

SUCCESSFUL SELLING SKILLS AND STRATEGIES



INSTRUCTOR GUIDE
1/2-DAY COURSE

HRDQ[®]

SUCCESSFUL SELLING SKILLS AND STRATEGIES

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles



Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Module One: Customer-Focused Selling

Type of Activity	Segment	Time
	Introduction of sales process	10
	Successful sales begin and end with the customer	5
	Learn about your customer	10
	Identifying and developing key customer contacts	15
	Identify results that customers value	5
	Examples of customer results	10
	Effective questioning to identify results customers desire	20

Module Two: The Sales Presentation

Type of Activity	Segment	Time
	Getting the customer's attention	15
	Additional thoughts on opening the sale	5



Reading



Written Exercise



Facilitate



Group Activity

Course timing (cont.)

Module Two: The Sales Presentation (cont)



Reading



Written Exercise



Facilitate



Group Activity

Type of Activity	Segment	Time
	Apply features to support customer results	10
	Features and customer results	10
	Additional thoughts on features and customer results	5
	The power of demonstration	15
	Verifying your claims	15
	Overcome objections and concerns	10
	Responding to objections	15
	Close the sale effectively	25
	Follow up after the sale	15
	Sales presentation plan	15

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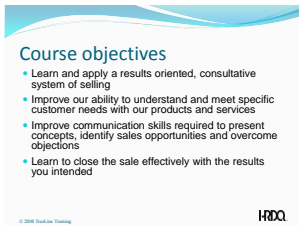
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ModuleOne



CUSTOMER-FOCUSED SELLING



Course objectives

Successful completion of this course will increase your knowledge and ability to:

- ◇ Learn and apply a results-oriented, consultative system of selling
- ◇ Understand and meet specific customer needs with your products and services
- ◇ Sharpen communication skills to present concepts, identify sales opportunities, and overcome objections
- ◇ Learn to close the sale effectively with the results you intended

Introduction: The sales profession is one of the oldest known to man. Yet even today it is still one of the most discussed and studied areas in business. People ask:

Is selling a science or an art?

Are great salespeople born or made?

Can anyone be sold?

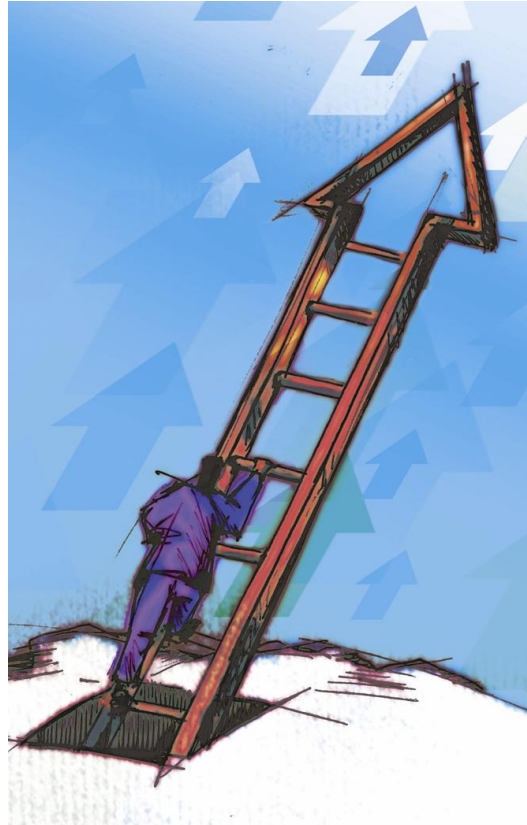
What are the secrets that make some salespeople so successful?

The fact is that selling is a combination of technical skills and people skills. Great sales success requires skills, courage, patience, and endurance. In turn, it offers great rewards, which include financial success, increased knowledge, and high self-esteem.

This program addresses the technical and human aspects of selling and will allow participants to apply their learning during the session via exercises and role playing. Program content has been designed to bring about more sales and satisfied customers.

The sales process

1. Know your customer
2. Create your presentation
3. Use the power of demonstration
4. Verify claims
5. Handle objections
6. Close the sale
7. Follow up after the sale



Briefly review the seven parts of the sales process.



There is no need to go into any detail here; the remainder of the program will be covering each part.

You may want to ask participants to think about which areas of the sales process they believe they are strongest, and which areas needs the most improvement

Successful selling should be customer focused from the beginning of the process to the end. While this might seem obvious, the inclination of many sales people is to begin with their program, product, or service in mind and only later take the customer into account.

Successful sales begin and end with the customer

In this results-oriented selling program, you will learn how to integrate thinking about customers into your sales process, leading to improved results and stronger customer relationships in the future.

The diagram below uses an old selling adage that we suggest you keep in the front of your mind as you go forward in your successful selling efforts.





At any organization there is likely to be one primary decision maker. Obviously, it is critical to develop an excellent relationship with this person to ensure a sale.

There are also likely to be additional people who may affect the buying decision one way or the other. Two categories of these people are Influencers and Product Users.

Identifying and developing key customer contacts

Primary decision makers

- ◇ Have access to a budget
- ◇ Have the ability to make buying decisions independently

Influencers

- ◇ Anyone at the customer point who has an impact on the buying decision, along with the primary decision maker
- ◇ May be one of several positions, but they definitely have access to the primary decision maker and generally their opinion is respected

Product users

- ◇ The principal users of your product or service
- ◇ May have several positions or titles
- ◇ Their input, when provided to the primary decision maker, is often an important factor in the decision-making process

Exercise: Identifying and developing your key customer contacts

Take a few minutes to consider one or more of your largest, most important customers. Identify the primary decision maker(s), influencer(s), and product users at this customer.

- ◇ Customer: _____
- ◇ Primary decision maker: _____
- ◇ Influencer(s): _____
- _____
- ◇ Product user(s): _____
- _____

Rating key contacts

Based on the information you noted on the previous page, please rate your knowledge of and rapport with each of these key contacts.

	Excellent				Poor
Primary decision maker					
Knowledge of him/her and the business	1	2	3	4	5
Rapport with this person	1	2	3	4	5
Influencer					
Knowledge of the role he/she plays in influencing the buying decision	1	2	3	4	5
Rapport with this person	1	2	3	4	5
Product user					
Knowledge of the role he/she plays in influencing the buying decision	1	2	3	4	5
Rapport with this person	1	2	3	4	5

Examples of customer results

- ◇ Reliability
- ◇ Convenience
- ◇ Time savings
- ◇ Quality
- ◇ Great functionality
- ◇ Ease of use/operation
- ◇ Value
- ◇ Productivity
- ◇ Peace of mind (fewer hassles)
- ◇ Sales revenue/profits

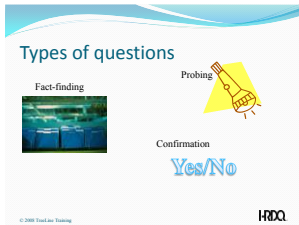
Here is a list of common results customers look for with most programs, products, or services.



Compare this list with the list participants developed on the previous page.

Stress that each customer is unique in terms of the results they look for. It is only through our efforts in getting to know the customer well that we can begin to understand the results they value most.

Each customer is different. Each is focused on specific goals and results they want to achieve. The best way to identify those results is to question the customer thoroughly and effectively.



The three types of questions on this page are the primary way we can determine what is most important to our customers.

Effective questioning to identify results customers desire

Three types of questions

- ◇ Fact-finding
 - Used to gather information about the account, its key role/decision makers, business goals, and operation procedures
- ◇ Probing
 - Use to gather additional information after fact-finding questions
- ◇ Confirmation
 - Used to confirm or gain specific information that doesn't require more detail
 - Are usually closed questions that require a "yes" or "no" response

Exercise:

Read each statement made by the customer below. Respond by writing a fact finding, probing, or confirmation question.

1. “Although we’ve had our current system or over 10 years, I don’t see any real reason to change.”

2. “Our organization is growing rapidly—particularly during the last two years. We’re looking at several ways to become more productive.”

3. “I’m concerned about making changes to a new system now. There’s bound to be a lot of time involved in learning the new system and that really concerns me.”

4. “Our current contract provides us with excellent service and repair work. That’s important to me.”

Have participants work in pairs or small groups. If time is tight, have each group work on just one or two of the statements, but make sure every statement is being covered. Then have each group share their answer(s).

Note: We’ve provided one suggestion for each statement; however, there are many possible answers.

1. “What is the best thing about your current system, and what is your biggest gripe about it?” (Fact-finding)

2. “What would being more productive entail?” (Fact-finding)

3. “If I assured you the learning time would be minimal, would the benefits of the new system outweigh the learning curve?” (Confirmation)

4. “What else is important to you?” (Probing)






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