

“No thanks
just looking!”

Training Leader's Guide

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TO THE TRAINER / FACILITATOR

As the trainer/facilitator of this program for retail salespeople, your job should begin before the actual training session. The following are suggestions to help you prepare.

ANALYZE YOUR AUDIENCE:

The program contained in the Training Leader's Guide and the Participant Workbook for the videotape, "No Thanks, Just Looking!" is geared primarily toward new or relatively inexperienced retail salespeople.

If you are using this program for experienced salespeople, you might focus the program on the role playing situations and exercises contained in the back of this guide or discuss the problems and insights that they would bring to the session.

CHECK THE PROGRAM OVER:

In addition to viewing the videotape before any training session, review the discussion questions contained in the workbook. Familiarize yourself with them and your company's policies with respect to the various areas.

USE OF THE WORKBOOK:

As you preview the workbook, you will notice that we have designed it as a multi-use training tool. As the participants watch the videotape, we have provided space for them to take notes on the page opposite questions relating to a specific subject area. If time permits, participants may then use those notes and information you have given them to answer the questions on the opposite page. With this design, the workbook can be used as a self-paced instrument or training support material in a group session.

PROGRAM OPTIONS:

Because of varying time constraints, we have outlined on page 9 some alternative program schedules for showing and discussing the training points in "No Thanks, Just Looking!". The times we show for discussion and review are suggested times, and, of course, will vary with your needs and the availability of training time.

CONDUCTING THE SESSION

If you are unfamiliar with training sessions the following tips on conducting the session may prove useful. Participants will bring varying backgrounds and degrees of experience to the session so it may benefit you to prepare with these training techniques.

INTRODUCTION

- Establish a relaxed, open atmosphere
- Introduce yourself and everyone in the room
- Let your enthusiasm show

VOICE

- Speak clearly and distinctly
- Use simple, direct questions

EYE CONTACT

- Maintain eye contact with the entire group
- Face the group when speaking
- Avoid reading the leader's guide or any other materials. Prepare yourself so you can paraphrase.

BE PREPARED

- Have an example in mind in case no one in the group does
- Use humor when you can do it naturally, but avoid "joke telling"
- Prepare the participant workbook beforehand so you know the answers for each of the questions

DISTRACTIONS

- Hands in pockets
- Fiddling with change or keys in the pocket
- Pacing (movement should have a purpose)
- Shuffling papers
- Gum chewing, smoking

QUESTIONS

- Always watch for puzzled looks, you may have to solicit questions
- Repeat each question so everyone in the group understands
- Answer each question to the entire group, not just to the person who asked it

MORE ON QUESTIONS

- Ask one at a time—don't confuse the issue
- Ask open-ended questions—let the participants open up
- Ask follow-up questions—obtain more specific information
- Avoid asking yes/no questions and leading questions
- Make sure you understand a participant's question—rephrase for clarity
- Turn the question over to the group when appropriate—gain the group's involvement
- Have patience—not all questions of participants will be clear—rephrase, clarify

LISTENING

- Reinforce participant's involvement with verbal and non-verbal cues. Non-verbal include nodding of the head. Verbal statements such as "go on." "You're on the right track." . . . "You feel that's the key" encourage participant's response.
- Allow silence—allow time for important points to sink in. When asking questions, allow time for participant's response.
- Rephrase and summarize for the group

NOTES

MEETING ROOM CHECKLIST

- Do you have a good copy of the videotape (film)?
- Is the VCR (projector) in good operating order?
- If using film, do you have an extra projector bulb?
- If using a VCR, are all cables correctly hooked up?
- Is the TV (screen) visible for all participants?
- Is the room dark enough?
- Is the room closed off from distractions?
- Is the room ventilated properly?
- Is the room large enough for the session?
- If a trainer/facilitator is conducting the session, are lecturns, flip charts and dark colored magic markers available?
- Will the speaker need a microphone?
- Do you have enough workbooks and materials?
- Do the participants know the time, location, and purpose of the training program?

NOTES

PROGRAM SCHEDULE OPTIONS

OPTION I—INDIVIDUAL SELF-PACED PROGRAM: 30 MINUTES

Timing

- :25 Viewing of Videotape (film)
 - :10 Completion of Workbook notes
-

OPTION II—SMALL GROUP SESSION: 2:0 HOURS

Timing

- :20 Introduction by Meeting Leader, distribution of workbooks and reminder cards
 - :25 Viewing of Videotape (film)
 - :60 Joint Completion and discussion of Participant's Workbook by group and meeting leader
 - :15 Concluding remarks and distribution of certificates
-

OPTION III—SMALL GROUP SESSION EXTENDED: 4:0 HOURS

Timing

- :30 Remarks by Company Representative
- :20 Introduction to the session by Leader, distribution of workbooks and reminder cards
- :25 Viewing of Videotape (film)
- :60 Joint completion and discussion of Participant's Workbook by group and meeting leader
- :60 Role Playing/Overcoming Objections Exercise
- :45 Presentation of company policies, concluding remarks and distribution of certificates

NOTES

PROGRAM DELIVERY OPTIONS

PROGRAM OPTION I.: SELF-PACED

If you choose program option one, we have recommended steps for you to take so that the participants obtain effective use of the videotape:

1. Explain the objectives of the self-paced program
2. Explain how the VCR operates (if necessary)
3. Explain how to use the workbook
4. Set a time convenient for both of you to talk about the content of the videotape (follow-up)

PROGRAM OPTIONS II AND III: GROUP SESSIONS

If you choose either the two hour or four hour training session option, we have included on the following pages some role playing exercises that may be useful in reinforcing the main points of the training videotape (film).

We have also included a group exercise that may be useful in learning how to overcome objections.

OUTLINE OF KEY POINTS IN THE FILM “NO THANKS, JUST LOOKING”

I. BEFORE THE SALE

A. Preparation

1. Know your products or merchandise
2. Know the What, Where, and When of your Inventory
 - a) **What** you have in stock
 - b) **Where** it is located
 - c) **When** new shipments are arriving
3. Understand your company's current sales programs and your competitors'
4. Learn new industry developments

II. DURING THE SALE

A. Approach and Greeting

1. The inherent weakness in the “Can I help you?” approach
2. The merchandise greeting
3. The social conversation greeting
4. The special feature greeting

B. The Needs Discovery Process

1. Ask direct questions to determine customer needs
2. Ask open-ended questions to help customers identify what it is they really want
3. Remember the importance of listening

C. The Presentation

1. Importance of adjusting the presentation to accent the benefits customers want
2. Demonstrate the product whenever possible
3. Encourage the customer to try-on, touch or operate the product whenever possible

D. The Close

1. Learn to recognize verbal and visual buying signals
2. Types of closes
 - a) The Direct Close
 - b) The Limited Choice Close
 - c) The Summary of Benefits Close
 - d) The Credit Close
3. Objections
 - a) Objections are usually customers' requests for more information
 - b) Ask questions—lead the customer to reveal their true objection
 - c) Attempt to overcome the objection with the product's superior benefit or recommend an alternative (sell substitutes)

III. AFTER THE SALE

A. Add-on Sales

1. Provide suggestions for complementary products
 - a) Relieves the guesswork for the customer
 - b) Saves them a future trip to the store

B. Affirm the Purchase

1. Congratulate the customer on his/her choice

C. Analyze the Sale

1. Determine what went right with a sale for future use
2. Determine what might have gone wrong with a lost sale—learn from mistakes

SAMPLE PARTICIPANT GUIDE

HOW TO USE THIS WORKBOOK

As you view the videotape “No Thanks, Just Looking”, make some notes in the space provided on each page of the workbook. These note taking pages are opposite some questions on the different subject areas covered in the film. Continue turning the pages of the workbook as the video progresses so that your notes will be available to you.

To aid in completing this workbook, an entire outline of the key points of the videotape has been placed in the front of the workbook.

Please turn to page 4 now before the videotape starts.

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DISCUSSION QUESTIONS FOR PARTICIPANTS

In the space provided below, answer the questions as they apply to your store and your role as a retail salesperson.

I. BEFORE THE SALE

A. Preparation

1. In general, describe the products/merchandise you have in stock.

2. Where are they located in your store or department?

3. What are your company's current sales programs?

4. What newspapers/magazines carry your company's advertisements and those of your competitors?

5. Who are your primary competitors and what are their current sales programs?

6. What industry trade magazines carry information concerning new developments in your product line?

7. If there are warranties that cover products you sell, what are they?

REMINDER: The more you know, the more confident you will feel about your ability to answer your customer's questions.

NOTES

II. DURING THE SALE

A. The Approach and Greeting

1. Describe briefly the inherent weakness in the "Can I help you?" customer greeting.

2. List three ways you might use the merchandise greeting in your store or department.

3. What are three acceptable social conversation greetings that you might use in your store or department?

4. List three special feature greetings that would be appropriate for use in your store or department.

5. What other effective greetings could you use?

REMINDER: The greeting "Can I help you?" almost always leads to an automatic negative response.

B. The Needs Discovery Process

1. List five direct questions that will help you determine your customers' needs.

2. List five open-ended questions that will allow you to help your customers determine what they really want.

3. How do you know when a person is really listening to you?

4. How can you improve your listening skills?

REMINDER: Listening for your customers' wants and needs will help you determine which products or merchandise are best for them.

NOTES

C. The Presentation

1. Give examples of the products you will be selling and list the features. For each feature list a benefit to the customer.

_____ PRODUCT _____
FEATURE _____ BENEFIT _____

_____ PRODUCT _____
FEATURE _____ BENEFIT _____

_____ PRODUCT _____
FEATURE _____ BENEFIT _____

2. List the products you sell which can be demonstrated. How would you demonstrate them?

REMINDER: Customers buy benefits. Presenting the benefits of the products and selecting the ones that meet your customers' specific needs will increase your sales.

NOTES

D. The Close

1. List two verbal and two visual buying clues that your customers might make.

2. Write out examples of closes you might use in your store or department for each of the following.

— The direct close

— The limited choice close

— The summary of benefits close

— The credit close

— Other closing techniques

3. Write down three examples of the type of objections you might receive in your store.

4. Write down the questions you might ask to get the customer to reveal his/her real objections.

5. Write down your response to these objections. What superior benefits or alternatives will you offer?

REMINDER: Most objections are really requests for more information or reassurance.

NOTES

III. After the Sale

- A. Add-on Sales—Mentally examine your inventory. What are the items that may complement a main purchase. List the items most likely to be purchased.

Item _____ Accessory/Add-on _____

- B. Affirm the purchase—List three comments you might make after a sale of one of your products that would congratulate the customer.

- C. Analyze the Sale—Write down the worst possible thing you could do if a sale is lost. Write down the best thing you could do if a sale is lost. What is the best thing to do if a sale is made?

REMINDER: After You close you can still sell add-on items.

NOTES

INTRODUCING “NO THANKS, JUST LOOKING!”

The following is a suggested introduction to the videotape (film) that may be useful to the trainer/facilitator.

“The goal of this videotape (film) is to help you increase your effectiveness as a retail salesperson. Success in retail selling can be approached from a basic philosophy . . . Helping people. That is, helping customers with their buying decisions. . . . That’s what it’s all about. And it means more than just a friendly smile and a caring attitude . . . although these are very important. Helping people requires that the salesperson have thorough knowledge of the products or merchandise and be able to effectively use retail sales techniques.”

“Customers rely on you to be professional and to have answers to their questions. If you do, customers will have confidence in your ability and will reward you with the sale and their repeat business. Inability to solve buying problems may not only mean a lost sale today, but a lost customer in the future as well . . .”

“As you view this videotape, you will see the wrong way to do things and also the right way. Pay close attention to the right ways. We will be discussing those along with our company’s policies. But also pay attention to the wrong ways illustrated in the tape. Although these examples may seem exaggerated, sometimes our customers may perceive us this way if we don’t go out of our way to gain their confidence.”

“Please follow along in your workbooks and take notes on the left hand pages by the appropriate topic. We will use this information later as we answer the questions in the workbook.”

“Now, let’s take a look at “No Thanks, Just Looking”

AFTER THE VIDEOTAPE HAS ENDED

“Let’s open our workbooks to page 5. Using your notes and memory, please fill in as many of the questions as you can on each page. After you have completed these, we will begin to discuss your answers with the group.”

NOTES

Suggested Role Playing

If these exercises are used with new salespeople, product knowledge information should be provided. Also, if possible the actual products sold in the store should be used in these exercises.

ROLE PLAY #1—THE APPROACH AND GREETING

Farrell (customer) As an experienced shopper you resent overaggressive salespeople. You prefer to be left alone until you want questions answered . . . and then you want them answered confidently.

Lombard (salesperson) Eager to help, you quickly rush to the customer to ask if you can help them. (trainer: instruct customer to reject “Can I Help You Approach” with “No Thanks, Just Looking”. Ask trainee to practice different approaches.)

ROLE PLAY #2—THE NEEDS DISCOVERY PROCESS

Nolan (customer) Shopping is not your favorite pastime. Slightly withdrawn, you make it extremely difficult for the salesperson to find out what it is you really want.

Selzer (salesperson) Your task is to ask direct and open-ended questions to the customer to try and determine wants and needs. If you can find them out, attempt a presentation of the product accenting the benefit that the customer may want.

ROLE PLAY #3—THE NEEDS DISCOVERY PROCESS

Miller (customer) You are an outgoing individual who loves talking about anything but the issue at hand. Whether it be the weather, the success of the local baseball (substitute football, basketball) team or politics, your product needs will be hard to define.

Wayne (salesperson) Your customer is outgoing, but how can you steer the conversation from idle chatter to the product. Can you discover wants and needs and close the sale?

ROLE PLAY #4—TAILORED PRESENTATION

Phillips (customer) You are shopping for something but you don't know anything about it. Will the salesperson help you determine your real wants and present the benefits that appeal to you?

Anderson (salesperson) You have a customer who is indecisive and uninformed. Try to determine his or her wants and needs and present benefits that appeal to him/her. Try to close the sale.

NOTES

ROLE PLAY #5—HANDLING VAGUE OBJECTIVES

Peterson (customer) You are considering a big ticket item. The salesperson tries to give you the information you need. When the attempt to close is made, hesitate and say that you have to think about it, look around etc. You really want this product, but you are unsure of your use of it.

Belker (salesperson) You are handling a customer who wants a product but is unsure of making such a big expenditure. Try to close the sale. Help the customer decide what it is he/she really wants. Try to close the sale again.

ROLE PLAY #6—CONFRONTING PRICE OBJECTIONS

Castle (customer) You are a price conscious customer. You really like the product but you will wait until it is on sale. Can the salesperson convince you to purchase now?

Limke (salesperson) Your customer is a bargain hunter who is interested in your product. Try to close the sale and overcome his/her price objection. What reasons can you give the customer to buy now?

ROLE PLAY #7

Use role play #6 with alternative customers, salespeople and closing techniques.

NOTES

INSTRUCTIONS FOR OVERCOMING OBJECTIONS EXERCISE

The purpose of this exercise is to give participants a number of different responses to overcome their toughest objections. This could be used with salespeople who have had some experience in receiving objections from customers.

INSTRUCTIONS:

1. If you have a large enough group, you can break it down into teams of two or three. Hand each group an "Overcoming Objection Exercise Sheet." If the group is not large enough, give each participant an overcoming objection exercise sheet.
2. Assign numbers to the teams or to the individual participants, so that each team or participant will get their original sheet back at the conclusion of the exercise. Place that number at the right hand top of the sheet.
3. Each team writes down across the top of the sheet two or three of their customers' toughest buying objections.
4. When this phase is completed have each team pass the sheets to the next team.
5. Each group then discusses among themselves and enters possible response statements to those objections. These possible response statements may be further questions that would attempt to discover a true objection, promote the superior benefits of the product or provide alternative items.
6. After the groups have entered **one** appropriate response for each objection, the sheets are then passed to the next group. This group must come up with a different response to the objection.
7. Continue this process until all groups have entered responses to the objections produced by the other teams.
8. At the conclusion of the round robin, the original team should receive its objections and the responses from the groups. The facilitator then discusses each one of the objections and the responses. The class may evaluate the response(s) they view as being most effective.
9. As an additional step, the facilitator might copy each group's sheet for the other groups, so that each participant leaves with, not only the responses to their set of objections, but also with those of the other groups.

OVERCOMING OBJECTION EXERCISE SHEET

Team _____

	<u>Objection</u>	<u>Objection</u>	<u>Objection</u>
Team _____	Response	Response	Response
_____	Response	Response	Response
_____	Response	Response	Response