Up-A-Notch™ Sales Training System for Outside Salespeople

By Dave Kahle

Persuasive Presentations II

Facilitator's Guide

Congratulations, you are going to facilitate this training session.

Your job includes these things:

- facilitating the group conversations
- supporting and encouraging each member
- managing the details of the program
- holding people accountable for doing their assignments.

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

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

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

Here's how to do it…

Prepare for the session:

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

_____Have an easel or white board available.

_____Prepare one set of materials for each of the participants.

- ✓ Have one Participant Guide for each participant. If you need more, contact The DaCo Corporation at 800-331-1287 to order additional materials.
- ✓ Split up the "bubble pads" so that each participant has at least three sheets. Split up the "prescription pads" so that each participant has at least two sheets.
- ✓ Obtain the copies of the "Prescriptions" that were written at the end of the last meeting.
- ✓ Arrange the chairs in a comfortable, semi-circular pattern.

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

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

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

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

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

I will go first."

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

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

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

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

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

Say this:

"Today's topic is "Persuasive Presentations-2." Take a couple of minutes to look through the materials. Note that the pages marked "Notes" at the top are to be while the tape is playing, and the pages marked "Exercises" should be completed afterward."

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

Following the end of the tape:

_____Immediately after the tape is finished, give everyone a few moments to complete his or her "Notes."

Say this:

"Take a couple of minutes now and finish filling in the blanks on the 'Notes' exercise." The participants may want to discuss the notes or some aspect of the taped presentation. Allow them to do so.

_____***Exercise One: Preparing Your Presentation***

- ✓ Give everyone a few moments to read the directions for Exercise One.
- ✓ Then allow about five minutes for each person to prepare his or her presentation.

_____***Exercise Two: Presentation Role-Play***

- ✓ Give everyone a few moments to read the directions. If you have a large enough group and can break them into smaller groups of three each, do so. If not, then function as one large group, with one person designated as the salesperson, one designated as the customer and one as the observer.
- ✓ Allow five minutes for each presentation. After the presentation, encourage the observer to share his/her ideas of what the salesperson did well.
- ✓ Then rotate the roles and repeat the process until everyone has had an opportunity to play the part of the salesperson.

_____***Exercise Three: Generating Ideas***

- ✓ Give everyone about five minutes to complete three of their yellow bubble pads.

- ✓ Then, once again, ask people to share their ideas. This exercise will help others understand how to record a "good idea," and will stimulate additional ideas.

  Say this:

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

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

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

  Say something like this…

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

  "Does that make sense to you?"

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

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

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

_____***Exercise Four: Distilling the Best***

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

_____***Exercise Five: Precisely Prescribing***

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

Say this:

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

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

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

Congratulations! You have just successfully facilitated this training session.

Evaluation

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

Lesson Title:_____
How many people attended: _____ Date of session: _____

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

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

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

One such result was:
_____

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

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

What was the most valuable thing your people gained?
_____
_____
_____

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

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

Optional: Your Name _____ Phone # _____
Email _____

Persuasive Presentation II

Notes & Exercises

Notes

The subject today is making persuasive presentations. In the previous session, we focused on the processes and principles for preparation. In this session we're going to focus on execution – delivering the presentation that you have prepared.

First, let's review the three key principles

Principle 1: Your (offer) is always (larger) than just the product, service or program that you are presenting.

Principle 2: Presentations are always about (two) subjects: your (offer) and your (customer) .

Principle 3: The more you (involve) the customer, the more (effective) is your presentation

Here are ten tips for delivering those powerful presentations.

1. As much as possible, control the (environment). What you want to do is focus your customer's (attention) on your (presentation). The strategy here is to do what ever you can, before the presentation, to (clear) the (environment) of any (distractions) so that he can focus on what you have to say.
2. Make sure you're presenting to the right people.
3. Begin your presentation with a (description) of your customer's (situation). Begin your presentation with a (restatement) of what your customer wants to achieve – the (problems) to be overcome, or the

(objectives) to be gained. In a small presentation, you can just *(verbally)* go through this step. In a larger and more important *(presentation)*, I like to *(write)* and hand it to the customer.

4. When you describe the features of your offer, use lots of *(details)*.
5. Work as *(deeply)* into the cone as possible. Build the most *(intense)* audio and visuals into your presentation as possible.
6. Keep your customer *(involved)*. Get your customer involved in the presentation as *(deeply)* and *(broadly)* as possible.
7. Use "proof". Remember, it's always more powerful to have someone *(else)*, other than *(you)* or your company, say *(good)* things about your product or service.
8. Use your *(customer's)* language and communication style.
9. End every *(presentation)* with a description of the customer's next *(step)*.
10. Be *(confident)*, *(honest)* and concerned.

One of the most powerful *(emotions)* impacting a buying situation is the feeling of confidence. You want your customer to feel *(confident)*– confident in you, in the product, and in your company. If you sound very confident, it encourages the *(customer)* to feel confident *(also)*.

Exercise One: Preparing Your Presentation

Directions: In a moment, you are going to role-play a presentation. Your job will be to use the preparation that you did during the last session and to actually give that presentation to one of your colleagues who will be playing the role of the customer. Take a few moments now to collect your thoughts, and to play how you are going to implement some of the ideas from today's lesson in your presentation.

Exercise Two:
Role-Playing Your Presentation

Directions: Group together in groups of three people. One person will play the role of the salesperson and present, in no more than five minutes, the presentation he/she has prepared. One person will play the role of the customer, and one person will be the observer.

When you are the observer, use the form below to rate the salesperson. After the first person has presented, take a few moments and discuss your observations of what the salesperson did well. Use your notes on the form to guide your discussion.

After that, rotate the roles, and repeat the role-play. Someone else should be the salesperson, someone else the customer, and someone else the observer.

Repeat the process again until every one has had an opportunity to present and to observe.

Observation Form for Persuasive Presentations Role Play

Salesperson:_____

1. To what extent did the salesperson control the environment? Example:	0	1	2	3	4	5
2. How well did the sales person articulate the customer's problems and objectives? Example:	0	1	2	3	4	5
3. To what degree did the features match the customer's P.I.E.? Example:	0	1	2	3	4	5
4. To what degree did the salesperson use detail in describing features? Example:	0	1	2	3	4	5
5. To what degree did the benefits match the customer's P.I.E.? Example:	0	1	2	3	4	5
6. How deeply did the salesperson work into the "cone of experience?" Example:	0	1	2	3	4	5

7. To what degree was the customer involved? 0 1 2 3 4 5
   Example:

8. To what degree did the salesperson use "proof?" 0 1 2 3 4 5
   Example:

9. To what degree did the salesperson reflect the customer's style and language? 0 1 2 3 4 5
   Example:

10. To what degree did the salesperson end with A^3? 0 1 2 3 4 5
   Example:

11. To what degree did the salesperson project a sense of confidence? 0 1 2 3 4 5
   Example:

Exercise Three: Generating Ideas

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

Remember, a good idea is one that
* *focuses on the future*
* *focuses on action*
* *focuses on your behavior*
* *is a small step toward one of your learning goals.*

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

Use a specific process in order to learn more effectively.

Exercise Four: Distilling the Best

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

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

Rewrite that idea here.

Exercise Five: Precisely Prescribing

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