

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

By Dave Kahle

Handling Objections Without Jeopardizing the  
Relationship

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.

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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.

**During the training session:**

\_\_\_\_\_ 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 “Handling Objections without Jeopardizing the Relationship.” 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: Handling the Person**

- ✓ Give everyone a few moments to read the directions for exercise one.
- ✓ Help them form into groups of three.
- ✓ Give them a few moments to work through the first role play.
- ✓ Allow each group a few moments to discuss the results.
- ✓ Now, have them repeat the role-playing exercise.
- ✓ Again, allow each group a few moments to discuss the results.
- ✓ Ask each group to report on something that one of their members did very well.

### **Exercise Two: Generating Idea**

- ✓ 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.

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### ***Exercise Three: Distilling the Best***

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

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### ***Exercise Four: 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.

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

**Handling Objections  
Without Jeopardizing the  
Relationship**

**Notes & Exercises**

# NOTES

When it comes to handling objections, there is a conflict in that we spend a lot of time and energy developing a positive (relationship) with the customer. On the other hand, we know our company pays us to get (results).

There are some (benefits) to becoming good at (handling) objections. First, when you get very adept and comfortable at handling objections, your (self)-(esteem) will soar. We are not really a (professional) salesperson until we can successfully (handle) objections. The second is growing (confidence). Finally, do this well, and your (results) will improve.

What is an objection? – A reason to (not) do what you have (asked) your customer to do. When you are working with a customer, the idea of “overcoming” has a connotation that you are going to (win), and he is going to (lose), you are going to battle over this. Rather think in terms of (handling) an objection. It is not a matter of you imposing your will, but the two of you, (jointly), coming to a (resolution).

Here are some general strategies. The first one is this – (welcome) that objection. Number two – never become (argumentative). If your customer says “no, and here’s why”, it is easy to become (negative). If you do this, you bring tension into the relationship, and this will harden your customer’s position.

Rule number three – use (diffusing) language.

Rule four – be (patient). Often, your customer’s objection is just them (thinking) out loud. Many times, they will talk themselves out of an objection. Just be patient.

Number five – when in doubt, ask a (question).

In the sales process, when it comes time to close, the first thing that happens is our request for the customer’s (action). Then, your customer can react in any number of ways: he/she can terminate, agree, or offer feedback.

Feedback is either a question, or an (objection). When you are confronted with an objection, you can either (ignore) it, or handle it.

If you are going to handle it, you need to do so in such a way that you don’t jeopardize the relationship. That means you must first handle the (person), and then handle the (idea). Handle the person means to deal with the (emotional) atmosphere before you address the idea.

When you handle the person, you relieve (tension) in the situation. In addition, you create a positive (atmosphere) by addressing the person first, the idea next. It provides you time to (think), and builds the basis of (agreement). And finally, helps the customer know what they (mean).

When it comes time to handle the person, there are three simple steps – (empathize), probe and (confirm). Empathize means to make the customer feel that you (understand) them. In order to do this, you first make a statement that you

(understand), and then you give them a reason to (believe) that you really do understand how they (feel) or what they are (thinking).

The second step is to (probe) – this means you are going to ask an open-ended (question) to get them talking.

Finally, confirm what they have said. Repeat or paraphrase the customer's words. Then you will have handled the person. Remember, if you are going to handle the objection without jeopardizing the relationship, you need to handle the (person) first, and then the idea. Handle the person means to first empathize, then (probe), and finally confirm.

# Exercise One: Handling the Person

1. Find two people to work with.
2. You are going to practice handling the person, that is, empathizing, probing and confirming. One of you will play the role of the customer, one of you will be the salesperson, and one of you will be the observer. Decide who is who to begin. You'll exchange roles so that each of the three of you have an opportunity to practice.
3. The salesperson should make a request of the customer. For example, you can say, "Shall I send you a case?" Then, the customer should offer an objection. Be realistic. The salesperson should respond by handling the person. Just do that. Do not attempt to handle the idea, just empathize, probe and confirm and thereby handle the person. The observer should note on the space below how well he/she thinks the salesperson did in handling the person.
4. Then, switch roles and repeat.
5. After each person has practiced one time, the observer should share his/her rating with the other party.
6. Now, repeat the exercise so that each person has an opportunity to practice twice.
7. Repeat step five.

## Rating form for the "observer" #1

Person you are rating: \_\_\_\_\_

How well did they do at empathizing? Circle one of the statements below:

Not well--  
missed the idea

Fairly well

Good

Excellent --really made  
the customer feel understood

Why did you give him/her that rating? \_\_\_\_\_

---

How well did they do at probing? Circle one of the statements below:

Not well--  
missed the idea

Fairly well

Good

Excellent -- really made  
the customer feel understood

Why did you give him/her that rating? \_\_\_\_\_

---

How well did they do at confirming? Circle one of the statements below:

Not well--  
missed the idea

Fairly well

Good

Excellent -- really made  
the customer feel understood

Why did you give him/her that rating? \_\_\_\_\_

---

SAMPLE

## Rating form for the “observer” #2

Person you are rating: \_\_\_\_\_

How well did they do at empathizing? Circle one of the statements below:

Not well--  
missed the idea

Fairly well

Good

Excellent – really made  
the customer feel understood

Why did you give him/her that rating? \_\_\_\_\_

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How well did they do at probing? Circle one of the statements below:

Not well--  
missed the idea

Fairly well

Good

Excellent – really made  
the customer feel understood

Why did you give him/her that rating? \_\_\_\_\_

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How well did they do at confirming? Circle one of the statements below:

Not well--  
missed the idea

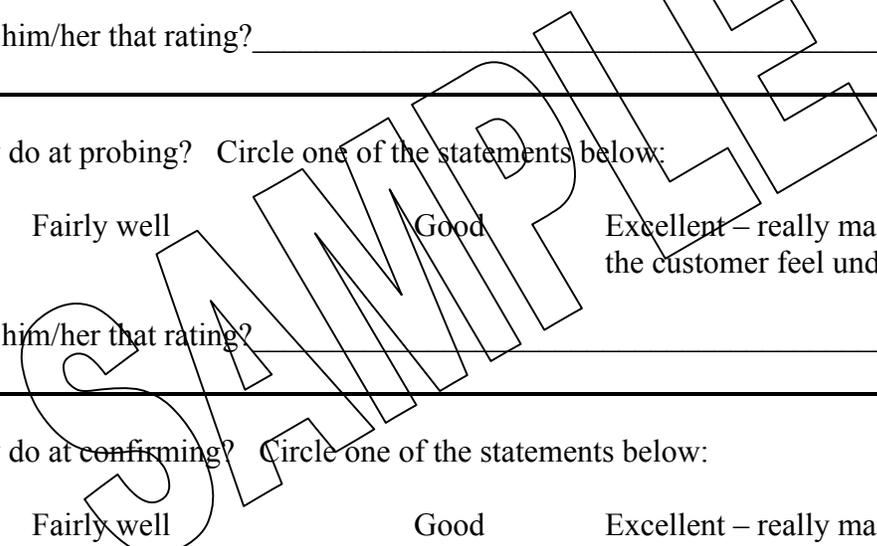
Fairly well

Good

Excellent – really made  
the customer feel understood

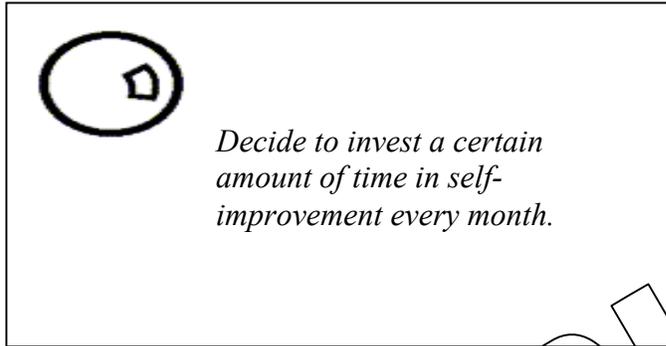
Why did you give him/her that rating? \_\_\_\_\_

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## Exercise Two: Generating Ideas

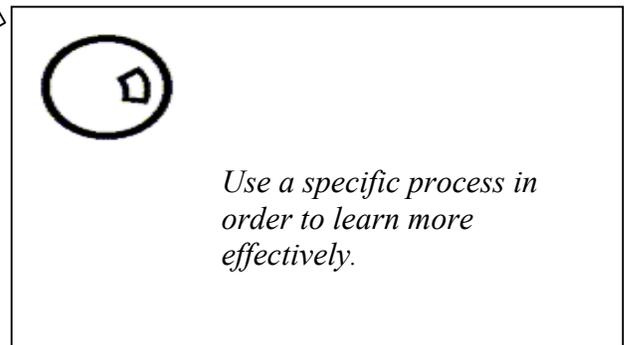
Use the bubble pads to write down at least three good ideas you gained from today's session. Remember the four criteria for a "good idea." We've illustrated a couple of samples for you.



*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.*

SAMPLE



## Exercise Three: 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 will be easiest to implement?
4. Which of these ideas am I most passionate about?

Rewrite that idea here.

SAMPLE

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## Exercise Four: 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