> is pressed the REPORTS sub-menu appears, (Figure VIII-12). You have two screen data formats available for selection:

Figure VIII-12
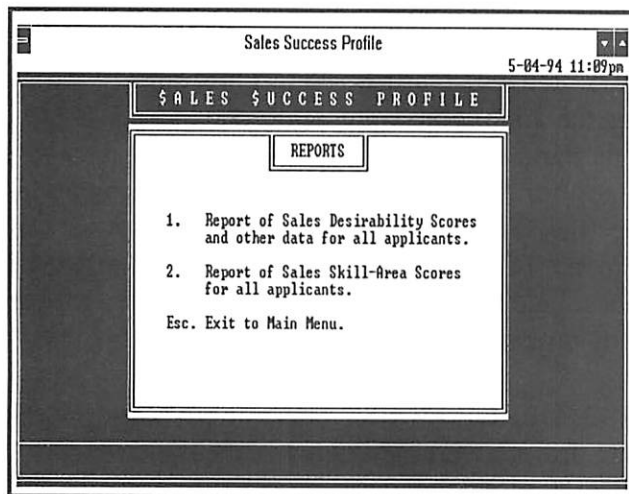
1. Report Sales Desirability Scores and other data for all examinees.

This option lists all those previously scored in LAST NAME order, lists last name, first name, M.I., SSN, date scored, experience, fundamental score, the overall score, hired Y/N, Booklet #, and location.

2. Report Sales Skill Area Scores for all examinees.

This option lists all those previously scored in LAST NAME order, and lists each of the 13 individual scale scores in the same order as on the various printed reports, plus the Fundamental and Comprehensive skill ratings.

At the top of the screen, in either format 1 or 2, there are several options including: TAG, FIND, SORT, PRINT, and UTILITIES, (Figure VIII-13).

A. TAG - Press "T" to pop up the TAG submenu. TAG allows you to tag an individual or groups of individuals for other functions. i.e. printing or score averaging. Your choices are:

1. Tag - The space bar tags any individual record. Use the up or down arrow key to move the highlighted bar to the record desired and then touch the space bar to TAG it.

2. UNtag - Similarly, the space bar can untag any previously tagged record. Use the arrow keys and touch the space bar.

Figure VIII-13

3. Tag PAGE - Tags the entire screen page being viewed. Control "T" (^T) does the same thing without the need of first calling up the TAG menu.

4. UNtag PAGE - As above, this option untags the page being viewed. Control "U" (^U) accomplishes the same task.

5. Tag ALL - Tags all the records in your data base.

6. UNTag ALL - Untags all the records in the data base.

B. FIND - Lets you look up any examinee by either Last Name or the Date Scored. Press "F" to pop up the FIND sub-menu. It give you 2 choices:

1. NAME - To find someone by Name, press return when the highlighted bar is on Name. A window pops up at the bottom of the screen which asks Last Name? Enter the last name of the person sought, or the first few letters, and the computer then asks First Name? Enter the First Name and press Enter. (If the first name is unknown, just press enter and the program will sort by Last Name only.) The program will find the name entered. If the name entered is not in the data, the program will take you to the first name past the entry you requested.

2. DATE SCORED - The window below asks Date? / / . Type the date desired in MM/DD/YY format and press Enter. The screen responds by restating the date. Press Enter to accept the date, and the highlighted bar will move to the first matching date found. If the date sought is not present in the data, the bar moves to the first date past the date entered.

C. SORT - Sorts all of the records into one of two formats, LAST NAME or DATE SCORED. Press the "S" key to pop up the SORT sub-menu. Place the highlighted bar over the sort desired and press Enter. The data now appears on the screen in the order selected. This function is very helpful when searching through the data base when you know roughly when someone was tested but don't remember the exact date, or have their name, but are unsure of the correct spelling.

D. PRINT - Pressing "P" for Print pops up the Print sub-menu. This allows you to print specific reports, groups of reports, or print group or sub-group skill averages. The six choices are:

1. HIGHLIGHTED REPORT - Press Enter when the highlighted bar is on the examinee desired. This will bring back the print menu options previously described.

2. TAGGED REPORTS - Press Enter when this option is highlighted and you are able to print out the reports of all those you previously tagged. You are again given the print options above.

3. TAGGED SUMMARY - Press Enter when this option is highlighted and you may print a summary of the skill scores of those records you previously tagged.

4. TAGGED AVERAGES - Press Enter when "Tagged Averages" is highlighted and a summary is printed which includes the individual scales totaled and averaged to give a group score. This is helpful when you wish to develop group norms for selection or training.

5. UNTAGGED SUMMARY - This option produces the same report as item 3 above, except that it uses the UNTAGGED records.

6. UNTAGGED AVERAGES - This option produces the same report as item 4 above, but uses only UNTAGGED records in the report.

E. UTILITIES - Press "U" to pop up the Utilities sub-menu. The window gives you three choices. They are:

1. REBUILD FILE - Select this option by moving the highlighted bar to it and pressing Enter. This starts an automatic rebuilding of the data base. A pop up window reflects the progress, and when the files are rebuilt, you are returned to the main screen. This is sometimes necessary when the database index gets confused and cannot perform sorts properly.

2. MERGE FILES - This option lets you merge data from several disks onto the hard disk. To select it, move the highlighted bar over it and press Enter. A pop up window asks from which floppy drive you want to use to send the data to the hard drive, A: or B:.

REMOVE THE COUPON DISK FROM YOUR FLOPPY DRIVE, REPLACE IT WITH THE DATA DISK, AND ENTER THE APPROPRIATE DRIVE LETTER. The files will then be automatically merged and rebuilt.

BE CAREFUL ... If you accidentally duplicate existing records, the data will be merged anyway. You will then need to TAG all those duplicate records and delete them using the Delete Tagged Record command below. FOR ADDITIONAL INFORMATION on MERGE FILES, see Software

Trouble Shooting, Page XIII-2, under Section #3 GENERAL.

3. DELETE TAGGED RECORDS - This option deletes those records which you previously tagged. Move the highlighted bar down to this option and press Enter. Tagged records will be deleted and the file automatically rebuilt.

CAUTION - ONCE DELETED, RECORDS CANNOT BE RECOVERED. Scan the data before making this option to be sure that no records have old tags on them which will cause their accidental deletion! **We strongly recommend making a backup of your SALESAPP.DAT file before deleting any records.**

F3. COMPANY INFORMATION

If the software was not initialized by your supplier, the program will automatically bring you to the Company Information screen, (Figure VIII-14), the first time that you run it. You can also bring this section up at any time from the Main Menu by pressing the <F3> key. Type in the information requested and press the <ENTER> key after each entry.

Figure VIII-14

```
┌─────────────────────────────────────────────────┐
│■                 Sales Success Profile          ■│
│       $ales $uccess Profile Client Information   5-04-94  9:01pm│
│ ┌───────────────────────────────────────────────┐ │
│ │ Distributed by : Your dealer or distributor    │ │
│ │         Phone :                                │ │
│ │  Location/Number :                             │ │
│ │  Company Name   : ▓Lousig-Nont & Associates▓   │ │
│ │  Attention      : Gregory M. Lousig-Nont, Ph.D.│ │
│ │  Address        : 3748 S. Royal Crest St.      │ │
│ │  City           : Las Vegas        ST: NV      │ │
│ │  Zip Code       : 89119-7018    Phone: (782) 732-8988│ │
│ │  Printer Port   : LPT1      Color Screen : N (Y/N)│ │
│ │  Collect EEOC Data: Y (Y/N)                     │ │
│ │  Disk Number    : 1054351                       │ │
│ └───────────────────────────────────────────────┘ │
│                                      [F10 - Done]│
└─────────────────────────────────────────────────┘
```

The following entries may be made in the Company Information section: (NOTE: items with an asterisk(*) will be printed at the beginning of each report.)

*Location/Number: If you have more than one department or location giving the profile, then enter the scoring location or department number, otherwise you can leave this blank.

*Company Name: enter your company name as you want it to appear on the various reports produced.

*Attention: enter the appropriate manager's name.

*Address: enter your street address & suite #.

*City - ST - Zip Code: enter your city, two letter state code, and either your 5 or 9 digit zip code.

Phone: enter your manager's phone number.

PRN: defaults to PRN - parallel port.

Color Screen: enter Y(Yes) for color or N(No) for monochrome. If you have problems seeing parts of the screen (i.e.. highlighted words), try choosing N. (This may happen on some Gray scale VGA or LCD screens.)

Collect EEOC: enter N for NO, unless you are required by law to keep EEOC data by age, race, and sex. If you enter Y for YES, a small window will appear when you enter the demographic scoring data for each profile, it will ask Age, Race, and Sex. (NOTE: EEOC data is not used in scoring the profile, and it does not print on any reports.)

After pressing <enter> at the EEOC field, the cursor will jump back to the top of the screen. Check your entries for errors, then press the <F10> key to save your data. If you do not want to save your changes, press <esc> and choose "Quit without saving".

F10. QUIT

Pressing the F10 key will stop the $ales $uccess Profile software and exit you from the program.

$ales $uccess Profile®

Understanding the Printed Report

Where else can you get in depth sales management information this useful, this practical?

Easy To Understand Graphic Interpretation

Page 1
Gives a percentile rank for each of the 13 scales compared to over 300,000 other salespeople.

This examinee scored higher than 76% of the 300,000 salespeople in the statistical database in the skill of "Approach & Involving" a prospect.

```
                    $ALES  $UCCESS  PROFILE
        Your Company's Name
        Your Name
        Address
        City, State, Zip

Examinee  : Your Examinee              Date       :  8/18/92
Position  : Sales                      Examinee # :     2716
Location  : Dept 4                     Book #     :   416836
Experience : 7                         Disk #     :  1058350
========================================================================

                              $ALES $UCCESS PROFILE        Correct
                    0  10 20 30 40 50 60 70 80 90 100  PCT /Total
                    +---+---+---+---+---+---+---+---+---+---+---+
APPROACH / INVOLVEMENT  ****************************      77 (25/30)

OVERCOMING OBJECTIONS   ********************************  88 ( 8/11)

BEING ABLE TO CLOSE     **************************        71 ( 6/13)

ETHICS                  *************************************  100 ( 8/ 8)

POLITE / COURTEOUS      **************************************  100 ( 8/ 8)

FRIENDLY / WARM         *********************************  93 ( 9/11)

HANDLING PROBLEMS       ************************************** 100 ( 4/ 4)

QUALIFYING BUYERS       ********************************** 97 (14/16)

PROSPECTING/COLD CALLS  *******************************  92 (25/33)

PRESENTATIONS           ****************              49 (13/24)

TIME MANAGEMENT         ****                          14 ( 2/15)

TELEPHONE TECHNIQUE     *************************      75 ( 6/ 8)

CALL ENTHUSIASM         ***********************        72 ( 7/15)

                    +---+---+---+---+---+---+---+---+---+---+---
FUNDAMENTAL SKILLS    |*************************        71
COMPREHENSIVE SKILLS  |*****************               50
                    +---+---+---+---+---+---+---+---+---+---+---
========================================================================
ANSWERS:  1. 4     11. 1234   21. 3     31. 2       41. 134
          2. 5     12. 5      22. 25    32. 5       42. 235
          3. 5     13. 4      23. 134   33. 123456  43. 25
          4. 123456 14. 134   24. 1     34. 145     44. 45
          5. 4     15. 4      25. 2     35. 2       45. 134
          6. 3     16. 4      26. 5     36. 12346   46. 1
          7. 4     17. 2      27. 4     37. 1235    47. 5
          8. 4     18. 6      28. 4     38. 134     48. 4
          9. 3     19. 4      29. 5     39. 3       49. 24
          10. 2    20. 3      30. 3     40. 5       50. 13
```

13 Scales plus Overall Evaluation of Fundamental Sales Skill Knowledge, and Comprehensive Sales Skill Knowledge!

This individual got 14 points right out of a possible 16 points in "Qualifying Buyers"

This person's "Time Management" Score is in the 14th percentile! This is very low and alerts a sales manager that he will have to make sure this individual uses their time productively!

There are 19 questions that allow the examinee to select more than one answer. There are 31 questions that allow only one answer. How many times did your examinee take advantage of the opportunity to mark more than one answer? People who have only a few questions where they marked multiple answers usually did not take the test seriously!

These are the answers the examinee gave that were input into the $ales $uccess Profile® scoring software program. This allows you to verify that the answers were input correctly. This also provides a hard-copy of the person's answers!

This person's Overall Fundamental Sales Skill Score is 71. The Overall Comprehensive Sales Skill Score is only 50. This indicates that this person would probably be an above average performer in an Inside Sales position, but would probably be only average in an Outside Sales position.

The information contained in the narrative reports was developed through a process called critical analysis.

Critical analysis is simply a process of interviewing examinees about their test results, their experience, and their view of their expertise.

Interviews were conducted on over 2000 salespeople by Dr. Lousig-Nont personally. After 2000 interviews definitive profiles emerged.

"If you collect over 50 tests that exhibit the the same profile you attempt to identify a commonality between the examinees. If all the examinees disclose that they are burnt out; you have identified a profile type. Once you have accomplished this you are able to make some generalizations about other people who have the same profile."

The information gathered from the critical analysis is incorporated into the narrative report. This gives the test administrator a more thorough understanding of the test results.

The outdented paragraph tells you what the scale measures!

The indented paragraph tells you about the specific behavior you are likely to see from an individual with this kind of a score.

The "Polite and Courteous" score, when compared to the "Ability to Close" score has been found to be a measurement of how aggressively a person closes.

The "Friendly and Warm" scale can tell you if a person knows how to identify a prospect's needs.

CONFIDENTIAL   Page 3

$ALES $UCCESS PROFILE Analysis for: Examinee, Your

three new closes, word for word. This score must be complemented with acceptable scores in Approach and Involvement, and Overcoming Objections, in order to achieve maximum sales potential.

The ETHICS scale refers to a salesperson's commitment to conduct a sale in a reputable and truthful manner. Low scores indicate a willingness on the part of the salesperson to make a sale no matter how many lies or empty promises need to be made. Such individuals can seriously damage a company's reputation. These salespeople may initially appear to be very productive in terms of closing sales. However, ultimately their deceit and unethical conduct will be detrimental to promoting a business relationship that involves long term repeat customers.

> The examinee's score of 100 is SUPERIOR and indicates that this individual will rarely, if ever, resort to unethical tactics to close a sale. Reinforce this individual's dedication to ethical conduct by acknowledging that your company agrees with an ethical approach to business.

The scale of POLITE and COURTEOUS refers to an individual's willingness to use commonly accepted social conventions when dealing with prospects. Use of phrases such as: "Thank you", "Please", "I'm sorry", "Would you be kind enough to excuse me...", are indicative of a Polite and Courteous salesperson. However, there is a time to be POLITE and COURTEOUS, and there is a time to be very direct and to ask for the sale. This is why some of the most effective "Closing" techniques are not the most Polite and Courteous techniques. So, it is not unusual to see lower scores in the Polite and Courteous scale when you see high scores in the Closing scale.

> The examinee's score of 100 is SUPERIOR and indicates an extremely Polite and Courteous demeanor. Sometimes people who score high in this skill may tend to score poorly in Closing. Many times they are so Polite and Courteous that they may fear they will appear to be too "pushy" by attempting to use an aggressive closing techniques. Interestingly, the high Polite and Courteous, low Closing profile, can be exhibited by very inexperienced salespeople, who lack aggression, or very experienced salespeople. Experienced salespeople with an established client base many times no longer need to actually close sales. Essentially they become order takers. When this happens, Polite & Courteous scores go up, and Closing scores goes down.

The FRIENDLY and WARM scale refers to a salesperson's ability to be perceived as being sensitive to the needs of the buyer. High scores are indicative of salespeople who project to a prospect that they have a genuine concern that their product or service will be of a significant benefit to the purchaser. Individuals with low scores on this scale tend not to be perceived, in a sales situation, as "people oriented," therefore, without proper training their likelihood of long term success in sales is questionable. (NOTE: This scale measures how a prospect will perceive the sales person's selling style, not their basic personality.) While this may seem strange, it is perfectly normal for managers to rank lower in this scale. Because managers are usually placed in the position of problem solver, or are called in on extremely difficult closes, they tend to be very practical and pragmatic in their approach. It's normal for a sales managers attention to be focused more on "what's the bottom line?", "what's it going to take?" etc. They don't have time to establish rapport, or establish the prospect's needs, they assume the salesperson has done that. They view their function as a problem solver.

> The examinee's score of 93 is SUPERIOR and indicates that the examinee will, with rare exception, be regarded as friendly, sensitive, warm, and caring individual. This individual will probably build a large following because most people will find them to be extremely likeable and will characterize them as having a charming personality. They have learned how to gain peoples confidence, and they will not betray their trust. This type of person projects a positive image for the company they work for and are generally considered to be very likeable. However, having high scores in this area and lower scores in closing may indicate approval seeking at the expense of closing sales.

The scale of HANDLING PROBLEMS refers to an individual's ability to handle customer problems, as well as problem customers. Sometimes the profession of selling requires a great deal of patience when it comes to overly demanding customers. A low score on this scale indicates a lack of ability or desire to deal with such problems. These salespeople tend to avoid conflict. Many good salespeople do not like conflict, and are not very good at handling problems. This is not a significant drawback if the salesperson has high Friendly & Warm scores because these salespeople will not generally generate problems. However, individuals with low Friendly & Warm scores and low scores in this scale will many times cause problems that they are not willing to correct themselves. Higher score levels are also more important for managerial candidates.

> The examinee's score of 100 is SUPERIOR and indicates an extremely desirable skill level in problem handling. This individual demonstrates a strong ability in interpersonal relationships that require patience. This individual will most likely be able to handle any problem situation that arises.

The skill of QUALIFYING BUYERS refers to the ability to determine the needs of prospects. Included in this area is the ability to learn if prospects have the authority to make the purchase, and if the purchase is within their financial means.

> The examinee's score of 97 is SUPERIOR and indicates an extremely desirable skill level in Qualifying Buyers. This individual has learned the most productive and efficient methods for Qualifying prospective buyers. This individual will easily recognize potential buyers as opposed to individuals who are "just looking".

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The extensive narrative provides valuable clues on the sales behavior your examinee is likely to exhibit in each of the 13 sales skill areas.

Narrative Reports Help You Build a Solid Sales Team

This is the kind of dynamic, sales management information that helps a manager identify why a salesperson is in a slump!

Specific Observations give detailed information about the overall Profile.

SPECIFIC OBSERVATIONS:

This salesperson's Fundamental skills score is 71. The Fundamental skills score is a weighted average of the first 8 scales. It refers to those basic skills which are essential for any job in sales. Whether the job is in retail sales, inside sales, telemarketing, or an outside sales position involving territory management, an acceptable overall score is important for success.

This salesperson's Comprehensive skills score is 50. The Comprehensive skills score is a weighted average of all 12 scales. It includes the Fundamental skills, and the last 4 scales which are more closely associated with more sophisticated sales positions. These generally include those sales positions that involve territory management, good time management skills, and low supervision.

Because this individual has a higher score in their Fundamental skills than their Comprehensive skills, they may be stronger in an inside or retail sales position. However, their Comprehensive skill levels are acceptable. They could be considered for an outside sales position if they were given strict supervision and continued training.

While this individual enjoys working with the public, they lack aggression in attempting to close sales. This type of individual many times forgets to "ask for the sale", or fears that they will offend the customer by applying a little pressure. This individual may have the necessary "people skills", and they have average or better knowledge of closing techniques. However, they may sometimes fail to be persistent in attempting to close. If the first attempt fails, they will be reluctant to try and close again.

This individual will be able to increase their income potential by concentrating on training that would improve their skill levels in the areas of: PRESENTATIONS AND DEMONSTRATIONS and TIME MANAGEMENT.

Training Tips Give Salespeople Direction

Salespeople are less resistant when suggestions come from an independent objective source.

Individualized Training Report give salespeople useful tips, that are based on their specific answers given to the questions on the $ales $uccess Profile.

The Training Tips are individualized for each examinee. The scoring software looks at each answer that was incorrect. Based on the examinee's answers the software generates a completely individualized report that gives guidance and direction.

CONFIDENTIAL

Page 2

$ALES $UCCESS PROFILE Training Tips for: Examinee, Your

APPROACH and INVOLVEMENT

A very effective customer involvement technique is to actually have the customer become physically involved in the product presentation. Whether it be reading the instructions, or allowing the customer to actually sit and type at a computer, the more you involve the customers senses, the more successful you will be. Let them feel the comfort of that new recliner, see the clarity of the picture on that big screen television, hear the booming bass of that new stereo, taste a sample of the world's most expensive chocolate, or let them smell the distinctive smell of that brand new car.

Prior to approaching and involving a customer you must have a knowledge of your product, service, inventory, and type of financing available.

OVERCOMING OBJECTIONS

Whenever you are asked a question regarding whether your product or service has a particular feature, a good technique is to repeat the question first, then ask, "Is that important to you?". By repeating, the client knows that you heard the question. Asking if it is important prompts the client to tell you more about his concern. This helps you decide how much detail you should go into. Just because a prospect asks a question, it does not mean it is important to them. A prospect may ask, "Does this software also run on a color monitor?". Asking, "Is that important to you?" may bring the reply, "No, not really, I only have a monochrome monitor. I was just asking".

It is important to realize that an objection is really a request for more information. It usually indicates that you still have the prospect's interest. An objection is simply one of the steps you must go through in order to make a successful presentation and close the deal.

ABILITY to CLOSE

After closing a prospect on owning your product or service, you may want to offer the customer an optional accessory or an added service. One of the most effective ways to bring up this subject is to ask a question that might get the customer thinking about an additional need. For example, "John, I know you are really going to enjoy this car stereo system. By the way John, do you ever have to park your car in parking garages or in shopping center parking lots in the evening?". Of course, John will probably answer "Yes, why?". Now you can follow up your question with a statement about a product that has some significant benefit. For example, "Well John, I'd like to show you our state-of-the-art car burglar alarm system. It will help protect the investment you have made in this fantastic stereo. We can install the alarm at the same time we install your stereo. And John, if you have an alarm, many insurance companies offer a discount on your car insurance. It is really a very worthwhile investment; wouldn't you agree?".

An effective salesperson must be able to recognize buying signals that tell you the prospect is ready to go ahead with the purchase. This is the signal for the salesperson to attempt to close. A buying signal can be something such as; The most obvious buying signal can be when the customer checks to see if they or their spouse have brought enough money. If not, you might suggest financing, or using a credit card.

Good salespeople realize it is rare to close a prospect the first time you ask for the sale. When a customer says, "Let me think about it.", that is the time to really get serious about helping the prospect resolve any doubts he may have. Review each of the benefits and concerns that were covered during your presentation one by one. There is nothing wrong with asking, "Do you have a concern about the warranty?", or "Is the color what you had in mind?" After covering each area, many times the prospect will realize there is nothing left to think about. At that point you should attempt to close the prospect by saying, "Mr. Jones, I know sometimes it is difficult to make a decision about an investment like this. However, I feel I have an understanding of what your needs and expectations are. Not only will the unit I have shown you meet those needs, I have every confidence it will exceed your expectations. Mr. Jones, the only decision left for you to make here today is, would you like delivery tomorrow, or would Friday be more convenient?".

PROSPECTING and COLD CALLING

If you want to be effective at prospecting you have to remember every person you meet can potentially help you find new customers. Even the prospect that has just turned you down, or purchased from your competitor may be willing to help you qualify other potential buyers. It never hurts to ask.
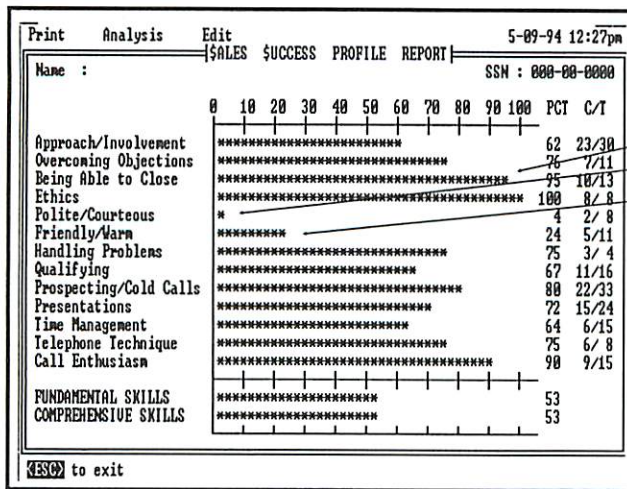
Prospecting can pay off with persistence and imagination. Try the following: Try calling on prospects either 30 minutes before or after closing. You are more likely to run into the "decision maker". Do not quit trying for the day until you have made at least one sale. It is hard to go on when you are tired, but no one said being the best would be easy. No one can do it but you. It takes determination.

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Training Tips can be given to the examinee to help them identify areas that provide an opportunity for growth.

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┌─────────────────────────────────────────────────┐
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│                                                  │
│Approach/Involvement  ****************** 62 23/30 │
│Overcoming Objections ********************* 76 7/11│
│Being Able to Close   ************************ 95 10/13│
│Ethics                ************************** 100 8/8│
│Polite/Courteous      *               4  2/ 8    │
│Friendly/Warm         ********         24  5/11   │
│Handling Problems     ******************* 75  3/ 4│
│Qualifying            ***************** 67 11/16   │
│Prospecting/Cold Calls ******************* 80 22/33│
│Presentations         ****************** 72 15/24  │
│Time Management       **************** 64  6/15    │
│Telephone Technique   ****************** 75  6/ 8  │
│Call Enthusiasm       *********************** 90 9/15│
│                                                  │
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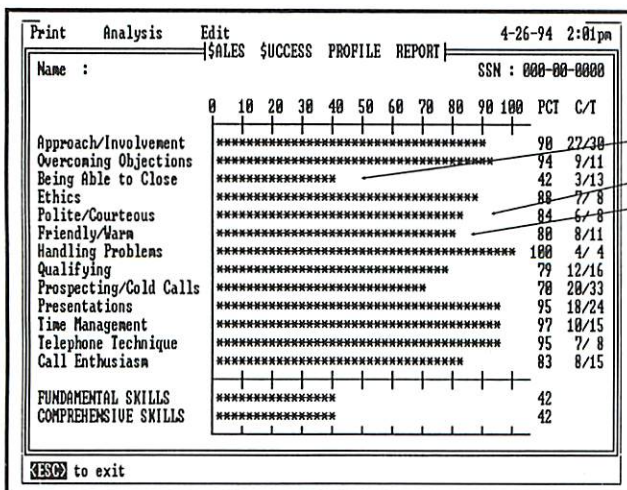
Overtly Aggressive Closer
Characterized by:
- **High Closing Score**
- **Very Low Polite & Courteous**
- **Very Low Friendly & Warm**

This individual is extremely aggressive and will do almost anything to close the sale. They do not care whether the product or service meets the customer's needs, all they care about is closing the sale. This profile is sometimes typical among telemarketers. This individual will typically be characterized as "pushy", or a "high pressure" salesperson. This individual is generally not good in positions where long term, repeat client business is desired. This person may be putting pressure on themselves.

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┌─────────────────────────────────────────────────┐
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│                                                  │
│Approach/Involvement  *********************** 90 22/30│
│Overcoming Objections *********************** 94 9/11│
│Being Able to Close   *************  42  3/13      │
│Ethics                ********************* 88  7/ 8│
│Polite/Courteous      ******************* 84  6/ 8 │
│Friendly/Warm         ****************** 80  8/11  │
│Handling Problems     ************************** 100 4/ 4│
│Qualifying            ******************* 79 12/16  │
│Prospecting/Cold Calls ***************** 70 20/33  │
│Presentations         *********************** 95 18/24│
│Time Management       ************************ 97 10/15│
│Telephone Technique   *********************** 95 7/ 8│
│Call Enthusiasm       ******************* 83  8/15 │
│                                                  │
│FUNDAMENTAL SKILLS    *********     42             │
│COMPREHENSIVE SKILLS  *********     42             │
│                                                  │
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Non - Aggressive, Non - Closer
Characterized by:
- **Low Closing Score**
- **Very High Polite & Courteous**
- **Very High Friendly & Warm**

This individual, while being skilled in other aspects of the sales process, is very often afraid to ask for the sale for fear they might offend the prospect. If the first attempt at closing fails they are reluctant to try again. These individuals are excellent candidates for training because they truly like people, they just need to learn more closing techniques. They are usually very good for customer service positions where closing is not necessary.

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┌─────────────────────────────────────────────────┐
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│         0  10 20 30 40 50 60 70 80 90 100 PCT C/T│
│                                                  │
│Approach/Involvement  *********************** 90 27/30│
│Overcoming Objections *********************** 94 7/11│
│Being Able to Close   ************************ 95 10/13│
│Ethics                ************************** 100 8/ 8│
│Polite/Courteous      ************   58  5/ 8      │
│Friendly/Warm         ****************** 80  8/11  │
│Handling Problems     ************************** 100 4/ 4│
│Qualifying            ********************* 89 13/16│
│Prospecting/Cold Calls ***************** 70 20/33  │
│Presentations         ***********   49 13/24       │
│Time Management       ****************** 75  7/15  │
│Telephone Technique   **********   46  5/ 8        │
│Call Enthusiasm       *********************** 90 9/15│
│                                                  │
│FUNDAMENTAL SKILLS    ********************* 92     │
│COMPREHENSIVE SKILLS  ******************* 86       │
│                                                  │
│<ESC> to exit                                     │
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Ideal or Balanced Aggressive Closer
Characterized by:
- **High Closing Score**
- **Significantly Lower Polite & Courteous**
- **Friendly & Warm score falls between the Closing & Polite Score**

This is the profile of a very skilled closer. The high closing score indicates a considerable knowledge of this skill. The lower polite and courteous score indicates the examinee will close aggressively. However, the higher friendly and warm score indicates that they will only attempt to close when they know the product or service meets the prospects needs. They are not perceived as pushy. They temper their aggressive style with a caring demeanor.

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Print   Analysis   Edit              4-26-94  2:30pm
                 ¦$ALES $UCCESS PROFILE REPORT¦
Name : UNKNOWN                           SSN : 000-00-0000

              0  10 20 30 40 50 60 70 80 90 100  PCT  C/T
Approach/Involvement  ******************           54  22/30
Overcoming Objections ****************             48  5/11
Being Able to Close   *****************************  86  8/43
Ethics                ****************************** 88  7/8
Polite/Courteous      ************                 32  4/8
Friendly/Warm         **************               43  6/11
Handling Problems     ******************           50  2/4
Qualifying            *****************************  89  13/16
Prospecting/Cold Calls **************              37  15/33
Presentations         ***********                  28  11/24
Time Management        ******************           50  5/15
Telephone Technique   ****                         11  3/8
Call Enthusiasm       *****************            47  5/15

FUNDAMENTAL SKILLS    ***************************** 72
COMPREHENSIVE SKILLS  ********************          50

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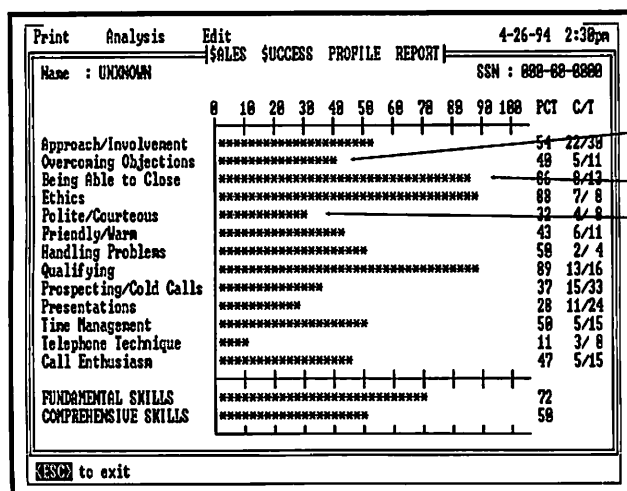
Burned Out

Characterized by:

- **Low Approach & Involvement and Overcoming Objections**
- **High Closing Score**
- **Low Polite & Courteous and Friendly & Warm**

This individual sells because they can make a living at it, not because they enjoy it. They usually attempt to rush to close the sale because that's when they get their commission. They do not take the time to establish rapport, thoroughly handle prospect objections, or identify a prospect's needs. They usually are good at qualifying buyers because they don't waste time on someone who doesn't have the money to "buy" what they are "selling".

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Print   Analysis   Edit              4-26-94  1:45pm
                 ¦$ALES $UCCESS PROFILE REPORT¦
Name :                                   SSN : 000-00-0000

              0  10 20 30 40 50 60 70 80 90 100  PCT  C/T
Approach/Involvement  ****************************** 84  26/30
Overcoming Objections ************************************ 94  9/11
Being Able to Close   *************************************** 95  10/13
Ethics                **************************************** 100  8/8
Polite/Courteous      ************************************** 97  7/8
Friendly/Warm         ********************************  88  8/11
Handling Problems     **************************************** 100  4/4
Qualifying            **************************       67  11/16
Prospecting/Cold Calls ************               38  14/33
Presentations         **************************************** 98  17/24
Time Management        **************************     75  7/15
Telephone Technique   **************************      75  6/8
Call Enthusiasm       **************               33  4/15

FUNDAMENTAL SKILLS    *************************************** 95
COMPREHENSIVE SKILLS  ***********************        56

[ESC] to exit
```

Fear of Rejection

Characterized by:

- **Overall Acceptable Scores**
- **Possible low score also in Prospecting / Cold Calls and Time Management**
- **Low Call Enthusiasm**

This is a profile of an individual who has an acceptable knowledge of sales. However, the low Call Enthusiasm scale indicates that they do not handle rejection well. This individual may be characterized by someone who hangs out at the office too much, or looks for any excuse to cancel an appointment. If they are rejected on their first appointment, they will call it quits for the day. This person would be better suited for inside sales.

```
Print   Analysis   Edit              4-26-94  2:25pm
                 ¦$ALES $UCCESS PROFILE REPORT¦
Name : Judy                              SSN : 000-00-0000

              0  10 20 30 40 50 60 70 80 90 100  PCT  C/T
Approach/Involvement  ******************           54  22/30
Overcoming Objections ********************         57  6/11
Being Able to Close   ***********************************  91  9/43
Ethics                **************************************** 100  8/8
Polite/Courteous      *********************************  84  6/8
Friendly/Warm         ****************             43  6/11
Handling Problems     **************************************** 100  4/4
Qualifying            *****************            41  9/16
Prospecting/Cold Calls *********************************** 86  23/33
Presentations         ***********************      61  14/24
Time Management        ***************************  75  7/15
Telephone Technique   *************************************** 95  7/8
Call Enthusiasm       **************************************** 96  18/15

FUNDAMENTAL SKILLS    ****************************** 88
COMPREHENSIVE SKILLS  **********************        53

[ESC] to exit
```

The Phony

Characterized by:

- **High Closing Score**
- **High Polite & Courteous**
- **Low Friendly & Warm**

This individual, while being skilled in other aspects of the sales process, is unconcerned about meeting peoples needs. Their high Polite & Courteous score makes them appear to come across as being "sugar coated". However, the low Friendly & Warm indicates they really don't care about what the prospect needs. This can be further evidenced in some profiles by low scores in Overcoming Objections and Qualifying. They don't thoroughly answer prospects concerns because they don't care. They are insincere.

```
Print    Analysis    Edit                    5-89-94 12:39pm
=========|SALES SUCCESS PROFILE REPORT|========
Name : applicant, unknown                  SSN : 888-88-8888

              0  10 20 30 40 50 60 70 80 90 100  PCT  C/T
              |--|--|--|--|--|--|--|--|--|--|
Approach/Involvement  ********************************** 100  30/30
Overcoming Objections ********************************   99   10/11
Being Able to Close   ******************************     95   10/13
Ethics                ********************************** 100   8/ 8
Polite/Courteous      ********************************** 100   8/ 8
Friendly/Warm         ********************************** 100  11/11
Handling Problems     ********************************** 100   4/ 4
Qualifying            *******************************    97   14/16
Prospecting/Cold Calls********************************** 100  33/33
Presentations         ********************************** 100  24/24
Time Management        ********************************** 100  14/15
Telephone Technique   ******************************     95    7/ 8
Call Enthusiasm       ********************************** 100  14/15
              |--|--|--|--|--|--|--|--|--|--|
FUNDAMENTAL SKILLS    ******************************     95
COMPREHENSIVE SKILLS  ******************************     95
              |--|--|--|--|--|--|--|--|--|--|

[ESC] to exit
```

Too Perfect
Characterized by:

- **Very High Scores in every scale**

This individual is a professional student of sales, not a professional salesperson. Be cautious of an individual with this profile. They may be meticulous in their appearance, and something of a perfectionist. However, because they place such high standards for themselves they become easily discouraged when they are rejected.

You should not rely upon this profile as an indicator of sales performance.

```
Print    Analysis    Edit                    5-89-94  3:34pm
=========|SALES SUCCESS PROFILE REPORT|========
Name : Young, Joyce                        SSN : 999-99-9999

              0  10 20 30 40 50 60 70 80 90 100  PCT  C/T
              |--|--|--|--|--|--|--|--|--|--|
Approach/Involvement  ***************************    84   26/30
Overcoming Objections *******************          57    6/11
Being Able to Close   ****************            42    3/13
Ethics                ********************************** 100   8/ 8
Polite/Courteous      *****************************  97    7/ 8
Friendly/Warm         ************************      88    8/11
Handling Problems     ********************************** 100   4/ 4
Qualifying            **                          5    5/16
Prospecting/Cold Calls*******                    19   12/33
Presentations         *******                    19   18/24
Time Management        **************              37    4/15
Telephone Technique   ******************          46    5/ 8
Call Enthusiasm       *                           3    8/15
              |--|--|--|--|--|--|--|--|--|--|
FUNDAMENTAL SKILLS    ***************            42
COMPREHENSIVE SKILLS  **                         5
              |--|--|--|--|--|--|--|--|--|--|

[ESC] to exit
```

Unskilled but Trainable
Characterized by:
- **Generally low scores overall**
- **High scores in Polite & Courteous, Friendly & Warm.**

This is a profile of an individual who generally has no sales experience. However, they like people, as is evidenced by their high scores in Polite & Courteous and Friendly & Warm. Additionally, they seem to have an intuition about how to build rapport, which can be seen in their Approach & Involvement score. Their Ethics are high, as is their Handling Problems, which probably indicates they know how they want to be treated by a professional salesperson.

```
Print    Analysis    Edit                    5-89-94 12:47pm
=========|SALES SUCCESS PROFILE REPORT|========
Name : APPLICANT, UNKNOWN                  SSN : 888-88-8888

              0  10 20 30 40 50 60 70 80 90 100  PCT  C/T
              |--|--|--|--|--|--|--|--|--|--|
Approach/Involvement  ****************            45   21/30
Overcoming Objections ******                     16    3/11
Being Able to Close   **********                 23    1/13
Ethics                *************************** 75   6/ 8
Polite/Courteous      *                          4    2/ 8
Friendly/Warm         ****                        12   4/11
Handling Problems     **************************  75    3/ 4
Qualifying            ***************************  79   12/16
Prospecting/Cold Calls*****                       14  11/33
Presentations         *****                       14   9/24
Time Management        ***                        8    1/15
Telephone Technique   ******************          46    5/ 8
Call Enthusiasm       *********                   21    3/15
              |--|--|--|--|--|--|--|--|--|--|
FUNDAMENTAL SKILLS    **********                 23
COMPREHENSIVE SKILLS  **********                 23
              |--|--|--|--|--|--|--|--|--|--|

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Unskilled and Difficult to Train
Characterized by:
- **Generally low scores overall**
- **Very low scores in Polite & Courteous and Friendly and Warm**

This individual, is totally unskilled. It is also questionable whether they even enjoy working around people. Liking people is not something you can train someone to do. If a sales manager had to decide between a candidate that exhibited this profile or a candidate that exhibited the profile directly above, the sales manager would be better off selecting the individual with the higher scores in Polite & Courteous, Friendly and Warm.

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┌─────────────────────────────────────────────────────┐
│Print   Analysis   Edit              5-10-94  9:00an │
│              ─┤SALES SUCCESS PROFILE REPORT├─         │
│Name : Marta                         SSN : 000-00-0000│
│                                                       │
│            0  10 20 30 40 50 60 70 80 90 100 PCT  C/T│
│                ├──┼──┼──┼──┼──┼──┼──┼──┼──┤           │
│Approach/Involvement    **************        37  20/30│
│Overcoming Objections   **************************  76  7/11│
│Being Able to Close     *****************************  91  9/13│
│Ethics                  ***********************************  100  8/ 8│
│Polite/Courteous        ******************        58  5/ 8│
│Friendly/Warm           **************************  88  8/11│
│Handling Problems       ***********************************  100  4/ 4│
│Qualifying              ***************        41  9/16│
│Prospecting/Cold Calls  *****************        44 16/33│
│Presentations           **************        37 12/24│
│Time Management         ******************        50  5/15│
│Telephone Technique     ****************        45  5/ 8│
│Call Enthusiasm         *************************  60  6/15│
│                                                       │
│FUNDAMENTAL SKILLS      **************************  79 │
│COMPREHENSIVE SKILLS    ***************        41 │
│                                                       │
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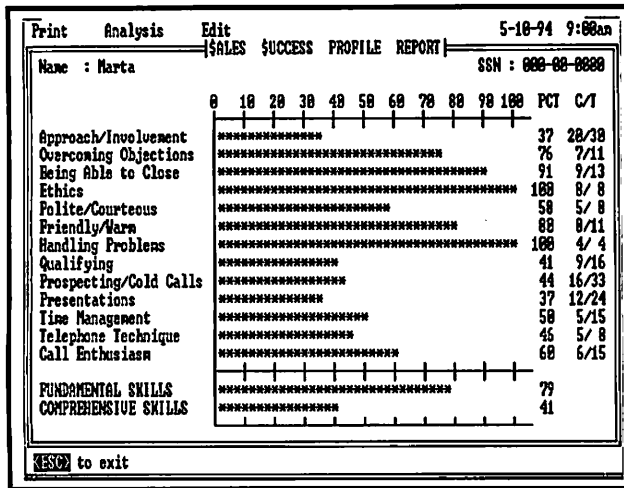
Good for Inside Sales Only

Characterized by:

- **High Score in Overall Fundamental**
- **Low Score in Overall Comprehensive**

This individual's profile indicates that they would be more successful in an inside or retail position. The Fundamental score is above average, a 79, while the Comprehensive score is below average, 41. While they could use help in the scale of Approach & Involvement, they have strong scores in Overcoming Objections, Being Able to Close, and Ethics. The Polite & Courteous score shows they are an aggressive closer, and their Friendly & Warm score shows they temper this aggression with common sense.

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┌─────────────────────────────────────────────────────┐
│Print   Analysis   Edit              5-09-94 12:36pn │
│              ─┤SALES SUCCESS PROFILE REPORT├─         │
│Name : Valentine                     SSN : 000-00-0000│
│                                                       │
│            0  10 20 30 40 50 60 70 80 90 100 PCT  C/T│
│                ├──┼──┼──┼──┼──┼──┼──┼──┼──┤           │
│Approach/Involvement    ***********************************  90 27/30│
│Overcoming Objections   *******************************  94  9/11│
│Being Able to Close     *******************************  91  9/13│
│Ethics                  ***********************************  100  8/ 8│
│Polite/Courteous        **********************        58  5/ 8│
│Friendly/Warm           **************************  88  8/11│
│Handling Problems       ***********************************  100  4/ 4│
│Qualifying              ***************************  79 12/16│
│Prospecting/Cold Calls  ***********************************  98 28/33│
│Presentations           *******************************  82 16/24│
│Time Management         ***********************************  99 11/15│
│Telephone Technique     ******************************  95  7/ 8│
│Call Enthusiasm         ***********************************  99 11/15│
│                                                       │
│FUNDAMENTAL SKILLS      *****************************  91 │
│COMPREHENSIVE SKILLS    *****************************  91 │
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A Great Salesperson's Profile

Characterized by:
- **Generally High scores overall**
- **Lower scores in Polite & Courteous**
- **Friendly & Warm score between Closing score and Polite & Courteous score.**

This examinee exhibits a nicely balanced profile. While the scores are generally high, they are not perfect. The lower score in Polite and Courteous indicates this person is aggressive in their closing style, yet they balance this aggression with their higher Friendly and Warm score.

An individual with this profile should prove to be an asset to a company's sales team.

Through the course of the validation process several things have been discovered. There may be some semantical differences between what we have chosen to call the scales, and what we have discovered that the scales actually measure. For example, we now know that the value of the Polite & Courteous scale is actually a measure of aggression when compared to the Closing score. If the Polite & Courteous score is higher than Closing, we know that this person is very non-aggressive, and a very soft closer. If the Polite & Courteous score is significantly lower than the Closing score this indicates that the person is a very aggressive closer.

In order that this aggressive style not come off as overly pushy, the examinee must have a Friendly

& Warm score that is higher than the Polite & Courteous score.

The Friendly & Warm scale measures how effectively a salesperson identifies a prospects needs. If a salesperson asks a lot of questions in identifying a prospects needs, this makes them appear as if they are truly concerned about making sure the prospect is happy with their investment. This approach makes the salesperson approach very Friendly & Warm.

While the scales of Polite & Courteous and Friendly & Warm may appear to be personality traits, what we are measuring is actually a skill. It is truly a skill to be able to be aggressive when you close, and yet be able to sense when you are applying too much pressure.

1. How do I use the $$P as a hiring tool?

Answer: If your ad for a salesperson has drawn a large number of applicants, you want to administer the $$P to each one of them. After putting their answers into the scoring software, print out the one page graph that shows their rank in the 13 selling skill areas. In this way you can quickly review their sales skill levels.

This provides you with a valuable tool that will quickly help you eliminate unqualified applicants. After narrowing your focus to those individuals who have acceptable skill levels, print out their entire report, with training tips.

It is advisable that you read the entire report, and the training tips, so you may further focus on those individuals that you want to interview. Reading the report and tips prior to interviewing serves two functions: First: The narrative may provide additional information that may help you eliminate a candidate from further consideration. Second: This will better prepare you to conduct your interview with qualified individuals. It will help you identify areas of strength, and areas that may present an opportunity for growth, with proper training.

If you have only a few applicants, you may wish to run the longer version of the report, and the training tips. You may then immediately determine which candidates to invest your interviewing time in.

You will find that you conduct much more constructive and informative interviews by using this approach. You will invest your time interviewing much more efficiently because you are talking to only those individuals who represent the greatest potential for success with your company.

When reviewing the results of the $$P you must keep in mind your company's capabilities to provide sales training. For example, if you have an applicant who shows acceptable skill levels in every scale except Handling Objections, you may not want to automatically disqualify this person. This is especially true if you know that the training you provide is extremely well targeted on how to handle questions and objections about your product or service.

2. How do I establish minimum standards?

Answer: The very best way for you to establish minimum standards for the $$P is to evaluate all of the salespeople you currently have on staff. Once you have tested your current sales people you can compare the scores of your top performers to the scores of those salespeople that may be having challenges with their sales productivity. The scoring software program provides a very easy way for you to generate average scores for each of the scales, for any group of salespeople.

This is accomplished by selecting the F2 "Print Reports" from the main menu of the $$P software scoring program. You are immediately shown a list of all individuals who have been scored using the scoring program. You can select a group of individuals by using the arrow keys on your computer to position the cursor on each person. Pressing the space bar will tag person the cursor is on. Continue this procedure until you have tagged all the members of your top group. Then select the Print, Tagged Averages. The computer automatically and instantaneously calculates the average score for each of the scales for this group. Repeat the procedure with your under achievers and compare your top groups average score for each scale against the average scores of your low producers.

Any scale that shows a significant difference in the average score between the two groups would indicate that this is a skill that is important for success with your company. It may be that only 8 of the 13 scales may show a significant difference. This is not unusual. It is not always necessary for a person

to have high scores in all 13 areas to be successful at a sales position in a particular industry. For example a salesperson in a retail sales position would not necessarily need a high skill level in the scale of Prospecting and Cold Calling. Normally someone in retail would not be required to prospect for new clients.

After identifying which scales are important, you will have a "Success Profile" of what it takes to become a champion salesperson with your company.

3. What if none of my applicants meet the minimum standards?

Answer: If none of your applicants meet the minimum standards, you have some choices you must make, depending on how you can answer the following questions: First: What is your ability to adequately train a salesperson? Second: After training, how long will it take for you to judge whether the salesperson will be productive? Third: Can you afford for that salesperson to go through the learning curve, and get himself or herself "up to speed" in their sales productivity.

If you can't answer these questions to your satisfaction, you must seriously consider whether it would be more advisable to continue your recruiting effort, and attempt to attract more qualified individuals. The extra effort and expense involved in waiting to find the right person is usually minimal. This is especially true when you consider the average cost to recruit and train one bad salesperson exceeds $1,000 in the first month.

Before you run your current "help wanted" ad again you may want to review the wording in your ad. Would you answer the ad you are placing? Would a different approach be more effective? Are you promoting the "job" or the "benefits" the job offers? Ask yourself, "What are the 5 greatest benefits salespeople for this company enjoy?" Once you have identified those benefits reword your ad to include those benefits. Spotlight the reasons why your salespeople love to work for your company.

If you have an excellent training program, and your willing to invest in the salesperson's learning

curve, and have the patience to wait for them to become productive, then you're faced with another decision. How do you select which individuals will have the greatest chance for success. The $$P can still play a valuable role in helping you with this decision.

If you recognize that selling is first and foremost a "people business", it is recommended that you look for salespeople that have very high scores in the scales of Polite and Courteous and Friendly and Warm. This is generally a very good indication that you are dealing with applicants that sincerely enjoy working with people. If you have two or more candidates who show equally high scores in these 2 scales, you would next want to look at their scores in Approach and Involvement, Handling Objections, and Ability to Close.

Interestingly, there are two options you may wish to exercise when looking at these 3 scales. If you are willing to invest a significant amount of time and training, your long range objectives may be best served by selecting the individual who has the lowest scores, and shows the least amount of skills. The reason for this is quite simple. Sometimes, while the process may take a little longer, it is easier to teach a person with no skills how to do things right. Many times it may be more difficult to work with someone who has some skills and "unteach" them the things they have been doing wrong.

If your only objective is to train someone and get them into the field as quickly as possible, then you may want to select the individual who has the highest score in Approach and Involvement, Handling Objections, and Ability to Close. Their "learning curve" should take less time. However, you must remember their old bad habits may be hard to break.

4. How do I explain the implementation of the $$P to my current staff without threatening them?

Answer: One of the easiest ways to introduce the $ales $uccess Profile to your current staff is during the course of a sales training meeting. Simply hand out the question books, and ask the salespeople if

they would take a few minutes to look over the questions. This dissolves any mystique, or misunderstanding about what it is you will be discussing.

Start off the discussion by explaining that you recognize you have an obligation to help them grow and to become as productive as possible. Proceed to explain that you have made an investment in this training evaluation system, that will help them identify where their strengths are, and where they have areas of opportunity for growth.

It might also help salespeople embrace the concept if they understand that the $$P ranks them in 13 sales skill areas and compares them to over 300,000 other salespeople; not to each other. If they get a 92 in Ability to Close, that means they did better than 91% of the 300,000 salespeople that have already taken the profile.

It is very important to let them know that the results of their $$P will be held in strict confidence, between you, their sales manager and them. Explain that under no circumstances will you discuss the results of their profile with any other individual, unless you have their permission. It is just as important to let everyone know that the results of the $$P will not be used to their disadvantage in any way.

Make it clear that there are several things you hope to accomplish with this state of the art program: First: is to identify their potential for growth. Second: is to help you identify those areas of training that you should concentrate on to help them realize that growth. Third: to help you identify what skills are necessary for a salesperson to be successful with your company.

Sometimes weak sales managers are hesitant to implement such a tool. They fear change, and are apprehensive that their sales force may resent it. Strong sales managers have an open mind, they invite change that has the potential to produce positive results, and their salespeople respect their leadership decisions.

When the $$P program is explained in the manner we have recommended, we have never heard of a case where a salesperson refused to participate in

the evaluation process. In fact the great majority find it a very positive growth experience.

Many sales managers have reported significant success in having a sales training session focused entirely on the questions and answers in the $$P. Such a meeting can be held without anyone ever having to divulge the results of his or her $$P evaluation.

The manager simply reads each question out loud, and then opens the floor for discussion of the various choice of answers. The result is very often a fast paced discussion that takes on a life of its' own. Opinions about what answers are better, and why, will be debated. Top performers will generally share their experiences and successes to illustrate and defend their position. In the process they generally divulge many of their closely guarded secrets that have been the key to their productivity. This learning experience benefits everyone.

The success of this approach was recently illustrated in a letter we received from a Director of Marketing from a large national company. He explained the results of administering the $$P at their annual national sales meeting, and using the results as a basis for discussion: "The ensuing discussions and group sessions were lively to say the least. I wouldn't know how to replicate such a success at our next sales meeting."

5. How can I make my people understand that they should want to know the results of their profile?

Answer: The analogy that can best be used to describe the benefits of the $$P is that of the Road Map and a compass. If we knew we were in Illinois, and we wanted to go to California, we know, by looking at the map, that we must head West. If we had a compass, it would show us in what direction we needed to go to start our journey. If we continued to use that compass, and stay on course, we would eventually realize our goal, and find ourselves in the State of California.

However, what if you wanted to go to California, and you didn't know where you were. Even if you had a compass, it would be very difficult for you to

have enough confidence to even take your first step. You might make the assumption that California was West of your location, but if you were in South America, you would circumnavigate the world, and never run into California!

This profession of selling can be similar to trying to make a journey from an unknown point, via an uncertain route, towards an elusive destination. (Oh that was good wasn't it? -- Sorry, I got carried away!) How do we reach our destination of success, if we don't know what our potential for that success is, and we don't know what direction to take to get there?

The $$P is like that road map. The percentile ranking in each of the 13 skill areas tell a salesperson where they are right now, compared to 300,000 other salespeople. The narrative of the report helps the salesperson understand what their potential for growth is. It discusses the positive and negative behavior that a salesperson may be engaging in that will impact upon the ease of their journey towards success.

The training tips are the compass that gives a salesperson the direction they need to become more productive and profitable. In identifying these areas, the salesperson can concentrate on those skills that will help them reach their ultimate destination; financial success!

6. What if my staff doesn't like the results of their $$P.

Answer: It's not unusual for people to want to defend their perceived skills in an area where they have scored poorly. It is rare that someone will disagree with a high score, by claiming they are really "not that good". Some people take criticism better than others. Sometimes it may be helpful to point out that it can be difficult to remain objective about any kind of an appraisal, especially if you're the one being evaluated.

It might also help them to understand that the percentile rankings show where they placed compared to a 300,000 other salespeople, not the salespeople they work with. That percentile, whatever it may be, is a factual representation. If they got a 42 in

Prospecting and Cold Calling, it is a fact that 58% of the 300,000 salespeople who have taken the $$P scored higher in this scale. That is simply a fact that is not open to argument or interpretation.

Many times you may face a challenge because your top salesperson or a manager may not do exceptionally well on the $$P. The questions you must ask the examinee when this happens is, "Do you feel you really took the test seriously? Did you try to do your very best?"

Many times, because they are your top salesperson, they don't feel they have anything they need to prove, by doing well on the $$P. A significant clue that a salesperson may not have used their best efforts, is when they have given only one answer to most of the questions that allow them to choose more than one answer.

When this situation occurs, you might ask your salesperson if he would like to review the test, re-read the questions, and take his time to give a little more thought to his answers. Usually this second opportunity will yield results that are much more consistent with the performance you have observed.

Another warning: One of the most frequent challenges associated with scores which do not corroborate with actual performance, is taking the profile in less than optimum conditions. It is advisable, that your salespeople complete the $$P on your premises, and not be allowed to take it home. You have no control over the disruptions they may have to contend with in their home environment. Make sure your salespeople are given time to complete their test undisturbed. Make sure they are in a well lit area, and they are comfortable. If giving the $$P in a group setting, do not allow people to discuss the questions or answers. Do not give the $$P prior to a break a lunch hour or towards the end of the day. People may be hungry, or need to use the restroom, or they may simply hurry to complete the $$P so they may leave. Giving the $$P early in the morning, or the first thing after lunch may be the best times.

7. Am I obligated to share the results with them?

Answer: Whether you are legally obligated to share the results of the $$P with your salespeople may vary from state to state. From the standpoint of fairness, and if your true goal is to help your salespeople grow, why would you not want to share the results?

If you refuse to share the results of the $$P, your salespeople will be less likely to co-operate with you on future projects. They will tend to view such procedures as something you use to intimidate, rather than to educate.

You must keep in mind that these are "THEIR RESULTS". Refusing to give your salespeople the results of their own $$P may cause a morale problem that far outweighs any benefit the testing may have.

8. Should I have everyone see everyone else's results?

Answer: Absolutely not. Under no circumstances should you allow anyone else, other than those individuals who may share your responsibility as a sales manager, to see the results of someone else's test.

If you allow salespeople to have a copy of their test results, in time, they will share and discuss the results among themselves. Many times this provides the catalyst for meaningful discussions and exchange of successful techniques between sales associates.

9. Can a low producer score higher than a top producer? If so, why?

Answer: As previously discussed, sometimes a high producer does not take the test seriously, and this can result in a lower than normal score. There are also those low producers, who have an excellent working understanding of sales techniques, who may score well on the $ales $uccess Profile.

If you have a low producing salesperson who scores high on the $$P you now know that the challenge is not lack of knowledge. You must explore whether the problem is one of poor time management, lack of motivation, or fear of rejection.

If time management appears to be a challenge, make the salesperson accountable for making a certain number of sales calls a day. Have them submit weekly progress reports. Tighten your control, and supervise them more closely.

Many times, professional sales managers, know when a salesperson has a motivational challenge because it manifests itself in poor work habits, and attitudes. If there is nothing you have noticed, you may want to interview the salesperson. Ask why the salesperson thinks he is having problems. You may uncover a motivational problem. If it is situational, and temporary, you can ask what you might be able to do to help. It's not unusual that the offer alone, may be sufficient to rekindle a desire to try harder. If you identify that the motivational challenge is long term, such as someone who is simply "burned out", you must consider the advisability of replacing this individual with someone who can be productive. The best advise to remember is, "If you can't change your salespeople, change your salespeople." It is not unusual to see someone who receives additional sales training, get excited about selling again, even though their skill knowledge is already high. Skills are like a good knife, they must be constantly honed and sharpened if they are to maintain their edge and performance.

If the challenge is "fear of rejection", sales training can be the answer here too. Many times, reviewing the basics, instills the confidence to go out and fight the odds. Good sales training addresses the issues of how to handle failure and rejection.

10. When should I retest?

Answer: There are several times when re-testing may prove to be beneficial. You may want to re-test after sales training to measure the value of the material, and the comprehension of the material by the salesperson.

When a salesperson is experiencing a slump; to help identify what skills have slipped. It gives direction to the salesperson as to what corrective measures he should take. In 99% of the cases involving sales slumps, the challenge is always traced back to a salesperson forgetting to practice one or more of the basic selling skills. He may be rushing into the "close" without thoroughly answering and handling objections. He may be leaving out an important part of his presentation.

Every successful salesperson experiences sales slumps from time to time. No one likes to fail, winning is always more fun. If a slump is left unchecked it can terminate a successful career. Never allow a slump to run its' course. You must intercede, give support, give encouragement, and help your salesperson overcome these challenges. The $$P offers an efficient way to identify and correct these concerns.

It is equally important to re-test when someone starts doing extremely well. Identifying which skills have gone up, may give you valuable insight as to what it takes to improve the performance of your entire sales force. You might want the salesperson to share his recent successes with the rest of your sales staff. Let he or she receive the recognition they deserve for a job well done.

You may want to test your entire staff every 3 to 4 month This can help you identify training areas that need concentrated focus. By targeting those areas which need the most work, you can insure your training benefits the majority of those who need the help.

Internal Validation:

If you were a salesperson for the only company that had developed a vaccine for something like cancer, how good at closing do you think you would have to be in order to have financial success? I don't think you would need a great deal of skill. While this may be an extreme example it serves to demonstrate that different industries may require different skill levels for success. A sales applicant may need to be in the 72nd percentile in "Ability to Close" to be successful at selling cars, they may need to be in at least the 85th percentile to be successful in real estate sales, 50th percentile may be acceptable for some types of retail sales. What may be considered success at one car dealership, may not qualify as success at another. One company's "A" players may be another company's "C" players. How does a company decide what are the minimum percentile rankings needed in each of the 13 scales to predict success? It is very likely that a salesperson may not need to be extremely skilled in all 13 scales. A retail salesperson probably does not need to be highly skilled in "Prospecting & Cold Calling". This is why it is essential for companies to do their own validation to establish what scales are important for success and at what levels.

There are two validation procedures which are the most useful for in-house validation. The first is "Discriminate Analysis", also called hypothesis testing for a two case mean, and the second is to generate a "Correlation Coefficient". Discriminate Analysis allows us to measure the strength of the difference between the mean scores of two different groups of examinees. This will allow you to find out how many of the 13 scales are valid predictors of success for your company. Using a Correlation Coefficient allows you to measure the strength of the relationship between two different criteria. For example, you may want to measure the strength of the "Closing" score to the gross sales of each of your salespeople.

Included in the following pages is an explanation of both of these validation procedures, and simple formulas you can use in your own spreadsheet program.

It is important to understand that the information produced by the $$P is not a cure-all for all sales force recruiting ills. What the $$P does do, is provide managers with an objective look at basic selling skill levels. If your objective is to hire individuals who are easier to train and faster to produce, the $$P can help.

As we gain experience in various industries, it is apparent that each industry has its own success skill level thresholds. Individual businesses within each industry also can vary. The question asked by most managers, "What skills are necessary for success in my business, and at what levels?", is best answered by looking at the existing sales force of that business.

Creating appropriate thresholds for any company is accomplished by evaluating the skills of the existing staff and their sales performance. Because the scoring matrix uses percentile ranking within a large group, the process of developing small group thresholds is easy.

The most valid studies are conducted using at least 30 people in each of 2 groups. We realize that this is not always possible because a company's sales force may not have 60 people. However, looking at the salespeople you do have on your sales staff can get you headed in the right direction. Over time, you will begin to accumulate enough data to establish your company's profile for success.

Assuming that you have at least 12 sales people, (if you have a very large sales force, a representative sample may be used) developing the appropriate skill threshold for your business can be accomplished by the following process:

1. Using objective criteria such as sales volume, market share, market penetration etc. Rank order your sales force and divide them in half. Call the top half group "A", and the bottom half group "B". If you have an extremely large sales force use the top 30 people and the bottom 30 people.

2. Using the $$P, evaluate the skill levels of all the members of both groups.

3. After scoring everyone, use the F2 Reports option from the $$P Main Menu and select format #2, which lists results by individual scale scores.

4. Next, TAG the members of the "A" group by moving the highlighted bar with the up and down arrow keys, and pressing the space Bar. Repeat until all the "A" people are TAGGED

5. TURN ON YOUR PRINTER - CHECK THE PAPER SUPPLY

6. Then, press "P" to pop up the PRINT sub-menu and using the down arrow key move the highlighted bar down to Tagged Averages. Press Enter.

7. The printer will then produce the summary report with scale averages for group "A".

NOTE: SHORT CUT - If no one but the "A" and "B" groups have been scored, and there are no other records in the data file, then you can produce the "B" group averages by pressing "P" again to bring back up the print sub-menu, select Untagged Averages, and the summary report with averages will be produced for the "B" group.

IF OTHER SCORES ARE IN THE DATA FILE, PROCEED BELOW.

8. To produce averages for the "B" group, press "T" to pop up the TAG window, and select UNTAG ALL. Then repeating steps 1 - 7 above, tag the "B" people, and print out their averages.

9. Using a spread sheet program, enter the group averages into a spread sheet and graph them. (Graph paper works, too.) You can make an over-lay from transparency copier stock by putting the stock on any $$P report, and marking the "A" and "B" group averages. This allows the quick comparison of individual test results against the scores of your top and bottom groups. It is important to understand that differences in the mean average scores for two groups of individuals may appear to be significant, but statistically they may not be. This can be magnified when you are working with small groups of people. As an example, you may have five people in your Top group of salespeople, and five in your Bottom group of salespeople. Let's assume that your top Group has an average score in Closing of 81, and your Bottom group has an average score in Closing of 62. On the surface there appears to be a significant difference. However, perhaps your Top group had one person who had an exceptionally high score in Closing, and your Bottom group had one person who had an exceptionally low score in Closing. These two individuals could account for the very large difference between the average scores on Closing for the two groups. Maybe the eight other people in the study had Closing scores that were all about the same. There is a statistical calculation that can be done to insure that the mean average differences truly are statistically significant. This is called "discriminate analysis". However you normally must have at least 30 people in each group to perform this calculation with any degree of accuracy. So until you get at least 60 people in your scoring database you can only infer that there are differences between average scores. It is advisable when doing averages to eliminate from each group any individual(s) who may appear to be extremely high or extremely low, and evaluate the people that appear to be representative of their group. If you know of an individual that did not take the test seriously, it would be foolish to include an invalid test, in your study.

You can perform a discriminate analysis of two different average scores by performing the following mathematical computation. This can be done quite easily in a spread sheet program.

STEP 1. We start with the hypothesis that there is no difference between the mean of the two groups, (null hypothesis). The level of significance to be used is .05.

STEP 2. Compute the test statistic using the following formula:

$$t = \frac{(\overline{X}_1 - \overline{X}_2) - (\mu_1 - \mu_2)}{\sqrt{\dfrac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

where: $\overline{X}_1$ = Mean of group 1

$\overline{X}_2$ = Mean of group 2

n_1 = Number of People in group 1

n_2 = Number of People in group 2

$(\mu_1 - \mu_2) = 0$ (the null hypothesis)

s_1^2 = Variance of group 1

s_2^2 = Variance of group 2

(Variance is calculated as $-s^2 = \dfrac{\sum X_i^2 - \dfrac{\left(\sum X_i\right)^2}{n}}{n - 1}$

STEP 3. Set the criterion for rejecting or accepting the hypothesis by finding the degrees of freedom and using that number to lookup the critical values of the test statistic for a two-tailed test at the .05 level of significance. To find the degrees of freedom, use the formula: $df = n_1 + n_2 - 2$.

STEP 4. Decide whether to reject or retain the null hypothesis. If the calculated t exceeds the critical value of t then we would reject the null hypothesis. The probability statement after the statistical test is: *The probability is less than .05 that the observed difference in sample means occurred by chance.*

Discriminate Analysis Example A:

	A	B	C
1	85	73	81
2	73	60	62
3	80	55	49.3
4	75	50	115.3
5	90	74	5
6			5
7	Degrees of freedom (C5+C6) - 2 =		8
8			***t* = -3.17206**

Place the Group 1 scores in column A, and the Group 2 scores in column B.

Place the following formulas in column C:

C1:@AVG(A1..A5)	$\overline{X}_1$
C2:@AVG(B1..B5)	$\overline{X}_2$
C3:@VARS(A1..A5)	s_1^2
C4:@VARS(B1..B5)	s_2^2
C5:@COUNT(A1..A5)	n_1
C6:@COUNT(B1..B5)	n_2

C8:(C1-C2-0)/@SQRT(((((C5-1)*C3)*(continued next line)*
+((C6-1)*C4))/(C5+C6-2))*(1/C5+1/C6))

(The formulas in cells C1..C6 will be altered depending upon the number of test scores in your sample, i.e. if you have 20 tests in each group, the formula will be changed to "@AVG(A1..A20). The formula at cell C8 will not be affected by the number of tests in the sample. Also, the @VARS function may not be available in your spreadsheet. If it is not, then you can use the @VAR function. This will give you a slightly different value for t.)

In example A, the mean for group 1 is 81, and the mean for group 2 is 62. There is a 19 point difference between the two groups, but is it significant? To find out, we first use the spreadsheet to calculate the t value of -3.17206. We then determine the degrees of freedom by adding together the total number of people in each group and subtracting 2 (5 + 5 - 2 = 8). We use the degrees of freedom (8) to determine the critical value of t at the .05 level of significance (±2.306). (We must use the table presented on the next page, titled Critical Values for the t-distribution.) Since the calculated t value (-3.17206) exceeds the critical value of t at the .05 level (-2.306) of significance, we can reject the null hypothesis. This means that the probability is less than .05 that the observed difference occurred by chance. (Actually, the calculated t value exceeds the critical value of t at the .02 level (-2.896) of significance. This means that there is less than a 2% chance that the difference in the means occurred by chance.)

In example B, (see next page) we also have 5 tests in each group, with the same means for each group that we had in example A. There is still a 19 point difference in the means for the two groups, but the calculated t value is -1.19447. We use the same degrees of freedom (8), and the same critical

value of t (-2.306), but this time the calculated t value does not exceed the critical value of t, so we must accept the null hypothesis. This means that the probability is greater than .05 that the observed difference occurred by chance. In this case the calculated t value does not exceed the critical value of t at the .20 level (-1.397) of significance. This means that there is greater than a 20% chance that the difference in the means occurred by chance. If you look at the test scores in example B you can see why this happened. 4 of the tests in each group were almost identical. In fact, if you take out the high score in group 1, and the low score in group 2, the means for the two groups are the same! As the size of the group increases, the chance that one test score will affect the results in this way decreases. That is why it is important to use at least 30 test scores in each group.

	A	B	C
1	82	85	81
2	70	70	62
3	80	80	129.8
4	75	3	1135.3
5	100	74	5
6			5
7	Degrees of freedom (C5+C6) - 2 =		8
8			t = **-1.19447**

Discriminate Analysis Example B:

Using Correlation Coefficients

The correlation coefficient (Pearsons r) is used to determine if an observed outcome is related to some other measurable factor (i.e. is a score on an I.Q. test related to the age of the examinee.)

The following formula is used to compute the correlation coefficient. The results will be a number between 1 and -1. A number very close to 1 would mean a "complete positive correlation", while a number very close to -1 would be a "complete negative correlation."

$$ r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}} $$

where: N = Number of observations
X & Y = Observed score pairs

A spreadsheet program can be used to calculate the correlation coefficient for your data. The following example has 2 sets of 20 scores. (see example A)

Place the First set of scores (i.e. Comprehensive Skills, Closing etc.) in column A of the spreadsheet and the corresponding numbers (i.e. years of experience, longevity etc.) in column B. Then place the following formulas in columns D&E:

D1: @SUM(A1..A20)
E1: @SUM(B1..B20)
D2: @SUMPRODUCT(A1..A20,A1..A20)
E2: @SUMPRODUCT(B1..B20,B1..B20)
D3: @COUNT(A1..A20)
E3: @SUMPRODUCT(A1..A20,B1..B20)
D4: ((D3*E3)-(D1*E1)) / *(continued next line)*
@SQRT(((D3*D2)-(D1*D1))*((D3*E2)-(E1*E1)))

df	Level of significance for two-tailed test						
	.20	.10	.05	.02 "c"	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764 "b"	3.169	4.587
11 "a"	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.579	3.291

Critical values of the t-distribution

"a" = degrees of freedom
"b" = t value of Example A, - 3.17206
"c" = Level of Significance

(The formulas in cells D1..E3 will be altered depending upon the number of test scores in your sample, i.e. if you have 30 tests in the group, the formula will be changed to @SUM(A1..A30) in cell D1. All of the other occurrences of "A20" (and "B20") would also be changed to "A30" (or "B30") to reflect then number of scores in the group.

Example A: Column A is Scores, Column B is years of experience.

	A	B	C	D	E
1	95	9		1165	127
2	44	3		81101	5223
3	65	5		20	5214
4	74	5		0.73	
5	81	17			
6	77	5			
7	38	1		Correlation Coefficient 0.73	
8	42	2			
9	12	2			
10	66	5			
11	89	16			
12	93	18			
13	41	9			
14	14	1			
15	56	2			
16	68	3			
17	33	1			
18	89	15			
19	68	5			

Example A: Correlation

The result (in this case .73) in Example A, below, is read from Cell D4, but what does it mean? The following chart can be used as a guide to determine how strong (or weak) the relationship is between the two sets of data:

.90 to 1.0 (-.90 to -1.00)	V. High Pos. or (Neg) Correlation
.70 to .90 (-.70 to -.90)	High Pos. or (Neg) Correlation
.50 to .70 (-.50 to 1.70)	Moderate Pos. or (Neg) Correlation
.30 to .50 (-.30 to -.50)	Low Pos. or (Neg) Correlation
.00 to .30 (.00 to -.30)	Little if any correlation

Example B, top of next column, shows a correlation between test scores, listed in column A, and Gross Sales listed in Column B. The correlation of .911 would indicate a very high correlation between test scores and sales performance.

NOTE: Correlation Examples A and B use fictitious data, and are not the results of any study.

Example B: Column A is Scores, Column B is gross dollar sales.

	A	B	C	D	E
1	95	2,900,000		1165	18,679,500
2	44	30,000		81101	3.39E+13
3	65	1,200,000		20	1.51E+09
4	74	1,300,000		0.911	
5	81	1,800,000			
6	77	1,650,000			
7	38	41,500		Correlation Coefficient 0.911	
8	42	42,500			
9	12	17,000			
10	66	1,200,000			
11	89	1,900,000			
12	93	2,300,000			
13	41	32,000			
14	14	19,000			
15	56	52,000			
16	68	1,500,000			
17	33	23,500			
18	89	1,700,000			
19	68	950,000			

Example B: Correlation

INTERPRETATION:

It is important to note that although individual skill scale scores within groups may vary, the two overall scores; Fundamental and Comprehensive skills, for both groups and individuals, have proven to be consistent with performance. Thus, when using applicant / trainee scores in selection or training, the most important data is the two overall skill scores; Fundamental and Comprehensive.

If an examinee's overall scores fall far below that of your "A" group's averages, it's likely that a substantial training investment would be needed to bring their sales skills into line with those who have previously succeeded in that position. Conversely, those examinees with scores consistent with your "A" group should require less basic sales skill training, and should produce faster.

If you have conducted an interesting in-house validation study for your company we would like to have a copy. Additionally, if we can assist you in performing your in-house validation studies, we will be are happy to help. There is absolutely no fee for this assistance.

Problems...No Problem!
Help is a phone call away!

Tech. Support 1-702-732-7437

1. Error Messages.

QUESTION: When I start the program, an error message comes up on the screen and tells me to call tech support.

ANSWER: This is always a problem with the Coupon Disk. The program may be having problems reading the Coupon, or the Coupon Disk may not even be in the machine! Depending on the error number that is displayed, most problems of this sort can be solved. Here is a list of some of the error codes and the way to solve the problem(s):

7021,7023,7043,7191,7193 - Coupon Disk has been damaged, this disk must be replaced. Call Tech Support 1-702-732-7437.

7041 - Check your config.sys file and make sure that you have a "files=" statement. The "files =" statement must be set to at least 20, (files=20).

7143 - All of the coupons have been used on this Coupon Disk. Time to order more!

7143, 7144 - Call tech support; 1-702-732-7437.

7046 - Check to see that the Coupon Disk is inserted all the way into the drive and that the drive door is closed.

7052 - Call tech support, 1-702-732-7437.

28739 - Coupon Disk is Missing - Make sure that the Coupon Disk is in the A or B drive. This can also be caused by having an old version of the program with a newer Coupon Disk. If you have been using the program before, and you have a previous version of

the program installed on your Hard Drive, install the new version of the program over the old. This will not affect your data files.

QUESTION: I start the program and the copyright screen comes up, but I can't go any further. The only way out of the program is to reboot the machine. What's wrong?

ANSWER: This is usually caused by a conflict with a memory resident program (TSR), terminate stay resident. Try removing all memory resident drivers and/or programs from your config.sys and autoexec.bat files and then run the program again. If it works, without the TSR's, try putting them back in one at a time until you find the TSR that is causing the problem.

A simpler way than modifying your config.sys and autoexec.bat files is to make a DOS boot disk. When you want to run the $$P program boot your computer with the DOS boot disk in your "A" drive. Then remove the DOS disk and place the $$P disk in and run the program as usual. Booting from a DOS boot disk will give you a clean environment to run in.

Another likely problem is Microsoft's SMARTDRV. Some versions of this disk cache program interact with the BIOS on some machines and lock up the program when it tries to check the Coupon Disk.

QUESTION: I input the answers for a test and choose score, but I get an error message and then endup back at the Main Menu.

ANSWER: Two things can cause this to happen, a data file error or a Coupon Disk error. Data file errors are usually caused by not exiting the program properly (from the Main Menu). They can be fixed by rebuilding the file. To rebuild the data files, go to the report menu and choose the utility menu. Select file maintenance, rebuild data files. After the files are rebuilt, try to score the profile again.

2. Installation

QUESTION: The install program locks up when it tries to display my available drives.

ANSWER: The install program sometimes has problems with assigned, CD-ROM, or networked drives. If you have a CD-ROM drive, put a CD in the drive. If this does not solve the problem, you can manually install the program. To manually install, choose the drive that you want to install the program to (normally the "C" drive). Create a subdirectory to hold the program by typing "MD \SSP". Type "CD \SSP" to change to the newly created directory. Place your program disk in the A (or B) drive and type "copy a:*.*" (or "copy b:*.*"). If you have the 5.25" disks, (the 3.5" disk contains both the program and the Coupon) place the Coupon disk into the drive and type "copy a:evchk.com", (or "copy b:evchk.com"). You can delete the file named install.exe from the SSP directory by typing "erase install.exe".

If you do a manual install, you must check to make sure that your "files =" statement in your config.sys file is set to at least "files=20". You must also have MS or PC-DOS ver 3.1 or above.

3. General

QUESTION: I have a laptop computer with an LCD screen. When I run the program, I can't see some of the menus?

ANSWER: Most laptops tell the software that they are color monitors, even though they only display shades of gray. At the Main Menu, choose F3 - Edit Company Information. Tab down to the Color (Y/N) box and input "N". This will change the colors to Black & White. (The color can also be changed from the Utility menu, Colors Option, on the Reports screen.)

QUESTION: I scored a test on one machine, but I need to print/view them on another machine.

ANSWER: The data file that contains the information from the scored profiles resides on the Hard Disk of the machine where the profiles were scored. To move them to another machine, you will need to move the data file named "SALESAPP.DAT" to the other machine. There are two ways to do this,

depending on whether the program has been already used on the other machine:

1. If you do not have the program on the new machine, install the software from the program disk, then copy the SALESAPP.DAT file to the new machine. To copy the file, first put a formatted disk in the original machine and change to the directory where you have installed the scoring software (normally the SSP or SSP5 directory.) Assuming that the program was installed in the C:\SSP directory, and that your floppy disk is in the A: drive, type "COPY SALESAPP.DAT A:". Take the disk to the new machine and change to the C:\SSP (or SSP5) directory. Copy the file into the directory by typing "COPY A:SALESAPP.DAT". The data is now transferred and you should be able to use the new machine.

2. If you have already scored profiles on both machines, you will need to **MERGE** the data files.

IMPORTANT: If you copy the data file with the COPY command, you will over-write any profiles that you have already scored on the machine. To merge files, follow the directions above to copy the SALESAPP.DAT file from the first machine. You will need to run the program on the machine that you are merging to and go into the REPORTS menu. Choose Utilities, File Maintenance, Merge Data Files. You will be asked which drive you want to merge from. Place your disk with the SALESAPP.DAT file into the A (or B) drive and hit enter. The reports on the floppy disk will be merged with your existing reports on the Hard Drive.

4. If you're on a network.

QUESTION: We are connected to a network, could that be causing problems?

ANSWER: Being on a network can cause a variety of errors. The network may load various terminate and stay resident programs. The network may also use Btrieve, a file management program. The $ales $uccess Profile also uses Btrieve. However,

if your network is using an older version of Btrieve, it will not allow the $ales $uccess Profile version of Btrieve to be loaded.

The easiest way to avoid all the problems is to have your network supervisor make you a DOS boot disk that you can use when scoring the $ales $uccess Profile. By booting your machine with a DOS disk you eliminate any problems that the network may be causing. However, you will not be able to print to a network printer. You will have to use a printer connected directly to your computer.

5. Printing

QUESTION: When I try to print a report, the printer receives the data, but either prints out garbage or locks up and does not print anything.

ANSWER: Most problems of this type are due to the printer emulation. The program prints out ASCII text. If your printer emulation is set to Postscript, it will not be able to print the reports. Most printers have the capability to change emulation settings either via the front panel or DIP switches. Choose one of the following emulation settings: HP (PCL3, PCL4, PCL5 etc.), IBM Proprinter, or Epson. This will usually fix the problem.

QUESTION: When I try to print, a message comes up on the screen that says "not ready writing device PRN" "Abort, Retry, Fail".

ANSWER: The program can not find the printer. If you cannot determine the cause of the problem, you will need to choose "Abort" (press the "A" key). You will be able to pull up the report again by going though the Reports menu. There are a number of reasons why this problem could occur:

1. Is the printer turned off or out of paper, printer cable loose?

2. Do you have the proper printer port selected in the printer port menu?

3. Is your printer connected via a network? If so, was the proper network printer driver loaded before the $ales $uccess Profile was started? (Check with your network supervisor.)

QUESTION: The reports print, but the graphs do not line up or the text prints very small.

ANSWER: The reports were formatted for a 10 character per inch fixed width font. Some printers can be set to default to compressed or proportional pitched fonts (each letter takes up a different amount of space, i.e.. a "W" is wider than an "i"). To fix this problem you will need to change the default font to a fixed width font (i.e. Courier 10), then reprint the report. See your printer manual to find out how to do this.

QUESTION: The graph prints fine, but the Analysis and or the Training Tips are missing words or even whole paragraphs, or they seem to be scrambled.

ANSWER: This is usually caused by a damaged data file that is used to build the reports. You will need to reinstall the program from your original program disk. After reinstalling the program you may need to refill-in the information in the company information screen. Reinstalling the program does not affect your stored profiles that have already been scored.

6. Virus Problems

QUESTION: Our computer picked up a virus, is there a chance that it could have come from a $ales $uccess Profile disk?

ANSWER: Absolutely not! We use all new unformatted disks. Each disk is virus scanned. All disks are duplicated "in house" on our own high speed duplicators. The computers that are connected to the duplicators are dedicated machines. They do not contain any programs other than the $ales $uccess Profile masters. These computers are stand alone machines that are not connected to any networks or modems.

**Remember, help
is just a phone call away:**

**CALL TECH SUPPORT
1-702-732-7437**

$ales $uccess Profile®

Test Administration Manual & Statistical Validation

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