



# REPRODUCIBLE TRAINING LIBRARY

Customizable Soft-Skills Courseware

## Selling Essentials: Presenting Solutions, Overcoming Objections and Closing the Sale



Instructor Guide

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PREVIEW

## 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 (SMEs)*
- *Interviews with trainers*

*Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These elements and their benefits are listed below:*

- *Learning objectives provide effective tools for managing, monitoring, and evaluating training*
- *Relevant topics create meaningful connections between the course and participants' past, present, and future*
- *Appropriate organization of essential ideas helps participants focus on what they need to know in order to learn*
- *Modeling techniques demonstrate useful behaviors and problem-solving skills*
- *Active application, the cornerstone to learning, helps participants immediately apply what they have learned to a real-life situation*
- *Consistent instructions and design help participants 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 into the 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 into each course to appeal to all learning styles and ensure that the ideas and information will be retained.*

## Instructional Design and Learning Philosophy (cont.)

### Customizing Your Program

*There are two ways you can tailor this program to your specific needs. You can customize the content and you can customize the format.*

*Customizing the content is easy. The Instructor Guide and Participant Guide are created in Word, so you can simply modify the content as you would in any Word document. Some common reasons for customizing content include:*

- *Changing examples to fit your industry or work environment*
- *Modifying content to match work rules and procedures*
- *Adding, deleting, or rearranging content to meet training time constraints*

*The other way to customize the program is to change the formatting. Typically, organizations will do this to add their corporate logo and/or colors, or it may just be an issue of personal preference. Again, treat the Instructor Guide and/or Participant Guide as you would any Word document. The styles used in this document are labeled HRDQ in the Quick Styles tab. For additional help using Word, consult the Microsoft website.*

### Preparing for the Training

*Preparation is the key to conducting effective training. Here are some issues to consider:*

#### **Logistics**

- *Advertise the training far enough in advance that participants can block it out on their calendars. Consider contacting potential participants' managers to encourage their attendance.*
- *Send a confirmation notice before the training reminding participants of the date, time, and location.*
- *Room setup: If possible, use round tables to facilitate partner and small group interaction.*

#### **Equipment and Supplies**

*In order for the training to go smoothly, have these supplies and equipment on hand:*

<i>Name tags</i>	<i>Flip chart paper</i>
<i>Flip chart and markers</i>	<i>Timer or watch</i>
<i>Laptop with projector (for PowerPoint)</i>	<i>Tape</i>
<i>Blank paper and pens</i>	<i>Water for everyone</i>
<i>Sticky notes</i>	<i>Beverages and snacks (optional)</i>

Please note: Only the pages highlighted in yellow below are those featured in this preview.

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## Course Objectives

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

- Effectively present solutions using the Presentation Model
- Describe the features and benefits of a product or service
- Identify typical customer objections
- Deal with and overcome objections using the Objection-Handling Model
- Describe the steps for closing
- Demonstrate how to close the sale

### Trainer Notes

5 minutes

**SELLING ESSENTIALS:**  
PRESENTING SOLUTIONS, OVERCOMING  
OBJECTIONS, AND CLOSING THE SALE

Introduce yourself and provide a brief background about yourself if participants don't know you.

**SELLING ESSENTIALS:**  
PRESENTING SOLUTIONS, OVERCOMING  
OBJECTIONS, AND CLOSING THE SALE

Module 1: Overview

Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include no use of electronics, showing respect for every participant, participating fully, no dominating or interrupting, etc.

Selling Essentials: Presenting Solutions, Overcoming Objections, and Closing the Sale

#### Course Objectives

Upon completion of the course, you will be able to:

- Effectively present solutions using the Presentation Model
- Describe the features and benefits of a product or service
- Identify typical customer objections
- Deal with and overcome objections using the Objection-Handling Model
- Describe the steps for closing
- Demonstrate how to close the sale

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Review the course objectives with participants.

## Critical Steps

### Presenting

During the presentation portion of the selling process, the sales rep tells the product “story” in a way that speaks directly to the prospect’s needs. Typically, a highly customized presentation is the key component of this step.

At this point in the process, prospects are often allowed to hold and/or inspect the product and the sales rep may also demonstrate the product. Audiovisual presentations and/or PowerPoint presentations may be appropriate. Sales brochures can also be shared with the prospect.

Sales reps should strive to engage the prospect during the presentation. It is important to address the prospect’s needs as fully as possible.

### Objections

When prospects offer objections, it often signals that they need to hear more information in order to make a fully informed decision.

If objections are not uncovered and identified, then sales reps cannot effectively overcome them. Uncovering objections, asking questions to clarify, and overcoming objections are normal parts of closing the sale.

### Closing

Closing can be defined as advancing to the next step. It is sometimes referred to as “asking for the order,” “closing the deal,” or “making the sale.”

Closing does not always mean that the sales rep literally asks for the order; it could be asking the prospect to meet again. It may be asking to submit a proposal or inviting the customer to see a demonstration. Sometimes, it does mean actually asking for the order and closing the sale.

### Group Activity

**Instructions:** Review each term above. Then, in your group, work together to create a definition for each. Challenge yourselves to describe each term in one word or phrase. (You will share your definitions with the class.)

**Presenting** \_\_\_\_\_

**Objections** \_\_\_\_\_

**Closing** \_\_\_\_\_

#### **Trainer Notes**

10 minutes

**Activity:** Review the instructions. Allow 5 minutes for participants to read the definitions and create their own definitions.

Debrief by asking one person from each group to share their definition for each term.

Typical responses:

**Presenting:** Describing, explaining, demonstrating.

**Objections:** Concerns, hesitations, doubts, excuses.

**Closing:** Advancing, moving forward, sealing the deal, making the sale.

Record the groups’ definitions on a flip chart or in a notebook. You will refer to them later in the course.

## Presenting to Customer Needs

### Potential Customer Needs

#### Your Customer May Need to **INCREASE**:

- Profits
- Understanding/knowledge
- Dependability
- Productivity
- Time available
- Ease of use
- Confidence

#### Your Customer May Need to **DECREASE**:

- Cost
- Complexity
- Difficulty of doing business
- Time spent
- Errors
- Worries
- Stress

### Trainer Notes

5 minutes

*“As we discussed, it’s important for sales reps to present how their solutions meet their customer’s needs.”*

*“Let’s briefly review customer needs. After all, it is crucial for sales reps to identify their customers’ needs if they are to present a solution that will meet those needs.”*

*“When sales reps present a solution, they must be sure that the customer has a clear perception of how it meets their strongest need and solves their problem.”*

*Review customers’ potential needs.*

Selling Essentials: Presenting Solutions, Overcoming Objections, and Closing the Sale

Customer Needs	
Your Customer May Need to Increase:	Your Customer May Need to Decrease:
<ul style="list-style-type: none"><li>• Profits</li><li>• Understanding/knowledge</li><li>• Dependability</li><li>• Productivity</li><li>• Time available</li><li>• Ease of use</li><li>• Confidence</li></ul>	<ul style="list-style-type: none"><li>• Cost</li><li>• Complexity</li><li>• Difficulty of doing business</li><li>• Time spent</li><li>• Errors</li><li>• Worries</li><li>• Stress</li></ul>

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## Module 2



## Presenting Solutions

## Features and Benefits

*The terms features and benefits were introduced to the sales field many years ago, but even today they provide a good way to think about your product and plan your presentation.*

### Features

*A feature is a characteristic of a product or service. For example, a feature of a car is the leather interior. Other features include side airbags, telescoping steering, Anti-lock brakes, GPS navigation system, and a rear-seat DVD player.*

*Customers do not buy a product for its features, however. They buy a product because its features can help them accomplish something—in other words, because those features provide certain benefits.*

### Benefits

*A benefit is an advantage or improvement that a product provides to the customer. The following are benefits:*

- *Increased peace of mind*
- *Increased safety*
- *Increased convenience and comfort*
- *Decreased worries*

*Benefits are what the product provides for the customer, whereas features are characteristics of the product.*

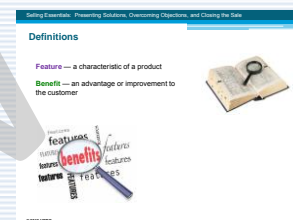
### Trainer Notes

10 minutes

#### SELLING ESSENTIALS: PRESENTING SOLUTIONS, OVERCOMING OBJECTIONS, AND CLOSING THE SALE

Module 2: Presenting  
Solutions

*“Let’s look at features and benefits.”*



*“A feature is a characteristic of a product or service. A benefit is the advantage or improvement it brings to a customer. Let’s review them.”*



*“Too often, sales reps talk in terms of features. Why? Because that’s what they are used to. Good sales reps go a step further. They discover the customer’s strongest need and present the benefits that match that need.”*

*“If you were the rep selling to an elderly woman who expressed a need for safety, you’d speak to the key features that addressed safety.”*

*Ask: “Which features/benefits of the car would you present to that woman?”*

*(Answer: The features that provide the benefit of safety, not the DVD player and leather seats, which provide comfort!)*

## Presentation Model

- **Give a brief overview** or high-level description of the product.
- **Demo/describe** how the product meets customer's strongest need.
- **Talk in terms of benefits.**
- **Involve** the customer in your dialogue.
- **Check** to make sure the product meets the customer's need.

### Example of Applying the Presentation Model:

*"This car seems like a perfect fit for what you said you need, Mrs. Rosen, which is safety.*

*Let me show you some of the features and benefits.*

- *The side airbags are one of the safest features you can buy these days. Statistics show they save thousands of lives.*
- *The telescoping steering will adjust to fit your height. I know you said you were concerned about being able to reach the wheel. Would that make you feel safer?*
- *The Anti-Lock Brake Systems take right over in case the roads are slippery. You mentioned you don't like driving in rain. What do you think about that?*
- *The center console has power, so in case you have an emergency, you will always have power to call for help. Plus, there's a GPS navigation system to help you find your way. I can teach you how to use that, because I know you said you don't have one at present.*

*Do you agree that this would suit your needs?"*

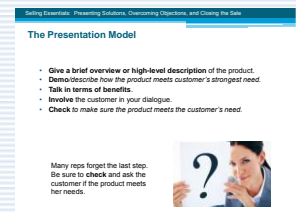
*"The very best presentation is one that's well thought out and anticipates any questions... answering them in advance."*

*—Arthur Helps*

### Trainer Notes

5 minutes

*"Here is a model that provides guidelines to help you present in terms of benefits."*



*Review the example and note how each bullet point aligns to the Presentation Model.*

*Stress how the sales rep speaks about features and also describes the benefits of each feature noted.*

*Note how the rep involves the customer and checks at the end to make sure the customer agrees.*

## Relate to Your Customer

When presenting your solution to the customer, it is crucial that you relate to the customer's situation and needs.

- R**espect the customer's time
- E**ngage the customer
- L**ink features/benefits to needs
- A**ddress the customer's problems
- T**each customers how the product will improve their lives
- E**stablish the next step

### Group Activity

**Instructions:** In addition to RELATE, what are techniques you use when you present your product? Work together to identify them and list your tips. Be prepared to share your top tip with the class.

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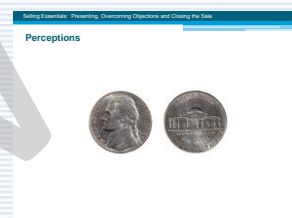
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### Trainer Notes

15 minutes

*"In the previous example, the sales rep listened well and related to the customer's need for safety. What if another rep didn't understand her perception of what was important in buying a car?"*

*"Let's look at this slide and think about perception."*



*"If you place a nickel in front of a customer, she sees one side, the 'face.' You will see the back, with the picture of the building. You are both viewing a nickel, but you see different images. You have different perceptions."*

*"If you don't understand the customer's need, you will likely present features that aren't important to her (e.g., the leather seats or DVD player). You have a different perception of what the customer is interested in. Your presentation won't meet her needs, and you won't make the sale."*

*"When you present your product, you must show that you understand and relate to the customer's way of thinking."*

*Review how to RELATE to your customer.*



*Activity: Review the instructions. Allow 10 minutes for groups to identify tips.*

*Debrief by asking each group to share their top tip.*

## Strategy for Presenting

### Individual Activity

**Instructions:** Think of a customer you are calling on. What is that customer's objective?

What product or service would you recommend? List the features and benefits of that product or service.

#### Example

Customer Objective	Recommendation	Feature	Benefit
Improve productivity	Wizard software	Spell check	Reduces errors and improves productivity
		Design ribbon	Improves productivity
		Merge Mailings	Improves productivity

Customer Objective	Recommendation	Feature	Benefit

#### Trainer Notes

20 minutes

"There are many things to consider when presenting to a customer: features, benefits, *RELATING* to the customer, and understanding the customer's need or objective."

"It's also important to put some time and thought into organizing a strategy as you prepare to present to a customer."

Activity: Review the instructions. Allow 10 minutes for participants to create their strategy and complete the table.

Walk around; check how participants are progressing and offer help where needed.

Debrief by having one or two participants share their examples.

## Practice Presenting

### Trio Group Activity

#### Instructions:

**Sales Rep:** Identify a need, and present your recommendation for a product that addresses that need. (Use the example you described in the activity on page 12.)

**Buyer:** Listen to what the sales rep says as if you were the buyer.

**Observer:** Observe the sales rep and use the worksheet in the sales rep's workbook to take notes. Then, lead a debrief discussion to review the use of the Presentation Model and how well the sales rep related to the customer. (After the activity, return the workbook to the sales rep so that person has feedback on his or her performance.)

Observers should summarize the strengths and provide one area for improvement.

#### Observation Checklist

Step	Action Observed	Additional Comments
<b>Use the Presentation Model</b>	<input type="checkbox"/> Give a brief overview of the product <input type="checkbox"/> Demo/describe how it meets the customer's strongest need <input type="checkbox"/> Talk in terms of benefits <input type="checkbox"/> Involve the customer <input type="checkbox"/> Check it meets the need	
<b>Relate to the Customer</b>	<input type="checkbox"/> Respect the customer's time <input type="checkbox"/> Engage the customer <input type="checkbox"/> Link features/benefits to needs <input type="checkbox"/> Address the customer's problems <input type="checkbox"/> Teach customers how the product will improve their lives <input type="checkbox"/> Establish the next step	

#### Strengths

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#### Area for Improvement

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#### Trainer Notes

30 minutes

"We will participate in a Trio role play activity. You will work in groups of three."

"One person will be the sales rep, presenting the recommendation from the individual activity on page 12. One person will be the buyer, and the other will be the observer. The observer will use the Observation Checklist in the sales rep's guide to note the presentation skills that are used."

"We will rotate, so each person in the trio will have the opportunity to play each role."

"Please determine who will be Person A, Person B, and Person C in each trio."

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Trio Activity

	Presenter	Buyer	Observer
Round 1	A	B	C
Round 2	B	C	A
Round 3	C	A	B

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Review the order of who will play which role and note that there will be three rounds.

Allow approximately 8 minutes for each round (5 minutes for the role play and 3 minutes for the observer to review the feedback on the checklist.) Repeat for three rounds.

Debrief by asking participants to share what they learned from the activity. (Potential responses: I gained confidence, it helped to use the Presentation Model, and it felt awkward at first to use the model.)

Assure the participants that with practice, their confidence and presentations will continue to improve.

Note: A 15-minute break is recommended before starting Module 3.

## Clarifying Questions

Clarifying questions are open-ended questions that probe and provide further understanding. **Open-ended questions** require longer answers that get the prospect to open up and elaborate.

Open-ended questions typically start with:
<ul style="list-style-type: none"> <li>• How...</li> <li>• What...</li> <li>• Why...</li> <li>• Tell me...</li> <li>• What kind...</li> </ul>

Clarifying questions enable you to truly understand the customer's fears and expectations. These questions allow a free response that may reveal other hidden concerns or feelings. By asking clarifying questions, you can pinpoint the customer's hesitation or doubts.

- "Tell me more about that ..."
- "Why is that important?"
- "How does that help in the long run?"
- "What do you mean?"

### Individual Activity

**Instructions:** Think of a customer you will present to in the future. Identify a potential objection. List several clarifying questions you might ask to learn more about your customer's hesitations, doubts, and concerns.

**Customer:** \_\_\_\_\_

**Potential Objection:** \_\_\_\_\_

**Clarifying Questions:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Trainer Notes

15 minutes

*"By fully listening to the customer's concerns, you will gain helpful insights and information."*

*"At the appropriate time, ask questions to learn more, clarify how the customer feels, and pinpoint their true hesitation."*

Review Clarifying Questions.

**Clarifying Questions**

Clarifying questions are open-ended questions used to probe and gain further understanding.

**Open-Ended Questions Typically Start With:**

- How...
- What...
- Why...
- Tell me...
- What kind...

**Examples of Clarifying Questions:**

- "Tell me more..."
- "Why is that important?"
- "What do you mean?"

Review the example on the slide where a sales rep uses a clarifying question to uncover the customer's fear.

**Clarifying a Concern**

- Customer: "I don't think your widget would work on our manufacturing line."
- Sales Rep: "Tell me more about what you're thinking about."
- Customer: "It would take too long to change the set-up for each run and there would be too many people to train. There would be too many additional costs."
- Sales Rep: "The widgets have a wide-tooth leading edge feature, so they don't require set-up changes on most lines. Let's continue there's the case with your line."
- Customer: "Oh, OK, if that's the case, that would make a big difference. That would be great!"

**Activity:** Review the instructions. Allow 10 minutes for participants to complete the activity.

Walk around, ensure participants are completing the questions correctly, and answer any questions they may have.

Debrief by having one or two participants share their examples.

*"Objections will be avoided when sales reps identify the strongest need and present to that need. However, objections and concerns do arise, and that is a normal part of the sales process."*

## Course Review

1. List another word to describe “presenting.”

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2. Describe why it is important to present to customer needs.

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3. Which is the correct sequence for the Presentation Model?
- a. Give a product overview, Demo the product to meet the customer’s needs, Talk about benefits, Involve the customer, Check
  - b. Talk about benefits, Give a product overview, Check
  - c. Check, Involve the customer, Demo the product to meet the customer needs
  - d. Give a product overview, Demo the product to meet the customer’s needs, Involve the customer
4. RELATE is a way to effectively present to customers. True or False?
5. Features and benefits are not useful in organizing your thoughts or planning your approach for presentations. True or False?

### Answer Key

1. Describing, demonstrating, explaining
2. Customers must see how your product fits their need and how it solves their problem(s) if they are going to buy your product.
3. a
4. True
5. False



## What our Clients Say about the Reproducible Training Library

“I have used many of the *Reproducible Training* programs and I can't say enough good things about them. The content is easy to tailor—I've even combined programs to meet my clients' specific needs. Not only am I able to provide my clients with a professionally developed, customized program at a reasonable price, but I've saved myself a lot of time and frustration, too. I plan to buy more programs in the future. I highly recommend them!”

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President  
R.C. Rulka Consulting, LLC

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James T. Puett  
Manager, Leadership and Organizational Development  
Healthways Human Resources

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### Have questions?

Contact us at 0040 734 350 525 or [office@dekon.biz](mailto:office@dekon.biz).