

Role Play Coaching Exercise

Assessor brief

For this exercise the candidate assumes the role of a newly appointed Store Manager. They are given 15 minutes to prepare for a review meeting with their Assistant Manager who is delivering sales and standards, but has poor people skills which are affecting morale within the store. The role play itself is 20 minutes, and provides evidence of management style and interpersonal skills.

For this exercise, you will need an additional assessor to take on the role of Sam within the role play.

Prior to the Selection Event, read the candidate and role player's brief.

On the day, provide the candidate with the Candidate Brief and explain that they will be given 15 minutes to prepare and up to 20 minutes for the role play itself. You may also wish to explain that the store turnover is for the purpose of the exercise and is not necessarily in line with the store they are applying for.

Use the Assessment Sheet attached to assess the candidate against the qualities you are looking for.

This exercise assesses the candidates **Sales Focus, Leadership, Developing People, and Planning and Organisation.**

Exercise Timings	
Candidate briefing and preparation	15 minutes
Role Play	20 minutes
Materials Required	
Paper/pen	Yes

Role Play Coaching Exercise

Candidate brief

Role Play Coaching Exercise

1. You have 15 minutes to prepare for the meeting.
2. You will then have up to 20 minutes for the meeting with Sam.

Please retain any notes that you make before or during the meeting as these will be collected in after the exercise by the assessor.

You are a new Clarks Manager, recently appointed to an £1m+, large town store, supported by an Assistant Manager and a Team Leader.

The Assistant Manager, Sam Brown, is inexperienced. She/he is hardworking and believes others should be too. Sales in the store are a little over target and your predecessor rated Sam well. However, you have concerns over the way she/he manages and motivates the team, especially in your absence, as you have seen her/him using a very controlling approach. You recognise her/his standards are high, but at what cost?

You have completed your morning walkabout and have spoken to all your staff. The store looks good. However, the atmosphere in the store is not good.

You were out of the store yesterday and your Team Leader, Kate, tells you that

- a) Sam had a particularly difficult customer to handle yesterday;
- b) Sam was extremely unpleasant to one of the part-time staff, Joan (who is known to be a little slow);
- c) Sam never delegates to Kate or uses Kate's knowledge.

You already have a meeting arranged with Sam as you are expecting your Area Sales Manager to visit next week and you want Sam to take joint responsibility for organising the agenda.

You now want to take this opportunity to also talk to Sam about her/his style.

Role Play Coaching Exercise

Role Player's Brief – Sam Brown

Role Play Coaching Exercise

1. Candidate has 15 minutes to prepare for the meeting with you in your role of Sam Brown, Assistant Manager.
2. You will then role play a 20 minute meeting.

The candidate has been asked to keep their preparation notes and any notes taken during the meeting as these will be collected by the Assessors.

You have worked for Clarks for 3 years, working your way up quickly from Saturday Sales Specialist whilst at University to Assistant Manager.

You got on well with your previous Manager, who was 'old school'. He set standards and stuck to them. You liked that style – you knew where you were – he taught you all you know.

At present you're concerned about what the future holds for you. The new Manager has a different style and as you have had little experience of managing others you are concerned about what he/she expects of you. He/she holds team meetings every morning. You don't like doing this as you simply don't know what to say – you haven't got his/her relaxed style.

You're hardworking and expect the same of others – just yesterday you had to speak to Joan sharply as she was spending too much time talking to a customer. You told her as much when you saw her in the stockroom.

You saw the new Manager talking to Kate earlier and feel sure she will have mentioned the scene with the difficult customer yesterday who was not happy that you wouldn't give her a refund on her son's shoes which hadn't worn well. You know Kate would have paid out but you don't want your customer return figure going up! You know Kate is experienced but you like to make decisions and do things yourself.

You know the Manager wants to talk to you about next week's Area Sales Manager visit and you wonder what else may come up.

- If encouraged to think how you handle your responsibilities, you will admit to having no training from your previous Manager – he just told you to do as he did.
- If probed, you will admit that you feel out of your depth – you know the staff don't warm to you.
- Any suggestions made to you showing sensitivity to your situation should be accepted. If the style used is directive and controlling, you should contrive to insist everything is fine and that you should be allowed to have your own style.

EXERCISE ASSESSMENT SHEET
ROLE PLAY COACHING EXERCISE

STORE MANAGER

Candidate Name:

Assessor:

Date:

Use this form to assess the candidate against the qualities you're looking for.

- Note down any positive/negative examples on the reverse of this page.
- Assess how well they've done using the quality negative/positive indicators.
Note: those listed are only examples of positive/negative indicators. The candidate may come up with other things that give you good or bad evidence for this quality.
- Give a total score using the scoring key below and note in the space provided.
- Once you've scored all qualities, give an overall total for the exercise, and record it in the space provided.

SCORING KEY			
0	1	3	5
No evidence of positive indicators and several negative	Evidence of 1-2 positive indicators but also evidence of 1-2 negative indicators	Evidence of a majority of positive indicators and only evidence of 1-2 negative indicators	Evidence of all positive indicators and no negative indicators

OVERALL ASSESSMENT

Scores

Sales Focus

Leadership

Developing People

Planning & Organising

Total Score

Comments:

**ROLE PLAY COACHING EXERCISE
(PLEASE MAKE NOTES ON REVERSE)**

STORE MANAGER

SALES FOCUS

Understands the link between business performance and a selling culture. Encourages team members and peers to actively challenge themselves to increase sales. Is able to set and maintain high operational and visual standards to create a sales driven environment.

Positive Indicators	Negative Indicators
<ul style="list-style-type: none"> • Is positive about the achievement around sales targets • Shows concern about the possible impact of the way Sam handled the customer complaint • Considers bigger picture, and impact low morale could have on future sales. 	<ul style="list-style-type: none"> • Fails to mention the buoyant sales targets • Fails to consider customer perception. • Fails to consider impact low morale could have on future sales.

LEADERSHIP

Inspires, motivates and supports individuals and the team as a whole to achieve results and their goals. Sets an example and acts with integrity. Positively adapts to change and carries the team with them. Makes Clarks/Ravel a great place to work.

Positive Indicators	Negative Indicators
<ul style="list-style-type: none"> • Talks about using morning briefing meetings as a measure of staff morale • Is positive about the standards of the store • Motivates Sam to make better use of the skills of the team and to delegate more to Kate • Proposes more team meetings to encourage two way flow of ideas • Suggests taking on the role of Sam's mentor 	<ul style="list-style-type: none"> • No mention of monitoring staff morale • Fails to mention the positive standards within the store • Reprimands Sam • Makes no recommendations on how to improve staff motivation and morale. • Makes no mention of listening to and using others ideas

DEVELOPING PEOPLE

Proactively manages the performance of individuals and teams across an area in order to achieve results. Recognises skill gaps and the potential for growth. Identifies appropriate development techniques to improve performance and help people to reach their potential in order to meet current and future business needs

Positive Indicators	Negative Indicators
<ul style="list-style-type: none">• Meeting focuses clearly on how he/she can support and coach Sam to alter his/her style.• Encourages Sam to consider all options.• Takes an overview of the situation and sees it as an opportunity to guide Sam's future development• Encourages Sam to talk about standards to the Area Sales Manager.	<ul style="list-style-type: none">• Takes no responsibility for Sam's future development.• Loses sight of the possibility that Sam's knowledge and attention to standards and targets could be harnessed and that his/her people style could be improved.• Fails to attempt action with Sam on any management style issues.• Fails to involve Sam in Area Sales Manager visit.

PLANNING AND ORGANISATION

Demonstrates a clear understanding of activities which add value. Plans and prioritises time for those activities (including peak trading periods) which will drive forward and achieve overall business goals

Positive Indicators	Negative Indicators
<ul style="list-style-type: none">• Uses time to produce a meeting plan within available time• Meeting plan includes objectives and follows logical headings• Follows meeting plan during conversation with Sam• Brings meeting to a close within allotted time• Draws up an agenda for the Area Sales Manager visit	<ul style="list-style-type: none">• Runs out of preparation time and fails to complete a meeting plan• Fails to follow meeting plan• Over-runs time available for meeting – assessor ends meeting• No recommendation for review meeting• Makes no mention of plans for Area Sales Manager's visit