

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

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Handling Objections Without Jeopardizing the
Relationship

Participant's Guide

**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 _____ with the customer. On the other hand, we know our company pays us to get _____.

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

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

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

Rule number three – use _____ language.

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

Number five – when in doubt, ask a _____.

In the sales process, when it comes time to close, the first thing that happens is our request for the customer’s _____. 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 _____. When you are confronted with an objection, you can either _____ 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 _____, and then handle the _____. Handle the person means to deal with the _____ atmosphere before you address the idea.

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

When it comes time to handle the person, there are three simple steps – _____, probe and _____. Empathize means to make the customer feel that you _____ them. In order to do this, you first make a statement that you _____, and then you give them a reason to _____ that you really do understand how they _____ or what they are _____.

The second step is to _____ – this means you are going to ask an open-ended _____ 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 _____ first, and then the idea. Handle the person means to first empathize, then _____, 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 understood	Fairly well	Good	Excellent – really made the customer feel
---	-------------	------	--

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 understood	Fairly well	Good	Excellent – really made the customer feel
---	-------------	------	--

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 understood	Fairly well	Good	Excellent – really made the customer feel
---	-------------	------	--

Why did you give him/her that
rating? _____

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
understood

Fairly well

Good

Excellent – really made
the customer feel

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
understood

Fairly well

Good

Excellent – really made
the customer feel

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
understood

Fairly well

Good

Excellent – really made
the customer feel

Why did you give him/her that
rating? _____

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.

one that

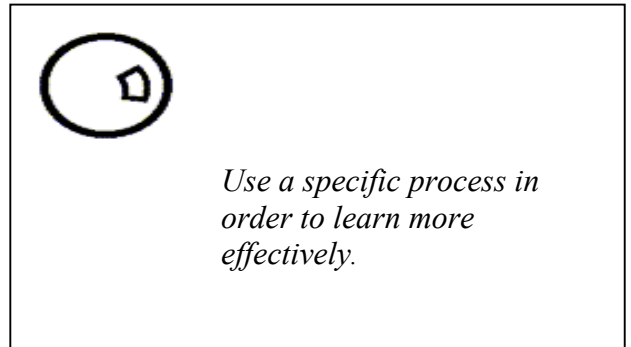


Decide to invest a certain amount of time in self-improvement every month.

Remember, a good idea is

- * focuses on the future*
- * focuses on action*
- * focuses on your behavior*
- * is a small step toward one*

learning goals.



Use a specific process in order to learn more effectively.

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.

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.