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Sales Training Guide for Selling 101 A-14-A P

TABLE OF CONTENTS

Instructor Modules

Module	Topic	Page
	Introduction	1
	Overview chart of Modules and Coverage	6
1.	Finding your way to the person or team who can say yes	9
2.	Getting past the Screen or Gatekeeper	13
3.	Persuading the Decision Maker to Agree to a Meeting	19
4.	Opening the Meeting with the Decision Maker	25
5.	Strategies for Developing or Enhancing the Decision Maker's Awareness of a Need for What You Offer	29
6.	Selling by Asking Questions: Using the "Selling Wedge"	35
7.	Making the Link: Showing How Your Product Will Fill this Prospect's Needs	43
8.	Raising the Issues of "Cost" and "Value": Showing How Your Product or Work More than Pays for Itself	49
9.	Using Other Methods of Highlighting Value over Cost	53
10.	Recognizing Buying Signals	57
11.	Asking the Decision Maker to Take Buying Action ("Closing")—Three Basic Methods	63
12.	More Ways of Asking the Decision Maker to Take Action	69
13.	Coping with Questions, Objections, and Hesitations. Determining What is Behind the Question or Objection	75
14.	Dealing With Other Types of Problems with the Decision Maker	85

Handouts for Trainees: Pre-class Assignments

Module	Topic	Page
1.	Finding your way to the person or team who can say yes	86
2.	Getting past the Screen or Gatekeeper	88
3.	Persuading the Decision Maker to Agree to a Meeting	90
4.	Opening the Meeting with the Decision Maker	93
5.	Strategies for Developing or Enhancing the Decision Maker's Awareness of a Need for What You Offer	95
6.	Selling by Asking Questions: Using the "Selling Wedge"	96
7.	Making the Link: Showing How Your Product Will Fill this Prospect's Needs	98
8.	Raising the Issues of "Cost" and "Value:" Showing How Your Product or Work More than Pays for Itself	99
9.	Using Other Methods of Highlighting Value over Cost	101
10.	Recognizing Buying Signals	103
11.	Asking the Decision Maker to Take Buying Action — Three Basic Methods	105
12.	More Ways of Asking the Decision Maker to Take Action	106
13.	Coping with Questions, Objections, and Hesitations. Determining What Is Behind the Question or Objection. Restating, Responding, and Moving on	107
14.	Dealing With Other Types of Problems with the Decision Maker	109

Introduction

Welcome to this ***Sales Training Workshop. Leader Guide for Selling 101: Consultative Selling Skills*** a supplement to my ***Selling 101: Consultative Selling Skills***. (***Selling 101*** is available in print version: ISBN-13: 978-0976840664, and in Kindle E-book form: ASIN: 0976840669).

This ***Sales Training Workshop Leader Guide*** provides you tools and a structure for using ***Selling 101*** as a group instructional text. This ***Guide*** does not replace ***Selling 101***, as that carries the how-to content for the trainees. There are pre-class assignments before each module that call on the trainee to use ***Selling 101*** as a reference, adapting the book's content to your particular product or service.

About Selling 101

The title is ***Selling 101***, which suggests it's a book mainly for beginners (as in all those 101 courses you took in college).

That title, for better or worse, was the original publisher's choice, not mine. As you read ***Selling 101***, I suspect you'll find, as have others who've given me feedback, that it really should have been called *Selling 301* or *401*, as there is a great deal of how-to content packed into the pages — much more than any sales beginner can absorb at the start, though the kinds of practical nuggets that can give a boost to experienced people.

How to use Selling 101 with this training guide.

1. You can use ***Selling 101*** as the course text for a variety of trainee levels, from beginners through refreshers for experienced sales people.
2. You can use ***Selling 101***, and this ***Workshop Leader Guide*** as course material both for,
 - sales teams (if you're managing or training a sales force), as well as,
 - the foundation of sales training courses that you may be teaching for colleges, vocational tech centers, or job retraining centers (both for those who are going into sales as well as for those preparing to set up businesses). . . . for which selling skills are the key to survival and success).

3. If you are, in addition to your role as instructor, the manager of a sales team, then you will find an array of practical content etc in that aspect of your job.

The 14 Modules

This training course is set up around 14 modules, which focus on the core of the sales process. You can cover them in the sequence here, or can skip around to fit the needs of your trainees.

I've set up the course to give you maximum flexibility. You could cover the material in an intense two or three day course, but I anticipate that most will run the 14 modules over the span of several weeks, perhaps as weekly meetings.

As you will see on the chart later in this Introduction, some of the modules are short enough that you could cover two or three in one session, while others may be best stretched over a couple of sessions to give more practice time.

How the Modules are set up

Each of the 14 modules follows the same pattern. An Overview at the start of each module details what you need to set up, prepare, and assign as pre-class preparation for next time. All modules follow the same basic format, contained in the chart at the front of each module.

Objective of the module. This details the practical abilities the trainees will demonstrate upon completion of that module.

Time. This is a rough estimate, based on a group of 4-6 learners. Allow more time if you use video or audio feedback for the role plays, or if the class is larger.

Reading assignment and trainee preparation. This tells you the relevant chapters and pages in ***Selling 101*** that are covered in this module.

Materials needed/Set-up/Equipment. You will need a teaching room. If you have other rooms for break-out sessions (small group activities and role plays) that is ideal, but not essential. A flip-chart with tear-off pages (or a black-board, etc.) is needed for most of the modules.

- Trainees will of course need materials for taking notes.
- Audio or video taping is an option. Certainly the chance to see oneself in action via a role play is a good way for trainees to see themselves as others do. But that does take extra time to review and critique.
- Text reference. Each module is focused around one or more chapters of ***Selling 101***.

Trainee preparation. In this block you will find the chapters covered in the present module. Thus to assign for the next module, look ahead to the module you will be covering.

Instructor preparation/handouts. You will need to be familiar with both the content of the assigned chapters as well as the flow of the activities in the module. In some case, as you will see, you may need to prepare wall charts/flip-charts in advance. If you elect to use audio/video for feedback then the set-up should be done in advance of the meeting.

You will need to copy in advance the Pre-class assignment sheet for the following module to hand out at the end of each class.

Note on working with adult learners

Adult learners tend to learn best by doing, rather than just listening. The object of these modules is to get the trainees engaged in discussing, applying, drawing out their experiences and ideas, and, best of all, applying what they have learned in role plays with the opportunity to debrief themselves and to gain the input of others.

The adult learners in your course will generally come with valuable life experiences—perhaps including experience in sales, perhaps not. This earlier experience can be an asset in the training—which is one reason we emphasize discussions, role plays and other exercises where they participate, and not just listen passively to the instructor.

One of your key roles as instructor will be to focus this trainee input — that is, to keep it relevant, to bring out ideas from every member of the group, and (sometimes hardest of all), to redirect those who are too willing to contribute. (Ever been in a class where one windbag—oops! one highly verbal trainee—offers one “war-story” after another? Didn’t learn very much there, did you? If you’re the instructor, the key is to keep control from the start.)

While it's helpful to keep the learning atmosphere for adults relatively informal, the fact remains that you are the instructor. You control the timing, you draw out the comments from the class.

In most cases, it's best to avoid a formal classroom-type setup; you are there as a facilitator, not a lecturer. Better (if room and class size allow it) are U-shaped setups, or even just all sitting around a table.

Key action words used in this guide

In the instructor coverage for each module, I highlight YOUR ACTIONS BY PRINTING KEY ACTION WORDS IN ALL CAPS.

- SET CONTEXT
- EXPLAIN
- DEMONSTRATE
- LEAD DISCUSSION, or ASK. (Alternately, FACILITATE DISCUSSION). As much as possible, serve as a facilitator, not a lecturer. Ask questions, then refocus those questions until you get useful responses.
- SHARE EXAMPLES from your own experience or by asking the members to share theirs.
- PAIR OFF FOR ROLE PLAYS
- BREAK INTO SMALLER GROUPS FOR TEAM ACTIVITIES
- DEBRIEF
- WRAP UP and OVERVIEW THE ASSIGNMENT FOR NEXT TIME. From your own sales experience you're familiar with the old saying, "Tell them what you're going to tell them. Tell them. Tell them what you have told them."

It's much the same in training. At the end of each module, review what has been covered, particularly putting the various points into context. Respond to any questions or points needing clarification. Then make clear what the assignment is for next time, typically, "read and become familiar with" the chapter from ***Selling 101*** so they "come prepared to discuss and apply" it.

- As you overview the assignment for the next session, point out that there is a Pre-class worksheet for each module, designed to be used in conjunction with the reading from ***Selling 101***, and focused on helping the trainee make practical

application of the new material.

Abbreviations used

- DM for Decision Maker: that is, as defined in ***Selling 101***, the person or team who has the Authority, Need and Budget to make this purchasing decision.
- Screen or gatekeeper: anybody from the guard at the gate through receptionists to secretaries to administrative assistants or personal assistant. Anybody, that is, who stands between you as SR and the person or team who makes the ultimate decision.
- SR: sales rep.
- Product/service: What it is that you will be selling. It may be a thing (a product), or something you do (service), or somewhere between.

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Overview of teaching modules

The chart below sets out how the teaching modules in this Guide correspond to certain chapters in the text book, ***Selling 101***. This also provides an overview of the pre-class readings to prepare for each of the modules.

We do not attempt to cover the materials in Part One: Chapters 1. Creating Your Prospect List, and 2. Setting Prospect Priorities, as they are too variable, and may be very different in approach depending on the industry, on whether the individual is marketing products or services, and the like.

Teaching Module in this Guide	Relates to these chapters in <i>SELLING 101</i>
1. Finding Your Way to the Person or Team Who Can Say Yes	Part two, Chapter 3, pages 13-27
2. Getting past the “Screen” or “Gatekeeper”	Part two, Chapter 4, pages 29-38. Also, Chapter 7, particularly the checklist for critiquing phone calls on pages 61-64. Optionally, you may elect to cover Chapter 5, on when and when not to cold call. This is optional, and not covered in the present teaching module.
3. Persuading the Decision Maker to Set up a Meeting	Chapter 6, pages 49-59 Also, Chapter 7, particularly the checklist for critiquing phone calls on pages 61-64
4. Opening the Meeting with the DM	Part three, Chapter 8, pages 65-74

<p>5. Strategies for Developing or Enhancing the DM's Awareness of a Need for What You Offer</p>	<p>Chapters 9 and 10, pages 75-92</p>
<p>6. Selling by Asking Questions: Using the "Selling Wedge"</p> <p><i>Note: this module will normally extend over two or three sessions.</i></p>	<p>Chapter 10-13, pages 83-111</p>
<p>7. Making the Link: Showing How Your Product Will Fill this Prospect's Needs</p> <p><i>Note: modules 7, 8, and 9 are relatively short and are best covered as a unit.</i></p>	<p>Part four, Chapter 14, pages 113-116</p>
<p>8. Raising the Issues of "Cost" and "Value": Showing How Your Product or Work More than Pays for Itself</p>	<p>Chapter 15, pages 117-120</p>
<p>9. Using Other Methods of Highlighting Value over Cost. Making sales points clearly and concisely.</p>	<p>Chapter 16, pages 83-88, and Chapter 17, 129-135</p>
<p>10. Recognizing Buying Signals</p> <p><i>Note: modules 10, 11 and 12 are linked. They are best covered as a unit, though that will extend over two or more sessions.</i></p>	<p>Part five, Chapter 18, pages 137-145</p>
<p>11. Asking the DM to Take Buying Action — Three Basic Methods</p>	<p>Chapter 19, pages 147-153</p>
<p>12. More Ways of Asking the DM to Take Buying Action</p>	<p>Chapter 20, pages 155-163</p>
<p>13. Coping with Questions, Objections, and Hesitations. Determining What Is Behind the Question or Objection.</p> <p><i>Note: this is another long topic best covered over several sessions.</i></p>	<p>Part six, Chapters 21-24, pages 166-204</p>

14. Dealing with Other Types of
Problems with the Decision Maker

Chapter 25, pages 205-210

Module 1:

Finding Your Way to the Person or Team Who Can Say Yes

Overview:

Objective of module	Upon completion, trainees will – <ul style="list-style-type: none">• Be able to explain clearly why it is important to make sales calls on the “Decision Maker”, that is, the person or team with Authority, Need and Dollars to make the buy-decision. (This explanation should be short and succinct, and appropriate for use with “gatekeepers” and others at the sale site.• Work effectively with a variety of methods for researching potential prospects, including those mentioned in <i>Selling 101</i>, as well as other methods that they or other class members have found useful.• Articulate ways of determining whether a potential individual or team likely has the necessary AND– Authority, Need and Dollars (budgetary authority).• Be prepared to discuss some people who may be “decision influencers” within specific organizations, as well as how they may be helpful.• Discuss the pro and con factors in making calls on people such as training directors or personnel directors.
Reading assignment	<i>Selling 101</i> Part two (Locating and Getting Through to the Appropriate Decision Maker), and Chapter 3 (Finding Your Way to the Person or Team Who Can Say Yes), pages 13-27

Time	1 hour
Materials needed/Set-up/Equipment	Audio (or video) tape recorder, optional.
Trainee prep	Pre-class preparation sheet for Module #1.
Instructor prep/handouts	<p>Copy to hand out at the end of the session the pre-class preparation sheets for the next modules you plan to cover.</p> <p>Note: Depending on time, you may elect to cover Modules 2, 3 and 4 in the same session; if so, then copy to hand out both pre-class preparation sheets.</p>

Suggested approach:

1. SET CONTEXT. Most of this module focuses on preparation, before the call, before even attempting to set up an appointment. What really matters in sales is not the sheer number of calls, but rather making effective calls—calls on the people who can say yes.

Here we are speaking of investing up-front time to find those individuals or groups

2. Ensure all trainees are clear on the terms “Decision Maker” and “AND, Authority, Need and Dollars (or budget), and on why those terms are vital to sales success.
3. FACILITATE DISCUSSION on the various ways of finding who has (or is likely to have) real Decision Making capability within a variety of the types of organization within which you or the trainees work. What may be true of Industry A may not apply in Industry B, and there may be very significant differences when working in the public versus private sectors.

MAKE CLEAR that the list in the book is just a starter: sales success depends on creativity and innovation, so the most successful are going to build from these.

4. DISCUSS ways of using various information sources from the internet, and the pro and con factors of each. That is, it is not just search tools like Google, Firefox and the like, but also additional “membership” or professional groups and networks like LinkedIn, Facebook, and others more specialized to the industry in which you are working, or to the local city or region.

5. FACILITATE GROUP DISCUSSION on what to do if they can’t find a person who has Decision Making power for a purchase of the size or type you work with.

6. FACILITATE GROUP DISCUSSION who within the target organization may be a “Decision Influencer”. ENSURE that trainees understand the courtesies in working with Decision Influencers and Decision Makers.

7. FACILITATE GROUP DISCUSSION on when and when not to begin with “titles” such as Purchasing Manager or Training Manager.

But as the trainer feel free to adapt the general rules to your product or industry.

For example, if you are selling training services, then it may be wise to begin with the Training Director. Then again, if your training service is novel, then, conversely, it may be best to go to the actual end-users to build enthusiasm so they can be at least on your side as decision influencers, if not full decision makers who can decide, then pass to the training department the details of implementing, and the like.

8. WRAP UP. Review the key topics covered here,, then PREVIEW THE NEXT MODULE.

HAND OUT the PRE-CLASS ASSIGNMENT for Module 2: Getting Past the Screen or Gatekeeper.