



CREATING A POSITIVE

impact

SPRING 2006

LEARN | PERFORM | GROW

Effective Sales Processes Lead to Success at Swarovski

Commitment to Sales Training Pays Dividends in Performance

INSIDE THIS ISSUE

- The Service Doctor
- Secrets of Top Performing Salespeople: Building a Foundation for Partnership
- At Reynolds and Reynolds They Have the Skills to Manage Every Sale for the Right Outcome
- Factoid: Performance Reviews
- Training: Have Fun Achieving the Gain without the Pain

Swarovski, the world's leading manufacturer of cut crystal, has revolutionized the jewelry and fashion industries since its founding in 1895. Driven by a quest for perfection, belief in the power of innovation, and a leadership style based on an awareness of responsibility for employees and the environment, the company achieved group sales of EURO 1.85 billion in 2004, with a total of 15,900 employees worldwide.

Olivier Camus, Vice President Operations, North and South East Asia-Pacific since 2000, describes a totally customer-centric approach to the business in which Swarovski aims to be a creative partner with its clients in fashion and interiors. His challenge was to formalize the way in which the sales force would gain understanding of clients and then formulate individualized plans that would be mutually beneficial. He considered the development of a comprehensive selling/consultation training program, including the establishment of in-house training capabilities, to be key to accomplishing these objectives.

DEVELOPING AND INTEGRATING THE TRAINING STRATEGY

"We recognized the need to formalize our client sales and consulting processes to help us capture client needs on an individual basis as well as through our overall marketing

Singapore, Japan, Korea, Dubai, Thailand, Indonesia, Philippines, Australia, India, Hong Kong, Taiwan, and three large regions in China.

Participants included sales executives, sales managers, country managers, and customer service executives.



"We recognized the need to formalize our client sales and consulting processes to help us capture client needs—on an individual basis as well as through our overall marketing strategies." — Olivier Camus, Vice President Operations, North & South East Asia-Pacific

strategies," says Camus. "We determined that selecting a training partner and creating an in-house training capability would help us achieve that."

After selecting AchieveGlobal Singapore as their partner, Camus' regional headquarters identified their audiences in 14 locations in Asia:

Their plan was to equip employees with the skills they would need to succeed, thereby increasing Swarovski's market share.

Although the initial focus was on sales training, with a particular emphasis on account management,

continued on page 2

▶ TO SUBSCRIBE TO
IMPACT, PLEASE VISIT
WWW.ACHIEVEGLOBAL.COM/
IMPACT

Effective Sales Processes Lead to Success at Swarovski; Commitment to Sales Training Pays Dividends in Performance

continued from page 1



the training plan was open ended. Once individuals attended a particular course, they were allowed time for implementation and reinforcement, followed by next-level discussions of how to develop these skills in new areas.

Building on AchieveGlobal's *Account Development Strategies*[™] module, Swarovski incorporated elements into their own Sales Information Systems, a component of their CRM strategy. "More than just using tools to reinforce ADS and subsequent programs, though, Swarovski employees have worked tirelessly to reinforce, enhance, track, and measure all new skills and behaviors," says Alex Hickman, AchieveGlobal Account Executive. "It is this level of commitment and motivation that has contributed directly to the success of their training."

IMPLEMENTATION

In the Asia-Pacific region alone, approximately 200 people have received training. Bernice Quiambao, Sales Operations Training Manager and CFC Market Manager, is a certified AchieveGlobal trainer, and has attended the vast majority of training delivered in every country. In addition to ADS, AchieveGlobal modules include *Professional Selling Skills*[®], *Professional Sales Coaching*[™], *Professional Sales Presentations*, *Achieving Extraordinary Customer Relations*[™], *Quality Service Skills*, and *Professional Sales Negotiations*[®].

Training is mandatory and an expected part of employee growth and development,

and is automatically offered to new hires. "Everyone believes and supports training," says Hickman.

TRACKING THE RESULTS

Training results are tracked, measured, and evaluated in a number of ways:

- For sales, measurements start with transactional aspects. On the one hand, the company tracks use of the electronic CRM, running reports to identify which information has been logged, how often salespeople access the system, information they are including, etc. On the other hand, Camus and the respective country heads regularly review and challenge Account Plans prepared by the Sales Team. "We are helping the Team to prepare winning plans, meaning plans that make a difference in terms of customer retention and growth," he says.

"We have very much integrated the programs we ran into the daily sales operations and observed how the team members are practicing what they have learned. This means putting these skills and concepts into a live setting, which includes an ongoing process of coaching from all the managers involved."

— Olivier Camus, Vice President Operations,
North & South East Asia-Pacific

- For sales coaching, metrics include the number of meetings coaches conduct, as well as the level of management involvement and observation; evaluating whether/how often employees are actively observed, tracked, given feedback, and measured.
- For workshops such as presentation skills, participants are observed and given feedback on their skill use. "We have very much integrated the programs we ran into the daily sales operations and observed

how the team members are practicing what they have learned," says Camus. "This means putting these skills and concepts into a live setting, which includes an ongoing process of coaching from all the managers involved." He adds that the sales coaching program they have initiated for their managers has also provided them with the skills required to set up development plans for their team members. In particular, Camus notes results gained from the ADS, *Professional Selling Skills*[®], and *Professional Sales Presentations* modules, in which skills are demonstrated daily during actual presentations to customers.

LESSONS FOR SUCCESS

"We knew from the beginning that these new processes needed the strong involvement of country managers and other senior management," says Camus. "We first secured the buy-in and ownership on the part of these 'success drivers,' a step we consider critical to the program's ultimate success."

AchieveGlobal's Hickman points to several other success factors:

- The partnership and working relationship: Both Hickman and Camus praise Quiambao for her tireless work in planning, organizing, presenting, and attending training. Hickman points to Quiambao's openness and active partnership with AchieveGlobal, as well as her visible support of training, which has underscored the importance of training and the value it brings.
- Client commitment to success: Swarovski expects and rewards employee participation in improving skills and performance. "The success of the training at Swarovski is due to their own hard work and effective planning," Hickman concludes. "They embraced the idea of 'before, during, and after' training, and set the appropriate steps in place at every stage to ensure they fully supported their people and could therefore expect results from them." ♦

Swarovski (www.swarovski.com) is the world's leading manufacturer of cut crystal. Founded in 1895 in Wattens, Austria, the company has 15,900 employees worldwide with annual sales of EURO 1.85 billion in 2004. Swarovski, now globally active in 120 countries, is dedicated to the production of the finest crystalline products and to the constant exploration of new and exciting ways to use crystal as a creative material.

The Service Doctor

with Todd Beck,
Senior Product Manager



The Service Doctor is featured in the AchieveGlobal e-Newsletter the StellarServiceEdge™. To subscribe, please visit www.achieveglobal.com/enewsletter.

QUESTION: A couple of my employees know everything about our business and know tricks in our computer systems that aren't even in the manuals. The problem is that they're not nice to work with. I've heard them talk with customers and other employees and have been almost shocked by their attitudes. Is it worth keeping them around just for their excellent technical skills?

ANSWER: That raises an interesting point. Is it ever OK to be rude?

In 2004, Lorna Doucet, a business professor at the University of Illinois Urbana-Champaign, studied rude calls to see how customers responded. The study found that if an agent was rude but was able to answer the customer's questions (or meet the customer's business need), then the customer tends to shrug off hostile behavior. However, if customers weren't provided answers to their questions, they were more apt to return the agent's rudeness.

Here's where good customer service skills come in. The third finding was that if the agent was pleasant but wasn't able to provide answers, callers responded warmly to the agent's efforts to please. Agents do get credit for trying! By using good service skills, an agent was able to make the customer feel better even if the answer was "no" or the news was bad.

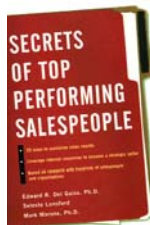
"In other words, if you're going to be rude to people, you'd better be able to help them," Doucet said. "And if you can't assist them, it seems to help to be extra nice."

AchieveGlobal teaches the importance of communicating the customer's value to the organization using human skills such as acknowledging or affirming. One common context is when you have to say "no" to a customer. You can improve satisfaction by making a customer feel good on a human level even though you can't meet his/her business needs. We've even seen "mystery shopper" scores improve because the agent addressed the human side of things and the evaluator naturally became more forgiving of faults on the business side.

Professor Doucet proved the practical application of these skills, plus she uncovered the dark side — the tantalizing ability to ignore basic customer service if you can meet the business need.

That's a trick, though, because it's never OK to be rude. You can "get away" with rudeness only until another person or organization is equally capable of meeting your customer's business needs, at which point you get dumped.

Loyalty is built by creating positive defining moments even when you don't have to. ♦



Lesson 4: Secrets of Top Performing Salespeople

In each issue of *impact*, we will provide you with tips to maximize your sales results as well as ways to leverage your resources.



Selesté Lunsford,
co-author

BUILD A FOUNDATION FOR PARTNERSHIP

Being a good salesperson requires that you ally yourself with anyone you consider a customer. Only by working to create win-win relationship can you ensure repeat business with customers and win their loyalty.

CUSTOMERS WANT YOU TO CARE ABOUT THEM

Customers want to do business with salespeople who consistently deliver on their promises and who are willing to go the extra mile. They value the intangible aspects of their relationship with a supplier — dependability, professionalism, accessibility, and creativity — far more than the tangible factors related to a product or service.

BE HONEST AND TRUSTWORTHY

Trust, based on the salesperson's personal integrity and commitment, is a critical element in a successful business partnership. When customers believe they can trust you, they're much more likely to spend time with you, share important information with you, and continue to buy from you. They're also more likely to recommend you to others in their organization and to friends and colleagues in other companies. If you have a relationship with somebody, for example, you can live through pricing and bad delivery problems. In fact, you can live through anything as long as you can trust him or her.

ESTABLISH YOUR CREDIBILITY

When establishing credibility with your customers, you win their respect and confidence and earn the right to participate in their decision making. The credibility of the salesperson is also a critical

factor in developing long-term business partnerships. When you have credibility, customers are more likely to think favorably of your products and services — and of your organization — and they'll take your recommendations more seriously.

CREATE VALUE FOR THE CUSTOMER

The best business partner is one who creates value. Thus, top salespeople always try to function as strategic problem solvers for their customers. They share their customer's vision and are continually finding new ways to help their customer be more successful and bringing about more innovative and distinctive solutions that add value for the customer.

Customers place a high value on salespeople who can help them meet their business goals and the needs of their internal and external customers. The salesperson who creates value for the customer in these ways becomes an ally — a trusted adviser and a valuable resource. ♦

To view previous lessons, please visit www.achieveglobal.com.

These lessons appear in the AchieveGlobal book *Secrets of Top Performing Salespeople*, published by McGraw-Hill.

In the next issue:

Lesson 5: Build Rapport and Deliver Compelling Presentations

At Reynolds and Reynolds They Have the Skills to Manage Every Sale for the Right Outcome

Sales is a tough business, but one needn't be a "born salesman" to be great at the profession. In fact, most anyone who desires to succeed in sales can when taught the right selling behaviors, skills, and processes and then apply them in sales situations. This structured, process-based approach to selling makes the salesperson more confident and capable. With such a salesperson, the prospect is more likely to relax. Thus, the prospect is more likely to talk candidly about the frustrations and challenges that the salesperson's product or service might solve.

For many companies, starting new sales hires off on the right foot—as well as refreshing the skills of more experienced salespeople—is integral to their success model. One such company is Reynolds and Reynolds, a Dayton, Ohio-based automobile dealer services company. Reynolds and Reynolds provides software, hardware, and support services to dealers and manufacturers. For years Reynolds and Reynolds has relied on the *Professional Selling Skills*® program from AchieveGlobal to give its salespeople an advantage in the marketplace. "PSS is a set of skills that when properly learned and applied in the sales process helps the sales professional lead the prospect to reveal what he's trying to accomplish," says Rick Butler, Account Executive for AchieveGlobal.

TOUGH NEGOTIATORS

As one of two leading providers in its industry, Reynolds and Reynolds faces tough competition. The company competes to sell dealer management systems (DMS) to auto retailers. DMS is a necessary and integral technology for a new car dealership. It helps run the dealership's various operations, including sales, service, parts, accounting, and invoicing. A Reynolds and Reynolds DMS is a big-ticket purchase for its customers. When selling to car dealers, the salesperson needs to be knowledgeable, sharp, and quick. "Car dealers wrote the book on negotiations," says Reynolds trainer Phil Jessee, who directly oversees the PSS training. Reynolds and Reynolds salespeople in the U.S. call on the 20,000 or so franchised new-car dealerships in the country. Auto manufacturers also use



"I would call PSS sales training the blocking and tackling, the fundamental skills of selling. PSS helps us focus on the essential selling skills: understanding the needs identification process ... understanding the probing and questioning process ... and understanding the resistance-handling process."

— Don LoVetere, Director of Sales and Marketing Training, Reynolds and Reynolds.

the Reynolds DMS to communicate with their various dealerships and to extract reporting data and the like as part of a franchise agreement with the irrelative dealers. Reynolds and Reynolds sales representatives also call on these manufacturers.

THE PSS EDGE

Sales training plays a pivotal role in Reynolds and Reynolds' success. While the company is expert in its own products and industry training, Reynolds and Reynolds recognizes that sales skills training is a specialty, which is why it has enjoyed a long-term relationship with AchieveGlobal and its PSS program. "I would call PSS sales training the blocking and tackling, the fundamental skills of selling," says Don LoVetere, Director of Sales and Marketing Training for Reynolds and Reynolds. "PSS helps us focus on the essential selling skills: understanding the needs identification process ... understanding the probing and questioning process ... and understanding the resistance-handling process," he says.

SALES BOOT CAMP

Reynolds and Reynolds' sales trainer Jessee coaches his students through a nine-week

orientation. The program culminates in an intense "boot camp." In it, students apply newly learned sales techniques and processes to a specific customer opportunity. First-week orientation training includes a review of the company's products, markets, and industry. Second-week orientation acquaints students with actual dealership operations, and includes shadowing, during which students visit a dealership and interface with dealership personnel in the roles and responsibilities the students will encounter in the field. Third-week orientation kicks off the remaining weeks with PSS training. During this session students also are taught the Reynolds and Reynolds way of communicating with customers and conducting themselves in the workforce.

Following this orientation, students graduate to boot camp. Boot camp is a 10-day, 15-hour-day program. Class size averages fewer than 22 students. Regional sales managers and other senior sales managers participate. Their participation helps provide students a close-in, hands-on, real-world environment in which to apply PSS skills. Jessee ranks students on progress on a PSS metrics ladder. Metrics

include negotiation skills and the like—and progress is charted and posted daily. Students enter a PIN number to access their performance progress along the basic PSS sales skills: opening, probing, supporting, and closing, as well as handling objections and dealing with skepticism. “Our most recent boot camp study showed that a newly trained group surpassed quota and performed well in reference to their peers,” Jessee says. “The people who attained this quota had been in the field for at least five months after training. Their results positively affected the overall Reynolds and Reynolds quota.” Of students trained on the AchieveGlobal PSS program last year, a significant number were named to Reynolds and Reynolds Top Performers List. “One salesman called me recently to let me know he

AIDS SALES COMMUNICATION

“I call the PSS program full-circle selling,” says Terry Cummins, an area vice president for Reynolds and Reynolds. “To be successful in sales you need product knowledge, industry knowledge, and sales skills. Managers recognize that PSS can provide the training that gives us those sales skills.” Mick Rollins, also a regional vice president for the DMS provider, says a key benefit of the PSS program is that it provides a common sales language, technique, and process for all involved in sales to work from.

“Because 95 percent of the Reynolds sales staff has been trained and effectively schooled in PSS, we all talk the same language,” he says. Adds Cummins: “I like PSS because it is simple and intuitive. People who



was averaging 150 percent of quota,” Jessee says. That the boot camp group performed so much better than other PSS-trained Reynolds and Reynolds salespeople who have been in the field for some time is easily explained, Jessee said. “People back in the field for some time tend to get away from doing things by the numbers, which is why continual reinforcement of the training is so important,” Jessee says. “The boot camp group did it by the book, the PSS way.”

are trained on PSS selling skills are in better control of the sales call. They can start a conversation with a prospect and, behind the scenes so to speak, be in control, and lead the sales process every step of the way. That is the straightest road to a successful sale.” ♦

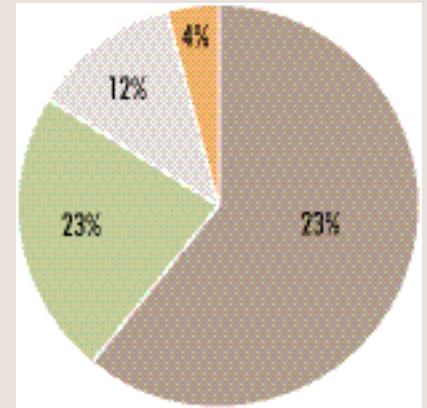
FACTOID

Performance Reviews

Polled from a recent edition of our newsletter, the LeadingEdge™.

WE ASKED:

Does your organization have a required schedule for delivering performance reviews? If so, how frequently are they given?



KEY:

- Strict requirement for reviews once a year
- Strict requirement for reviews multiple times a year
- Suggested schedule, but not followed closely
- No requirement for performance reviews

YOU ANSWERED:

Respondents to this poll indicated that their organizations do have requirements for annual performance reviews, and that, for the most part, they are following them. Only 5% of respondents indicated that there was no organizational standard around reviews. This is good news, because the importance of proper performance management techniques has been noted again and again. Through implementing and sustaining correct performance management practices, many organizations have improved their business results.

If you wish to subscribe to the LeadingEdge™, please visit www.achieveglobal.com/enewsletter

“Our most recent boot camp study showed that a newly trained group surpassed quota and performed well in reference to their peers. The people who attained this quota had been in the field for at least five months after training. Their results positively affected the overall Reynolds and Reynolds quota.”

— Don LoVetere, Director of Sales and Marketing Training.

Training: Have Fun Achieving the Gain without the Pain

by Craig Perrin

As Learning & Development specialists, we strive to achieve lasting behavioral change — and therefore performance improvement — in the workplace. Our ongoing challenge is how to engage participants in training. More and more, we find that making training fun is one of the most successful methods.

In an article for *Enterprise Reengineering*, Nancy Lee Hutchin describes the positive effects fun can have on employees, including:

- Reducing stress by increasing respiration and circulation, and suppressing stress-related hormones.
- Increasing creativity.
- Increasing the trust levels among the individuals who are sharing the fun.

As obvious as this appears to be, corporate management does not always agree about the value and place of fun in training — an attitude many of us may have encountered in the past. Their line of reasoning is often, “School (training, education) should not be fun. If, as an executive, I am investing in training, I want participants to gain measurable skills for bottom line results. They can’t be doing that if they’re having fun!”

The Catch-22 for the training professional is that you will be held accountable for results from your training efforts, but may not be allowed to develop and conduct training that gains the best results.

How can you deal with this situation? The best approach is to appeal to the executive’s practical nature. First, discuss the goals of your training in terms of behavioral and performance change. Then introduce the importance of learning by doing and of using simulations that closely parallel actual job tasks, but in a non-threatening and supportive setting. Help your managers understand key desired outcomes that participants become comfortable applying new skills and gain confidence in their new abilities. So, occasional games and other activities are not frivolous but, in fact, have a very serious purpose.



“... while amusement may, in fact, be frivolous, enjoyment and pleasure are certainly not. We enjoy and take pleasure from many of the most serious things in life ... the enjoyment, pleasure or ‘fun’ we derive from these activities is the principal source of what makes us return to do them again and again – and there is increased ‘fun’ from the fact that the more we do them the better we get, the easier they become, and the more goals we achieve.”

— Marc Prensky, *Digital Game-Based Learning*

DEFINING “FUN”

When you consider it, there are many definitions of “fun” and it behooves us as training professionals to be acutely aware of the nuances. In reviewing definitions of the word, we see it can be defined as both enjoyment and amusement. This is a critical issue because, as Marc Prensky notes in *Digital Game-Based Learning*, “... while amusement may, in fact, be frivolous, enjoyment and pleasure are certainly not. We enjoy and take pleasure from many of the most serious things in life ... the enjoyment, pleasure, or ‘fun’ we derive from these activities is the principal source of what makes us return to do them again and again—and there is increased ‘fun’ from the fact that the more we do them the better we get, the easier they become, and the more goals we achieve.”

And that is the essence of the argument for making training fun. It gets participants engaged, it encourages them to try new behaviors and it provides a non-threatening

setting to practice the behaviors, thereby helping them gain the confidence to apply new skills and concepts in the workplace. As the media philosopher Marshall McLuhan once observed, “anyone who tries to make a distinction between education and entertainment doesn’t know the first thing about either.”

BUILDING FUN INTO THE TRAINING DESIGN

A number of practical steps in learning design and classroom facilitation can help you make training both fun and functional:

- Create “fun with a purpose”. Integrate fun with your objectives and training content by building engaging and enjoyable activities directly related to the learning process. These activities should connect people with the content and motivate them to apply content to their jobs. As training professionals, we do not merely stack fun activities on top of content to vary the tempo — they should be an integral part of the content. For example, including trivia questions in a module may be enjoyable,

but unless the questions relate to the content, they do nothing to further the learning process.

- Make the fun activities relevant to the professional lives of your participants. If participants see no practical value, fun is meaningless to them. However, if you've researched and distilled relevant content, you can integrate enjoyable activities. Fun also helps vary the pace and tone: relaxed participants, who don't always feel challenged in a pass/fail situation, are more receptive and more responsive.
- Realizing that people learn differently, engage them in different types of activities — visual/aural, team/individual — as well as with different types of technology. As every trainer knows, extended reading is no longer a primary activity for individuals of any age. People now have shorter attention spans and are accustomed to diversion and entertainment. This is not necessarily a generational issue — every age group is now comfortable with a range, and a variety, of media.
- Move smoothly through your training structure from the value of new skills, to a demonstration of the skills, to an analysis of the demonstration, to practicing the skills, to feedback on the practice, to planning application of the skills in the workplace. This fundamental structure is the core of training; integrated fun helps participants engage that structure.

DETERMINING THE APPROPRIATE TIMES FOR "FUN"

Serious situations require serious treatment, not lighthearted presentation. Since work life includes elements of both comedy and drama, training should include them as well. Consider a supervisory training module on correcting performance problems or terminating an employee. While these are serious issues, training need not be boring. Elements of drama — in a story, a video, or a role play — are not precisely "fun," but they engage learners with the content in appropriate ways. A related matter is varying the level of seriousness from module to module. In leadership training, we recommend following a session on correcting performance, for example, with a more positive topic such as recognizing good performance.

Another issue relates to individual sensitivities and personal differences. We try to avoid offending even one of our training participants — not just because of the individual harm that causes, but also because one person's alienation makes others in the group uncomfortable, the very opposite of "fun." So we need to be careful to structure fun activities to ensure that everyone is comfortable and learning at the same time.

Closely related is the issue of cultural diversity. We recently developed a module on serving diverse customers, a challenging topic because we needed to make people aware of cultural stereotypes without saying precisely that participants may be consciously or unconsciously prejudiced. To get the program right, opening eyes without opening unproductive discussion, we involved a diverse group of developers — some of whom were living the issues we covered, such as physical limitations, language barriers, and cultural differences. The result was an engaging module on highly sensitive topics, with both dramatic and comic elements used to powerful effect.

TECHNOLOGY CAN BE FUN — BUT IS IT ALWAYS EFFECTIVE?

We've all seen cycles in which a particular technology appears and is hailed as the next great thing in training. Then, after we've attempted to integrate it into training, we realize our expectations for cost or effectiveness weren't reasonable, even though the experience may have been fun for the trainer or participant.

One recent example is eLearning. As powerful and fun as it can be, we've found that, in its present form, eLearning rarely stands on its own for the delivery of interpersonal and soft-skills-training. The reason is that the learning process consists of multiple phases: commit to learn, assess current performance, acquire knowledge, develop competence through practice, and apply new learning. This cycle of learner-centric activities supports new behaviors, improves job performance, and ensures the success of soft skills training. However, the timing, emphasis, and media associated with each phase will vary based on content, audience and logistics. The selection of the appropriate medium for each phase must reflect its

desired outcome, not the cost or convenience of a given technology. Here are several examples of how this mix of methods can be applied:

- In phase 3, knowledge acquisition, classroom participants learn by interacting with each other and the facilitator. That powerful benefit is lost in the solitary experience of an asynchronous eLearning "equivalent," whether the learning methodology is fun or not.
- Direct, real-time interaction is even more important in phase 4, developing competence through practice. Real-time practice with another human being is essential to soft-skills mastery. In a safe, comfortable and enjoyable setting, learners can rehearse skills, receive constructive feedback, and observe others using the skills and offer constructive feedback. The goal of this phase is to develop baseline competence and build confidence that motivates application in the workplace.

For those phases of the learning process that lend themselves most successfully to eLearning, injecting fun into training delivery may be even more important than in a classroom setting, because of the lack of direct human interaction. You can build fun into eLearning through media and learning activity structure: engaging interactive vignettes and skill models employing live action video, or audio and dynamic still images, game-based activities, and realistic simulations.

ADDING FUN TO THE BOTTOM LINE OF TRAINING

The ultimate measure of training — and of our success as training professionals — is its impact on behavior change and improved performance in the workplace. Presentation serves these key outcomes. In each new program we are challenged to develop relevant activities that engage training participants to help them acquire and apply new knowledge and skills. Making training fun can be a highly successful way to drive that process.

Craig Perrin is director of product design for AchieveGlobal.
Craig can be reached at craig.perrin@achieveglobal.com.

With more than 75 offices in 42 countries—and programs and services in more than 40 languages and dialects—we can serve our clients anywhere in the world. Contact us today to learn how we can transform your strategy to results through the power of your people.

ARGENTINA

AUSTRALIA

AUSTRIA

BELGIUM

BERMUDA

BRAZIL

CANADA

CHILE

CHINA

CZECH REPUBLIC

DENMARK

FINLAND

FRANCE

GERMANY

GREECE

HONG KONG

HUNGARY

INDIA

INDONESIA

IRELAND

ITALY

JAPAN

KOREA

MALAYSIA

MEXICO

MIDDLE EAST

NETHERLANDS

NEW ZEALAND

NORWAY

PHILIPPINES

POLAND

ROMANIA

RUSSIA

SINGAPORE

SOUTH AFRICA

SPAIN

SWEDEN

SWITZERLAND

TAIWAN R.O.C.

THAILAND

UNITED KINGDOM

UNITED STATES

© 2006 AchieveGlobal, Inc. M01128 (05/06)

About AchieveGlobal

With its world headquarters in Tampa, Florida, AchieveGlobal helps organizations translate business strategies into results by improving the performance of their people. Clients around the world rely on AchieveGlobal's proven expertise in leadership development, customer service, and sales effectiveness. By implementing research-based learning solutions, AchieveGlobal empowers clients to successfully develop leaders, and acquire, grow, and retain profitable customer relationships.

► TO SUBSCRIBE TO IMPACT, PLEASE VISIT WWW.ACHIEVEGLOBAL.COM/IMPACT



8875 Hidden River Parkway, Suite 400
Tampa, FL 33637-1034
Tel: 800-456-9390
Fax: 813-631-5796