How to Facilitate
Objection Free Selling
Learning Activities

R051017

Sales Training International®

How to Facilitate Objection Free Selling Learning Activities

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Facilitator's Learning Activities Guide

Overview

Goal: At the end of this session each salesperson will know how to prevent, preempt, and respond to every objection they identified during the class. Their strategies and scripts will be written and demonstrated.

Facilitation Strategies: For new salespeople who need to learn a consultative value selling process then set up the class to teach Part 1 of the book (first 79 pages). Include time to review some of the objection Prevent, Preempt, and Respond strategies that are applicable to the common to what they will be selling.

For experienced salespeople, limit the learning activities you facilitate to just what they need to know to prevent, preempt, and respond to the objections they get.

Drills are recommended for the FAB/TEA model because they are a great way to deepen learning and sharpen skills. Salespeople can drill by themselves, with teammates, and with their sales managers. The pressure to learn caused by drilling with others evokes the benefits of state-dependent learning.

The **psychology of state-dependent learning** demonstrates that the ability to recall knowledge, skills, and strategies are greater when the environment in which it was learned is similar to the environment in which it will be used. The goal is to practice skills in an environment similar to the real life environment so they can use these skills reflexively in the field.
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There are three conditions that will also change the way in which the class could be facilitated:

1. Participants never saw the book until they entered your class.
   a. Discover the objections they get.
   b. Do full learning activities for the skills needed.
2. Participants had the book, read the skill building pages (1-79) but didn't do the activities.
   a. Discover the objections they get.
   b. Abbreviate the learning activities as needed.
3. Participants had the book, read it, and completed the activities.
   a. Discover the objections they get.
   b. Focus on helping them create their personalized Objections Strategy Book and on the Drills to help create higher level competencies.
   c. Coach as needed.

Encourage the participants to make notes in their books, highlight text, and tab pages. This will enhance their ability to develop their own objection handling strategies for newly discovered objections. For those using e-Readers, they should also highlight, bookmark, and create flash cards using the internal software capabilities.

Dream Course

This is a facilitator's dream course. The topic is timely and in demand. The results are immediate, observable, measurable, and sustainable. There is little, if any, pushback because you're not competing with any favorite sales model. Rather, you're just adding strategies where objections are getting through the model they're currently using. The class is activity driven, and the takeaways for each participant will be used by them for as long as they are in sales.

Facilitator Preparation

This class is designed to be participant driven. Do the things listed below and you'll be well prepared. Contact us for any questions you might have.

1. Read the book and do the activities. This will not only provide you with insight on what is to be learned but also increase your empathy with the participants who will do the same, especially where the level of difficulty is higher or confusion might occur.
2. Conduct a Competitor Analysis, write FABs and work the FAB / TEA formula.
3. Memorize a few transition sentences and phrases of persuasion for demonstration purposes.
4. Memorize a few "responses" to popular objections and unanswerable objections.
5. Label and tab the pages in your book with sticky notes, highlight key information, make notes in the margins. Show the participants what their books should look like.
6. Make notes about learning activities you think would be helpful to the participants.
7. Study this Facilitator's Guide. Practice the learning activities. Make notes, highlight, and add your own learning activities to this guide.
8. Feel free to create your own slide show if that is part of your facilitating style.
9. Carefully review each introduction page for the 10 Buyer Beliefs (see the table of contents in the book for page numbers. Underline or highlight one or two pieces of critical information from each Belief that states the general strategy. You'll use this during one of the last learning activities before the participants begin to develop and personalize their objection prevent, preempt, and respond strategies.
10. During facilitation, whenever a question arises that is clearly answered in the book, ask the participants to turn to that section or page to glean the answer before continuing with personalization demonstrations.
11. Trainer icons "SAY" and "TELL" mean PARAPHRASE.

Class Materials:
Please feel free to adjust as needed to accommodate your facilitating style.

- 1 copy of the book "Objection Free Selling" per participant
- 1 flip chart for every three to five participants, tape, & markers
- 25 index cards per participant. Index cards become "Flashcards" (Also used for the "Flashcard Learning" contest and great for personal and peer-to-peer drills)
- 1 small pad of sticky notes per participant
- 1 pad writing paper

- 1 yellow highlighter pen
- 1 standard pen

Forms Pack:
Optional forms you can use are located at end of this guide. Please contact us if you would like a set emailed (PDF or Word) to you for distribution to class attendees and for easier reproduction as handouts during the class session. You don't have to use any of the forms during training.

- 1 Competitor Analysis Form (they can copy the format onto their writing pad)
- 1 Objection Handling Form (option for those who like to build binders)
- 1 USB FAB/TEA Research Questions instructions and format (2-page form)
- 1 Balance Sheet "T" Form Closing strategy form
- 1 Multi-Bid Summary Form
- 1 Customer Value Proposition form

Agenda and Learning Activity Timing

Times given below are estimates based on a class size of 12 to 15 people. Please adjust time as needed to meet your facilitating style and the needs of the learners.

If you choose to facilitate every learning activity as described for every skill set, then you are looking at an estimated 20 hours (2.5 days) of class activity time. On top of that, you must add in breaks, lunches, and miscellaneous items. So unless you're training new salespeople without experience or documented skills, this is really not necessary.

Remember, most trained and experienced sales people will only get objections in less than half the categories, some in only one or two. Your focus will be on teaching those skills and not the ones they already know or ones they don't really need. Consequently, the skill development components of this course can be trained or coached in 3 to 5 hours (based on pre-work), with the flashcard development and drill taking the remaining portion of a one-day session.

Book Structure: This book is divided into two parts. **Part 1** provides the knowledge and skills necessary to implement all the strategies provided in Part 2. The knowledge and skills in Part 1 also create a complete sales process model for new salespeople to master.

Part 2 provides multiple strategies for each of the "85 Most Common Sales Stopping Objections" organized and categorized by the missing Buyer Belief that causes them. Each Buyer Belief chapter (16 – 24) starts with the general information and strategies to establish that Buyer Belief to eliminate the objections in that category.

These chapters then continue with specific examples of how to PREVENT, PREEMPT, and RESPOND to all the objections listed in each category. When first introducing an objection from a new category, review the opening to the chapter and ask the participants to underline or highlight the key information needed to handle the objections in that category.

PART 1: Knowledge and Skills Development (Facilitator Guide page numbers in parenthesis)

A. Welcome and Objections You Get (2 hours) (15)
1. 30 minutes: Welcome, introductions and rapport building (15)
2. 15 minutes: Handling Objections (Definitions PP&R) (15)
3. 30 minutes: Objections you get: Discovery phase (team flipchart)(16)
4. 30 minutes: Understanding the Context of Objections (16)

B. Missing Buyer Beliefs Cause Objections (1.5 hours) (18)
1. 30 minutes: Demonstrate Missing Buyer Beliefs Cause Objections (18)
2. 30 minutes: Learn about the Ten Buyer Beliefs (18)
3. 15 minutes: Identify missing Buyer Beliefs on Flip Chart (team flipchart) (19)
4. 15 minutes: 85 Most Common Sales Stopping Objections (add to Flip Chart list) (19)

C. Conduct Competitor Analysis (1.5 hours) (20)
1. 30 minutes: Competitor Analysis (full class) (20)
2. 30 minutes: Participants Conduct Team Competitor Analysis (22)
3. 30 minutes: Participants Conduct Individual Competitor Analysis (22)

D. Research Questions, Needs, Decision Makers and Credibility (.75 hours) (22)
1. 15 minutes: Research Questions (discussion) (22)
2. 30 minutes: Business, Human, Functional Needs discussion (23)
3. 15 minutes: Decision-Makers (Roles & Bias) (24)
4. 15 minutes: Capability & Credibility / Trust & Rapport (methods) (25)

E. USP FAB / TEA Formula, CVP (4.75 hours) (26)

1. 15 minutes: Features, Advantages, Benefits (FAB) (26)
2. 15 minutes: Clues, Signs, and Symptoms of missing USP FABs (27)
3. 60 minutes: FAB / TEA Formula (28)
4. 15 minutes: Standards of Legitimacy (30)
5. 15 minutes: Benefit Questions (30)
6. 30 minutes: Creating Attitudes (32)
7. 15 minutes: Saying "No" Creates Loss (33)
8. 15 minutes: Active Listening (34)
9. 15 minutes: Defusing Anger (35)
10. 60 minutes: Research Question, USP FAB/TEA, Creating Attitudes Drill (36)
11. 30 minutes: Customer Value Proposition (CVP) (38)

F. Specialized Closing Strategies (1.5 hours) (39)
1. 15 minutes: Balance Sheet Close (39)
2. 15 minutes: Multi-Bid Summary Form Closing Strategy (40)

3. 30 minutes: "Step-Based Closing Strategies (41)
4. 30 minutes: Change Management Process (41)

G. Skills Common to Preempting, Responding and the Unanswerable Objection (1 hour) (42)
1. 15 minutes: Skills Related to All Preempting Strategies (42)
2. 15 minutes: Skills Related to All Response Strategies (43)
3. 30 minutes: Answering the Unanswerable Objection (45)

PART 2: Strategies

H. Key Points: Buyer Beliefs and Prevention Strategies (.5 hours) (47)
1. 30 minutes: Buyer Beliefs and Prevention Strategies (47)

I. Building a Personalized Sales Strategy Book (4 hours) (48)
1. 120 minutes: Develop Prevention, Preemption, and Response Strategies (48)
2. 60 minutes: Flash Card Drill (50)
3. 60 minutes: Individuals discuss how they will prevent, preempt, and respond to the objection they get (52)

J. End of Class: Creating Attitudes, Evaluations, and Graduation (certificates) (53)
1. 15 minutes: Creating Attitudes (53)
2. 15 minutes: Class Evaluation Form (53)
3. 15 minutes: Graduation Certificates (53)

Learning Activities Common to All Training Sessions

To ensure everyone is on the same page with the same set of core knowledge, skills, and strategies, commonly used to prevent most sales objections, I recommend reviewing select learning activities listed below be reviewed and if needed, facilitated.

Facilitator Guide page numbers in parenthesis.

Missing Buyer Belief	Learning Activity
All Buyer Beliefs These are core skills and strategies necessary to prevent, preempt, and respond to all objections. Depending on the session structure and participant preparation, these can be modified, abbreviated, or extended as needed. Always finish your sessions with creating and strengthening positive attitudes toward the learning, process, and you.	**A. Welcome and Objections You Get (15)** 1. Welcome, introductions and rapport building (15) 2. Handling Objections (PP&R) (15) 3. Definitions (Objections, Conditions, Unanswerable) (16) 4. Objections you get: Discovery phase (16) 5. Understanding the Context of Objections (16) **B. Missing Buyer Beliefs Cause Objections (18)** 1. Demonstrate Missing Buyer Beliefs Cause Objections (18) 2. Learn about the Ten Buyer Beliefs (18) 3. Identify missing Buyer Beliefs on Flip Chart (team flipchart) (19) 4. 85 Most Common Sales Stopping Objections (add to Flip Chart list) (19) **C. Conduct Competitor Analysis (20)** 1. Competitor Analysis (full class) (20) 2. Participants Conduct Team Competitor Analysis (22) 3. Participants Conduct Individual Competitor Analysis (22) 4. Research Questions (22) 5. Business, Human, and Functional Needs (23) **E. USP FAB / TEA Formula, CVP (26)** 1. Features, Advantages, Benefits (FAB) (26) 2. Clues, Signs, and Symptoms of missing USP FABs (27) 3. FAB / TEA Formula (28) 4. Standards of Legitimacy (30) 5. Benefit Questions (30) 6. Creating Attitudes (32) 7. CVP (38)

Missing Buyer Belief	Learning Activity
	G. Skills Common to Preempting, Responding and the Unanswerable Objection (42) 1. Skills Related to All Preempting Strategies (42) 2. Skills Related to All Response Strategies (43) 3. Answering the Unanswerable Objection (45) **H. Key Points: Buyer Beliefs and Prevention Strategies (47)** 1. Buyer Beliefs and Prevention Strategies (47) **I. Building a Personalized Sales Strategy Book (48)** 1. Develop Prevention, Preemption, and Response Strategies (48) 2. Flash Card Drill (50) 3. Individuals discuss how they will prevent, preempt, and respond to the objection they get (52) **J. End of Class Creating Attitudes, Evaluation, and Certificates (53)** 1. Creating Attitudes (53) 2. Class Evaluation (53) 3. Graduation Certificates (if used) (53)

Learning Activities Selection Chart for Specific Objection Categories

<u>Select appropriate learning activities to facilitate or coach after the participants have identified the missing "Buyer Beliefs" that stop their sales.</u> That's the point at which they know they need to learn something and become motivated to do so.

Take a break and tab the pages, add the learning time and adjust as needed (review, coach, train).

For Coaching sessions, it's perfectly okay to first identify the objection(s), the missing Buyer Belief(s), and then select the most appropriate strategies to personalize. If the person doesn't know the skills necessary to implement the strategy, you can always stop, facilitate their learning, and then continue creating the index (flash) cards. Many eReaders have a flash card program component built in that they can access.

Missing Buyer Belief	Learning Activity
4. **Need Exists**	**C. Competitor Analysis (class, team, individual) (20)** **E. USP FAB / TEA Formula (26)** 1. Features, Advantages, Benefits (FAB) (26) 2. Clues, Signs, and Symptoms of missing USP FABs (27) 3. FAB / TEA Formula (28) 4. Standards of Legitimacy (30) 5. Benefit Questions (30) 6. Creating Attitudes (32) 7. CVP - segment # 11: (38)
2 & 3. Responsibility and Authority	**1. Research Questions, Needs, Decision Makers and Credibility (22)** 1. Research Questions (discussion) (22) 2. Business, Human and Functional Needs discussion (23) 3. Decision-Makers (Roles & Bias) (24) 4. Capability & Credibility / Trust & Rapport (methods) (25) **E. USP FAB/TEA Formula, Standards of Legitimacy, CVP (26)** 1. Features, Advantages, Benefits (FAB) (26) 2. Clues, Signs, and Symptoms of missing USP FABs (27) 3. FAB / TEA Formula (28) 4. Standards of Legitimacy (30)

Missing Buyer Belief	Learning Activity
	5. Benefit Questions (30) 6. Creating Attitudes (32) 7. Saying “No” Creates Loss (33) 8. Active Listening (34) 9. Defusing Anger (35) 10. USP FAB/TEA Research Question Drill (36) 11. Customer Value Proposition (CVP) (38)
4. Discomfort Felt	**D. Research Questions, Decision Makers and Credibility (22)** 1. Research Questions (discussion) (22) 2. Business, Human, and Functional Needs (23) **E. USP FAB / TEA Formula (26)** 1. Features, Advantages, Benefits (FAB) (26) 2. Clues, Signs, and Symptoms of missing USP FABs (27) 3. FAB / TEA Formula (28) 4. Business, Human, Functional Needs (23) 5. Research Questions, USP FAB/TEA, Creating Attitudes Drill (36)
5. Need has Priority	**E. USP FAB / TEA Formula (26)** 1. Features, Advantages, Benefits (FAB) (26) 2. Clues, Signs, and Symptoms of missing USP FABs (27) 3. FAB / TEA Formula (28) 4. Standards of Legitimacy (30) 5. Benefit Questions (30) 6. Creating Attitudes (32)
6. Type of Solution Will Work	**D. Research Questions, Decision Makers and Credibility (22)** 1. Research Questions (discussion) (22) 2. Business, Human, and Functional Needs (23) 3. Decision-Makers (Roles & Bias) (24) 4. Capability & Credibility / Trust & Rapport (methods) (25) **E. USP FAB / TEA Formula (26)** 1. Features, Advantages, Benefits (FAB) (26)

Missing Buyer Belief	Learning Activity
	2. Clues, Signs, and Symptoms of missing USP FABs (27) 3. FAB / TEA Formula (especially irrefutable logic) (28) 4. Standards of Legitimacy (30) 5. Benefit Questions (30) 6. Creating Attitudes (32) 7. USP FAB/TEA Research Question Drill (36) 8. Customer Value Proposition (CVP) (38) **F. Specialized Closing Strategies (39)** 1. Step-Based Closing Strategies (41) 2. Change Management Process (41)
9. **Capability and Credibility**	**D. Research Questions, Decision Makers and Credibility (22)** 1. Research Questions (discussion) (22) 2. Business, Human, and Functional Needs (23) 3. Decision-Makers (Roles & Bias) (24) 4. Capability & Credibility / Trust & Rapport (methods) (25) **F. Specialized Closing Strategies (39)** 1. Balance Sheet Close (39) 2. Multi-Bid Summary Form Closing Strategy (39) 3. Step-Based Closing Strategies (41) 4. Change Management Process (41)
10. **Best Solution**	**D. Research Questions, Decision Makers and Credibility (22)** 1. Research Questions (discussion) (22) 2. Business, Human, and Functional Needs (24) 3. Decision-Makers (Roles & Bias) (24) 4. Capability & Credibility / Trust & Rapport (methods) (25) **E. USP FAB/TEA Formula and CVP (26)** 1. Features, Advantages, Benefits (FAB) (26) 2. Clues, Signs, and Symptoms of missing USP FABs (27) 3. FAB / TEA Formula (28) 4. Standards of Legitimacy (30)

Missing Buyer Belief	Learning Activity
	5. Benefit Questions (30) 6. Creating Attitudes (32) 7. Saying “No” Creates Loss (33) 8. Active Listening (34) 9. Defusing Anger (35) 10. USP FAB/TEA Research Question Drill (36) 11. Customer Value Proposition (CVP) (38) **F. Specialized Closing Strategies (39)** 1. Balance Sheet Close (39) 2. Multi-Bid Summary Form Closing Strategy (40) 3. Step-Based Closing Strategies (41) 4. Change Management Process (41)
11. **Return on Investment**	**E. USP FAB/TEA Formula, CVP (26)** 1. Features, Advantages, Benefits (FAB) (26) 2. Clues, Signs, and Symptoms of missing USP FABs (28) 3. FAB / TEA Formula (29) 4. Standards of Legitimacy (30) 5. Benefit Questions (30) 6. Creating Attitudes (32) **F. Specialized Closing Strategies (39)** 1. Balance Sheet Close (39) 2. Multi-Bid Summary Form (40)
12. **Plan Will Succeed**	**D. Research Questions, Needs, Decision Makers and Credibility (22)** 1. Research Questions (discussion) (22) 2. Business, Human, and Functional Needs (23) 3. Decision-Makers (Roles & Bias) (24) 4. Capability & Credibility / Trust & Rapport (methods) (25) **F. Specialized Closing Strategies (39)** 3. Step-Based Closing Strategies (41) 4. Change Management Process (41)

Learning Activities

A. Welcome and Objections You Get

Time: 30 min

Book: page 0

ACTIVITY

OPTION

1. Welcome, introductions and rapport building

Objectives:

- Establish trust and rapport so you can get the levels of participation you need for learning to occur.
- Learn about their backgrounds related to sales so you can modify your examples to best fit their needs.

Be sure to get the information about each participant that will let you find a common ground. Always use the "pacing" and "leading" technique to establish an immediate connection.

Model how you want the participants to introduce themselves with your own introduction.

Keep the introductions under a minute or you'll begin to lose the other participants.

Trainer Chart

Option: List the three to five items you want to know about the person on the flip chart. Ask follow up questions as needed.

Time: 15 min

Book: page 3

TELL

ASK

2. Handling Objections (Definitions PP&R)

Objectives:

3. Communicate the idea that there are ways to handle objections other than responding to them. Most salespeople will only think about responding and will not understand what it means to prevent them.
4. Communicate that preventing and preempting don't have negative emotions powering them.
5. Clarify how we are defining objections and how that it is different from a condition (minimum requirement or specification) and different from resistance (lack of trust).
6. Clarify the definition of an unanswerable objection. These will become obvious during the competitor analysis (Q1 & Q2).

What's an objection?
What's a condition?

What's an unanswerable objection? Examples?

Three ways to handle objections (PP&R):

*1. **P**revent them from entering the prospect's mind.*
*2. **P**reempt known objections when the timing is best for you.*
*3. **R**espond to expressed objections using a consistently effective formula.*

Explain that there is a difference between preventing an objection from entering the customer's mind and trying to overcome it once it's out there with all the negative energy attached.

Time: 30 mins

Book: N/A

3. Objections You Get: Discovery phase (team flipchart)

Objective:

- Get a list of real objections so they can develop personalized ways to prevent, preempt, and respond to them back in the field.

We know what objections are (legitimate criticisms) *and what we plan to do with them* (PP&R), *so it's time to make a list of objections you get.*

In teams of 5, ask the participants to <u>name their team</u> and then brainstorm a list of the objections they get in that have stopped or stalled their sales. 7 to 10 are enough. There may be duplication with the other teams.

<u>Flipchart setup</u>: Draw an off-center "T" on the flip chart with the right-hand part being about 4 inches wide.

Top of the left part of the T "Objections" and the top of the right-hand part, MBB (for Missing Buyer Beliefs).

Objections	MBB
1	
2	
3	
Etc.	

Time: 30 min

Book: N/A

4. Understanding the Context of Objections

Objective:

- Clarify the objection so that everyone knows what it means. This will be important for identifying the missing Buyer Beliefs.

Let's now get a better understanding about these objections you've listed.

Ask the teams to select a spokesperson or let the person who added the objection explain it.

Team one (or whatever name they came up with), *tell us about your first objection and the situation when it usually comes up.*

NOTE: Ask clarifying questions as needed to get enough information to identify the missing Buyer Belief that causes it. This will make it easier for them to identify the Buyer Beliefs after the next learning activity.

You may have to ask some questions to clarify if it's not obvious, e.g., money related objections are all missing Buyer Belief "ROI."

Go to the next team and ask which objection they want to discuss that hasn't already been discussed.

Repeat with each team until you've reviewed all the objections.

NOTE: If during the discussion you discover that the team listed a condition, requirement, or specification, Briefly discuss the difference between a condition and an objection. For example, if you are buying a pair of shoes and wear a size 10 but the store only has size 9 and 11, you're not going to buy. A condition would be that the shoes fit. Size 9 and 11 don't meet your critical specification for fit. Gear sizes, color match, and so on further exemplify conditions. These conditions often look like and sound like objections but they are not (*You don't have what I need.*). **That's why we treat them as objections until we discover that it is indeed a condition and not meeting that condition could cause harm to the customer.**

NOTE: Conditions, specifications, requirements, standards, criteria and similar words are treated as the same.

B. Missing Buyer Beliefs Cause Objections

Time: 15 min

Book: page 4

1. Demonstrate Missing Buyer Beliefs Cause Objections

Objective:

- Help the participants understand, demonstrate, and prove to themselves that decision-makers must hold certain beliefs about what they're buying or they will raise objections related to the missing or weak belief.

Before you buy something in a business setting, what must you believe about it? For example, would need to believe that you need it? Sure. What else?

Continue until you get two or three beliefs.

Go back to the first one and ask *If you didn't believe that you needed it, what objection would come to mind?* (Don't need it.). *But if you did believe that you needed it, what would happen to that objection?* (Wouldn't come to mind).

Ask the same about another two beliefs that when missing caused what objection. Then ask *If they did believe that, would the objection even come to mind?* (No.).

What you've told me is that if you didn't believe _______ about ______, then you would raise an objection such as ______. But if you did have that belief, that objection wouldn't even come to mind?

Model a non-verbal rhetorical close (head moving up and down) until you see several people do the same.

There are TEN of these beliefs that when missing cause specific objections to occur. Let's turn to page four in your book and review each of these beliefs and some examples of the types of objections that occur when they are missing.

Time: 30 min

Book page 4

2. Learn About the Ten Buyer Beliefs

Objective:

- Connect each Buyer Belief to each objection they get.

Ask the participants to open their books to page four. Review and discuss the ten Buyer Beliefs and the types of objections they cause when they are missing or weak.

Time: 15 min

Book: pages 4 to 10

3. Identify Missing Buyer Beliefs on Flip Chart

Objective:

- Connect missing Buyer Beliefs to the objections they get to reinforce the concept and lay the groundwork to identify and personalize objection prevent, preempt, and respond strategies.

Point to one of the objections on a flip chart and ask which Buyer Belief is missing that caused that objection?

When they agree on one or two, write them in the column labeled MBB (Missing Buyer Belief). Use abbreviations such as Need, R & A, Pain, Priority, Type Sol, C&C, ROI, Best Sol, and Plan

Repeat with an example from each flip chart.

Ask the teams to return to their flip charts and use the information in their books to identify the missing or weak Buyer Beliefs that caused the objections they listed. Tell them to use names, not the number of the Buyer Belief.

Take a quick look at the categories of objections they are getting. Count the number of different categories where most of the objections are located.

Point out to the participants that they are only getting most of their objections in 3 to 5 categories (plus perhaps a few scattered amongst the other categories).

Time: 15 min

Book: pages 8 to 12

4. 85 Most Common Sales Stopping Objections + Flip Chart

Objectives:

- Create a comprehensive list of objections that can be resolved over time.
- May see a few more objections in other categories.

On pages 8–12 are the 85 most common sales stopping objections gathered from across industries categorized by the missing Buyer Belief.

Take a few minutes to review this list and put a checkmark next to the objections you wrote on the flip chart plus any additional ones you get.

Notice that this is how the book is organized from page 80 through 307. They can look up the objection by category starting on page 80.

Next, write the objections you wrote on the flip charts that are not in the book under the appropriate category in your book.

Finally, look at the objections other teams identified that apply to you and ***add those in as well in your book*** *under the appropriate Buyer Belief category.*

Emphasize that they might not hear the exact words and in some cases, they have to fill in the blanks, but what's most important is to identify the missing Buyer Belief and take it from there.

NOTE: You might want to start a list of objections they write on the team flip charts and organize them by the missing Buyer Belief. These can be used as examples with the next class to help boost credibility.

C. Conduct Competitor Analysis, Research Questions, and Needs

Time: 30 min

Open book to page 13

1. **Competitor Analysis** (full class)

Objectives:

- Link the objections they get to the competitor's strength. Note that in some cases the industry's reputation or type of product/service can itself be a competitor and bring about objections.
- Demonstrate that the time required to complete a Competitor Analysis will continue to decrease as they get more practice with them such that there should be no excuse for not completing (or updating) one for any substantial sales opportunity.
- Identify a large number of differentiating factors in their favor.

What causes a Buyer Belief to be missing or weak? To answer that, we turn to a sales style Competitor Analysis.

Draw the four quadrants on a flip chart page and add the headings as you review them with the class.

Using a second flip chart, ask the class to identify some competitors. You will get several. List them on a flip chart sheet and hang it on the wall. You'll use this list when the teams do their own Competitor Analysis. For now, ask them to select one to use in class.

Using the Competitor Analysis format flip chart page, select a product/service and conduct a Competitor Analysis with the entire class.

Start with the Competitor's Strengths. Get and ***list three to five*** in Q1.

Review each of the strengths and turn them into objections so that the participants clearly understand that's where the objections they get come from when up against this competitor.

SAY

Let's take this first strength this competitor has, what objection would that create for you if the prospect didn't know you could offer that as well?

Now ask what they can offer that is the same or similar enough to neutralize it. Record this in Q2.

They should tell you something that is the same or similar enough to make it a wash. If not, mark it as an unanswerable objection. Continue this way for each of the competitor's strengths.

Point out that since the competitor's strengths already exist, the potential objections also exist. But since the prospect doesn't know whether you have that capability or not, instead of an objection, it remains a question or a concern for now.

You can preempt it from becoming an objection by getting the information that you too can provide that area of strength and that can be done using *the strategies we'll be discussing later in the session.*

If these potential objections are not on your list, then let me suggest you create a competitor specific list of objections to preempt when this competitor is in the picture.

Competitor's weaknesses are next. Get between ***five to eight weaknesses***.

?ASK

Ask them to identify their corresponding strengths to each weakness.

Ask the participants what other strengths they have (see your marketing literature). Then ask, does this competitor also offer that? If so, it goes in the quadrants above (Q1 & Q2). If not, then add it to their Q4.

Quickly review the "Differentiating Commodities" list for any additional differentiating strength areas they may have to get to your target five to eight.

Emphasize that **their strengths will become objections for the competitor** to deal with. These **strengths are their Unique Selling Points (USP)** in this sales opportunity against this competitor.

Finally, emphasize that they are never to say anything negative about a competitor. Just by focusing on their strengths, the prospect will begin to notice its absence in their current supplier.

Hang this competitor analysis page on the wall where everyone can see it.

Emphasize

Your sales strategy is clear. Focus the topics of conversation in areas where you are strong, your competitor is weak and the customer has needs!

Time: 30 min

Book: page 13

2. Participants Conduct Team Competitor Analysis

Objective:

- Salespeople learn how to do a Competitor Analysis with team support

Ask each team to select a different competitor from the list you created from the earlier activity and conduct a Competitor Analysis.

Point to the competitor's weakness and say, now you have another set of objections to preempt. And, notice how some of the objections are common to other competitors you researched.

You should always be ready to preempt objections that are common among your competitors.

Time: 30 min

Book: page 13

HANDOUT

3. Participants Conduct Individual Competitor Analysis

Objective:

- Salespeople learn how to do a Competitor Analysis on their own.

Handout: Competitor Analysis forms

Ask each person to select a competitor they are currently engaged with or select one from the list you created from the earlier activity and conduct a Competitor Analysis.

Time: 15 min

Book: page 18

4. Research Questions (discussion)

Objectives:

- Validate the need for sellers Unique Selling Points.
- Lay the groundwork to use the FAB/TEA Formula.

Point to Q4: *How do you know your prospective customer don't already have a way to compensate for these capabilities?*

Briefly, discuss each of the Research Question categories and then ask team members how they would use them to determine if the prospect already had some way of compensating for one of their Unique Selling Points (USPs).

Do this casually. For example, point to one of the USPs on a flip chart and ask first, which of these three areas (products, processes, or plan) would this most likely belong, and then how would you ask about this USP?

Repeat this process for one or two USPs on each of the flip charts to ensure they understand. Keep it basic and uncomplicated.

Time: 30 min

Book: page 19

5. Business, Human, Functional Needs

Objective:

- Understand how the three categories of needs can be filled by your USPs.
- Know which specific needs in all three categories are filled by your USPs

Your Unique Selling Points (USPs) are used to satisfy needs your competitor cannot.

Your company buys products and services that fill functional needs to meet business needs which are ultimately driven by the desire to fill fundamental human needs. The more needs (in all three categories) you can meet, the stronger your competitive position becomes.

There are three categories of needs to explore for best fit:

1. *Business Needs*
2. *Human Needs*
3. *Functional Needs*

Write the four **Business Needs** on the flip chart. Use up arrow to show an increase and a down arrow to show a decrease.

⇧ PROFITS
⇩ COSTS
⇧ IMAGE
⇩ RISK

Discuss how their USPs meets these needs.

Point to the first USP on the Competitor Analysis and ask, *"Which business need does this USP meet and how does it meet it?"*

Continue with each of the USPs.

Write the four **Human Needs** on the flip chart. All get up arrows.

⇧ Money
⇧ Safety
⇧ Esteem
⇧ Pleasure

Are these the only human needs?

Of course not. In your book on page 20, it talks about how these are simply categories or buckets of primary needs into which others can be found. This is just one model that is useful when looking for motives for buying. It's the "What's In It For Me" (WIIFM) you'll want to find and incorporate into the language you use.

Point to the first USP on the Competitor Analysis and ask, *Which human need(s) does this meet and how does it meet it?*

What types of words could you incorporate into your language to communicate this?

(See examples on page 21 in book)

D. Decision Makers, and Credibility

Time: 15 min

Book: page 23

1. **Decision Makers** (Roles & Bias)

Objectives:

- Understand the different decision-makers by the different types of decisions they make.
- Understand bias and how to move it in a positive direction.

Briefly, discuss each of the decision-making roles and biases.

Ask participants to:

1. Make a list of the Decision Maker Roles
2. Select an account they know well
3. Write the names of the people who are in each of these roles
4. Next to each name, note their bias.
5. Repeat 1-4 for a current sales opportunity

TELL	Point to a few USPs from different flip charts and ask which of the Decision-Makers would be most interest in them. Select a variety. If one or two Decision-Makers have none, then tell the participants that we'll revisit these after the discussion regarding the functional, business, and human needs.

END OF SAMPLE

Please contact us for the complete guide. It's free with the purchase of 24 books from any source. Your book purchase tells us you're serious about training the course.

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