

## The Rainmaker Process Model



The Journey Begins . . . .

### PROLOGUE CONTENTS:

- Introduction
- Instructions
- Negotiation Guide

Introduction to  
The Success Discovery Process  
for the  
**Rainmaker Process Model**

The “Rainmaker Process Model” report series is designed to improve your ability to bring peers, subordinates, clients, and prospects within your sphere of influence.

**This report is not designed to be a “read only” document.** It is meant to be used as a roadmap and guide toward Leadership development.

**The Rainmaker Process Model Report consists of three distinct sections.**

**1. Emotional Intelligence Quotient** traits. - Understanding:

- Self-Awareness (*Ability to understand your moods and drives*)
- Self-Regulation (*Ability to control or redirect disruptive influences*)
- Motivation (*Work for reasons that go beyond money or status*)
- Empathy (*Ability to understand the emotional makeup of others*)
- Social Skills (*Proficiency in managing relationships and building networks*)

**2. Sales Strategy Index** traits. - Understanding:

- The ability to “read” others and read signs they are interested in your product or service.
- An Analysis of “Basic” selling skills.
- An Analysis of “Advanced” selling skills.
- Overall Analysis of your ability to strategize for sales success.  
(*Especially useful in complex sales situations*).

**3. Professional Development Coaching Report** - Understanding the following traits:

- Utilitarian/Economic (*The drive for Money, Status, and Results*)
- Theoretical (*The drive for Knowledge and Learning*)
- Aesthetic. (*The drive for Form and Harmony*)
- Social/Altruistic (*The desire to be Helpful, Caring, and Charitable*)
- Individualistic/Political (*The need for Power, Control, and Influence*)
- Traditional/Regulatory (*The desire for Order, Structure, Rules*)

Managing and Developing the abovelisted traits goes to the heart of the Business Development and Leadership Competencies of “making complex decisions.” Your goal therefore, is to bring others into your sphere of influence based upon your effectiveness in combining a mixture of analysis, wisdom, experience, and judgement. In short, you will be sought out by others for your expertise, advice. and solutions.

## RAINMAKER PROCESS MODEL - INSTRUCTIONS:

The Rainmaker Process Model report is designed to become the basis for an Executive intervention type Performance Development program. It does require several hours to read, understand, and analyze. Unless the workbook that follows is completed, the benefits will be minimal. Upon completion of the workbook Success Discovery Process please discuss the report and the completed workbook with a friend and your manager or facilitator.

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**Day 1** - Upon receipt read through the entire report to obtain an overview.

- Use a yellow highlighter to highlight any statement in the report(s) that you strongly disagree with. Make notes for future reference.
  - **Remove the “Negotiation” insights section.** Fill out and complete the “People I Know” worksheet and begin practicing the recommended negotiation techniques until they become “second nature” to you. This will take time and practice..
  - Set the report aside and reflect upon the contents.
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**Day 2** - Re-read the Emotional Intelligence section. (Part 1)

- Make notes based upon the report recommendations.
- **Carefully complete the EIQ Discovery Process workbook.**
- Create an action plan for improvement.
- Immediately begin applying what you have learned. Practice on friends, family, peers, and subordinates.

*Note: Properly applying EIQ techniques is an invaluable tool for management and sales personnel. The goal of E.IQ. is to persuade and influence others, to take control of stressful situations and exhibit the ability to mediate in complex social situations.*

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**Day 3** - Re-read the Sales Strategy Index section. (Part 2)

- Make notes based upon the report recommendations.
  - **Carefully complete the SSI Discovery Process workbook.**
  - Create an action plan for improvement.
  - Focus effort on changing your approach in any area where your response was considered by the system as being “Least Effective.”
  - **Study and learn to apply the “Advanced Business Development Strategies”** portion of the Discovery Process. This is an extension and enhancement of basic negotiation strategies and focuses on strategizing for success in sales and business development situations.
  - Immediately begin applying what you have learned on clients, prospects, and business associates.
  - Keep in mind that to succeed we must constantly sell ourselves, our business, and look for opportunities to turn contacts into sales situations.
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*(Continued on the next page)*

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**Day 4** - Carefully re-read the Coaching Report section. (Part 3)

- Make notes after reading each trait taking into account the report recommendations on:
  - Training, and performance development and learning insights and-
  - Continuous Quality Improvements.
  - Think about how you will fulfill the report recommendations.  
(Make a separate list if necessary).
- **Fill out and complete the “Values Action Plan”**
- **Fill out and complete the “Quality Improvement Action Plan.”**
- Reflect upon how you intend to apply the recommendations and put them into action.

*Keep in mind this portion of the report examines your approach to life, and to the job by analyzing your PIAV (Personal Interests, Attitudes, and Values).*

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**Day 5** - Review once again the Coaching Report section and carefully  
**Fill out and complete the Discovery Process Workbook.**

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**Day 6** - Re-read the entire report to imprint an in-depth understanding of the information contained within the report.

**Continuous focus:**

- Review your “Action Plans” daily.
  - Stay focused and on target.
  - Remember . ...  
***We are the sum of our experiences***, that is what makes each of us unique and individual.
  - It takes time and focus to intervene and change our “usual” way of doing things.
  - Review the report monthly until all Leadership traits have been enhanced.
  - The effort you expend on the Rainmaker Process Model Discovery Process will bring lifelong rewards and benefits both personally and professionally.
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**Continuous Learning:**

As we have moved away from the Industrial Age to more intangible jobs, the need for Continuous Learning has become paramount. Continuous Learning can be a challenge for some people especially those in Senior Management Positions. Your future career success depends on continuous learning.

- The top ten in demand jobs in 2009 did not exist in 2004.
- U.S. Department of Labor estimates that today’s new job candidate will have 10 to 14 jobs by age 38.
- In 2009 there were 31 billion searches on Google every month.; only 2.7 billion for the year 2006.
- Jobs are changing and the job market is changing. Continuous Learning is an absolute necessity.

# NEGOTIATION STRATEGIES

Use this page for ideas on how to control the interaction between yourself and another person. In any negotiation you must first gain control of the situation - then, read the other persons style and apply the appropriate strategy. Review the detailed strategies on the following pages. Adjust your strategy and intensity to the other person. Use "Mirror Imaging" Techniques. The negotiation strategies listed here are not easy to master. We suggest you draw up a list of friends, family, and co-workers, and put each of them in a category (style #1, 2, 3, or 4) that matches their communication/negotiation style. Apply the appropriate negotiation techniques to each of them, every time you meet and communicate with them. Keep a record of your progress!

PROSPECT or CLIENT	STRATEGY
Skeptical, Suspicious	Agree on minor points and expand. Be conservative in assertions.
Nervous, irritable, high strung	Use a quiet, tactful, soothing manner.
Pessimistic, grouchy, complaining	Listen patiently, ask questions to find out their real concerns.
Egotistical, opinionated, high hat	Flatter their ego. Concentrate on getting results.
Argumentative, blustering	Create response by challenging in a sincere manner.
Silent, secretive	Be more personal than usual to draw them out.

## - Improving Your Negotiating Flexibility -

**When interacting with a person with the following “Assertive” style, type #1,:**

Fast-paced speech  
Gives a strong first impression  
Impatient  
Direct  
Tries to control the situation

***Factors that will improve negotiations with this type of person:***

Speed up - omit some of the details  
Speak with confidence  
Flatter their ego  
Don't waste their time  
Stress Service - be fast and efficient  
Stress new products and service

***Factors that will create tension or dissatisfaction with this type of person:***

Not reacting quickly  
Speaking slowly and deliberately

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**When interacting with the following “Relationship” style, type #2:**

Friendly and talkative  
Impulsive  
Uses many hand gestures when speaking  
Gets emotional  
Imprecise about the use of time

**Factors that will improve Negotiations with this type person:**

Be more demonstrative with your facial gestures  
Be flexible with your time schedule....allow time for them to talk  
Let them know you enjoy their company  
Be prepared for them to be emotional  
Let them know you are interested in helping them

**Factors that will create tension or dissatisfaction with this Style person:**

Not sharing information freely  
Not displaying a sense of urgency

**When interacting with the following “Supporter” style, type #3:**

Patient  
Easy going  
Uses an unemotional tone of voice  
Reserved  
Deliberate - methodical

**Factors that will improve Negotiations with this type of person:**

Maintain a friendly environment  
Show a demonstrated need for urgency  
Present information in a systematic fashion  
If change is necessary, give many reasons and benefits  
Show sincere appreciation  
Stress security  
Assure them that many others are using your product/service

**Factors that will create tension or dissatisfaction with this type of person:**

Not demonstrating personal attention  
Being possessive of information

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**When interacting with the following “Analytic” style, type #4:**

Speaks slowly  
Asks questions about facts and data  
Deliberate in actions  
Uses few gestures  
Skeptical  
Suspicious

**Factors that will improve Negotiations with this type of person:**

Be diplomatic and courteous  
Don't ask probing, personal questions  
Avoid criticism of their comments or choices  
Provide assurances of correct decisions  
Avoid sudden or abrupt changes  
Don't threaten them

**Factors that will create tension or dissatisfaction with this type of person:**

Sloppy work environment  
Overselling

## - People I know -

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**Instructions:**

Read the Negotiation Strategies and the four main types of people and how to influence them. Make a list of people you interact with on a regular basis. Put them in Category 1, 2, 3, or 4. Every day select one person from your list and apply the strategy and communication style that will best influence them. Practice this technique until it becomes natural for you. Your goal is to be able to persuade and influence others.

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### **Assertive People - Type 1**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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### **Relationship Oriented People - Type 2**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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### **Supporting People - Type 3**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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### **Analytic People - Type 4**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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The Rainmaker Process Model



**Part One** > Emotional Intelligence

Introduction to  
The Success Discovery Process  
for the  
Emotional Intelligence Portion  
of the  
RAINMAKER PROCESS MODEL

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The Emotional Intelligence Quotient report is not designed to be a “read only” document. It is meant to be used as a roadmap and guide toward Emotional Intelligence development.

First we must understand:

**What is Emotional Intelligence?**

- Emotional Intelligence is not about being nice all the time, It is about being honest.
- It is about being aware of your feelings, and those of others.
- It is about developing your EIQ to enhance your ability to influence others.
- Emotional Intelligence is not about being emotional,  
it is about being smart with your emotions.
- It is learning to recognize the five competencies you can work on to increase your level of Emotional Intelligence and why they are important to personal and professional success.
- It is learning to listen to and employ your emotions for better decision making.
- It can show you care, and build trust by displaying sensitivity and concern.
- Use your EIQ, energy and enthusiasm to motivate others.

### **What are the Personal Benefits of Emotional Intelligence?**

- Greater Career Success
- Stronger Personal Relationships
- Increased optimism and confidence
- Better physical and emotional health

### **What are the Professional Benefits of mastering Emotional Intelligence?**

- Effective Leadership skills
- Improved communication
- Less workplace conflict
- Better problem solving skills
- Increased likelihood of promotion
- The ability to unite team members toward achieving goals.

### **How does one define, and understand the “Emotional Intelligence Quotient”**

The EIQ is comprised of two categories separated into five traits.

1. Intra personal, or EIQ traits turned inward, that is focusing on yourself, they are: Self-awareness, Self-Regulation, and Motivation.
2. Interpersonal, or EIQ traits focused outward to better understand others. These traits are Empathy, and Social Skills.

### **How do I develop my EIQ?**

- A. Read your EIQ report.
- B. Discuss it with your manager, friends, spouse, or partner. Ask their opinion.
- C. Focus attention on any trait listed as being “LOW”
- D. Read and put into practice the recommendations listed in the “What you can do” section.
- E. To develop leadership skills, read and put into practice the recommendations for any trait where you are listed as “AVERAGE.”
- F. Make a concerted effort to focus on the recommendations each and every day.
- G. Complete the Discovery process pages that follow.

## Practicing and Developing – SELF-AWARENESS

1. What situation comes to mind that would have turned out more positively if you were more aware of your emotions and feelings so you could control them instead of allowing them to control you?

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2. How can you learn to “tune-in” to your emotions so they can give you valid information about your responses to stressful situations?

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3. Do you recognize the importance of emotions even in technical fields?

YES       NO

Why? \_\_\_\_\_

4. Do you agree that humans are emotional beings?

YES       NO

Why? \_\_\_\_\_

5. Why would emotional self-awareness be an important trait when managing others?

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6. List three emotions that rise to the surface when you feel stressed.

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

Which of these (if any) would be in your best interest to restrain?

\_\_\_\_\_

When the last time you were under stress, were you aware of the emotions that surfaced?

\_\_\_ YES      \_\_\_ NO

Why? \_\_\_\_\_

7. Is there an emotional “trigger” that causes you to “loose it” when confronted?

\_\_\_ YES      \_\_\_ NO

Why? \_\_\_\_\_

8. The next time you are placed in a stressful situation to you think you will be able to summon the presence of mind to use your new-found sense of self-awareness to control your emotions?

\_\_\_ YES      \_\_\_ NO

Why will this benefit you?

\_\_\_\_\_

## Practicing and Developing - SELF-REGULATION

1. Provide an example of how you would (or did) “re-frame” a stressful situation into one that is more workable?

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2. Are you aware of your emotional “triggers?”

YES       NO

3. Are you able to manage your own emotional “triggers?”

YES       NO

Explain: \_\_\_\_\_

4. Do you accept responsibility for choosing your own emotional responses?

YES       NO

5. Do you agree with the following statement: If we are in a heightened state of agitation or anger we cannot make good decisions, we cannot reason well.

YES       NO

Why? \_\_\_\_\_

6. If you loose your temper in public it demonstrates that you are:

Forceful       Vulnerable       Emotional       Immature

7. Those who have mastered the art of Self Regulation tend to practice restraint by listening to others and wait for the complete story, pausing, and then responding. Do you consider this statement to be:

TRUE       FALSE

8. What is the one thing you should do to improve your ability to regulate your emotions?

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## Practicing and Developing - SELF-MOTIVATION

1. How do emotions affect your performance?

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2. How do emotions affect your self-motivation?

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3. Our motivational style is often described as being in a "Flow state," that is being in the moment with work tasks. Does this describe you or is this a goal you would like to achieve?

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4. Identify your explanatory style. When a setback strikes to you ask:

- A) \_\_\_\_\_ What's wrong with me?
- B) \_\_\_\_\_ What's wrong with this situation?
- C) \_\_\_\_\_ What can I fix?

Explain your selection:

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5. What is your primary goal in life?

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6. What are you doing to achieve this goal?

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## Practicing and Developing - EMPATHY

1. Would you agree that listening to others without interrupting them shows respect or empathy?

YES       NO

Why? \_\_\_\_\_

2. Empathy is considered the ability to recognize and respond appropriately to the emotions of others. Why is this an important leadership skill?

\_\_\_\_\_  
\_\_\_\_\_

3. Have you ever met someone who listens to you just enough to get your basic point of view, not to value it but to accumulate enough information to change your thinking to their point of view? What is your opinion of this type of person?

\_\_\_\_\_

4. Do you occasionally or often interrupt when someone else is speaking to interject your thoughts or ideas?

YES       NO

5. By expressing empathy, do you agree that in turn you create empathy in others?

YES       NO

Why? \_\_\_\_\_

6. The mutual trust and empathy created by sharing thoughts and experiences can impact upon measurable goals such as productivity and safety. How is this possible?

\_\_\_\_\_  
\_\_\_\_\_

## Practicing and Developing – SOCIAL SKILLS

1. Does etiquette still have social relevance in today's society?

YES       NO

Why? \_\_\_\_\_

2. What is the benefit to creating effective relationships?

\_\_\_\_\_

3. Are your table manners the same in the company lunchroom as in a restaurant?

YES       NO

4. Do you think the use of words such as "Please" and "Thank You" are necessary in today's work environment?

YES       NO

Why? \_\_\_\_\_

5. Do leaders need social skills?

YES       NO

Why? \_\_\_\_\_

6. Someone who is socially competent exerts a strong influence over others because they make others:

A.  At Ease

B.  Receptive to their thoughts and ideas

C.  Both A and B

### Conclusion:

Review your EIQ report weekly. Make certain to follow the report recommendations and learn to control your emotions and master the art of creating effective relationships. Use the EIQ report and what you have learned by completing this Discovery Process to bring others into your sphere of influence. Thank You.

# ACTION PLAN for Self-Development

NAME: \_\_\_\_\_

List three areas in which you see the need to focus effort along with your plan of action to achieve the desired goal. Select improvement items from the Development Guide , the text report, or suggestions from your manager or facilitator.

" **FIRST FOCUS AREA:** \_\_\_\_\_

Action Plan - Steps I will use to achieve improvement goals in this area:

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*Time frame to achieve this goal:*

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" **SECOND FOCUS AREA:** \_\_\_\_\_

Action Plan - Steps I will use to achieve improvement goals in this area:

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*Time frame to achieve this goal:*

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" **THIRD FOCUS AREA:** \_\_\_\_\_

Action Plan - Steps I will use to achieve improvement goals in this area:

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*Time frame to achieve this goal:*

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Date: / /

Action Plan Commitment Agreement by: \_\_\_\_\_ (Examinee)

Supported by: \_\_\_\_\_ (Manager/Facilitator)



The Rainmaker Process Model



**Part Two** > Strategic Sales Techniques  
- For Business Development -

# Developing a “Sales Centric” Organization

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In today’s highly competitive business climate every person in the organization must focus on “Gaining and Retaining Customers.” It doesn’t matter if you are the CEO, in Senior Management, Customer Service, Engineering, or General Staff, you are also in SALES.

For those seeking to expand their Business Development skills we thought it helpful if we explained some of the “Sales Centric” terms to you.

## **Selling Propensities -**

Propensity is not skill, nor is it ability, it is the behavioral and motivational **inclination** to perform a certain duty or task.

- ◆ **Closing:** The ability to lead the prospect through a series of agreements to actually buy or purchase your product or service.
- ◆ **Handling Objections:** This is the ability to deal with objections and answer questions the prospect may have. An objection is not a negative thing, in most cases it is simply the means used by the prospect to get additional information.
- ◆ **Empathy/Listening Skills:** This defines your ability to actually relate to the prospect or client. It also includes the propensity toward actually LISTENING and clarifying the customers request before you respond.
- ◆ **Preparation/Thoroughness:** Being prepared to answer questions and objections by having detailed knowledge about your product or service.
- ◆ **Presentations/Communication:** This is the ability to clearly present the BENEFITS of you product or service. Never focus on things, always focus on Benefits.
- ◆ **Prospecting/Rejection:** If you are making calls to find new customers or to sell additional products or services to existing accounts, that is prospecting. Handling a Customer Service call or bookkeeping question and then asking a question that might lead to an additional sale (or plant a seed that might lead to a future sale) is also prospecting. Handling rejection is part of the sales process and an important part of “Sales Centrics” - It’s a numbers game. Don’t take rejection or a turndown of your offer personally. Remember, in most cases, “no” really, means “not now.”
- ◆ **Follow-up/Thoroughness:** Whatever you do for a customer or a prospect, make sure if you promise something - it happens!
- ◆ **Servicing after the sale:** There are several aspects to this trait. Service, Yes - always provide a contact name and number to the customer or prospect and, in the event of a sale, always, ALWAYS, congratulate them on the purchase and reaffirm the benefit to them in making the purchase. This helps eliminate cancelled orders, and buyers remorse.

## Achievement Propensities -

- ◆ **Challenge/Competitiveness:** It always help to challenge yourself and compete in a friendly manner with others in your department to see who can “Gain and Retain” the most customers.
- ◆ **Persuasiveness:** This is the ability to persuade and influence others. By the way, this is the behavioral definition of Sales.
- ◆ **Results/Goal Orientation:** This is the ability to overcome obstacles, including red tape in solving problems. Yes, rules and regulations are there for a purpose, but if that purpose is affecting sales, those rules, and potential modifications should be discussed with management. Use the suggestion box and provide an example. In most cases not every client is to be treated the same. Look at their sales record and performance, and value to the company. Just quoting a “rule” is not helpful in retaining customers.
- ◆ **Self Confidence:** This is an inherent ability, that is the ability to approach a situation, a job, or a customer with assurance. Self-Confidence comes from knowledge. If you know about your product or service, or a situation, you can answer questions with confidence. This self-assured attitude is obvious to those you are trying to influence.
- ◆ **Motivation/Self-Directed:** This evaluates the propensity toward the drive and motivation required to succeed. It also measures the ability to focus on achieving goals in spite of obstacles.

## Communication Propensities -

- ◆ **Client Relations/Sociability:** When dealing with customers, friends, or others, the ability to draw them out, to be in control in tense situations, to look at both sides of an issue, is defined as sociability. This is an important trait to develop in sales and in life.
- ◆ **Information/Fact Gathering:** The ability to gather information to assist in making a presentation or a decision. Remember, that decision making is not an act it is the result of obtaining information, analyzing it, and then making a reasoned decision. The more you know about your job, service, or product, the better qualified you will be to assist customers in making a sound buying decision.
- ◆ **Paperwork/Reports:** In a Sales Centric organization paperwork and reports are a means to an end, not the end itself. Paperwork and reporting is a vital part of the organizational dynamic but paperwork should reviewed occasionally for efficiency and to guard against duplication of effort, as this can damage sales.
- ◆ **Consistency/Reliability:** This particular trait measures not just consistency and reliability but diligence. The “stick-to-it-ness” to complete what is started and not keep too many balls in the air as this runs the risk of nothing being accomplished.
- ◆ **Look for ways to make SALES happen.** Reading, understanding, and working with this assessment and performance development program will guide the way.to future success.

## PROSPECTING/QUALIFYING

Possible reasons for scoring below top performers:

1. Lack of understanding who the real prospects and decision makers are.
2. Lack of understanding of the type of information needed to qualify a prospect.
3. Tied to traditional methods of prospecting.
4. Poor time management.
5. Telephone techniques.

### **Suggested Solutions**

Training, coaching or listening to the following audio sessions:

- Cold Calling Skills
- Time & Territory Management Skills
- Telephone Skills
- Self-Starting Capacity
- Handling Rejection
- Persistence

## FIRST IMPRESSION/GREETING

Possible reasons for scoring below top performers:

1. Lack skills in identifying buying style and how to approach them differently.
2. More concerned about their own personal agenda than potential clients.
3. Inability to mark their style—even aggressive salespeople can.
4. Failure to gather the right information in the prospecting stage.
5. Failure to display sincere interest in prospect's problems.

### **Suggested Solutions**

Training, coaching or listening to the following audio sessions:

- Engaging Customers
- Projecting Rapport
- How to be Courteous and Polite
- Relating with Others
- Evaluating Others
- Taking Initiative in Meeting Others



## QUALIFYING/QUESTIONS

Possible reasons for scoring below top performers:

1. Failure to appreciate the type of probing necessary to discover what the client wants and needs.
2. Failure to ask the tough questions or making an assumption that all prospects want to hear your presentation.
3. Poor listening skills.

### **Suggested Solutions**

Training, coaching or listening to the following audio sessions:

- Qualifying Buyers
- Questioning Strength
- Accurate Listening
- Understanding Needs
- Patience
- Maintaining Goal Focus

## DEMONSTRATION

Possible reasons for scoring below top performers:

1. Failure to listen to the “wants” described in the question stage.
2. Demonstrating to fulfill their needs and not the client’s needs.
3. Failure to appeal to the customer’s interest and desires.
4. Thinking features rather than applications.
5. Failure to answer “What’s in it for me?” for your prospect.

### **Suggested Solutions**

Training, coaching or listening to the following audio sessions:

- Giving an Effective Presentation
- Persuading Others
- Balanced Communication
- Concrete Organization
- Personal Flexibility

## INFLUENCE

Possible reasons for scoring below top performers:

1. Failure to understand the strategy of proving your claims.
2. Failure to sell value and justify price.
3. Failure to relieve the fear of buying.

### **Suggested Solutions**

Training, coaching or listening to the following audio sessions:

- Solving Sales Problems
- Identifying Buying Signals
- Maintaining Trust
- Emotional Connection
- Proving Your Claims
- Problem Resolution

## CLOSE

Possible reasons for scoring below top performers:

1. Failure to negotiate the conditions of the sale.
2. Failure to answer objectives and create value.
3. Failure to take the risk to close the sale.

### **Suggested Solutions**

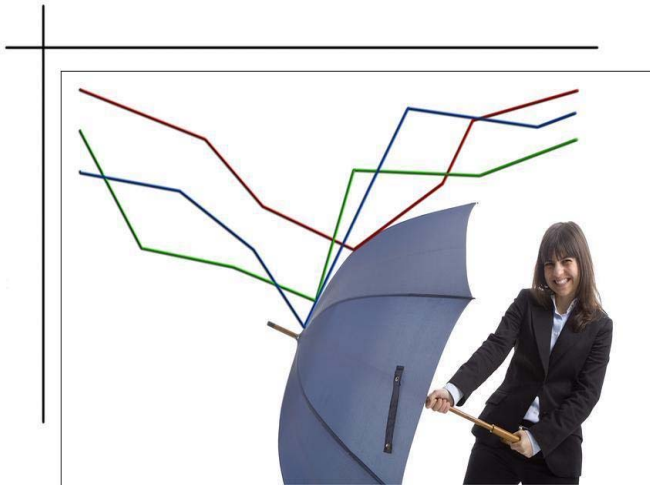
Training, coaching or listening to the following audio sessions:

- Dealing with Objection
- Closing the Sale
- Identifying Objectives
- Courage
- Self-Control
- Being Results-Oriented

## GENERAL

Possible reasons for scoring below top performers:

1. Failure to appreciate the little things that lead to a successful presentation such as being prepared, using sales aids, managing time, and using call reports.
2. Lack of commitment of sales as a profession.
3. Poor attitude towards selling.



Words and Techniques  
to **Persuade and Influence** Others

**The Rainmaker Process Model**

# Identifying Buying Styles & Triggers - 1

Earlier in the program you were asked to learn negotiation techniques based upon a person's behavioral profile. The information that follows is an extension of the negotiation technique but is adapted toward selling and bringing in business.

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## Type 1 - High Dominance, High Achievers

### Statements that Influence - Type 1 - High Dominance, High Achievers:

- “No doubt you’ll want to try it out. You’re the type of person who will make it work.”
- “While it is difficult to accept just anything, you’ll be able to see both the advantages and disadvantages.”
- “Other people can carry on with the program once you have explained it. You’re the person who will get the credit. After all, you are the one making the decision.”
- “This is totally new—really, there is nothing that will compare to this idea.”
- “The nice thing about this plan is that you don’t necessarily have to do it all yourself.”
- “In a few minutes you can see the way it will serve your needs.”
- “This program sells itself. In just a few words I can demonstrate the practical advantages.”
- “This will provide an opportunity to get credit for what you do. It is something you can call your own.”

### Presentation Tips - for High Dominance, High Achiever Individuals:

- Don’t waste their time. They won’t want lots of facts and figures; just hit the high points and get to the bottom line.
- You and the product must appear credible.
- Can be difficult to switch from current, trusted suppliers. But, once switched will remain highly loyal as long as you provide service.
- Will not want to see many testimonials, research, data, etc. May delegate this research to subordinates.

- Will be impressed with an efficient, no-nonsense, business-like manner.
- Will be interested in new products.
- Be concise and business-like. Don't waste time with idle talk. Get to the point quickly, solve their problems fast and make the sale.

**Buy-in Characteristics** - for High Dominance, High Achiever Individuals:

- An entrepreneur with many interests. Often is involved in other jobs or activities.
- Highly interested in new products and innovations.
- Usually possesses a fairly high ego factor. Does not like to waste time.

**Words that Influence** - Type 1 - High Dominance, High Achiever Individuals:

Control  
Power  
Authority  
Prestige  
Success  
Rapid advancement  
Focus on the bottom line  
Freedom from details  
Freedom from controls  
Challenges  
New  
Innovative  
Leader

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# Buying Styles and Triggers - 2

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## Type 2 - High Influence, High level Persuaders

### Statements that Influence - Type 2 - High Influence, High level Persuaders:

- “Looking at the comparisons I’ve made will help you decide which approach is better.”
- “You will want to delegate some of these tasks to others since your time is valuable.”
- “Many people recognize the need. You would be the first person to recognize that. However, one individual has to lead the way, and I’m sure they can rely on your judgment.”
- “By combining this idea with what you are presently doing, you have a combination for future profits, and you will be building on your present success.”
- “You’ll want to try something that provides you an opportunity to expand your present operation.”
- “This is an overall summary, which will be helpful for you to see the feasibility of the program.”
- “It’s the kind of program that utilizes your skills in working with an innovative idea.”

### Presentation Tips - for High Influence, High level Persuaders:

- Spare the details; they will not want to hear them.
- The buyer will often buy easily from you with only a minimum presentation. But beware! The competition can steal the buyer away from you just as easily. So give plenty of follow-up service.
- The buyer will be interested in new and innovative products. They will try almost anything under the right circumstances.
- The buyer will want to talk a lot, socialize, etc. Buy him lunch or a cup of coffee and you’ll have him sold.
- Eliminate lots of details. Just hit the high points. Show him new products, socialize and provide plenty of follow-up.

### **Buy-in Characteristics** - for Type 2 - High Influence, High level Persuaders:

- A friendly, people-oriented person who would rather talk and socialize than do detail work.
- Will be glad to see you arrive. Will readily trade jokes and stories with you.
- Won't want to discuss business too much; will prefer telling stories and talking about other things.
- Likes to try out new and innovative products

### **Words that Influence** - High Influence, High level Persuaders:

Freedom from controls  
Social recognition  
Influencing others  
Leader  
Freedom of movement  
Motivating groups  
Network of contacts  
Concentration on people rather than tasks

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# Buying Styles and Triggers - 3

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## Type 3 - High Stability, Task Oriented

### Statements that Influence - Type 3 - High Stability, Task Oriented Individuals:

- “I feel you are open to a number of possibilities, and I want to recommend this plan of action.”
- “There is so much potential success here in what you can do. It is important to keep abreast of what others are doing.”
- “Make some calls to others who have anticipated a similar change. I have a comprehensive list that will assist you in this activity.”
- “While you will not change just for the sake of changing, you can readily see how this will add to your already effective system.”
- “You will have an opportunity to see the way in which I work with the plan. That will provide you with an opportunity to get some additional clarification.”
- “By accepting this system, you are really buying insurance for yourself and your organization. There is a great deal of security involved.”
- “A number of individuals and organizations have already found the system to be very reliable. Here is a list of those groups.”
- “The factual information and the conclusions will be of real interest to you. Check it over to see how it works.”

### Presentation Tips - for Type 3 - High Stability, Task Oriented Individuals:

- Take it slow and easy; if you go too fast, you’ll lose the sale.
- Provide plenty of proof and statistics.
- Earn their trust and friendship by visiting about family and hobbies.
- May require additional visits for reassurances before the sale is made.
- Emphasize your proven products.



- Earn their trust with facts and figures.
- Take it slow and easy. Make repeat visits and be sure all questions are answered.

**Buy-in Characteristics** - for High Stability, Task Oriented Individuals:

- May be somewhat shy, but wants to be your friend.
- Not suspicious, but very slow to make changes.
- Puts priorities on things other than appearances.
- Needs to trust the salesperson.
- Not an innovator, but likes proven, traditional concepts.
- Family oriented.

**Words that Influence** - Type 3 - High Stability, Task Oriented Individuals:

Logical explanations  
Harmony  
Proven procedures  
Directions  
Closure  
Time to adjust to change  
Appreciation  
Loyalty  
Relationships  
Security

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# Buying Styles and Triggers - 4

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## Type 4 - High Compliance, Procedural

### Statements that Influence - Type 4 - High Compliance, Procedural Individuals:

- “A program such as this should have standards which permit a careful evaluation of the quality. It will stand up to your high standards of operation.”
- “With something this important, let’s set up several sessions where we can clarify all the possible alternatives.”
- “There’s always the excitement of putting something like this to work. You are going to be around here a long time, but I’ll be surprised if this system is not here when you’re retired and enjoying your leisure.”
- “Other people are doing it, and it works for them. You’ll probably end up doing it better than they are.”
- “You’re in a position to examine the facts, interpret them and draw the conclusions.”
- “I am sure you’ll take a very close look at the findings.”
- “Remember, we are discussing a planned change. You will be able to work with it over a period of time to see how the system works.”
- “There has been a great amount of input into this idea, which ensures a quality program.”
- “You would be interested in knowing how thoroughly we have researched the entire operation. It’s been written up in the literature, and we can carefully go over this together.”

### Presentation Tips - for Type 4 - High Compliance, Procedural Individuals:

- Needs lots of proof, background information and proven results before making a purchase.
- Needs to take time, absorb details and digest facts before going to the next step.
- Highly suspicious of new and unproven products. Use testimonials or plenty of research information to back up your presentation.

- Don't rush, but don't waste time with small talk. Get right to the point with plenty of facts and figures. Be sure all questions are answered.

**Buy-in Characteristics** - for Type 4 - High Compliance, Procedural Individuals:

- May be suspicious of you and your products.
- Does not readily make product/service changes.
- Usually not too talkative.
- Is not an innovator; will not readily try out new and innovative technology.

**Words that Influence** - for Type 4 - High Compliance, Procedural Individuals:

Procedures  
Safety  
Quality  
Stability  
Time to think  
Data  
Information

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# ACTION PLAN for Self-Development

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Action Plan - Steps I will use to achieve improvement goals in this area:

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*Time frame to achieve this goal:*

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" **SECOND FOCUS AREA:** \_\_\_\_\_

Action Plan - Steps I will use to achieve improvement goals in this area:

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*Time frame to achieve this goal:*

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" **THIRD FOCUS AREA:** \_\_\_\_\_

Action Plan - Steps I will use to achieve improvement goals in this area:

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*Time frame to achieve this goal:*

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Date: / /

Action Plan Commitment Agreement by: \_\_\_\_\_ (Examinee)

Supported by: \_\_\_\_\_ (Manager/Facilitator)



The Rainmaker Process Model



**Part Three** > The Professional Coach  
- For Leadership Development -

## **Instructions for Completing The Success Discovery Process for Personal Coaching and Performance Development**

To begin the process, first read your entire report. After you have read your report, highlight or underline all statements that you believe are true.

Next, turn to the first page of your report titled, “UNDERSTANDING YOUR REPORT” and record the six attitudes as they are listed on the bottom of the page in the spaces provided below. They are listed in descending order from 1st to 6th to reflect their importance to you.

MY #1 ATTITUDE IS: \_\_\_\_\_

MY #2 ATTITUDE IS: \_\_\_\_\_

MY #3 ATTITUDE IS: \_\_\_\_\_

MY #4 ATTITUDE IS: \_\_\_\_\_

MY #5 ATTITUDE IS: \_\_\_\_\_

MY #6 ATTITUDE IS: \_\_\_\_\_

The importance of your attitudes means that you have the strongest positive feelings about activities that allow you to pursue your #1 and #2 attitudes. These top two attitudes explain what drives most of your actions.

Your #3 attitude sometimes alternates in importance with your number #2 attitude.

You will have situational, indifferent or even *negative feelings* about activities that require your #4, #5 and #6 attitudes.

Activities that require your #4, #5 and #6 attitudes will not interest or motivate your actions. If anything, they will provide negative motivation providing an explanation for why you might avoid certain situations where they are required. You will have indifferent or even negative feelings about people who have your #4, #5 and #6 attitudes as their strongest attitudes.

In the spaces provided below, record all the true statements you highlighted or underlined from the first two sections of your report. They correspond with your #1 and #2 attitudes.

True statements from my #1 Attitude:

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True statements from my #2 Attitude:

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### **Exercise #1 Memories**

Review the true statements that you listed for each of your top two attitudes. For each statement listed under your top two attitudes, answer the questions below.

#### **My #1 Attitude**

1. What situations in your life come to mind when you were acting on this attitude?

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2. Think of one particular situation in your life when you were acting on your #1 attitude. Remembering this situation, how did you feel about what was happening?

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3. Think about the other people involved in that situation. Which people reacted positively to your actions? How did you feel about these people? What do you think were their most important attitudes?

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4. Which people reacted negatively to your actions? How did you feel about these people? What do you think were their most important attitudes?

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## **My #2 Attitude**

1. What situations in your life come to mind when you were acting on this attitude?

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2. Think of one particular situation in your life when you were acting on your #2 attitude. Remembering this situation, how did you feel about what was happening?

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3. Think about the other people involved in that situation. Which people reacted positively to your actions? How did you feel about these people? What do you think were their most important attitudes?

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4. Which people reacted negatively to your actions? How did you feel about these people? What do you think were their most important attitudes?

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## Exercise #2 My Best Day

Give yourself at least a half hour for this exercise. Go to a place where you won't be interrupted. It is best to be in a setting that is relaxing such as a chair by the fireplace, outside on a deck, porch, or patio. Have paper and pen available to take notes. Allow yourself the time and freedom to let go of your present lifestyle and dream. Now, imagine the best day you can. There are only a couple of guidelines for this exercise. Your best day can include as much or as little activity as you want. Here are the guidelines:

1. Feel free to draw on any past experiences that you would like to repeat because they were interesting, exciting or especially positive. The following examples will give you some ideas about the types of experiences you may want to have on your best day:

Spending the day as one of a small group of thought leaders discussing the best theories on solving the toughest issues.

Spending the day with reporters who want to interview you because you are so famous.

Spending the day with financial advisors to find investments for your vast wealth.

Spending the day enjoying cultural experiences like the theatre and arts.

Spending the day with learned spiritual teachers discussing the meaning of life.

Spending the day volunteering to help the victims of natural disasters.

2. You can spend as much money as you want. Money is not a limitation. You can go where you want to go. Geography is not a limitation. You can do whatever you have dreamt of doing. Talent or education is not a limitation. This is the day you get to be like the heroes in your life. This is the best day of your life.
3. The day can be as long as you want it to be. You are not limited to what you can reasonably squeeze into a day. You can get married on a hillside overlooking the Australian coast in the morning, go skiing in the Austrian Alps, hunt wild game while on a safari in the afternoon, star in your own Tony award winning play on Broadway, and attend an award ceremony in your honor for curing cancer in the evening.
4. Forget about what you should do. This day is yours without any responsibilities. Feel free to dream of doing, for one day, only those things that give you satisfaction, happiness and fulfillment.
5. Think about the objective of the activities you will participate in on this day. Think about the type of conversation you might like to have on this day. Think about what type of people you would like to speak to and be with on this day.

After you have imagined your best day, review the list of statements you highlighted in your PIAV report. Your perfect day should bring relevance or confirm the truth of these statements. Here are some questions to ask yourself about how your perfect day relates to the information in your PIAV report:

1. How did you feel as you imagined your best day?

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2. What did you chose to do on your best day that confirmed your #1, and #2 attitudes?

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3. What people did you choose to be with on your best day?

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4. What was the focus of the conversations you had on your best day? Did any of these conversations confirm your #1, #2 or #3 attitudes?

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5. What people in your life might enjoy the same things you did on your best day? How do you feel about these people?

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### **Exercise #3 My Worst Day**

Give yourself at least a half hour for this exercise. Once again, go to a place where you won't be interrupted. It is best to be in a setting that is relaxing such as a chair by the fireplace, outside on a deck, porch, or patio. Have paper and pen available to take notes. Allow yourself the time and freedom to let go of your present lifestyle and dream of your best day. Now, imagine the worst day you can. There are only a couple of guidelines for this exercise. Your worst day can include as much or as little activity as you want. Here are the guidelines:

1. Feel free to draw on any past experiences that you would like to avoid repeating because they were extremely boring, negative or difficult. The following examples will give you some ideas about the types of experiences you may choose to have on your worst day:

Spending several hours with a group of intellectuals discussing theories.

Spending the day as a top government official voting on important issues that will affect the city where you live.

Spending a whole day with bankers discussing interest rates, dividends and investment portfolios.

Spending all day with a group of people who want to save the rainforests.

Spending all day with a group of people praying for world peace.

Spending all day helping to feed victims of an earthquake.

2. Be specific about the things you will do on your worst day. Imagine the worst geographic location, as well as the worst amount of time and money you could spend on the activities you would most like to avoid. This is the day you get to do what the most uninspiring people you know do. This is the worst day of your life.
3. This terrible day can be as long as you want it to be. You are not limited to what you can reasonably squeeze into a day. You can get married for the 10<sup>th</sup> time while parasailing in the morning, go surf boarding in the afternoon, give a political acceptance speech after dinner, and document java programming code before bedtime.
4. Think about the objective of the activities you will do on this day but would most like to avoid. Think about the type of conversations you will have on this day but would most like to avoid. Think about the types of people you will be with on this day but would most like to avoid.
5. Forget about what you want to do. This day is full of duties and other people's expectations. Feel free to do, for one day, only those things that give you unhappiness and frustration. In other words, all the things you hate.

After you have imagined your worst day, review the list of true statements you highlighted in your PIAV report. Your worst day should bring relevance or confirm the truth of these statements. Here are some questions to ask yourself about how your worst day relates to the information in your PIAV report:

1. How did you feel as you imagined your worst day?

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2. What things did you do in your worst day that confirmed your situational, indifferent or even negative feelings towards the types activities related to your #4, #5 and #6 attitudes?

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3. What people in your life enjoy doing the things you did in your worst day? How do you feel about these people?

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4. What was the focus of the conversations you had on your worst day? Did any of these conversations confirm your #4, #5 or #6 attitudes?

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5. What things didn't you do in your worst day that confirmed your positive feelings towards the types of activities related to your #1, #2 and #3 attitudes?

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### Exercise #4 Setting Goals

This last exercise is designed to help you get more of what you want out of life. Now that you know the impact of your top three attitudes, you have a better understanding of what motivates your actions and provides purpose and direction for your life. You will tend to be the happiest when you are in personal and professional situations that allow you to satisfy your top three attitudes. You will tend to enjoy being around people who share your top three attitudes, but may only tolerate or even avoid people whose top attitudes are #4, #5 or #6 for you.

1. What things did you do on your perfect day that are essential for you to be happy, successful or fulfilled?

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2. What changes do you need to make in order to do more of what is essential for your happiness, success or fulfillment? (i.e. change jobs, go back to school, get more time off from work, reduce some of your current commitments, move?)

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3. Who needs to be informed and/or involved as you make these changes?

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4. Where can you get help or support in making these changes?

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5. What date will you start making these changes? \_\_\_\_\_

6. What date will you finish making these changes? \_\_\_\_\_

Now that you understand what provides purpose and direction for your life, you can continue to set and achieve the goals that will give you the greatest happiness, success and fulfillment. Congratulations on completing The Success Discovery Process!

# ACTION PLAN for Self-Development

NAME: \_\_\_\_\_

List three areas in which you see the need to focus effort along with your plan of action to achieve the desired goal. Select improvement items from the Development Guide , the text report, or suggestions from your manager or facilitator.

" **FIRST FOCUS AREA:** \_\_\_\_\_

Action Plan - Steps I will use to achieve improvement goals in this area:

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*Time frame to achieve this goal:*

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" **SECOND FOCUS AREA:** \_\_\_\_\_

Action Plan - Steps I will use to achieve improvement goals in this area:

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*Time frame to achieve this goal:*

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Action Plan - Steps I will use to achieve improvement goals in this area:

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---

*Time frame to achieve this goal:*

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Date: / /

Action Plan Commitment Agreement by: \_\_\_\_\_ (Examinee)

Supported by: \_\_\_\_\_ (Manager/Facilitator)



## The Rainmaker Process Model



## CONCLUSION

- Assertive Communication
- Completing the Program

# ASSERTIVE COMMUNICATION

- Communicating with a purpose as a technique for managing and influencing others -

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## COMMUNICATION STYLES

Assertive communication is not being overbearing, it is a communication technique designed to enhance your sphere of influence over peers and subordinates. Assertion is a style of communication. We all have learned different styles of communication as we have adapted to the various situations of our lives. If some of our styles of communication do not work well in our current situation, they can be changed and replaced with new behaviors. Though there are times when it is best to be passive and times when it is best to be aggressive, in most situations it works best to communicate assertively, that is, to communicate with a specific goal in mind.

### Assertion skills help you:

- Stand up for yourself
- Express feelings directly
- Improve relationships
- Give Compliments
- Give Criticism
- Make requests
- Say No / Set Limits

## DEFINITIONS (from Lange & Jakubowski)

### 1) Assertion

*...standing up for personal rights and expressing thoughts, feelings and beliefs in direct, honest, and appropriate ways that do not violate another person's rights.*

...The basic message of assertion is: This is what I think. This is what I feel. This is how I see the situation.

...The goal of assertion is communication and mutuality; that is, to get and give respect, to ask for fair play, and to leave room for compromise when the rights and needs of two persons conflict.

The best managers know how to properly use assertion to achieve goals.

## **2) Passivity**

***...violating one's own rights by failing to express honest feelings, thoughts, and beliefs and consequently permitting others to violate oneself or expressing one's thoughts and feelings in such an apologetic, diffident, self-effacing manner that others can easily disregard them.***

...The basic message of passivity is My feelings don't matter - only yours do. My thoughts aren't important - yours are the only ones worth listening to. I'm nothing - you are superior.

...The goal of passivity is to appease others and to avoid conflict at any cost. Managing others often means addressing and solving conflicts; not avoiding them.

## **3) Aggression**

***...directly standing up for personal rights and expressing thoughts, feelings, and beliefs in a way that is often dishonest, usually inappropriate, and always violates the rights of others.***

...The basic message of aggression is: This is what I think - you're stupid for believing differently. This is what I want - what you want is not important. This is what I feel - your feelings don't count.

...The goal of aggression is domination and winning, forcing the other person to lose. Winning is ensured by humiliating, degrading, belittling, or overpowering other people so that they become weaker or less able to express and defend their needs and rights.

Based on the above definitions; the ideal management style is that of assertive communication. Good managers cannot be passive and even more important a manager who is aggressive actually creates disharmony within the organization and is disrespected by peers and subordinates. It is crucial to understand the difference between an assertive, passive, and aggressive management style.

## **IMPORTANCE OF PROCESS**

The major impact of interpersonal communication comes not from what we say (content) but from how we say it (process). Assertive content with passive process will communicate passivity. Managers must project an image of authority and self-assurance. Some examples of important process variables include:

Assertion:

Direct but non-invasive eye contact, modulated voice, respect for spatial boundaries, use of illustrative gestures, an erect but relaxed posture.

Passive:

No eye contact (or indirect evasive eye contact), soft/whiny/or muffled voice, cringing/or physically making yourself small (hang-dog posture), use of nervous or childish gestures.

Aggressive:

Invasive/angry staring-eye contact, loud strident voice, invasion of spatial boundaries, use of aggressive gestures (parental finger), stiff, muscled up, posture, towering over others.

## **IDEAS TO KEEP IN MIND**

1. Assertive behavior is often confused with aggressive behavior, however, assertion does not involve hurting the other person physically or emotionally.
2. Assertive behavior aims to equalize the balance of power, not to "Win the Battle" by putting down the other person or rendering them helpless.
3. Assertive behavior includes expressing your legitimate rights as an individual. You have a right to express your own wants, needs, and ideas.
4. Remember: Other individuals have a right to respond to your assertiveness with their own wants, needs, and ideas.
5. An assertive encounter with another individual may involve negotiating an agreeable compromise.
6. By behaving assertively, you open the way for honest relationships with others.
7. Assertive behavior is not only determined by what you say. A major component of the effect of your communication depends on how you say it.
8. Assertive words accompanied by appropriate assertive body language make your message more clear and have more impact.

9. Assertive body language includes:

- a) Maintaining direct eye contact.
- b) Maintaining an erect posture.
- c) Speaking clearly and audibly.
- d) Not using a soft, whiny, or muffled voice.
- e) Using facial expressions and gestures to add emphasis to your words.

**10. Your communication style is a set of learned behaviors. Assertive behavior is a skill that can be learned and maintained with practice.**

### **ASKING FOR BEHAVIOR CHANGE**

One specific type of assertive behavior is a request for behavior change. For example: You may need to ask a spouse to turn down the stereo so you can study or ask an employee to stay later to complete an urgent assignment because they overextended their lunch hour. It is necessary to request that others change behavior that does not work, but it is often difficult for people to make such requests:

1. You have a right to ask for behavior change from others. (They also have the right to refuse.)
2. When you do not ask others to change a problem behavior, you risk allowing the behavior to continue and your relationship to be strained, or waiting until you are fed up and starting a fight.
3. Requests for behavior change protect your rights, at the same time they build clear communication and more effective relationships.

4. When asking for behavior change use an I message format:

WHEN ... (objectively describe the other's behavior)

THE EFFECTS ARE ... (describe how the behavior concretely effects you).

I FEEL ... (describe how you feel).

I'D PREFER ... (describe an alternate behavior you prefer).

OK? ... (or synonymous request for closure).

You may wish to follow requests for behavior change with statements of logical consequences ( If you turn down the radio when I need to study, I will also make an effort to be considerate of your needs ).

5. Demonstrate assertive body language when asking for behavior change: direct eye contact, erect posture, clear speech.

**Now. . . ..Practice what we have learned!**



# ACTION PLAN for Self-Development

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