

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

By Dave Kahle

“Victory Over Voice Mail”

Facilitator’s Guide

## ***Congratulations, you are going to facilitate this training session.***

Your job includes these things:

- to facilitate the group conversations
- to support and encourage each member
- to manage the details of the program
- to help hold people accountable for doing their assignments.

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It's important that each member of the group personally consider 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.

### **During the training session:**

\_\_\_\_\_ Begin with a discussion of the progress the participants made on their 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, “ \_\_\_\_\_, 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 Victory Over Voice Mail. Take a couple of minutes to look through the materials. Note that the pages marked “Notes” at the top are to be completed 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 their “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**

- ✓ Give everyone a few moments to read the directions for exercise one.
- ✓ Then allow three to five minutes for people to work individually, creating their brainstorming ideas.
- ✓ When everyone is ready, ask each person to share his/her ideas. Write them on a white board or easel. Encourage comments and other ideas. When everyone is finished, and you think that you’ve listed all the ideas you can, move onto Exercise two.

### **Exercise Two**

- ✓ Read the directions for exercise two aloud. Then allow three to five minutes for people to work individually, creating their brainstorming ideas.
- ✓ When everyone is ready, ask each person to share his/her ideas. Write them on a white board or easel. Encourage comments and other ideas. When everyone is finished and you think that you’ve listed all the ideas you can, move onto Exercise three.

### **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.***

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# 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.

- |   |  |
|---|--|
| <input type="checkbox"/> No one acted on their prescriptions.             | <input type="checkbox"/> There were no positive results.               |
| <input type="checkbox"/> A couple of people acted on their prescriptions. | <input type="checkbox"/> A few people indicates some positive results. |
| <input type="checkbox"/> Most attempted to complete their prescriptions.  | <input type="checkbox"/> Most reported positive results.               |
| <input type="checkbox"/> Everyone acted on their prescriptions.           |  |
| <input type="checkbox"/> 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 \_\_\_\_\_

# **“Victory Over Voice Mail”**

## **Notes & Exercises**



# Notes

Voicemail is one of the greatest threats to a professional salesperson because it makes it difficult to communicate with your prospects and customers. If you can't communicate with your customers, you cannot (sell) to them. It threatens the very (heart) of what you do.

People use voice mail for two reasons: to control their (time), and to screen out people they (don't) want to talk to.

So, your two basic strategies are:

1. Convince them the time spent with you is a (good) (investment).
2. Be (someone) they'd like to talk to.

There are two basic types of situations:

1. You are trying to reach a new (contact).
2. You are trying to reach an (established) contact.

One strategy for dealing with the first situation is to (create) a pre-call (touch).

This is a communication from (you) or about (you) that improves the (likelihood) that the prospect will return your call.

Some possibilities for these communications from someone else about you include:

- a. (word) of mouth.
- b. (press) release.
- c. article or (referral) from someone your prospect knows and trusts.

There are also creative possibilities for communications from (you). These possibilities include:

- a. (company) literature.
- b. an (e-mail).
- c. a (personal) letter.
- d. something (creative).
- e. live (contact).

Once you've delivered your pre-call touch, it's time to make the call. You should prepare (scripts) for three different possibilities: a (gatekeeper), the right (person), and (voice) (mail).

Your voicemail (script) should contain these components:

- a. (introduce) who you are.
- b. Explain what you can do for (them).
- c. Explain how much (time) you need.
- d. Specific (directions) on how to call you back.

Develop the attitude that voicemail gives you an opportunity to (broadcast) a 30-second (radio) commercial directly to your customer.

Remember to focus on the (quality) and (tone) of your voice. You should be (warm), (real), and personal.

Always (leave) a (message). When all else fails, make the (appointment).

Some additional tips include;

- a. Call (early) in the day.
- b. Call (before) and after (hours).

- c. Have someone answer your calls.
- d. Make a (warm) (call) first.
- e. (Stand).
- f. (Smile).

When you are working with a subsequent visit to a (customer) you know, there are three powerful strategies:

- a. (Avoid) phone calls.
- b. (Avoid) voicemail.
- c. make voicemail work for you by leaving a (detailed) message.

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## **Exercise One**

Brainstorm at least three ideas you, personally, can do in the next 30 days to instigate a **pre-call touch from someone else about you**. Be prepared to share them with the other participants.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SAMPLE

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## **Exercise Two**

Brainstorm at least three things that you, personally, can do in the next 30 days to create a **pre-call touch from you**. Be prepared to share them with the other participants.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SAMPLE

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## 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.



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

*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.*



*Use a specific process in order to learn more effectively.*

SAMPLE

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## **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.

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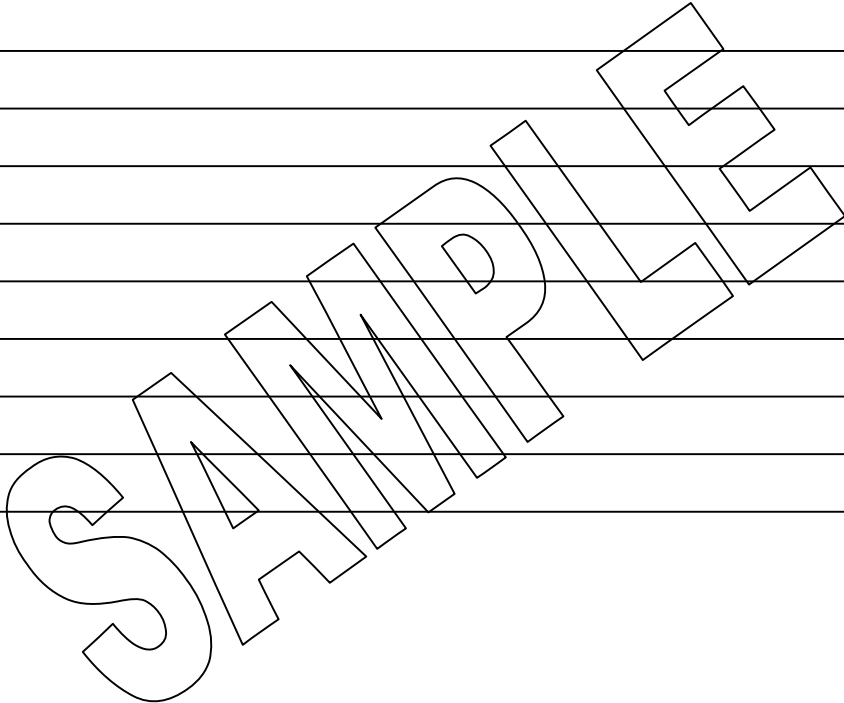
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## **Exercise Five: Precisely Prescribing**

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.



(Precisely Prescribe)

*I will set aside two hours every week for personal improvement and keep a record of what I do in that time.*

SAMPLE