Adults learn better and retain more when they are involved in the process.
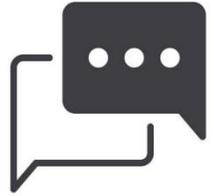
Icebreaker: Translate as many of these sixteen word puzzles as you can and Chat your answers to me as you solve them.

Sentence completion: Finish the four sentences in Chat as they appear on the screen. 30-seconds for each answer.

Your "Secret Stash" of training games: "_____ _____ _____"
- Icebreakers
- Energizers
- Experiential exercises

Today's Agenda

The Sales Management Trap

1	2	3	4
Non-Management Duties	**Other Management Tasks**	**Human Resource Development**	**Strategic Market Planning**
○ Maintain status as top biller ○ Handle own account list ○ Handle regional accounts ○ Handle national accounts	○ Sales support ○ Account list mgt ○ Monitor sales ○ Conduct sales mtgs ○ Firefighting ○ Handle complaints ○ Communicate w/mgt ○ Sales force compensation ○ Inventory mgt	○ Staffing ○ Training ○ Coaching/counseling ○ Developing salespeople ○ Motivation ○ Communicate ○ Mentoring ○ Recruiting	○ Strategic planning ○ Market analysis ○ Customer analysis ○ Competitive analysis ○ Cost analysis ○ Profit management ○ Forecast sales ○ Prepare budget ○ Set objectives

The way professional trainers think about training:

1. Training is a planned program designed to impart specific _____ _____ and _____ to increase desired _____ in measureable ways.
2. "Training is a _____ not an _____. It starts long before the participants show up and continues until we see _____ in the workplace."
3. Learning has not taken place until _____ _____.
4. Knowing ain't _____. "_____ ain't Training."
5. Education without _____ is entertainment. To know and not to do is not to know.
6. A training program that doesn't change your behavior in some way is as useless as a _____ that _____ on the first _____.

THE CHART

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
OBJECTIVE	To open doors; to "see what's going on"	To persuade and make a sale, or to advance the prospect through the process	Customer creation and retention; to "find the fit"; upgrade the client and gain information	To continue upgrading and increase share of business
LEVEL OF TRUST	Neutral or distrustful	Some credibility	Credible to highly credible, based on sales person's history	Complete trust based on established relationships and past performance
APPROACH & INVOLVEMENT	Minimal or non-existent	Well-planned; work to get prospect to buy into the process	True source of industry information and "business intelligence"	Less formal and more comfortable because of trust and history
CONCERN OR SELF-ESTEEM ISSUE	Being liked	Being of service, solving a problem	Being a resource	Being an "outside insider"
PRE-MEETING PREPARATION	Memorize a canned pitch or "wing it"	Set objectives, pre-script questions, articulate Purpose, Process, Payoff	Research trade magazines, internet, analyze client's competition	Thorough preparation sometimes with proprietary info not available to other reps
POINT OF CONTACT	Buyer or purchasing agent	End users as well as buyers or purchasing agent	Buyer's end user and an "internal coach" or advocate within the client's company	"Networked" through the company; may be doing business in multiple divisions
PRESENTATION	Product literature, spec sheets, or rate sheets	Product solution for problem uncovered during needs analysis	System solutions	Return on investment, proof and profit improvement strategies

▲ PREFERENCE SETTINGS

BIG IDEAS: Talking about Level 1 things in your sales meetings creates Level 1 sales behaviors and relationships.

There are Level 1, 2, 3 and 4 propoal pages. Most **packages** are Level 1 and can be improved.

INSTANT SALES TRAINING

NEIL RACKHAM: "Selling is made up of those little building blocks called _____."

Dave Mattson, President of Sandler Systems put this list of _____ on LinkedIn:

1. **Lead generation:** Prospecting, the number one behavior that drives all the others.
2. **Building relationships:** Establishing a strong, open relationship based on trust.
3. **Qualifying opportunity:** Determining a reason to do business.
4. **Making presentations:** Presenting solutions to the prospect's problems.
5. **Servicing customers:** Delivering superior customer satisfaction.
6. **Account management:** Maximizing business in each account.
7. **Territory development:** Building a strategy to grow the territory.
8. **Building a Cookbook for Success:** Establishing productive sales activity.
9. **Continuous education:** Developing ongoing product, market, and sales knowledge
10. **Execution of the Sandler Selling System:** Mastering the process.

What would you add to this list?

Interesting article read and share? https://www.tenfold.com/sales-performance/40-healthy-habits-top-sales-performers/

Donald Kirkpatrick's model for measuring training's effectiveness:
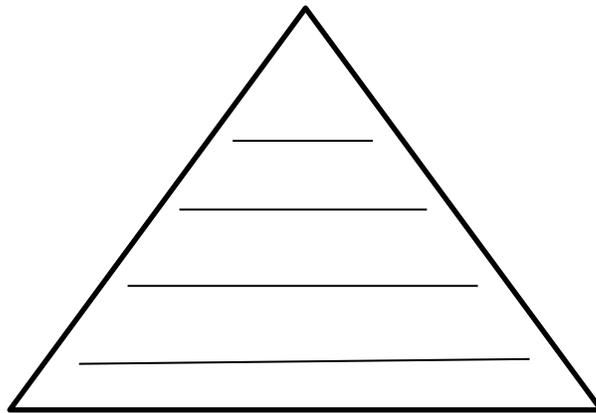
Three Phases of Learning and Applying a New Skill
1. _____ phase
2. _____ phase
3. _____ phase "Hey, I've always done it this way."

The power of practice and video feedback.

- Role rehearsal. Practice your _____. Practice your _____.
- Observer, salesperson, prospect.
- Feedback: Three positive things you noticed. One opportunity to improve.

Bob Pike's 90/20/8 Rule

- We can teach content for _____ minutes without a break.
- However, content needs to be chunked in 20-minute sections.
- And we need _____ every 8 minutes.

Extra credit: Watch Bob Pike's YouTube Video "The Magic of Interaction: Five Strategies for Increasing Retention and Application" https://www.youtube.com/watch?v=XwKNoIr3a1A

The Dirty Little Secret professional speakers learn at their first NSA convention: It's easier to come up with a new _____ than a new _____.

NEW RULES for Better Meetings: Break them at your own risk.

Rule #1: Announce the agenda _____ _____ _____ and topics to be covered. Your sales team should expect you to _____ _____. You should hold them accountable for being prepared.

Rule #2. Don't hold a meeting when a _____ would be more _____.
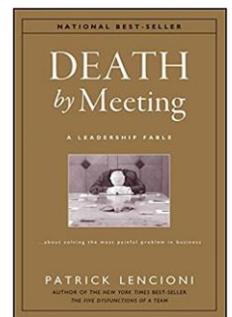
Chris.Lytle@InstantSalesTraining.com
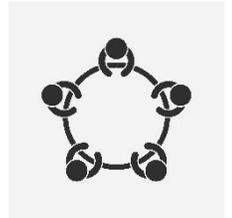
Rule #3. Don't use the meeting to work on or pick on one salesperson's problem.

Rule #4. Allow for and encourage _____ and _____.
- Great sales managers (trainers) _____ learning rather than pontificate and lecture.

Strong Suggestion: Separate the _____ meeting from the _____ session.

SIX Sales Meetings that "Work:" Use meetings to do something and learn from that.
- The "_____ _____" sales meeting.
- The 20-minute _____ _____ sales meeting
- The "Show and Tell" sales meeting
- The Prospecting _____ _____ sales meeting
- The 10-minute 3-sentence _____ _____ or "seeding" meeting.
- The Pre-Meeting Planning sales meeting

Pre-Meeting Planning Checklist

☐   At which stage of the process am I with this prospect?
☐   What new business move(s) can I make with this prospect today?
☐   Have I given or can I give the customer a pre-meeting assignment?
☐   Have I completed all the steps to this point? Anything need to be firmed up?
☐   If this meeting is successful, what will happen?
☐   What will I ask the prospect to do?
☐   What is my fallback position if the prospect says "No" to my first ask?
☐   What is my fallback position if my prospect says "No" to my second ask?
☐   What evidence will I bring to the meeting to support my position?
☐   What are the benefits to the prospect for doing what I'm suggesting?
☐   What information will I share?
☐   What preparation will I tell the client about?
☐   How can I Frame the issues?
☐   What do I want to know about the prospect's company?
☐   What do I want to learn about the prospect?
☐   What information do I want to know about me? (Self-disclosure?)
☐   Do I have Level 3 and 4 information to present as well as Level 1 and 2 information?

Google: sales pre-call planning checklists

Talking through a meeting with a coach is better than thinking through a meeting with yourself. Try it and see.

The New (Harsh?) Realities of Learning: Facts that might influence how you train and manage leaning.

A *Harvard Business Review* article reveals "only 10% of the population has what's called *the learning mindset. These are people who will seek out learning.* The other 90% will not look to improve their skills unless they have to as part of their job requirement."

Google, download and read *In Search of Learning Agility.*

Some Conclusions from *In Search of Learning Agility:*

"There is no such thing as permanent competence or a fully developed skill set in either individuals or organizations."

"In 1996, knowledge workers stored 75% of the knowledge they needed to do their jobs in their own minds." "By 2006, knowledge workers reported that they stored 8 to 10% of the knowledge they need to do their jobs in their minds."

"Learning continues to shift from being discrete and event-based to becoming continuous and imbedded into the workflow."

"There is an airtight case for learning in shorter and shorter units."

"Managers are the most powerful — and often least active — stakeholders in the transfer of the training to the field. What gets rewarded, praised, and reinforced — gets done. Trainees who have pre- and post-training discussions with their boss on the new skills and applications, report significantly higher skill levels. Managers who comment on behavior changes increase transfer and results of the training."

From *It's the Manager:*
"CEOs and CHROs ask us: How exactly do I know — or how can I audit — if I have a culture of high development? The best item to measure this anywhere in the world is: "There is someone at work who encourages my development." When 60% of your employees give a strong "yes" to this item, you have transformed your workplace and changed the world a little to a lot.
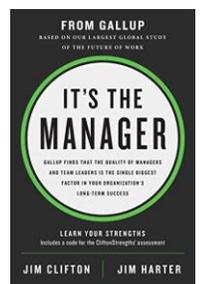
Most millennials (people born between 1980 and 1996) and Generation Z (those born in 1997 or later) are coming to work with great enthusiasm. But the old management

Chris.Lytle@InstantSalesTraining.com

practices — forms, gaps, low individualization, and annual reviews — grind the life out of them. Current worldwide practices of management are producing very little development.

Millennials and Generation Z don't want bosses—they want coaches. The role of an old-style boss is command and control. But millennials and Generation Z care about having team leaders who can coach them, who value them as individuals and employees, and who help them understand and build their strengths."

The Honors Class in Selling: *Beer and Circus*
- The default mode for training is "The Lecture."
- Facilitate a discussion
- Everybody talks: The Whip around

My Epiphany

Assign content in advance. You may have someone apply the idea with a real client and tell a story about it.

- The Bannister Effect

Selling is a _____ experience your salespeople too often are having _____ by _____.

More ways professional trainers think about training:

7. People rarely resist their own ideas."
8. "Your role as a teacher is not to simply transmit knowledge, but to put your learners in a place of discovery and anticipation. Use exercises and activities that activate your learners' imaginations and get them involved."
9. "Learning is directly proportional to the amount of fun you have."

What is the most important thing you learned today?

What action(s) will you be taking?

To know and not to do is not to know. A training program **that doesn't change your behavior in some way is as useless as a parachute that opens on the FIRST** bounce. Take *application notes.* Decide which concept or new approach you will use or share with others on your team.

Idea #1: _____   _____

Applies to: _____

Idea #2 _____   _____

Applies to: _____

Idea #3: _____   _____

Applies to: _____

Idea #4: _____   _____

Applies to: _____

Idea #5: _____   _____

Applies to: _____

Idea #6: _____   _____

Applies to: _____

Idea #7: _____   _____

Applies to: _____

Idea #8: _____   _____

Applies to: _____

Idea #9_____   _____

Applies to: _____