Principles of Persuasion
Jeffrey Sager
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Marketing 3010

Introduction to the Course

This text supplements the lectures that go with Marketing 3010, Professional Selling. The intent of the course is to provide students with a model they can use to sell themselves. In that sense, the course is one that addresses personal marketing. The text also reviews the basic principles and approaches to selling sans advanced topics and details on skills such as prospecting.

The text falls into two parts. The first part entails selling yourself. To assist students in the rudiments of selling themselves, the course employs a “sell yourself” model. The model is built around a five to ten minute interview with someone who can influence your career and hence your future. The second part uses a sales simulation exercise predicated on a model for selling.

The simulation involves two tasks: selling a small business copier to a travel agency owner. Or conducting an informational interview with a young lawyer pursuant to selling disability insurance or a college funding program. The persuasion course focuses on building skills and abilities.

Selling yourself is a skill that overarches several sub skills. The sub skills include; networking; speaking with a stranger; developing a resume; writing a cover letter; discerning needs of an organization or those of a manager within an organization; and presenting yourself to a decision maker. Another critical aspect of selling is communicating with a decision maker—persuading a decision maker to take an action that is beneficial to both parties.

So, what perspective should you take as you read this text and as you work through the course? Take the approach that you are learning something you can use almost immediately. Unlike material in many of the courses you take in college, you can use the skills covered in Principles of Persuasion at work with customers or with your manager; at home with your spouse or family; at school with your professors or colleagues; and in conducting business transactions. If you will seriously study and role play the material and practice the ideas conveyed in this text and in the course, you will notice that people will consider your ideas and proposals more seriously. However, keep in mind that what you are selling has to offer mutual benefit. Assume your buyer is savvy. And like any other skill, selling takes practice, focus, and
commitment. Focus your mind on identifying your prospect’s needs. Practice the skills discussed in the text and in class. Be committed to achieving your goals with the decision maker or prospect.
Chapter 1: The Role of Sales
Chapter 1: The Role of Sales

The Context, A profession, Relationship marketing

All of Us Sell. It is important to understand that selling yourself occurs several times every day. Suppose you are stopped by a patrolman on the way to school. He informs you that you were going several miles over the posted speed limit. You look at him and agree. He asks you why you were exceeding the posted speed. You explain that you were running behind and would be late to this class. The officer lets you go on with a verbal warning. You sold the patrolman by agreeing with him and by answering his question sincerely and honestly. The officer appreciated your honesty and decided to let you off with a warning. Perhaps the officer decided your reason for speeding was genuine. Perhaps the officer had just been demeaned by another speeder and was pleased with the contrast between your manner and that of the preceding speeder. The point is that your approach persuaded the officer to take an action. He gave you an oral warning. He could have given you a ticket. Both parties benefited. You benefited by not having to pay a fine. The officer benefited by seeing that some of the public have respect for police officers. You sold the officer. Selling is persuading an individual or an organization to take an action that is beneficial to both parties.

Selling and Salespeople

All of us sell on different fronts. Why is it that we sell? The usual answers are to generate revenue, span the boundaries, and add value to our lives.

Salespeople sell for a living; face to face or voice to voice. A professional salesperson has to convince people in a target market to purchase a product or to take steps towards purchasing a product. You sell to your boss if you work; to your professors as a student; to your spouse or friend as a partner. The first half of this class addresses selling yourself. Everybody in this class has to sell to someone; an interviewer, a graduate school admissions counselor, a manager; a potential group of coworkers, on helping them move into a career. At each stage of selling yourself, your goal is to convince the influencer or gate keeper to move you along in the process. Perhaps you are interviewing with a management team from Black & Decker. You want the interview to result in an invitation to a second interview.
Before the interview, your resume and cover letter influenced the recruiting team to select you as a candidate. Perhaps a placement counselor or professor referred the Black & Decker recruiter to you, indicating that you’d be a good candidate for an interview. After the interview your handwritten thank you note may influence the recruiting team to move your application to stage two. Such positive follow-up can differentiate you from equally qualified candidates.

Before applying to Black & Decker, you researched the company, the entry level job, the company's training system and career ladder. You used the information about the job and company to determine what aspects of your knowledge, skills, and abilities fit the Black & Decker opportunity. During the first interview you used your assessment of fit to answer the question, “Why are you interested in starting a career with Black & Decker?” You explained how your career goals dovetail with those of the company and pointed out points of fit using copies of your resume that you brought to the interview. At the end of the interview you thanked the interview team for the opportunity and indicated you’d like an opportunity to visit further. Your interest in going further with the opportunity should register with the interview team.—in sales jargon, it serves as a trial close.

**What does it take to sell someone on you as a job candidate?**

Primarily, you should have a good reason for wanting the job as well as a good reason for wanting to work for this particular company. Without good reasons, it will be difficult for you to work towards the goal of obtaining first the interview, and later the job. You have to be motivated to work towards the job. Your reasoning for wanting the job comes from researching the career area you've chosen and the job you are seeking at a specific company. The company should possess some asset, system, or opportunity you believe will be of value to you. Salary, a car, travel, or benefits packages are not sufficient reasons to gain an interview.

**Training Systems**

Think about what skills, abilities or knowledge you need to begin your career. Maybe you need training in your professional area. A logistician may start their professional career by interning with C.H. Robinson, a large third party logistics firm. At C.H. Robinson the young logistician can learn how loads are booked and how shipping negotiations take place between shipper and carrier. Black & Decker offers new marketing and sales employees two years of training. Such training will make you conversant in the power tools industry and in the consumer goods industry. With Black & Decker training
you can work for Rubbermaid, Makita, John Deere, or any number of organizations that sell to large scale retailers. The Black & Decker experience may also offer you opportunities in allied fields such as pharmaceutical sales. The point is that for any career area the training you receive from a large academy type of company serves as post graduate work. It sets you along in a career.

**Have an Idea where you want to go career wise.**

**Academy Companies**

Each industry has two or three academy companies. In advertising and promotions, the Richards Group is an academy company. In the headhunter or placement industry, Kaye-Bassman is an academy company. Sometimes, you may take a job with a company because you know the job will give you experience that other companies desire. One individual I know, went to work selling Cub Cadet tractors right out of school. He leveraged the sales experience into a job selling medical laboratory analyzers. Later, this man was hired by the Bayer Pharmaceutical Company. The take-away here is: **before you interview with any company or other organization you should have an idea where you want to go career wise—otherwise you will waste a tremendous amount of time and effort.**

A friend of mine works as an air power plant technician. He's really good at his job. My friend graduated from University of North Texas. He then went to law school at Texas Tech. On passing the bar exam my friend decided he disliked practicing law. Then he had to recondition himself as an air power plant technician. Think about how much time and energy my friend devoted to getting into law school. He'll never use the material and skills he learned in law school. He will never regain the valuable life time he devoted towards that end.

Consider that your time out of college is more valuable than money, particularly when you're in your early twenties. When you make a major career change people in your new area will want to know why. No matter how old or experienced you are in one field, reconditioning yourself for another job takes the same amount of time. Another consideration in setting yourself for a career involves what you've done so far in life. The activities, interests, and jobs you've held serve as your basis for behaving in future environments. Your activities and pursuits during high school and college provide you with attitudes, skills, dispositions and tastes that will affect how you socialize and perform in your professional career.
Socialization is a process of entry to a career field. It requires change and fitting in to a specific niche. Socialization can take months. It is unlikely that you will perform the same job duties on your professional job that you performed as a waiter or a sales clerk or as an offensive guard. However, you learn base skills, attitudes, and disciplines as you wait tables, sell lingerie, or block defensive linemen and linebackers.

A number of students who take this class work in the retail banking industry. Some of the banking students become interested in financial instruments, mortgages, interest rates, and financial planning. Banks now compete in all financial markets you know. Students with an interest in financial planning as a career may be well served by experience in retail banking, particularly if they worked with loan applications and other credit based transactions.

Musicians and athletes tend to do well in commission sales. Why? Building a base of business in commission sales requires months of dedication without tangible results. It may be difficult to secure appointments or to secure business—rejection and failure occur. Like commission selling, training for an instrument or sport requires months of dedication and practice, often without tangible results.

Discipline is an attitude that drives a behavior. So, a good practice in selecting a career or industry is that you look at what you've done so far. What common threads underlie your experiences? Are you someone who likes to organize events for your church, school, sorority, or work group? Are you the historian or parliamentarian for most of the groups you belong to? What types of attitudes, knowledge, and skills have you acquired?

If you're uncertain as how to describe yourself as a product, ask a close friend, sibling, parent, or coach what strengths you posses. Profiling yourself is very important to choosing a career and to selling yourself as a product. By the end of the process you should be able to describe what benefits you deliver to an employer in thirty seconds or less. Doing that requires you know your key skills, abilities, and attitudes.

Applied behaviors you excel at are called skills. These skills have the ability to be transferred from one environment to another. For example, you may be a telephone customer service technician for Verizon. In that job you learn to diagnose customer's problems over the telephone, asking a series of questions to isolate a customer's problem. Such guided questioning is a skill you can transfer to another environment. You might go to work as a credit analyst or a case manager or perhaps as a lawyer. Credit analysts, case managers, and lawyers all interrogate clients or witnesses. Another skill you may acquire as a telephone customer service technician is listening.
In order to help callers, you have to ask questions and listen intently to customers’ answers—much the same way as a doctor or a customer service writer may ask questions and listen. Listening is a key skill in many if not all careers. Your Selling Solution Project is designed to help you develop your questioning and listening skills. Both skills will help you to sell yourself as a product.

At some point the learner succeeds in performing the task or skips the process of learning the skill. The Learning Model in the PowerPoint slide in figure 8.1, indicates that several months into the learning process the learner either succeeds at the task or “hits the wall” and fails. Think about skills you’ve tried to learn and eventually failed at achieving. Maybe you tried to learn an athletic skill, like golf. After a few weeks of taking lessons, going to the driving range, and then playing a couple rounds, you became frustrated and end up losing interest. That’s normal behavior. However, selling yourself to a career employer is a skill you must learn to enter your profession. If you fail at selling yourself to a career employer you terminate the career process. By stopping the learning process you forfeit all the time and effort you devoted to studying for your career.

Let’s talk about how you can proceed from the potentially frustrating conscious incompetent stage of learning to the consciously competent stage. Conscious Competence means that you know how to do the task or skill in a rudimentary yet successful manner.

For the job search example used here, entering the consciously competent stage means that you succeed in getting a second interview with a prospective career employer. To get the second interview you study the job offering, discern key knowledge areas, skills, attitudes, and abilities the employer seeks. You can use the company internet site and query job incumbents or contacts who work for the company. You then determine to what extent your set of knowledge, attitudes, skills, and abilities correspond to the employer’s needs. You prepare a special resume for the employer and even locate projects you have done that demonstrate your skills in areas relevant to the employer. You dress professionally on the day of the interview and arrive at the career center fifteen minutes before the interview. Your shoes are shined, your fingernails are trimmed. You have a conservative haircut and lack nose rings or studs and other potentially distracting jewelry. (See chapter nine for more information concerning body language and personal appearance) You shake hands firmly with the interviewer and thank her for the opportunity to visit about the position.

You should have several questions prepared relating to the job (Tip: None of the questions involve compensation or benefits—instead questions...
involve career paths, key objectives for the position in question, and characteristics of people who succeed with the company).

At the end of the interview you tell the interviewer that the opportunity looks really good to you and then you inquire about the next step. You might even ask the interviewer if it is okay for you to contact her in two weeks to check on the progress of your application. After the interview, you prepare a handwritten thank you note. In the note, you thank the interviewer for an informative visit and reiterate the basis for your interest in the position and the company.

If you enact the above behaviors you are going to succeed in the process of selling yourself at some point. It may take you ten or fifteen or even twenty interviews to secure stage two status. However, when you’re invited to stage two, you are well on your way to securing a job offer—and more importantly, you have moved into the *Consciously Competent* stage in selling yourself.

Yes, selling yourself requires a formidable amount of work and entails mastering unfamiliar tasks. However, think of selling yourself to a career employer as the start of learning your career industry. You will learn about organizational structures, industry job requirements, hiring and training protocols, and compensation plans. After fifteen or twenty interviews for a particular type of position you will discern nuances in training, organizational structure, and compensation. Just like learning to play racquetball or golf, selling yourself takes effort and sacrifice. But that is why many people fail at selling themselves. They just do not want the career or job that badly.

The career or job may at first entail working evenings for several months or several years. It may involve relocation to another region of the U.S. or elsewhere. It may involve taking a salary that is considerably less than contemporaries earn. All those reasons support curtailing the interview process and settling for another type of job or career. However, if you persevere and keep focused on a long term goal you have chosen, you will achieve the first position and move on towards your studied career of choice. Patience is a trait that all professions demand, yet few people possess in any quantity.

**Duties:**
- Direct Selling 30%, Indirect Selling 55%, Reporting 15%
- Weekly call schedule
- Revenue Estimates
- Number of Demos
- Market Research
Characteristics

- Effort – time & diligence
- Smarts
- Empathy
- Maturity
- Reliability / dependability
- Product knowledge

Types of Sales Positions

- Missionary
  - Northwestern Mutual
  - Konica-Minolta
- Detail Sales
  - Pfizer
  - McGraw-Hill/Irwin
- Trade Sales
  - Black & Decker
  - Newell Rubbermaid

Earnings

Risk vs. Reward

- Salary plus group bonus
- Base salary plus commission
- Full commission/draw

Training Systems

Academy Companies
- Formal Training
- Train in Territory

Relationship Marketing 101

Marketing is the development and distribution of goods and services to chosen market segments. When you take part in relationship marketing, you are targeting the buyer’s needs as opposed to completing the transactions. Those needs can be spread over a Marketing Segment, which is a group of buyers who all share certain characteristics.

Marketing Segment

The A group of buyers who share certain characteristics

Marketing Concept is

If you identify a buyer’s need and develop a product to satisfy that need over the long run, you will profit. There are four ways to identify a
buyer’s needs and this is presented as the Four P’s. Together these four elements the Marketing Mix used to target a specific market. Relationship Selling Is developing a long-term relationship by persuading a person or organization to act in mutually beneficial manner.

four elements we present to a target market

<table>
<thead>
<tr>
<th>The Four P’s</th>
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<tbody>
<tr>
<td>Product</td>
<td>Bundle of benefits</td>
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<tr>
<td>Price</td>
<td>Value placed</td>
</tr>
<tr>
<td>Promotion</td>
<td>Communication</td>
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<td>Place</td>
<td>Distribution</td>
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The Four Ps
Table 1.1: The Four P’s; the elements for the Marketing Mix.  

Product
Price
Promotion
Place

Distribution Channel
Manufacturer to the
Agent to the
Distributor to the
Industrial Buyer

What Relationship Selling Is
Developing a long-term relationship by persuading a person or organization to act in mutually beneficial manner.
Chapter Two: The Customer—How Buyers Make Decisions
Chapter Two: The Customer—How Buyers Make Decisions

(Consumer Behavior, How people buy)

Consumer Behavior 101
Perception is a system we use to select, organize, and interpret information.

Attitude is an emotional disposition toward a person, situation, or object.

Why do people buy? Need; a lack of something useful.

How people buy: a step-by-step guide

1. Incoming stimuli
2. Perceptual system
3. Their needs and wants (Establish our product as a want; Drive State)
4. Search Process (Cues and information lead into Drive process) (Cognitive dissonance)
5. Response (Purchase or postpone)
6. Reinforcement (sale or no sale)

*Persuasion is managing this process.

Needs, Verification and Validation

Awhile ago we talked about isolating needs. You know that you have to isolate several needs the buyer has, array the needs in a priority scheme and then use the needs to transition into a presentation of a solution or proposal.

In chapter five, we will talk about isolating needs in greater detail. For now, all you need to know is that you have to isolate several needs of the buyer. Then you need to order the needs by priority and use those needs to transition into a presentation of a solution or proposal.

Keep in mind that a **need** is a lack of something useful. You tie a need to a benefit that a product provides. If a century cyclist wants to have plenty of energy (need) without carrying too much fluid—and they failed to place in their last ride because they carried too little fluid (problem) and became
dehydration (implication of problem)—you want to provide a solution. Suppose you show the cyclist how your six ounce energy bar (feature) provides twenty percent more prolonged power than any other bar on the market (advantage), allowing the cyclist to carry less fluid but achieve greater prolonged power (benefit). (These key words how to effectively follow this process will be discussed in the next chapter.)

Most businesses have basic needs such as saving time, reducing costs, or increasing the amount of business. Beyond the overriding goals of the organization, needs may be very specific. "We need a way to print bar-coded labels off of our present hospital network"; "We need a way to get tagged and labeled merchandise to each of our three hundred retail outlets without running it through the Chicago distribution center." As you can see more specific needs require guided questioning like SPIN facilitates (SPIN is fully explained in chapter four). Note that needs are derived from the business and not the product being sold.

You have to verify what the buyer needs. You have to consciously do this before you can transition to the sales presentation Referenced in figure 4.2. There are a number of ways to verify needs. One approach is conversational:

"Mr. Hammond, let me see if I understand exactly what you're telling me. First, you want a way to get big accounts like Tandy Corporation to use you as an authorized travel vendor. To do so you have to be able to fax, copy, scan, and email executives effectively. Second, you want to be able to prepare color travel brochures in house and avoid having to task the job out. Third, you want to achieve the first two needs at a reasonable cost. Does that sound correct, Mr. Hammond? Are there any other needs you believe I missed?"

A second approach to verifying needs is more process oriented:

"Mr. Hammond, you have provided me with a good set of information about your business. At this point, I would like to review what appear to be your needs. As I relate each need, tell me if I am on target. These needs are important because they are what I will use to help you and your business."

In either case, you must verify the prospect’s needs. You cannot progress into the sales presentation without a clear idea of the buyers needs.

Your goal at the end of needs analysis is to surface three or four needs and then gain the customer’s approval of the existence of those needs. Also, you want to be sure that you’ve identified all the customer’s needs relevant to
your product. It would also be wise to rank the needs in terms of urgency. "Chris, of the four needs we’ve agreed on, which ones are essential for us to address today?” or “Chris, what would you rate as the most important of the four needs?”

How People Buy Products

It is important to keep in mind that people buy products based on perceived needs—they lack something useful. Someone may be aware of the need they have—you feel dehydrated on a very hot day, "Man, am I thirsty". Someone may be unaware of a need they have. You feel upset, but are unable to determine why—food, movies, friends, television, nothing dissipates the upset feeling. When you go to a clinic or health center the physician’s assistant indicates you’ve got a virus. Marketing involves identifying the buyer’s needs and developing a product to satisfy those needs, consistently. There are numerous thirst quenching drinks available today at convenience stores and elsewhere. Sadly, a number of antidepressant drugs exist as well to quench the symptom, but they do not fulfill the latent need. Some of you may enter fields where you work with people who have needs that are latent. Selling is one of those fields. In selling, your job is to uncover the need or needs the buyer has, helping them identify and maybe even address their needs.

The buying process model in figure 2.1 exemplifies how the buying process may work for an individual retail transaction. It is a cognitive model because it portrays a thought process people can enact to satisfy needs.

The model flows in a top down, unidirectional format. Consider first that all of us are bombarded with stimuli. We see pop-ups on the computer and billboards while driving. We also hear radio ads, television commercials, and discern bits of conversation. There are a lot of stimuli in modern society that a person must learn to filter out or control to accomplish desired tasks. To that end each of us develops a perceptual system. Your perceptual system selects, organizes, and interprets information based on criteria you develop over a lifetime. It allows you to focus on the task at hand. Suppose it is four p.m. on a weekday. You smell hamburgers cooking, and your stomach twinges because you are hungry. Your olfactory system was triggered by the scent of meat cooking.
You trained your perceptual system to respond to the smell of hamburger cooking years ago. You log on to the internet to look for a DVD on Amazon. You ignore over one hundred advertising items during the search. Sometimes a cue or stimuli gets through your perceptual system, although most things are filtered out.

If something seems as though it might satisfy a need you have, it is perceived. You see someone eating a candy bar while you are going to your next class. Suddenly your stomach twinges—you need nourishment. You go to a nearby sandwich shop and order a sub and a small drink. The stimuli permeated your perceptual system and triggered a need—nourishment. You could use nourishment. While the stimulus was a candy bar, you wanted a submarine sandwich at that particular time.

A want is the way you satisfy a particular need. Suppose you sell information management backup software to local companies like Sloane Cunningham. You call prospective clients and ask if they do information backup. If they do, you ask how. Many clients say they use a tape drive system. You ask “Are you satisfied with the tape drive backup system?” If the prospect says “No, I am dissatisfied with our present system,” you go on to set an appointment to visit about your company’s system. Sloane Cunningham prospects in hope of penetrating an information manager’s perceptual system.

Let’s go through an example of how an organization may purchase an entry level copy writer. You will be prospecting in much the same way as Sloane Cunningham does when you go in search of your career position. You let
friends, business contacts, faculty, and the career center know you are in search of an entry level copy writer position. You distribute résumés and business cards, post your résumé on several professional web sites, visit meetings of the local advertising association, and register at the UNT Career Center. You place key words on your résumé: 'copy writer', 'internship', 'President's list'. The key words may penetrate an advertising firm's résumé screening program (a type of synthetic perceptual system). Perhaps the firm wants entry level copy writers with limited experience who have above average writing skills. Maybe the firm handles press releases for several clients in the Dallas/Fort Worth area. You receive an email or a call from a placement firm the advertising firm uses to search for new talent. So you have been perceived as a potential solution to a need—a want.

In the consumer behavior model, your résumé was a cue that was perceived during the active search process. The counselor at Kaye Bassman, the placement company, will review your materials and maybe interview you over the telephone. His job is to determine if you qualify for review by the advertising agency. Suppose the counselor sets up an interview for you with a team from the advertising agency. Now the company representatives spend thirty minutes to an hour visiting with you over the telephone or in person. The gating process occurs (see chapter eight). You have to demonstrate that you know what are their chief needs, and then show how you as a product can satisfy those needs—in hopes of continuing the evaluation process.

At some point the agency decides to move you ahead in the process. So they move on in the purchase process. You have one or two more interviews with the advertising firm. You may end up working for or with different people that interview you. Each interview probably involves different people whom you will work with or for. Your preparation, enthusiasm, portfolio, and high level of interest in a career as a copy writer convince the agency to hire you. Now the real selling begins. You see, after purchasing a new product a certain amount of dissonance exists.

The agency takes a risk when it hires a new professional, particularly someone with little real experience. It's much the same as when you go to a new restaurant or get engaged—considerable anxiety and uncertainty exist. Suppose you get really sick the night before you begin your job. The next morning you look as though you've been up all night. What are your coworkers and manager going to think? Your behavior serves as a negative reinforcement. People may say: “I knew we should have hired the girl from SMU” (Not). It is very important to project a positive image after the purchase has been made. That is why the best vendors provide positive post purchase reinforcement. You would want to prepare heavily the weekend before beginning your new job. You should arrive rested, alert, professionally dressed, and early. You want the managers and others at the agency to
believe they made a sound decision in hiring you. UNT will appreciate your efforts as well. All of this is discussed more detail in chapter seven.

The key point that you ought to think about how the buyer for your career field goes through the purchasing process. Run through the model. What types of stimuli will catch the buyer's attention? What type of needs does the buyer have? How can you get perceived by the buyer as a potential solution to a need (i.e. how can you become a 'want'?). If you get an interview with the buyer, how can you get her to open the gate? What types of stimuli should you project in a face-to-face visit? What samples of your work can you bring to show the buyer and increase her confidence in you as a way to satisfy the agency's need? What types of questions should you ask the buyer about the agency and its endeavors? How should you convey to the buyer that you are incredibly interested in the opportunity to work with this agency?

All the preceding questions signify that you are thinking about the buying process. Be sure you keep focused on the needs the buyer may have. Research the agency and its needs, learn its history. Think about how you can fit into their picture. A while ago we talked about isolating needs. You know that you have to isolate several needs the buyer has, array the needs in a priority scheme and then use the needs to transition into a presentation of a solution or proposal.

Keep in mind that a need is a lack of something useful. You tie a need to a benefit that a product provides. If a century cyclist wants to have plenty of energy (need) without carrying too much fluid—and they failed to place in their last ride because they carried too little fluid (problem) and became dehydrated (implication of problem)—you want to provide a solution. Suppose you show the cyclist how your six ounce energy bar (feature) provides twenty percent more prolonged power than any other bar on the market (advantage), allowing the cyclist to carry less fluid but achieve greater prolonged power (benefit).

Most businesses have basic needs such as saving time, reducing costs, or increasing the dollar volume of business. Beyond the overriding goals of the organization, needs may be very specific. “We need a way to print bar-coded labels off of our present hospital network”; “We need a way to get tagged and labeled merchandise to each of our three hundred retail outlets without running it through the Chicago distribution center.” As you can see more specific needs require guided questioning like that SPIN facilitates. Note that needs are derived from the business and not the product being sold.

You have to verify with the buyer what are her needs. Do so deliberately. Do so before you transition to the sales presentation (See slides 70 and 71). Okay, there are a number of ways to validate needs. One approach is conversational.
“Mr. Hammond, let me see if I understand exactly what you’re telling me. First, you want a way to get big accounts like Tandy Corporation to use you as an authorized travel vendor. To do so you have to be able to fax, copy, scan, and email executives effectively. Second, you want to be able to prepare color travel brochures in house and avoid having to job the task out. Third, you want to achieve the first two needs at a reasonable cost. Am I on track, Mr. Hammond? Are there any other needs you believe I missed?”

A second approach to validation is more process oriented:

“Mr. Hammond, you have provided me with a good set of information about your business. At this point, I would like to review what appear to be your needs. As I relate each need, you tell me if I am on target. These needs are important because they are what I will use to help you with your business.”

In either case, you must validate the prospect’s needs. You cannot progress into the sales presentation without a clear idea of what the buyer needs.

Your goal at the end of needs analysis is to surface three or four needs and then gain the customer’s assent as to the existence of those needs. Also, you want to be sure that you’ve identified all the customer’s needs relevant to your product. It would also be wise to rank the needs in terms of urgency. “Chris, of the four needs we’ve agreed on, which ones are essential for us to address today?” “Chris, what would you rate as the most important of the four needs?”

How People Buy Products (including you). It is important to keep in mind that people buy products based on perceived needs—they lack something useful. Someone may be aware of the need they have—you feel parched (need quenching) on a very hot day, “Man, am I thirsty”. Someone may be unaware of a need they have. You feel upset, but are unable to determine why—food, movies, friends, television, nothing dissipates the upset feeling. When you go to a clinic or health center the physician’s assistant indicates you’ve got a virus. Marketing involves identifying the buyer’s needs and developing a product to satisfy those needs, consistently. There are numerous thirst quenching drinks available today at convenience stores and elsewhere. Sadly, a number of antidepressant drugs exist as well they quench the symptom—but do not fulfill the latent need. Some of you may enter fields where you work with people who have needs that are latent. Selling is one of those fields. In selling, your job is to uncover the need or needs the buyer has, helping them identify and maybe even address their needs.
The buying process model in slide thirty-four exemplifies how the buying process may work for an individual retail transaction. It is a cognitive model in that it portrays a thought process people may enact to satisfy needs.

The model flows in a top-down, unidirectional format. Consider first that all of us are bombarded with stimuli. We see pop-ups on the computer, billboards while driving, hear radio ads and television commercials, discern bits of conversation, see things, and feel things. There are so many stimuli in modern society that a person must learn to filter out or control to accomplish desired tasks. Towards that end each of us develops a perceptual system. Your perceptual system selects, organizes, and interprets information based on criteria you develop over a lifetime. It allows you to focus on the task at hand. Suppose it is four o’clock p.m., on a weekday. You smell hamburgers cooking. Your stomach twinges. You need nourishment. Your olfactory system was triggered by the scent of meat cooking.

You trained your system to respond to the smell of hamburger cooking years ago. Most cues are filtered out of your olfactory system. You log on to the internet to look for a DVD on Amazon. You ignore over one hundred advertising items during the search. Sometimes a cue or stimuli gets through your perceptual system, although most things are filtered out. If something seems as though it might satisfy a need you have, it is perceived. You see someone eating a candy bar while you are going to your next class. Suddenly your stomach twinges—you need nourishment. You go to a nearby sandwich shop and order a sub and a small drink. The stimuli permeated your perceptual system and triggered a need—nourishment. You could use nourishment. While the stimulus was a candy bar, you wanted a submarine sandwich at that particular time.

A want is the way you satisfy a particular need. Suppose you sell information management backup software to local companies like Sloane Cunningham does. You call prospective clients and ask if they do information backup. If they do, you ask how. Many clients say they use a tape drive system. You ask “Are you satisfied with the tape backup system?” If the prospect says “No, I am dissatisfied with our present system,” you go on to set an appointment to visit about your company’s system. Sloane prospects in hope of penetrating an information manager’s perceptual system.

Let’s go through an example of how an organization may purchase an entry level copy writer. You will be prospecting in much the same way as Sloane Cunningham does when you go in search of your career position. You let friends, business contacts, faculty, and the career center know you are in search of an entry level copy writer position. You distribute resumes and business cards; post your resume on several professional web sites; visit meetings of the local advertising association; and register at the UNT Career Center. You place key words on your resume: ‘copy writer’, ‘internship’,...
"President's list". The key words may penetrate an advertising firm's resume screening program (a type of synthetic perceptual system). Perhaps the firm wants entry level copy writers with limited experience who have above average writing skills. Maybe the firm handles press releases for several clients in the Dallas/Fort Worth area. You receive an email or a call from a placement firm the advertising firm uses to search for new talent. So you have been perceived as a potential solution to a need—a want. In the consumer behavior model, your resume was a cue that was perceived during the active search process. The counselor at Kaye Bassman, the placement company, will review your materials and maybe interrogate you over the telephone. His job is to determine if you qualify for review by the advertising agency. Suppose the counselor sets up an interview for you with a team from the advertising agency. Now the company representatives spend thirty minutes to an hour visiting with you over the telephone or in person. The gating process occurs. You have to demonstrate that you know what are their chief needs, and then show how you as a product can satisfy those needs—in hopes of continuing the evaluation process. At some point the agency decides to move you ahead in the process. So they move on in the purchase process. You have one or two more interviews with the advertising firm. Each interview probably involves different people whom you will work with or for. Suppose your preparation, your enthusiasm, your portfolio, and your high level of interest in a career as a copy writer convince the agency to hire you. Now the real selling begins. You see, after purchasing a new product a certain amount of dissonance exists. The agency takes a risk when it hires a new professional, particularly someone with little real experience. It's much the same as when you go to a new restaurant or get engaged—considerable anxiety and uncertainty exist. Suppose you get really sick the night before you begin your job. The next morning you look as though you've been up all night. What are your coworkers and manager going to think? Your behavior serves as a negative reinforcement. People may say: "I knew we should have hired the girl from SMU" (Not). It is very important to project a positive image after the purchase has been made. That is why the best vendors provide positive post purchase reinforcement. You would want to prepare heavily the weekend before beginning your new job. You should arrive rested, alert, professionally dressed, and early. You want the managers and others at the agency to believe they made a sound decision in hiring you. UNT will appreciate your efforts as well.

The key point here is that you ought to think about how the buyer for your career field goes through the purchasing process. Run through the model. What types of stimuli will catch the buyer's attention? What type of needs does the buyer have? How can you get perceived by the buyer as a potential solution to a need (i.e. how can you become a 'want'?). If you get an interview with the buyer, how can you get her to open the gate? What types of stimuli should you project in a face-to-face visit? What samples of your work can you bring to show the buyer and increase her confidence in you as a way to
satisfy the agency’s need? What types of questions should you ask the buyer about the agency and its endeavors? How should you convey to the buyer that you are incredibly interested in the opportunity to work with this agency? All the preceding questions signify that you are thinking about the buying process. Be sure you keep focused on the needs the buyer may have. Research the agency and its needs. Learn its history. Think about how you can fit into their picture.
Chapter Three: The Sales Process
Chapter Three: The Sales Process

(Planning, The Call)
- Plan Your Call

The Sales Process

During this course you will look into marketing yourself and work with a sales model by participating in a sales exercise. Your Selling Solution Process

During the first half of this course you looked into marketing yourself. During the second half of the course you will work with a sales model by participating in a sales exercise.

The point of the exercise is to help you work out a means to persuading an individual or an organization to take an action that has mutual benefit. The thesis of the exercise involves your identifying the prospect’s chief needs. Remember, a need is a lack of something useful. You are trying to isolate what it is the prospect could use (e.g., save time, save money, save labor, enhance communication). To get to the prospect’s needs you engage in several steps:

1. **Qualify** the prospect as a valid correspondent for your efforts (money, authority, timeframe, need set).

2. **Determine** through questions what needs the prospect has (Neil Rackham’s SPIN approach works well here—Situation, Problem, Implication, Need Payoff).

3. **Communicate** the **features, advantages, and benefits** of your product in terms of how each corresponds to a specific need the prospect has.

4. **Gain a commitment** from the prospect for the next step (e.g., a second meeting, buying the product, allowing a trial installation, or attending a product demonstration).

Selling involves first finding valid prospects (buyers with credit or funds, authority to buy, a pressing time frame, and needs that correspond to the benefits your product offers).
Prospecting is done through several models. Sometimes you are assigned to a geographic area as an exclusive sales rep. You have to go through the area and identify valid users for your product. Konica Minolta Business Solutions "KMBS" assigns salespeople to a geographic area that may entail several zip codes. About 2000 possible accounts are located in the area. KMBS knows that a copier lease runs for about four years. Hence, 500 accounts will be making a decision as to their copier lease within a year. The sales rep has to locate the 500 accounts and sell at least 50 of them to make goal. Prospecting is the set of tasks the rep goes through to find the 500 accounts and catalog all 2000 accounts as to their copier information and lease information. Using account management software, the sales rep sets up the territory so they can then visit the account within six to eight weeks of the expiration of their copier lease. Each morning the sales rep calls ten, twenty, even thirty prospects to arrange visits. As you can see, prospecting is hard and detailed work.

All sales reps prospect first. The best salespeople prospect constantly. The sales model you will learn is common to several organizations. It involves a logic outlined in the Konica Minolta grading sheet you may find on the bulletin board on Vista Blackboard. It is a good idea to review the concepts underlying the sales model before going into the specifics of the selling exercise. The concepts underlying the selling model are what you can use to sell yourself or to sell products or services.

As noted in figure 3.1, there are two sales exercises you may work through: the Konica Minolta sales exercise and the Northwestern Mutual sales exercise. All the materials pertaining to the two exercises are available on the Vista bulletin Blackboard. You may want to go ahead and print out the items from both exercises. The materials will help you as we discuss the sales model. Likewise, you can begin planning how you will execute the sales exercise.
Transition to the Sales Presentation

After you validate the customer’s needs the stage is set for presenting a solution. You have concluded the initial approach to the customer and moved through the needs validation stage. The process could take ten or fifteen minutes or it could take a couple of months or more. The timing is a function of the size of the transaction and the scope or size of the business.

Bill Moorman, a major account representative with Konica-Minolta Business Solutions sells to clients like Methodist Hospital System and City of Fort Worth. Bill’s sales may take months of work. Whatever period of time is involved, your success in persuading the client rests on how accurately you have captured the key needs and to what extent the client believes those needs are legitimate. So, be sure you really understand the client’s needs and that the client sincerely identifies with those needs.

Meeting the needs of the client

Now you will change gears—getting the client to agree to let you discuss a way to meet those needs. Richard Langlotz of Konica-Minolta Business Solutions refers to this transition to a presentation as an ‘up front contract’ (Slide seventy-one). Richard believes that through the up front contract you and the customer set the parameters for doing business. Other sources refer to getting the customer’s agreement to let you discuss a
solution in terms of the agreed on needs an advantage approach. Whatever the case, you need to be able to phrase the transition smoothly.

“Mr. Hammond, if I can show you a way to speed up the pace of your business dramatically; cut the costs of supply items substantially; and save four to six hours of your assistant’s time each week, would you be willing to hear about it?”

Note that you are tying the needs to a solution you will offer – ‘a way to...’. What’s unique is that you’re tying the needs the customer has to a solution you offer. The solution is specific to the customer. Essentially, you are applying marketing on a micro scale. Avoid simply introducing the product. Keep in mind that you are selling a solution that is achieved through a product. In some cases, if you sell services, you are selling purely solutions (save time, have happier customers, achieve more accurate diagnostics, achieve more accurate billing, achieve and achieve faster turn-around on my the money invested). Good salespeople can stay with the solutions perspective for the whole sales.

**Need, Feature, Advantage, Benefit, Tie Down**

Figures 3.2 includes the acronym (NFABTd). (NFABTd) is what we will call a unit of persuasion. A **unit of persuasion** is how you tie the buyer’s needs to the solution you are going to offer. Note: The unit begins with a need. You start out with one of the needs the buyer acknowledged during validation.

“Chris you said you do not want to hire any more employees, but need to speed up processing of customers’ orders” [Need].
“Chris, I am thinking of a system for Travel Express that has a speed of twenty copies per minute” [Feature of your product].

“That’s over twice the speed of your present copier” [Advantage].

“Nancy can copy in less than half the time it presently takes, freeing her up to take care of customers—and you do not have to hire any more employees” [Benefit].

“How do you feel about halving the time it takes to copy and being able to service more people faster, Chris?” [tie-down].

A **need** is the basis for your presentation. Without a need you cannot discuss the product. Whatever aspects of the product you discuss must be tied to a need. You discuss only features of the product that relate to the needs you and the buyer establish.

A **feature** is a characteristic of the product. A feature can contribute to satisfying a need only if it confers an advantage.

An **advantage** is a performance characteristic of a feature. “The advantage of the Blackberry is that it allows you to telephone clients and to monitor and respond to emails as well.” “Active handling allows you to gain greater traction on turns while maintaining your speed.” Your feature needs to be one that offers an advantage. Otherwise, you need to be honest with the buyer and relate its inadequacy.
A benefit is what the buyer gets from the feature. The benefit must tie to the need you cited at the beginning of the unit of persuasion. "Because the system I am proposing copies twice as fast as your present system, Nancy gains a great amount of time she can use to deal with customers—and you will not have to hire another employee." The benefit must clearly and vividly relate to the buyer's need.

A tie-down is a tool you use to see to what extent the buyer agrees with your logic. Look the buyer in the eye. She should be nodding or even excited about how the feature you just shared will improve her life or business. The tie-down forces the buyer to respond to your logic. If the buyer ho-hums you, you need to find out why. That is why you need to list out for each major need several features of your product and the advantages and benefits they confer. Slide seventy-one presents such a benefits map.

Here is a summary of how to use units of persuasion. Take each need one at a time. You then link to the need a relevant feature or characteristic of your product. Show how that feature confers an advantage to the buyer (it performs better than expected) as far as satisfying her need. Specify clearly the benefit the buyer will derive from using that feature in terms of the need selected. Then ask the buyer to what extent they agree with the logic of the statement.

"Ms. Smith, you said you need a car that helps you feel safe on IH-35. The car I am thinking of has a peppy engine. The engine will allow you to get onto the interstate quickly—and avoid being stuck on the on ramp or over-run by a semi. That way you will feel confident and safe as you drive up or down the interstate. Do the ideas of a peppy car and the accompanying confidence and safety you achieve appeal to you?"

Provide at least one unit of persuasion (NFABTd) per need the buyer has for each need of the buyer. If a need is particularly acute, set in two or three units of persuasion. Suppose Chris Hammond wants to save time at Travel Express. "Mr. Hammond, you indicated that saving time is a must here at Travel Express. The copier I am thinking of offers a couple of ways for you and Nancy to save time (need). The copier has a desktop console (feature). The console allows the user to make up to 999 copies of a document in one run from your desk (advantage). That way, the user can scan in the documents to be copied, select a quantity and do other tasks at their desk while the machine copies (benefit). Another way the copier will help you save time (need) is through its paper drawers (feature). You can load up to 1200 sheets of paper in the two paper drawers that come with the copier (advantage). That way, you will have to load paper only one or two times per week (benefit)". See how you can link the product to the buyer's needs?
To use units of persuasion, you will want to develop a map of (NFABTd) or benefits map (Figure 3.24). That is, for each product you sell, write out the needs that the product addresses, list features that associate with each need, state the advantages of each feature, and then specify benefits the advantages confer.

![Change Gears: “Advantage Approach” “Up-front Contract”](image)

Figure 3.2: NFABTd unit of persuasion chart.

Using units of persuasion requires preparation and practice on your part. To sell yourself you would need to set out the needs common to employers in your career area and job category. Then you need to look at your features (knowledge, skills, abilities, and attitudes) and match them up with the buyer’s needs.

So, what advantage does each of your features provide for the buyer? Suppose you are interviewing with Bayer Pharmaceutical. You know Bayer needs people who can learn complex medical information (need). You are a certified pharmacy technician (feature). Your status as a pharmacy technician means you can learn complex medical information faster than most other job candidates (advantage). The benefit to Bayer is that you will be up to speed on products faster than many other new hires (benefit). Does that sound like something Bayer can use in a new hire? (tie down).

**Concluding the visit**

Keep in mind that if you follow the selling model exactly, the buyer will know where you are leading. By allowing you to transition from approach to
presentation, the buyer implicitly agreed to hear you out as long as you stay with the needs identified. As you go through the units of persuasion, the buyer may express interest or concern. You need to address the concerns. A concern that might exist with the copier is its price. You haven’t mentioned price. You can handle price by mentioning it before you go over the units of persuasion or you can hold off until you have established value with the buyer. Another concern a buyer might have is how they will allocate funds for the product. Chances are good that your company offers a payment plan to accommodate buyers.

The point to keep in mind is that concerns on the buyer’s part represent interest. If a buyer asks about price she has some interest in the product. If a buyer is concerned about how to pay for the product, she is interested in it. Be sure to speak confidently as you address concerns. Sometimes, it is a good idea to rephrase the concern to be sure you understand what the buyer wants to know. “Ms. Hammond, let me see if I understand your concern. You wonder about how you would pay for this copier. Am I correct?”

Sometimes, you will have to quantify a buyer’s concern. Suppose the buyer tells you $2000 is too much to pay for a copier. You rephrase the concern: “So you believe $2000 is too much for the copier?” Then you might ask “Suppose I cut the price by $500?” The buyer says that dropping the price by $500 is good. “Well, Ms. Hammond, I cannot drop the price by $500.” “Would you agree that saving $100 or more per week on color copying is a real advantage of the copier?” “How much is saving $100 per week worth to you over the life of the copier?” Suppose Ms. Hammond guesses it is worth $15,000 savings in color copies alone. “Then actually your savings on color copies come close to the $18,000 you spend over three years on leasing the machine?”

Another aspect of closing is if a buyer is concerned with price you need to focus on cost of operating or owning the product. Suppose you are working with Terry Patterson, a young lawyer. You and Terry are talking about disability insurance. It turns out that for Terry Patterson to have the maximum allowable disability insurance it will cost $6000 per year. Terry believes that $6000 ‘is a lot of money’. You agree. “Terry, does that mean you do not want to carry the maximum amount of disability insurance?” Terry is uncertain. You go over the cost versus benefits. “Terry, for a bit over $15 per day, you are able to be sure that your earning power will carry on whether you are at work or in a rehabilitation center. That means that Sam, Todd, and Lisa are able to continue school, sports, and living while you work or recover from any type of injury or malady.” You can do the same thing, calculating cost of ownership, for a copier (see slides seventy-three and seventy-four).
The point of the exercise is to help you work out a means to persuading an individual or an organization to take an action that has mutual benefit. The thesis of the exercise involves your identifying the prospect’s chief needs. Remember, a need is a lack of something useful. You are trying to isolate what it is the prospect could use (e.g., save time, save money, save labor, enhance communication). To get to the prospect’s needs you engage in several steps:

1. **Qualify** the prospect as a valid correspondent for your efforts (money, authority, timeframe, need set).

2. **Determine** through questions what **needs** the prospect has (Neil Rackham’s SPIN approach works well here—Situation, Problem, Implication, Need Payoff).

3. **Communicate** the features, advantages, and **benefits** of your product in terms of how each corresponds to a specific need of the prospect has.

4. **Gain a commitment** from the prospect as to a next step (e.g., a second meeting, or buying the product, or allowing a trial installation; or attending a product demonstration).

Selling involves first finding valid prospects (buyers with credit or funds, authority to buy, a pressing time frame, and needs that correspond to the benefits your product offers). Prospecting is done through several models. Sometimes you are assigned to a geographic area as an exclusive sales rep.
You have to go through the area and identify valid users for your product. Konica Minolta Business Solutions assigns salespeople to a geographic area that may entail several zip codes. About 2000 possible accounts are located in the area. KMBS knows that a copier lease runs for about four years. Hence, 500 accounts will be making a decision as to their copier lease within a year. The sales rep has to locate the 500 accounts and sell at least 50 of them to make the goal. Prospecting is the set of tasks the rep goes through to find the 500 accounts and catalog all 2000 accounts as to their copier information and lease information. Using account management software, the sales rep sets up the territory so that she or he can then visit the account within six to eight weeks of the expiration of their copier lease. Each morning, the sales rep calls ten, twenty, even thirty prospects to arrange visits. As you can see, prospecting is hard, detailed work.

All Salespeople Prospect

The best salespeople prospect constantly. The sales model you will learn is common to several organizations. It involves a logic outlined in the Konica Minolta grading sheet you may find on the bulletin board on Vista. It is a good idea to review the concepts underlying the sales model before going into the specifics of the selling exercise. The concepts underlying the selling model are what you can use to sell yourself or to sell products or services. As noted in slide sixty-seven, there are two sales exercises you may work through: the Konica Minolta sales exercise and the Northwestern Mutual sales exercise. All the materials pertaining to the two exercises are available on the UNT Vista Blackboard bulletin board website. You may want to go ahead and print out the items from both exercises. The materials will help you as we discuss the sales model. Likewise, you can begin planning how you will execute the sales exercise.

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After you validate the customer’s needs the stage is set for presenting a solution. You have concluded the initial approach to the customer and moved through the needs validation stage. The process could take ten or fifteen minutes or it could take a couple of months or more. The timing is a function of the size of the transaction and the scope or size of the business. Bill Moorman, a major account representative with Konica Minolta Business Solutions sells to clients like Methodist Hospital System and City of Fort Worth. Bill’s sales may take months of work. Whatever period of time is involved, your success in persuading the client rests on how accurately you have captured the key needs and to what extent the client believes those needs are legitimate. So, be sure you really understand the client’s needs and that the client sincerely identifies with those needs. Now, you will change gears—getting the client to
agree to let you discuss a way to meet those needs. Richard Langlotz of Konica-Minolta Business Solutions refers to this transition to a presentation as an ‘up front contract’ (Slide 73). Richard believes that through the up front contract you and the customer set the parameters for doing business. Other sources refer to getting the customer’s agreement to let you discuss a solution in terms of the agreed on needs an advantage approach. Whatever the case, you need to be able to phrase the transition smoothly.

“Mr. Hammond, if I can show you a way to speed up the pace of your business dramatically; cut the costs of supply items substantially; and save four to six hours of your assistant’s time each week, would you be willing to hear about it?”

Note that you are tying the needs to a solution you will offer – ‘a way to...’ What’s unique is that you’re tying the needs the customer has to a solution you offer. The solution is specific to the customer. Essentially, you are applying marketing on a micro scale. Avoid simply introducing the product. Keep in mind that you are selling a solution that is achieved through a product. In some cases, if you sell services, you are selling purely solutions (save time, have happier customers, achieve more accurate diagnostics, achieve more accurate billing, achieve faster turn-around on my money).

Good salespeople can stay with the solutions perspective for the whole sale. Need, Feature, Advantage, Benefit, Tie Down. Slides 70, 71, and 75 include the acronym NFABt. NFABt is what we will call a unit of persuasion. A unit of persuasion is how you tie the buyer’s needs to the solution you are going to offer. Note that the unit begins with a need. You start out with one of the needs the buyer acknowledged during validation.

“Chris you said you do not want to hire any more employees, but need to speed up processing of customers’ orders” [Need].

“Chris, I am thinking of a system for Travel Express that has a speed of twenty copies per minute” [Feature of your product].

“That’s over twice the speed of your present copier” [Advantage].

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A feature is a characteristic of the product. A feature can contribute to satisfying a need only if it confers an advantage. An advantage is a
A feature needs to be one that offers an advantage. Otherwise, you need to be honest with the buyer and relate its inadequacy.

A benefit is what the buyer gets from the feature. The benefit must tie to the need you cited at the beginning of the unit of persuasion. “Because the system I am proposing copies twice as fast as your present system, Nancy gains a great amount of time she can use to deal with customers—and you will not have to hire another employee.” The benefit must clearly and vividly relate to the buyer’s need.

A tie-down is a tool you use to see to what extent the buyer agrees with your logic. Look the buyer in the eye. She should be nodding or even excited about how the feature you just shared will improve her life or business. The tie-down forces the buyer to respond to your logic. If the buyer ho-hums you, you need to find out why. That is why you need to list out for each major need several features of your product and the advantages and benefits they confer. Slide 75 presents such a benefits map.

Here is a summary of how to use units of persuasion. Take each need one at a time. You then link to the need a relevant feature or characteristic of your product. Show how that feature confers an advantage to the buyer (it performs better than expected) as far as satisfying her need. Specify clearly the benefit the buyer will derive from using that feature in terms of the need selected. Then ask the buyer to what extent they agree with the logic of the statement.

“Ms. Smith, you said you need a car that helps you feel safe on IH-35. The car I am thinking of has a peppy engine. The engine will allow you to get onto the interstate quickly—and avoid being stuck on the on ramp or overtaken by a semi.

That way you will feel confident and safe as you drive up or down the interstate.

Do the ideas of a peppy car and the accompanying confidence and safety you achieve appeal to you?”

Provide at least one unit of persuasion (NFABt) per need of the buyer has. If a need is particularly acute, set in two or three units of persuasion. Suppose Chris Hammond wants to save time at Travel Express. “Mr. Hammond, you indicated that saving time is a must here at travel express. The copier I am thinking of offers a couple of ways for you and Nancy to save time (need). The copier has a desktop console (feature). The console allows the user to make up to 999 copies of a document in one run from your desk (advantage).
That way, the user can scan in the documents to be copied, select a quantity and do other tasks at their desk while the machine copies (benefit). Another way the copier will help you save time (need) is through its paper drawers (feature). You can load up to 1200 sheets of paper in the two paper drawers that come with the copier (advantage). That way, you will have to load paper only one or two times per week (benefit). See how you can link the product to the buyer’s needs?

To use units of persuasion, you will want to develop a map of NFABt or benefits map (slide 75). That is, for each product you sell, write out the needs that the product addresses, list features that associate with each need, state the advantages of each feature, and then specify benefits the advantages confer.

Using units of persuasion requires preparation and practice on your part. To sell yourself you would need to set out the needs common to employers in your career area and job category. Then you need to look at your features (knowledge, skills, abilities, and attitudes) and match them up with the buyer’s needs. So what advantage does each of your features provide for the buyer? Suppose you are interviewing with Bayer Pharmaceutical. You know Bayer needs people who can learn complex medical information (need). You are a certified pharmacy technician (feature). Your status as a pharmacy technician means you can learn complex medical information faster than most other job candidates (advantage). The benefit to Bayer is that you will be up to speed on products faster than many other new hires (benefit). Does that sound like something Bayer can use in a new hire? (tie down).

Concluding the visit (Slides 70 and 77 through 81, 108–115).

Keep in mind that if you follow the selling model exactly, the buyer will know where you are leading. By allowing you to transition from approach to presentation, the buyer implicitly agreed to hear you out as long as you stay with the needs identified. As you go through the units of persuasion, the buyer may express interest or concern. You need to address the concerns. A concern that might exist with the copier is its price. You haven’t mentioned price. You can handle price by mentioning it before you go over the units of persuasion or you can hold off until you have established value with the buyer. Another concern a buyer might have is how they will allocate funds for the product. Chances are good that your company offers a payment plan to accommodate buyers. The point to keep in mind is that concerns on the buyer’s part represent interest. If a buyer asks about price she has some interest in the product. If a buyer is concerned about how to pay for the product, she is interested in it. Be sure to speak confidently as you address concerns. Sometimes it is a good idea to rephrase the concern to be sure you understand what the buyer wants to know. “Ms. Hammond, let me see if I understand your concern. You wonder about how you would pay for this copier. Am I correct?” Sometimes you will have to quantify a buyer’s concern.
Suppose the buyer tells you $2000 is too much to pay for a copier. You rephrase the concern: “So you believe $2000 is too much for the copier?” Then you might ask “Suppose I cut the price by $500?” The buyer says that dropping the price by $500 is good. “Well, Ms. Hammond, I cannot drop the price by $500.” “Would you agree that saving $100 or more per week on color copying is a real advantage of the copier?” “How much is saving $100 per week worth to you over the life of the copier?” Suppose Ms. Hammond guesses it is worth $15,000 savings in color copies alone. “Then actually your savings on color copies come close to the $18,000 you spend over three years on leasing the machine?”

Another aspect of closing is if a buyer is concerned with price you need to focus on cost of operating or owning the product. Suppose you are working with Terry Patterson, a young lawyer. You and Terry are talking about disability insurance. It turns out that for Terry Patterson to have the maximum allowable disability insurance it will cost $6000 per year. Terry believes that $6000 ‘is a lot of money’. You agree. “Terry, does that mean you do not want to carry the maximum amount of disability insurance?” Terry is uncertain. You go over the cost versus benefits. “Terry, for a bit over $15 per day, you are able to be sure that your earning power will carry on whether you are at work or in a rehabilitation center. That means that Sam, Todd, and Lisa are able to continue school, sports, and living while you work or recover from any type of injury or malady.” You can do the same thing, calculating cost of ownership, for a copier (see slides seventy-eight and seventy-nine).

**Transition to the Sales Presentation**

After you validate the customer’s needs the stage is set for presenting a solution. You have concluded the initial approach to the customer and moved through the needs validation stage. The process could take ten or fifteen minutes or it could take a couple of months or more. The timing is a function of the size of the transaction and the scope or size of the business. Bill Moorman, a major account representative with Konica-Minolta Business Solutions sells to clients like Methodist Hospital System and City of Fort Worth. Bill’s sales may take months of work. Whatever period of time is involved, your success in persuading the client rests on how accurately you have captured the key needs and to what extent the client believes those needs are legitimate. So be sure you really understand the client’s needs and that the client sincerely identifies with those needs.

Now, you will change gears—getting the client to agree to let you discuss a way to meet those needs. Richard Langlotz of Konica-Minolta Business Solutions refers to this transition to a presentation as an ‘up front contract’
Richard believes that through the up front contract you and the customer set the parameters for doing business. Other sources refer to getting the customer’s agreement to let you discuss a solution in terms of the agreed on needs an advantage approach. Whatever the case, you need to be able to phrase the transition smoothly.

“Mr. Hammond, if I can show you a way to speed up the pace of your business dramatically; cut the costs of supply items substantially; and save four to six hours of your assistant’s time each week, would you be willing to hear about it?”

Note that you are tying the needs to a solution you will offer – ‘a way to...’. What’s unique is that you’re tying the needs the customer has to a solution you offer. The solution is specific to the customer. Essentially, you are applying marketing on a micro scale. Avoid simply introducing the product. Keep in mind that you are selling a solution that is achieved through a product. In some cases, if you sell services, you are selling purely solutions (save time, have happier customers, achieve more accurate diagnostics, achieve more accurate billing, achieve faster turn-around on my money).

Good salespeople can stay with the solutions perspective for the whole sales.

**Need, Feature, Advantage, Benefit, Tie Down**

Slides 70, 71, and 75 include the acronym NFABt. NFABt is what we will call a unit of persuasion. A unit of persuasion is how you tie the buyer’s needs to the solution you are going to offer. Note that the unit begins with a need. You start out with one of the needs the buyer acknowledged during validation.

“Chris you said you do not want to hire any more employees, but need to speed up processing of customers’ orders” [Need].

“Chris, I am thinking of a system for Travel Express that has a speed of twenty copies per minute” [Feature of your product].

“That’s over twice the speed of your present copier” [Advantage].

“Nancy can copy in less than half the time it presently takes, freeing her up to take care of customers—and you do not have to hire any more employees” [Benefit].

“How do you feel about halving the time it takes to copy and being able to service more people faster, Chris?” [tie-down].

A need is the basis for your presentation. Without a need you cannot discuss the product. Whatever aspects of the product you discuss must be tied to a
need. You discuss only features of the product that relate to the needs you and the buyer establish.

A feature is a characteristic of the product. A feature can contribute to satisfying a need only if it confers an advantage.

An advantage is a performance characteristic of a feature. “The advantage of the Blackberry is that it allows you to telephone clients and to monitor and respond to emails as well.” “Active handling allows you to gain greater traction on turns while maintaining your speed.” Your feature needs to be one that offers an advantage. Otherwise, you need to be honest with the buyer and relate its inadequacy.

A benefit is what the buyer gets from the feature. The benefit must tie to the need you cited at the beginning of the unit of persuasion. “Because the system I am proposing copies twice as fast as your present system, Nancy gains a great amount of time she can use to deal with customers—and you will not have to hire another employee.” The benefit must clearly and vividly relate to the buyer’s need.

A tie-down is a tool you use to see to what extent the buyer agrees with your logic. Look the buyer in the eye. She should be nodding or even excited about how the feature you just shared will improve her life or business. The tie-down forces the buyer to respond to your logic. If the buyer ho-hums you, you need to find out why. That is why you need to list out for each major need several features of your product and the advantages and benefits they confer. Slide 75 presents such a benefits map.

Here is a summary of how to use units of persuasion. Take each need one at a time. You then link to the need a relevant feature or characteristic of your product. Show how that feature confers an advantage to the buyer (it performs better than expected) as far as satisfying her need. Specify clearly the benefit the buyer will derive from using that feature in terms of the need selected. Then ask the buyer to what extent they agree with the logic of the statement.

“Ms. Smith, you said you need a car that helps you feel safe on I-35. The car I am thinking of has a peppy engine. The engine will allow you to get onto the interstate quickly—and avoid being stuck on the on ramp or over-run by a semi. That way you will feel confident and safe as you drive up or down the interstate. Do the ideas of a peppy car and the accompanying confidence and safety you achieve appeal to you?”

Provide at least one unit of persuasion (NFABt) per need the buyer has. If a need is particularly acute, set in two or three units of persuasion. Suppose Chris Hammond wants to save time at Travel Express. “Mr. Hammond, you
indicated that saving time is a must here at Travel Express. The copier I am thinking of offers a couple of ways for you and Nancy to save time (need). The copier has a desktop console (feature). The console allows the user to make up to 999 copies of a document in one run from your desk (advantage). That way, the user can scan in the documents to be copied, select a quantity and do other tasks at their desk while the machine copies (benefit). Another way the copier will help you save time (need) is through its paper drawers (feature). You can load up to 1200 sheets of paper in the two paper drawers that come with the copier (advantage). That way, you will have to load paper only one or two times per week (benefit). See how you can link the product to the buyer’s needs?

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for the product. Chances are good that your company offers a payment plan to accommodate buyers.

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Another aspect of closing is if a buyer is concerned with price you need to focus on cost of operating or owning the product. Suppose you are working with Terry Patterson, a young lawyer. You and Terry are talking about disability insurance. It turns out that for Terry Patterson to have the maximum allowable disability insurance it will cost $6000 per year. Terry believes that $6000 is a lot of money. You agree. "Terry, does that mean you do not want to carry the maximum amount of disability insurance?" Terry is uncertain. You go over the cost versus benefits. "Terry, for a bit over $15 per day, you are able to be sure that your earning power will carry on whether you are at work or in a rehabilitation center. That means that Sam, Todd, and Lisa are able to continue school, sports, and living while you work or recover from any type of injury or malady." You can do the same thing, calculating cost of ownership, for a copier (see slides seventy-eight and seventy-nine).
Planning the Call

When it comes to the call you have to know in what direction you want the call to go. So if you don’t know where you want to go, you won’t get anywhere!
Map it out! (Figure 3.:). You first need to know your call objectives: what, who, when, where, why, how.

<table>
<thead>
<tr>
<th>Maping Out the Call</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Call Objective</strong></td>
</tr>
<tr>
<td><strong>Account Review</strong></td>
</tr>
<tr>
<td><strong>Plan</strong></td>
</tr>
<tr>
<td><strong>Commit</strong></td>
</tr>
</tbody>
</table>

Figure 3.: Mapping out your call.

Every call needs to have a call overview, starting with preliminaries. *Preliminaries* are the steps for setting up the call using a greeting and communicating in a pleasant way that will allow you to transition into qualification. *Qualification* uses the MANT process to qualify the client; *Money, Authority, Need, Timeliness*. The next process of the call required interrogation. However, do not use the *interrogation* process in a negative manner. Use it to ask questions that give you information about the client or give you a feel for what the client wants out of the call. The point is to ask your question and then listen intently. Before you get into the presentation, make sure you get permission to speak. Making sure you highlight how you will be able to meet their needs with a prepared transition. The presentation requires that you used NFABTd (See earlier text). After the call presentation you can use the close (see chapter seven).

*Call objective (the hill)*
Account Review (intel)
Plan (think FAB)
Commit (attack!)

Call objectives

- What
- Who
- When
- Where
- Why
- How

Call overview

1. Doing Preliminaries
2. Qualification (MANT)
3. Interrogation/questioning
4. Conditional Transition
5. Presentation (NFABTd)
6. Conclusion

Preliminaries
1. Greet
2. Clarify Prospect
   - Name
   - Title
   - Position
3. Pleasantries
4. Remove Distractions
5. Transition
   Qualify the client
   Money
   Authority
   Need
   Timeliness
Interrogation:
Tell me where it hurts? (part 1)
   1. Let client explain their pain.
   2. Listen closely.
   3. Determine the problem & history.
   4. Do not propose a solution yet!
Get permission to speak
   “If I can show you a way to <meet needs> would you be interested?”
   - Use their language
   - Use a logical order

Presentation
1. Need
2. Feature
3. Advantage
4. Benefit
5. Tie Down

NFABTd
(Unit of Persuasion)

Need
- Repeat their need in their words with their emphasis
- Order those needs for effect
- Show them you cared to listen

Feature
- Facts
- Physical characteristics
- Capabilities
- Contents
- It’s in product literature.

Advantage
- Allows the client to meet his or her needs better
- Reduces cognitive dissonance
- Puts the client at ease

Benefit
- Favorable to the client
- Benefits can be real or perceived
- It’s what people buy!

Tie Down
- Confirms that feature solves client’s needs
- Elicits client agreement regarding your solution

Conclusion
1. Ask if questions remain
2. (If questions remain, answer them.)
3. Ask if any other questions remain.

Close
Mr./Ms. _____, would you agree that <all three> features suit <all three> needs?
When would you like delivery?

Follow-Up
- Call them to check the installation
- Write a thank you note
- Drop by to see how its working
Chapter Four: SPIN Solution Selling
Chapter Four: SPIN Solution Selling

Theory underlining the Sales Process

Figure 4.1 Slide sixty-nine seventy relates a general logic for selling. As you can see, the approach keys on interrogation. The idea of the approach is to get into what problems the prospect is having in the business and then link those problems to effects or implications. From the effects or implications or ‘hurts’ the salesperson helps the prospect derive specific needs.

It is important to make the needs as specific as possible. Rather than query: "So you need a way to speed up processing in your office; Right?”; it would be better to query: "It sounds as though you seek a way to multi-task so that your office staff can handle clients and prepare orders while they copy or fax. Am I on the right track?” The more specific and rich the need, the more you can tie that need to the advantages your product or service offers—unless your product will not satisfy the need.

Figure 4.1: The selling model.

Note: that the process begins with interrogation—asking questions to gain an idea of what is the prospect’s situation. The textbook used in this course, SPIN Selling by Neil Rackham, relates a method of questioning you can use in
the sales process. Spin entails four types of questions. **Situation questions** are used to gain a general appreciation for the prospect’s operation. **Problem questions** surface aspects of the operation that need improvement or parts of a process that are impairing a business. **Implication questions** tap how aggravating or serious a particular problem is for a customer—they gauge pain or fear. **Need-payoff questions** set up contingencies. “If there were a way you could address the problem you said places your business in danger, would you be willing to hear about it?”

You will better understand the material in the sales section of this course if you read carefully chapters one through five of the text. As well, in the Konica-Minolta folder on your Vista bulletin Blackboard you will find a Word file containing a number of questions of various types (situation questions, problem questions, implication questions, need payoff questions). You might want to look over the questions as you read the SPIN book. Try to get to the problem questions as quickly as possible. Then work the implications to help the buyer determine what is the biggest problem he needs to address. Finally, you will need to work hard to develop need—payoff questions or statements. The need-payoff questions or statements are the basis you sell on. The better you are at working problem questions, deriving implications with the buyer, and framing need-payoff questions, the easier you will find it to sell. Your sales project keys on identifying three real needs the buyer has. It is really unimportant how much detail you know about the product relative to how well you identify the real needs the buyer has.

Questioning a prospect allows you to determine what considerations guide his decision making. That is, you seek to determine what type of problems he faces and how serious each problem is. Using the information you uncover as to problems and the importance of each problem, you derive needs. Read through the following sequence, noting the tenor of each question. Look at how the questions build one on the other.

“So Ms. Jones, you believe that lacking a T3 data line means you spend an additional three hours each week downloading data files?” [problem—implication].

“What would you be able to do with an additional three hours of work time each week?” [implication—need].

“So saving time is very important to your company” [implication—basic need].

“So you need an economical way to download data files so that you save at least three hours time each week?”[need-payoff].
"If I can show you a way to save three hours each week and download files twice as quickly as you presently do, would you be willing to hear about it?" [transition from need payoff to solution].

**Isolating Needs**

Here you have determined that saving time is a key need for Ms. Jones. You also determined that one of the chief tasks Ms. Jones faces is downloading data. You linked saving time to your product, a T3 data line. That, more or less, is the logic for identifying one need. Your will want to use such guided questioning with your prospect in the selling solution exercise. Again, take a look at the questions in the Konica-Minolta question set. The skill in questioning is building a line of thought that is driven by a problem the businessperson faces. Stay with the line of thought until you have crystallized a need. Once you have identified a need, put it on the shelf and go on to locate another problem. It is possible that your client has three, four, even five problems. Your challenge is to locate the problems and determine which of the problems are base or critical. For example, “My office is too hot” is certainly a problem. “It is so hot in the copy room that one lady almost passed out.” “I am afraid that unless we can get the temperature down in here, someone may sue me” [implication]. “So you need a system that operates at a low enough temperature for you to be sure that nobody will be endangered while working in the copy room?” [need payoff question].

Okay. Here is another problem for the same account. “I have to have color brochures to use in my travel seminars.” “Right now I make the brochures at Joe’s Copy Shop. That costs 25 cents per page. “Last month I spent $1000 on travel brochures—plus I had to go over and pick them up.” [problem]. “So you are concerned about spending $1000 per month on color copies and having to go over and pick them up as well?” [implication]. “It sounds as though you need a way to do color copies conveniently and less expensively in terms of money and time. Am I correct on that?” [need payoff]. “It sounds as though if I could share with you a way you can do color copies for much less per page and do them in-house, you would be interested in hearing about it. Are you interested in hearing about doing color copies in house?” [need-payoff, transition to sale].

The first problem, overheating of the copy room, is annoying. However, the second problem is critical from a business perspective. The second problem relates to money and time assets of the business person. Your job is to isolate the problems and through implication questions determine what is the order of importance of the problems. That task is called Needs Analysis (Figure 4.2).
Figure 4.2 (slide 69): The interrogatory model.

Front End Stuff

Slide 70 Figure 4.1 show 'Selling Model' breaks your sales visit into an interrogatory part and a sales part. The preliminary pleasantry is the first stage in the interrogatory part. New salespeople are sometimes concerned with introducing themselves to a prospect. They seem to believe there is a secret manner of introducing yourself that will allow you to attain and retain the prospect's attention. Short of having a pelican growing out of your ear, I am hard pressed to tell you how you can use a trick to get and retain someone’s attention.

The easiest way to begin a visit is to introduce yourself and explain why you are there. "Ms. Jones, I am Holly Martin, a sales representative for Konica Minolta Business Solutions. You and I spoke last week about visiting today at 9 a.m. about your business needs. Are we still on for a visit?" You tell Ms. Jones who you are, who you work with, and why you are there. Your candor allows Ms. Jones to locate you in her mind and to remember why she allowed you to visit.

Being candid, telling someone who you are, who you work with, and why you are there is a great first step. Setting a time window of 20 minutes helps as well. Ms. Jones now knows you are on site for only a short time (although you may well have allocated more time than 20 minutes). Next, you can make a brief comment if you wish. Your comment may relate to something neutral: "I like your office décor, Ms. Jones. It makes the place seem comfortable." That approach is a sincere compliment. Sincere compliments work for
environment, attire, or behavior of employees. If the receptionist goes out of her way to make you comfortable, providing a soft drink and allowing you to tie into the internet from the office, you can certainly tell the boss how much you appreciate the help of the receptionist. Another opening statement plays on common ground. If you see that the decision maker graduated from UNT in 2000 and you graduated in 2007, you certainly could comment.

Neutral Approach

Sometimes it is a good idea to let the prospect know that you’re there to see if grounds exist for a mutually beneficial arrangement. That is, you may want to reduce the prospect’s anxiety about having to deal with a salesperson. One novel approach to reducing anxiety involves acknowledging that this visit may be a one time encounter. Consider this sequence:

“Ms. Smith, I understand that our visit today may not provide a basis for further discussion. That is, my company may not have a solution to your needs right now.”

“However, it may also be that you and I determine that there is a basis for setting up a business relationship.”

“In either case, thank you in advance for agreeing to visit.”

Here you are trying to show the person you understand a basis has to exist for doing business. Since you have no idea what needs Ms. Smith has for her business, you cannot in good faith claim you can help her. She may be glad to hear that you understand her needs may lie outside your solution set. If done sincerely, such a statement can neutralize the prospect’s view of you, thereby facilitating the interchange of information. However, any attempt to neutralize the visit must be well phrased and truly sincere or it may backfire.

So far you’ve identified yourself, set the purpose and time for the visit, and maybe even acknowledged that the call is just that, an initial visit. Now you need to outline an agenda. That is let the prospect know how you see this call. “Mr. Patterson, during this visit I want to briefly share with you who Northwestern is, very briefly, and then spend most of the time discussing what are your long term financial goals and needs. Then, if you are interested in any of the offerings Northwestern has, I can address them and arrange to present to you on those items more fully at a future point...” For Konica-Minolta you might say: “Ms. Hammond, I want first to ask you several questions that will allow me to understand better what your needs may be in terms of copying and office workflow. Then, we may have a basis for discussing how Konica-Minolta might help you.”
You are trying to signal the prospect that you need to ask questions. At this point it is a good idea to have a list of questions that includes spaces for answers. For a financial sales exercise you might draw up a sheet with spaces for assets, liabilities, and cash flow. For a business machine sale you might have a list of questions akin to what is available on the Vista bulletin board.

You want to ask the questions first before discussing products. If the prospect wants to go straight to the product, explain that there are a number of different products that may suit her needs and you want to be sure that whatever product you select suits those needs exactly. The questions provide a basis for gauging needs and applications. I went to an auto body supply shop recently. I was searching for a product that would remove rust from the underbody of a car. The salesperson queried me to see what type of situation I was working with. Was I confronted with heavy corrosion or with surface rust? Was I treating rust only on the underbody of the car or would I also be working with visible surfaces?

**Questionnaire**

In the questionnaire section you do what some selling organizations call qualifying. Qualifying involves your determining with the prospect whether you are qualified to handle their needs and whether the prospect is qualified to be a customer of your organization.

It is a great idea to set up an information sheet or questionnaire as a way to qualify a client for a copier or financial services. You can load the base information you gather into your information system and you can also determine whether a basis exists for you to use to establish a business relationship with the prospect. This can be accomplished by finding out who the person you are talking to; this is One aspect of qualifying is for you to find out who you are talking to. “Ms. Jones, are you the person who signs the checks for business equipment this organization purchases?” Your question asks Ms. Jones if she is the decision maker [Authority]. “Ms. Jones, what is your role in purchasing business equipment here at Travel Express” is another way of asking the same question, as would be “Who is involved in the purchase decision for a copying system?”. You want to find out the person's role early in the process.

Once you have determined the person’s role you can more effectively phrase your questions. Ms. Jones may be gathering information for the CEO to use in deciding on a copier. You certainly want to learn as much as you can from Ms. Jones and hopefully get her to advocate your solution. However, it is
important to get to the person who will make the decision regarding a copier or whatever product it is you are selling. You also need to determine how the prospect pays for equipment: “Do you usually lease or buy equipment?” If you are a financial salesperson you would ask the person for information as to income, assets, and liabilities to determine their cash flow. Both types of questions relate to **Money**.

Finally, you need to ascertain where the prospect is in the buying process. If you are selling business equipment to a prospect who leases, you want to know when exactly their lease expires. Using the dead date for the lease, you can back out through the leasing process to arrive at a date for decision. If it takes one week to qualify an account for leasing and two weeks to locate and program a system, then the prospect needs to make a decision no later than fifteen business days out (three full weeks). Suppose you are at the three weeks point? Then you want to pin the buyer into making a decision that day or the next. This process is called **timeframing**. **Timeframing** is a powerful tool you can use in selling copiers, financial products, or yourself to a prospect.

**SPIN Approach**

The **SPIN approach** is great for high value sales. In order to procure those sales, you must use persuasive questions. The more questions that apply to the actual sale mean the greater success you will have with your sale. You also will be able to verify the needs and develop an appropriate product angle for your customer. Questions also help to nail down the types of needs of the client, such as implied or explicit needs.

- **Uses questions persuade**
- **More questions = Greater Success**

1. **Needs**

   **Developing the need**
   - a. All is great
   - b. Discontent arises
   - c. Becomes a problem
   - d. “There must be a better way!”

   **Now you have a need or intention to change.**
Types of Needs

Implied needs. “This car breaks down.”

Explicit needs “I want a new car.”

In large ticket sales, having many implied needs doesn’t make the sale. SPIN interrogation helps you control the customer’s need.

2. Question Types

SPIN

Situation Questions → Just facts. These questions establish the content. Ask questions about what product they are using now, how long they have used that particular product, or how many people use that. Keep in mind that these questions only benefit you, not the buyer. So, ask only as a few as they will not help your sale and will bore the buyer.

What are you using now?
How long have you had it?
Is it purchased or leased?
How many people use it?

Problem Questions → Explore difficulties. They determine how satisfied they are with their present product, and if they have run across any difficulties or found any important changes that need to be made. Questions like “Are you happy with your equipment?”, “What disadvantages of your system?”, “Does it have reliability problems?”, allow you to uncover implied needs. These questions are best suited for small sales.
How satisfied are you with it?
What's wrong with the way you're using it?
How difficult is it to use?
What kind of reliability does it have?

Implication Questions → Explore consequences. These types of questions seek information about how the present product affects the company's output, cost, and morale. They also play into determining if the present system allows expansion. Be cautious about how these questions make the buyer feel, such as becoming negative or depressed.

Implication questions:
Makes customers uncomfortable.
Can make buyers negative or depressed.

What effect does that have on your output?
Does that increase costs?
Does it cause higher turnover?

What effect does that have on your output?
Could that increase your costs?

Does it hurt employee morale?

Will you be able to expand as you have planned?

Need-payoff Questions → Tell the benefits of your solution. Questions such as "Would a faster machine speed your productivity?" allow you to focus the customer's attention on your solution. The goal here is to get the customer to explain which elements of their problem your solution can solve. There are two parts to need-payoff questions. Part one entails you asking them about how your product will
benefit their present situation, while part two is the buyer telling you about the solution.

Explore difficulties.

Uncovers implied needs.

Best for small sales.

____ Are you happy with your equipment?
____ What disadvantages of your system?
____ Does it have reliability problems?

Need-Payoff Questions:

Focuses the customer’s attention on the solution.

Need-Payoff questions have two parts.

Part One: You ask them.

____ Would a faster machine increase productivity?
____ Would eliminating waste save you money?
____ Would improving the process help you meet deadlines.

Part Two: They tell you about the solution!

____ Is it important to solve this problem?
____ Why would our solution be useful to you?
____ Are there any other ways we could help you?

Only benefit you, not the buyer.

Boring to the buyer.

Won’t help your sell.

Ask very few of them.

---

**SPIN Approach**

**Question Types**
Presenting

Objections

Commitment

Figure 4: Would a faster machine speed your productivity?

If we can improve your process, will it allow you to meet the new deadlines?

SPIN Summary

1. Establish context; situation questions
2. Explore difficulties; Problem Questions
3. Enhance their need; implication questions
4. Focus on solution; Need-Payoff Question

1. SPIN approach
2. Question Types
3. Presenting
4. Objections
5. Commitment

SPIN-selling

Great for high-value sales!

Uses questions persuade.

More and better questions create greater success.

SPIN Selling Strategy
### Planning AHEAD

**There are many benefits in asking need-payoff questions.** You’re a problem solver. So, brainstorm and
Write down your questions ahead of time. Try to build the value of the solution. Get the costumer talking about the solution, focusing their attention. By being successful when asking need-payoff questions, customers are more positive and constructive. This reduces objections when closing.

Need pay-off questions allow the costumer to attribute the solution to themselves. They sell themselves to the idea of your product by validating their need. This process allows the buyer to sell themselves internally and leaves them happy and positive with their solution.

When asking this type of question, be sure you do not ask them early in the call, since this will make the costumer defensive. Also, do not ask if you have no appropriate answer or if you are unable to meet their needs. Always get permission to talk, summarizing their needs first and then focusing those needs as you describe the solution using the unit of persuasion. Also, state

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<td><strong>You alleviate the buyer’s pain with</strong></td>
<td><strong>Need-Payoff Questions</strong></td>
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their explicit needs first to prevent objections. Explicit needs lead to benefits of your solution, which in turn leads to fewer objections.

What related difficulties could these problems cause your customer?
Write these down!

Situation Questions:
Help establish the content.
Only benefit you, not the buyer.
Boring to the buyer.
Won't help your sell.
Ask very few of them.

Problem Questions:
Explore difficulties.
Uncover implied needs.
Best for small sales.

_____ Are you happy with your equipment?
_____ What disadvantages of your system?
_____ Does it have reliability problems?

Implication questions:
Makes customers uncomfortable.
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Focuses the customer’s attention on the solution.

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_____ Would a faster machine increase productivity?
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_____ Would improving the process help you meet deadlines?

Part Two: They tell you about the solution!

_____ Is it important to solve this problem?
_____ Why would our solution be useful to you?
_____ Are there any other ways we could help you?

Benefits of Need-Payoff Questions
Build value of the solution.
Get the customer talking about the solution. Focuses his attention. Enables him to sell others.
Customers find it positive and constructive.
Reduces objections at closing.
Value of Need-Payoff Questions
Customers begin to attribute solution to themselves.
They tell you what’s important.
They begin to sell internally.
You leave them happy and positive.

Asking Need-Payoff Questions
Don’t ask them early in the call. It makes customers defensive.
Don’t ask them if
• you have no answer.
• you can’t meet their need.

Presenting Solutions
First, get permission to talk.
Summarize their needs first!
Focus on their needs as you describe the solution using the unit of persuasion.

Preventing Objections
State their explicit needs first to prevent objections!

Need is the buyer’s context.

Explicit need → benefit → fewer objections

Getting a Commitment
The process of getting a commitment begins when you first meet the buyer. There are four actions necessary to allow the sale process to be focused and end in a situation that benefits both you and the buyer. These four actions are: good questions and demo, answering all key needs, a summary that highlights benefits, and proposing the commitment.
The most important of these four actions is commitment. When proposing the commitment, it must advance the sale by making committing to your product as the next logical step. It also must be realistic for the time. If the company the buyer works for needs immediate change, and your product can provide this, do not delay the sale.

In the case of a small sale, use a traditional close, but for large sales, seek out a commitment to advance the sale. When they agree to move forward with the sale, thank them and get out! When it comes to the SPIN process, ensuring that each step is played out efficiently will allow for you to see that the way you conduct sales is working.

Four actions

- Good questions & demo
- Answers for all key needs
- Summary highlights—benefits
- Commitment proposed
  - Advances the sale
  - Logical next step
  - Realistic for the time

Commitment (Part 2)

For small sales, close traditionally.

For large sales, seek a commitment to advance the sale.

Commitment (Part 3)

When they agree

1. Thank them
2. Get out!
Chapter Five: Yourself as a Product
Chapter Five: Yourself as a Product

Customer’s needs, Your KSA (knowledge skills abilities), packaging yourself.

Dress Properly

Dress gives one the outward sign from which people can judge the inward state of mind. One they can see, the other they cannot.
More conservative is better still!

Customer’s Needs

The thesis of marketing, its chief concept, involves identifying and satisfying buyers’ needs. A need is a lack of something useful. A need as opposed to a product applies directly to a person or an organization. Jim gives his girlfriend a Labrador puppy. Did Jim’s girl need a puppy? No. Jim knew his girlfriend got lonely at night because she’s living down in Houston by herself. Jim’s girlfriend needed companionship. Jim knew if he helped his girl obtain companionship he would benefit himself as well. His girlfriend would be less likely to go off in search of companionship. Each time his girlfriend looks at the warm, cuddly puppy she will think of Jim. A Labrador is a more suitable companion than another guy, right? The puppy also satisfied Jim’s girl’s need for love. As Jim did, if you put yourself in the buyer’s place, empathize, you should be able to identify at least a few of the needs the buyer has. Think about needs that masses of people have. Many people need and want hot food late in the evening, delivered to their home or apartment. The fellow who developed Domino’s realized people needed hot, tasty food served late in the evening, for a reasonable price. He located pizza kitchens in old shopping centers and hired college students to deliver hot pizza and two liter beverages. So Domino’s satisfies a need for quick and tasty nourishment at odd hours. Companies like Dell, Domino’s, and Starbucks exemplify the marketing concept. They identified buyers’ needs and developed products that satisfy those needs consistently.

To sell yourself at a reasonable value you must determine the chief needs of your target market. To what extent does your target market expect commitment on your part? That is, does your target employer want new hires to stay with the firm over a certain interval of time? In such cases
companies look for people who are willing to relocate. You see, relocation puts the new employee in unfamiliar territory where they will be more likely to concentrate on learning the job. Willingness to relocate also evinces commitment on the part of an employee. UPS, Black & Decker, Hormel, and General Mills all transfer professional employees every eighteen months to two years. For such firms you would want to stress a willingness to relocate and to learn new tasks. You might also stress your longevity at part-time jobs or your longevity at your university. Mobility and desire for upward mobility in the organization aid such large organizations in growing and maintaining their systems. Think of meeting the employer’s chief needs as a trade or sale. You meet a need for mobility and they provide you with your base industry training. Mutual benefits can work for you.

Perhaps your target employer seeks leaders. Organizations that are growing or competing in fierce markets often seek professionals who can lead other employees towards a goal. Suppose you interview with Target Stores, Inc. Perhaps Target seeks people for a management training program. You infer that Target wants people who can achieve goals through others. Perhaps you were the scholarship chair for your sorority. You led the members to an all-time high grade point average during your term in office. On your resume you should list leadership as a skill you have cultivated and support that skill with your achievement as scholarship chair. You need to communicate sought benefits to the employer.

-Your Marketing Mix-

Suppose you identify your target companies. What can you do to develop yourself as a product that satisfies the chief needs the target organizations have? You have to determine what marketing mix will most appeal to the target market. A marketing mix is a set of elements you present to the target market. The elements of your mix, you in this case, include product, pricing system, promotional mix, and place or distribution.

A product is a bundle of benefits. You are the product you are selling to a potential career employer. Drawing on the chief needs of the target organization you need to position yourself. Suppose you find out that the company you seek desires commitment. We just discussed how you could convey commitment and leadership as features of you to a target market. You also determine that the company wants someone who can train others at some point over the next two years. What job or other roles have you held that included training others? Maybe you were a lifeguard in Plano for your first two summers in college. While lifeguarding you taught young children, tadpoles, how to swim. That’s great. You need to include that lifeguarding role on your resume and be ready to convey your readiness to train others during the job interview. The idea is that you have to find out what are the
expectations the organization has for the job you will occupy and probably for other jobs as well. Look at the company’s mission statement as outlined on their web site. Talk to recruiters and insiders to determine where the company is going and what skills and abilities it believes are needed to get there. At least look at the company’s mission statement to determine where they are going and what types of characteristics they believe they will need to get there.

Pricing also needs to be considered. Price is the value each party places on its product. The company expects your time and attention for perhaps sixty hours per week. The company expects you to relocate. The company expects you to work evenings and weekends or off shifts. You expect training, relevant work experience, new skills or greater development of existing skills, a career path. You expect to learn about a specific industry and its markets through both formal training and experience. You expect to receive a fair salary or incentive compensation and periodic supplements to that salary. You expect to work with people who share your desire to perform and learn. Each party seeks designated inputs from the other, the sum of those inputs represents a price. Much the same summated price exists in any relationship between people or between employee and organization. Keep in mind that the price changes in nature and scope over time.

Promotion involves the ways you communicate with a target market. Personal selling is a way to promote yourself via voice-to-voice or face-to-face interaction with your target market. Your efforts to prospect and follow up on the telephone or by email entail personal selling. Your behaviors before and during a job interview are part of your personal selling program. Advertising is another element of promotion. Your resume is product literature. Your business card is a form of sales promotion. So is your web site if you maintain one. Your business card, the greeting on your voice mail, and your professional portfolio or brag book are all sales promotion tools. You use sales promotion tools to get the attention of your target market, and thereby differentiate yourself. A thank-you note is a type of sales promotion device as well. Efforts you make to be involved in professional organizations and philanthropic events are ways to publicize yourself in a less obvious venue. Through professional events and philanthropies you meet other professionals.

Distribution is the place element of the marketing mix. It is how the product is “placed” so that the target market can purchase it. Distribution involves providing conveniently timed services; providing services that meet or exceed expectations; essentially, providing the right product at the right place and the right time. Distribution can also entail locating retail sites and distribution centers so that users and buyers can access a product conveniently. From the perspective of selling yourself, you might consider where target companies purchase professional employees—a question of
distribution. The Career Center may serve as a brokering point for job candidates in your field. A Cooperative Education Office is another point of contact with target employers. Professional associations can serve as a point of distribution for new entrants to a professional labor force. Networking is another means to put yourself in contact with those who may need your professional skills and abilities. Companies in some industries such as healthcare and pharmaceuticals pay referral bonuses. You can network through job fairs, friends, relatives, people you meet through your work, college professors, and other people who may have contacts in your professional field. The trick is mapping out your network of referrers and then contacting them periodically. Remember, you are distributing yourself.

Consider time, place, and extent dimensions as examples of distribution. For what portion of a day are you willing to work for your new career employer? Southeastern Motor Freight expects terminal manager candidates to work the night load and receiving shifts during the first year or two of employment. The company also locates trainees to small, out of the way terminals so they can learn the basic operations of the firm. In some industries new employees are expected to work long hours and holidays, the extent dimension of distribution. Other industries expect travel from their professional employees. My nephew, a UNT graduate, is a sales manager for Moen Corporation. He spends three out of four weeks a month out of town. My wife is called out of town with little notice for her job as a software installation consultant. It is important to learn what the distribution parameters for your desired profession are. Some time ago when I came to UNT I learned that I had to teach classes during late afternoons and evenings. I had not anticipated that demand. It is important to get an idea of the temporal dimensions of your potential career. Stephen Bishop, as a project manager for Nortel Networks, spent months in Spain, Nigeria, Mexico, and parts of the Soviet Union. He was jailed in one of the Balkan nations and robbed in another nation. However, Stephen viewed the experiences as part of learning to do business in different cultural zones. Stephen used the experience to build his career portfolio.

The point is that the more accessible you make yourself as a young professional, the more strongly many employers will consider you. Some old timers refer to this principle as ‘dues paying’. It is really a form of socialization to your career field.

**Developing Your Resume**

A resume is your product literature. A manager or human resources professional will use your resume to screen you in or screen you out. In that sense the resume is the basis a decision maker uses to infer knowledge, skills, and qualities an applicant possesses.
So how should you go about conveying your knowledge, skills, and qualities to decision makers in your target market? First, find out what qualities decision makers in your target market seek. How can you do that? You could go to a company's web site and look over job descriptions for the positions that you qualify for. Many firms post job descriptions. Human resources personnel can sometimes provide information concerning the knowledge, skills, and abilities the firm expects for a specific position. You can infer knowledge, skills, and abilities from job descriptions posted on a company’s web site. As well, you can go to a job posting web site like Monster.com and review thirty or forty postings in the area you’ve chosen. Keep a tally sheet, noting how many times particular qualifications, skills, traits, or abilities are noted. Contact people in the area of interest and ask them what are the chief areas of knowledge, skills, and abilities they believe you need to possess to enter their field. Having researched the position you should be able to list four or five qualifications your resume and other marketing literature needs to reflect.

Now it is time to set up your resume. Start out with a simple, scannable font. The font should be at least ten point. The reason you need to keep your resume simple and readable is that many organizations now scan resumes or receive resumes electronically. For your resume to scan or transfer effectively, it should have minimal special codes or fonts. For that reason, avoid preset templates. You will want to keep fifteen or twenty resumes in your brief case or folio. Make sure the printed resumes are on solid white or buff stock paper. Use the resumes when you are on job interviews, at job fairs, or searching for referrals.

What should be the order of information on your resume? A good way to determine how to order your information is to consult experts in a career center or recruiting firm. Some experts contend that recruiters focus on the top third of a resume in order to determine whether to read the rest of it. That means that one or more items on the top third of the resume need to draw the reader through the document. The UNT Career Center offers a booklet that addresses building a resume and writing a cover letter. The booklet outlines three types of resumes and explains when each is appropriate. A chronological resumes works when you have work experience relevant to the position you are applying for. A skill-based resume reflects relevant skills or abilities you possess. The cover letter needs to attune your resume to the specific position you are applying for. It should lay out the needs you believe the target firm has and then succinctly link your attributes to those needs.

The order of information on your resume follows a simple logic. Important, requisite items come first. Interesting yet tangential important information falls towards the end of the resume or is omitted. Everything on your resume
should have a level of importance and a rationale. Never repeat items. Omit items that are assumed. For example you needn’t put your high school on your resume or all the universities or colleges you attended. You needn’t put where you went to junior college. However, if you were awarded a full scholarship to Blinn Junior College, place that information under honors and awards. You needn’t put that you will graduate from University of North Texas, Denton, TX. Instead you might put Bachelor’s of Fine Arts, University of North Texas, Fall 2007. Keep in mind that a reader will spend less than fifteen seconds reviewing your resume.

Avoid trite fillers like ‘function well individually or as a member of a working team’. Instead use performance or skill-based statements such as: “managed a five person crew of framers,” or “one of a team chosen to open four new restaurants.” You need to place job related skills and qualifications the reader expects to see towards the top of the resume.

Here are several quick tips on ordering information on your resume:

*Put jobs in chronological order most recent first. Put months of employment: “May 1999 to June 2001, Plano Recreation Center, Plano, Texas, life guard and gymnastics assistant”.*

*Avoid leaving time gaps. If you went to school full time from June 2001 to June 2002, put that fact on your resume. Readers look for gaps in employment. Put down what percentage of your school expenses you paid for.*

*If you know you will need certain skills or abilities, indicate to what extent you’ve achieved them.* For a programmer or analyst it might be wise to list each common language: “expert in: C, C++; familiar with: SQL, Oracle…”

If you want to reflect certain traits such as responsible, relate job accomplishments that correspond. “Victoria’s Secret, Vista Ridge Mall, Denton, TX: keyholder, trainer—trained 30 sales associates, made daily bank deposit.” Say you want to show that you can work with large numbers of people: “Outback Steak House, Lewisville, TX: greeter, seated 200 to 300 people nightly.” Try to quantify or qualify every trait that you believe will be key to your job. If you think learning will be a requisite for your profession, meld your work and school accomplishment. “Maintained a 3.25 GPA overall, while working thirty hours per week.” Remember, companies look for people who can balance home and work. So indicate all your pursuits. If you worked, played football, and served on the NT40, in addition to majoring in accounting, put all that stuff on your resume. If you were an officer in your fraternity, get it on there. “Delta Sigma Phi social fraternity, treasurer for 2004-2005, collected over $30,000 in dues. Improved collection rate by 25 percent.”
Again, a resume provides a basis for the decision maker to draw an inference concerning your qualifications for a position. Be sure all your information is accurate. Avoid over-stating your accomplishments or abilities. Provide information you believe will help the decision maker screen you in or screen you out. It's a good idea to provide an anticipated graduation date so that the decision maker knows when you'll be available for training. The UNT Career Center resume tips booklet provides good examples of phrasing and wording for you to consider.

It is a good idea to customize your resume for the companies or opportunities you really want—your top three or four choices. Say you are looking at C.H. Robinson, Southeastern Freightways, and Burlington Northern Santa Fe Railroad. Set each resume to reflect the traits you believe are important to each company. If you know C.H. Robinson wants somebody who is a team player, set your team skills examples early in the resume. If you know Burlington Northern Santa Fe wants at least a 3.25 GPA, then set your grade and honors information early in the resume for that company. Remember that you are selling them on your fit with their organization. The recruiter seeks evidence of skills and abilities that they believe are needed on the job. Make it easy for them to discern that you possess those critical skills and abilities. Keep in mind that the resume gets you in the door. Once you're face-to-face or voice-to-voice with the company's representative, you'll have to substantiate any item you've placed on your resume. Be ready to provide examples of behaviors and skills you implied on your resume. Be able to answer questions the recruiter generates from your resume. It's a great idea to role play the interview with a friend before it occurs.

**Following up with Contacts.**

Through networking and interviews you will amass a number of contacts. Contacts are often people you've been referred to by a reference, friend, customer, or professor. The person you interview with is also a contact. It is important for you to set up a communication protocol with your contacts. Considerations you need to address include: timing of follow-up; format for follow-up; what is the next step in the process; what is the time window for this opportunity? Let's discuss each point. First, though, you need to consider that the leverage in this situation is with the employer. That is, the onus is on you to set up a communication protocol and to follow-up with your contact. Consider that your contact probably has responsibilities other than recruiting. Actually, your contact may be only tangentially involved in recruiting. So during your initial visit you really need to set up what is the next step for you. If the person says to you "I will get back in touch with you some time," you might respond:
“Gee Mr. Smith, I really hate to put that burden on you. Let me validate a couple of points with you so that I understand what’s going on.” [Here you validate what Mr. Smith is going to do for you and with whom.] Next, you may want to say: “Mr. Smith, what do you believe will be the time window for this contact?” Find out when Mr. Smith will be calling his contact person. Then ask, “What’s your preferred mode of contact, Mr. Smith: email or telephone?” Finally, summarize: “Okay, then, Mr. Smith, I will email you about the results of your conversation with Ms. Y, late next week? That’s great. Thank you so much for helping me out with this opportunity.”

You really need to work on your follow-up process and develop a follow-up language. Much of your time during job search will be spent following up. It’s a valuable skill. Think as follow-up as tying together the stages in the recruiting process. Salespeople follow-up all the time. So do other persons involved in projects. Get used to following up and be someone who follows up.

**Marketing Yourself**

*You are a product.* You have been in development since birth. You acquire knowledge, develop skills sets, and cultivate abilities as you grow and mature. Your challenge is to determine what information should be on your product label. You need to decide several things: what applications do you offer; what advantages do you offer relative to other products; what benefits do you confer to a user? Marketing yourself involves determining your most valuable features and extrapolating from those features to the needs of particular individuals and groups. Much the same types of tasks are involved in selling. However, marketing involves carefully selecting your target market.

Formally stated, marketing is the development and distribution of products to chosen market segments. A product is a bundle of benefits. A market segment is a group of buyers or buying units that shares certain characteristics. For example, national mortgage companies with offices in Dallas/Fort Worth is a target market. Countrywide Mortgage falls into that market. Wholesale distributors of beer, wine, and spirits located in the Southwestern U.S. is a target market too. Developing a product entails adjusting yourself to suit the needs of the target market, if possible. You have to determine what knowledge, skills, and abilities wholesale beverage distributors expect from a recent college graduate— and then set yourself along those lines. Distributing the product involves getting it to a place where the target market members can evaluate it and purchase it. The UNT Career Center, certain professional organizations, internship programs, job search web sites, and deliberate networking are means to distribute you as a product to a selected target market. Suppose you market appraisal and
property management software to commercial real estate firms and property management companies. You would have to locate those firms, determine their needs, develop software that confers the top needs commercial real estate firms and property management firms have, and then communicate to those firms what needs your product satisfies.
Chapter Six: Interview Preparation
Chapter Six: Interview Preparation

(Job postings, Planning for questions)

Job Postings

General Sites

• Monster
• Career Builder
• Yahoo HotJobs

Industry Specific Sites
Company Sites

Learn Their Language
Key Words in Posting
Industry Jargon

Get past the gate.

Prepare for their questions:

• Get info. Think it through. Figure out what they want.
• What do they want? Why do they want it?

Questions Types

Traditional Questions
Behavioral Questions

Your Questions

A Spotty Past

Tell them up front. Be honest and frank. Tell them you’ve learned from it and are not the same person.

Thank them: Write a thank you letter. Explain something in greater detail. Keep selling.

The Sell Yourself Exercise

A good way to ensure you’ll move from the consciously incompetent stage to the consciously competent stage of selling yourself is to practice interviewing. Practicing interviewing involves your synthesizing an interview situation. It’s a role play of an initial job interview. In this course you will prepare to and engage yourself in a role-playing exercise.

The exercise involves selecting a scenario, preparing questions that you believe an interviewer would ask in your professional area and then videotaping a role play interview. To gain from the sell yourself exercise, you need to do several things. First, you should go to the university career center or its web site and find a list of questions interviewers for your field may ask. Select six or seven questions you believe you might be asked during an
An interview for a career job or for admission to a graduate or professional school program. You might pick one or two more general questions such as “Tell me about yourself,” and a couple of more specific questions such as “Tell me about a time you failed to achieve a goal you sought; in particular, how did you respond to failure?” The idea is for you to research questions interviewers ask and determine the different types of questions you may be asked.

**Question Types**

There are a number of types of interview questions. Open-ended questions begin with who, what, when, where, and why. “Who influenced you to choose a career in advertising?” “What are three things about yourself you seek to improve?” “When did you decide to major in finance?” “Where do you want to be career-wise in five years?” “Why did you decide to earn your degree from the University of North Texas?”

Each question has a purpose. Think about it. *Tell me about yourself:* tests your communication efficacy and skill. It shows the interviewer to what extent you can organize ideas and thoughts. *Tell me about a time you failed to achieve a goal,* is a behavioral question. It taps how you deal with failure and what actions or strategy you enact following failure at a task. Employers want to know how a potential professional employee thinks—how the person approaches a problem. The question concerning three things you seek to improve about yourself addresses how a candidate self-diagnoses, to what extent they’re oriented towards self-development.

A professional in any field seeks to develop themselves, rather than to just earn a paycheck. When did you decide to earn a degree in finance assesses to what extent a job candidate is strategic—do they have goals and objectives they are working towards? The questions addressing career choice and university selection also tap career drive and orientation along with goals.

Behavioral interview questions are intended to help the interviewer determine how you think and respond in situations. They tap behaviors and behavioral tendencies. “Tell me about a time when you failed to achieve something you wanted. What did you do?” “Tell me about a time when you were a part of a project team at work or school and someone failed to pull their load. What did you do?” Many times people fail at jobs because they lack the basic behaviors necessary to accomplish the job.

Other types of questions used in the interview involve contrasting objects such as bosses, college classes, and jobs. Through the contrast, the interviewer seeks to learn what you value. Another aspect of the sell yourself project involves developing a rationale for your career choice and for your
choice of a company or organization if possible. Be able to explain briefly why you chose to study advertising or to enter the communication design program at UNT. Again, think about the knowledge you are interested in, the skills you possess and seek to more fully develop, your attitudes towards people and life, and the profession you want to cultivate. Your answers to the questions role-playing buyer's mate asks should reflect your rationale. You should be able to demonstrate some type of fit with the career path based on your interests and past experiences.

Let's say you have been very involved with art since junior high school. You participated in several regional shows and competitions. At UNT you started out as an art major and then entered the communication design program. While in the communication design program, you took a course in marketing. During the marketing course, you developed an interest in helping companies communicate the benefits of a product or a service, to a target market. Your portfolio contains several examples of logo types, packaging, and promotional literature that might accompany a product. You relate the genesis of your interest and share part of your portfolio with an interview team from the Richards Group. Anybody seeking a career should be able to relate a rationale in a convincing manner.

A good way to ensure you’ll move from the consciously incompetent stage to the consciously competent stage of selling yourself is to practice interviewing. Practice interviewing involves your synthesizing an interview situation. It’s a role play of an initial job interview. In this course you will prepare to and engage yourself in a role-playing exercise.

The exercise involves selecting a scenario, preparing questions that you believe an interviewer would ask in your professional area and then videotaping a role play interview. To gain from the sell yourself role play, you need to do several things. First, you should go to the university career center or its web site and find a list of questions interviewers for your field may ask. Select six or seven questions you believe you might be asked during an interview for a career job or for admission to a graduate or professional school program. You might pick one or two more general questions such as “Tell me about yourself,” and a couple of more specific questions such as “Tell me about a time you failed to achieve a goal you sought; in particular, how did you respond to failure?” The idea is for you to research questions interviewers ask and determine the different types of questions you may be asked.

There are a number of types of interview questions. Open-ended questions begin with who, what, when, where, and why. “Who influenced you to choose a career in advertising?” “What are three things about yourself you seek to improve?” “When did you decide to major in finance?” “Where do you want to be career-wise in five years?” “Why did you decide to earn your degree from the University of North Texas?”
Each question has a purpose. Think about it. Tell me about yourself. Tests your communication efficacy and skill. It shows the interviewer to what extent you can organize ideas and thoughts. Tell me about a time you failed to achieve a goal, a behavioral question. It taps how you deal with failure and what actions or strategy you enact following failure at a task. Employers want to know how a potential professional employee thinks—how the person approaches a problem. The question concerning three things you seek to improve about yourself addresses how a candidate self-diagnoses, to what extent they’re oriented towards self-development.

A professional in any field seeks to develop themselves, rather than to just earn a paycheck. When did you decide to earn a degree in finance assesses to what extent a job candidate is strategic—do they have goals and objectives they are working towards? The questions addressing career choice and university selection also tap career drive and orientation along with goals. Behavioral interview questions are intended to help the interviewer determine how you think and respond in situations. They tap behaviors and behavioral tendencies. “Tell me about a time when you failed to achieve something you wanted. What did you do?” “Tell me about a time when you were a part of a project team at work or school and someone failed to pull their load. What did you do?” Many times people fail at jobs because they lack the basic behaviors necessary to accomplish the job.

Other types of questions used in the interview involve contrasting objects such as bosses, college classes and jobs. Through the contrast, the interviewer seeks to learn what you value. Another aspect of the sell yourself project involves developing a rationale for your career choice and for your choice of a company or organization if possible. Be able to explain succinctly why you chose to study advertising or to enter the communication design program at UNT. Again, think about the knowledge you are interested in, skills you possess and seek to more fully develop, attitudes towards people, life, and profession you want to cultivate. Your answers to the questions your role play mate asks should reflect your rationale. You should be able to demonstrate some type of fit with the career path based on your interests and past experiences.

Let’s say you have been very involved with art since junior high school. You participated in several regional shows and competitions. At UNT you started out as an art major and then entered the communication design program. While in the communication design program, you took a course in marketing. During the marketing course, you developed an interest in helping companies communicate the benefits of a product, or a service, to a target market. Your portfolio contains several examples of logo types, packaging, and promotional literature that might accompany a product. You relate the genesis of your interest and share part of your portfolio with an interview
team from the Richards Group. Anybody seeking a career should be able to relate a rationale in a convincing manner.
Chapter Seven: Interview Execution
Chapter Seven: Interview Execution

Preparation, at the office, the interview, after the fact
“STAR”
Preparation
Have a plan of attack
Learn before you go
Prep the questions
Preparation
Their questions
- Accomplishments
- Failures
- Goals
Your Questions
Preparation
Check your clothes the day before.
Preparation
Your materials
- Resumes
- Reference lists
- Reference letters
- Other materials
- Notepad and pen

Preparation
Clean up your Facebook and MySpace pages
The Morning of
Wash up and shave
Dress professionally
- No perfume
- Don’t chew gum
- Don’t smell of smoke
Get there!
- 15 minutes early
- Leave the cell in the car
Reception Area
- They are watching you!
- Be professional in behavior and speech.
The Interviewer
   — Eye contact
   — Firm handshake
   — Stay formal

Rules of the Road
Good posture
Never interrupt
Watch nonverbal behavior
Keep to the middle of the energy continuum
Have passion

Bad Ideas
Negative comments
Making jokes
Flirting

How to Answer Questions
   1. Listen carefully
   2. Ask for clarification if necessary
   3. Pause and count to three
   4. Take a deep breath
   5. Answer it

Answer Well
Be succinct
   — Don’t babble
   — Don’t beat around the bush
   — Don’t take too long

Answer Well
STAR technique
Situation—describe it
Task—What was the problem?
Action—What did you do?
Result—What was it?

Ask Your Questions
If they don’t offer the opportunity, ask for permission
   — Learn their goals and plans
   — Learn about their expectations of you

The End of the Interview
Find out the next step
Thank the interviewer
Get a business card
Depart gracefully
After the fact
Immediately afterward take notes
Write the thank you letter(s)
Waiting for Their Answer
Don't call back immediately
If you don't get the job, send a follow-up letter

The Close

Each time you address a concern, ask the buyer if she has other concerns. The query about other concerns is called a trial close. Remember, the buyer knows what they want. If you have established the buyer's needs and helped the buyer see how the product you're suggesting will meet those needs, then there is no reason for the buyer to delay the solution. If you handled the buyer's concerns effectively, it is time to conclude the visit. If the buyer failed to share with you a key need or fact—you need to figure it out.

Some salespeople imply that concluding a sale requires a clever technique. You're tricking the buyer into making a decision through humor, pressure, a confident manner or some other form of trickery. Do not do this; you need to stick to the model. If the buyer agreed at the end of the approach stage that your satisfying her needs would facilitate a decision, then you need the decision. Unless your product falls short on a particular need, then she should be ready make a decision. If something has been held back (i.e., another company has secured the deal and the buyer just wants a bid or the owner's son sells copiers for a competitor or the buyer really does not have the authority to authorize a purchase) you need to find out what it is to determine what role it will play in your sale, See figure 7.1.

In a situation like a job interview, you close by expressing interest, “Ms. Jones, I like the opportunity Southeastern Freight Lines offers young people like me. I also like that your company is privately owned and growing in the Texas market. When can I expect to hear from you about the next step? [Or, “When do you want me to contact you about the next step?”]. You really want to close for the next stage of the interview process if you are interested in the company. Keep in mind that recruiters usually have several candidates they are interested in hiring. Often enthusiasm can cover for lack of experience or less than stellar academic performance.
Start close:
Mr. H...do you agree to ___ ___ features suit ___ ___ ___ needs?
   Anything else we need to discuss about your copier needs?
   -Objection or concern-
   When would you like delivery?
   Close and Get Their Signature

Figure 3.1: Example close.

**Needs and Closing**

Here is a *truism* side note for you, unless you really *identify the buyer’s needs*, gain her agreement as to her needs (validate), present you're a solution based on her needs, and *handle her concerns effectively, you have no business closing*. Turning the coin over, if you identify and validate the buyer’s needs, present a solution she agrees will handle her needs, and show her how her concerns can be satisfied—there is no reason not to ask her to buy today. *Always approach the close with confidence in either confirming a sale, or setting your goal to determine another means for this sale.*

Many sales occur as a series of closes. Selling yourself as a job candidate involves several closes. You have to sell your contact (the placement counselor, a referrer, or the receptionist who controls access to the decision maker). You have to sell the screener or primary interviewer either in person or over the telephone. You have to sell the decision maker and perhaps a group of advisors. That means getting a professional job involves at least three sales on your part. The only way to carry through the process is to identify the buyer’s needs from the get-go and leverage those needs through the conclusion of your visit. You have to persevere.

**Following Up**

Selling is hard work. You probably have concluded that point as you’ve read through this text. Now for the kicker, to really sell people you have to follow up. That’s right. Unless you are going for a short, quick sale, you will have to follow up with the buyer. Follow up is requisite on any sale of consequence.
Keep in mind that people often test those they consider doing business with to determine reliability. You probably have a favorite restaurant. Remember back to the first time you dined at your favorite place. You probably thought, “I will give this place a try.” If the service was good, they kept your glass full, and the atmosphere was pleasant, you probably decided you’d return the next week. If the service, food, and drink were still good when you returned to the restaurant, you probably decided to go again. Now, you go regularly to that restaurant and urge your friends to do likewise.

Buyers test salespeople. Sometimes a company will place a small order with a vendor to see if they provide adequate service. That is how Paul Molie at C.H. Robinson got the transport business for Pilgrim’s Pride. Sometimes a person will set up a small account with a bank to see how they treat him. Interviewers often wait to see if job candidates send a thank-you or follow up note after an initial interview. One of my students recently interviewed for a full-time position. She earned the position because of the three finalists she was the only one to send a handwritten thank-you note. The recruiter shared that point with the lady after the hire was made. So follow up can differentiate you. It shows a decision maker you care just a bit more about that account than the competition does.

**Reasons for Following Up with an Interview**

Why? Why should you have to check back with a buyer or employer? People who are making an important decision such as leasing a copier, buying a life insurance policy, or hiring a professional employee want to know how the vendor or candidate will behave once the decision is made. If someone fails to return telephone calls or shows no interest in the account or opportunity, the buyer infers that they will do the same after the decision is made. In one sense, an interview or sales call is like a date. People date to see whether the other person is worth committing to for the long haul.

My wife and I have worked with the same financial planner for over twenty years. Over that time we have invested considerable amounts of money on the advice of this guy. Over that time, he has transitioned through a couple of different planning organizations. One night at eight o’clock I called the planner to ask about switching banks. He spent a good amount of time with me discussing the merits of various banks and helping me determine what it was I desired from a bank. At the end of the call I apologized for having taken up so much of his time. He told me that was his job and urged me to call him whenever I had a financial question. I think that call was probably the thirtieth time I called the planner over the past twenty years. Do you think I will ever switch planners? The best salespeople in any industry are also the best follow ups.
Figure 7.2 conveys the essence of follow up: *Follow up involves your efforts to maintain contact and assure the quality of your relationship with your prospects, customers, and clients.*
Good financial products salespeople build their business on referrals. Referrals are negotiated introductions salespeople achieve through those they know. A satisfied client is a great source of referrals. To build satisfied clients, good financial products salespeople follow up \( \text{(see figure 7.3)} \). Most good financial planners visit with every client at least once a year. Not every visit provides a sale. But every visit allows the planner to reinforce the rightness of the client's decision and also provides an opportunity for the planner to get referrals.

**Follow-Up**

B. Why is Follow-Up Important?

1. People rely on you.
2. People look for suppliers who are reliable. Follow-up shows reliability.
3. You build trust when you follow-up.
4. Follow-up is more important than salesmanship to maintaining a business relationship.
5. It's easier to keep a satisfied buyer than it is to develop a new one.

**Figure 7.3: Follow-up importance.**
What is the best way to follow up? See Figure 7.4. It is a great idea to build a database of clients or contacts. Salespeople use computer software such as Access, Goldmine, or ACT for building data bases. Those programs allow the salespeople to manipulate their contacts in various formats. As well, the programs can be set to a calendar so that the salesperson can determine when to call the client or even touch the client through a birthday or anniversary card. Microsoft Outlook also offers a data base anybody can build to manage their contacts. Whatever means you choose start your database today. You will find it easy to follow up once you begin the regimen of maintaining a database.

Skip Seagraves is the best car salesman I know. We have bought at least two cars from Skip. He is 73 years old. Skip keeps a card file. He knows birthdays, pet peeves of his clients, and is just a great guy. Skip soft sells people. Recently Skip changed car dealers—after twenty years at the same place. He called me and sent a note card. I referred a friend to Skip. I will probably check with him as soon as a new Camaro comes out. If you follow up and take care of people as Skip does, they come to you. That type of approach is what denotes a professional salesperson or any other type of professional. See figure 7.5 for reasons to maintain service mentality and a statement for why follow-up can allow promotion.
Figure 7.5: Follow-up service mentality and customer talk.

D. Maintain a Service Mentality.
You need to keep in mind that without your customers, you have no revenue. They’re your reason for being.

E. Customers Talk.
Follow-up provides good word-of-mouth promotion.
Each time you address a concern, ask the buyer if she has other concerns. The query about other concerns is called a trial close. Remember, the buyer knows what they want. If you have established the buyer’s needs and helped the buyer see how the product you’re suggesting will meet those needs, then there is no reason for the buyer to delay the solution. If you handled the buyer’s concerns effectively, it is time to conclude the visit. If the buyer failed to share with you a key need or fact—you need to dig it out.

Some salespeople imply that concluding a sale requires a clever technique. You’re tricking the buyer into making a decision through humor, pressure, a confident manner or some other chicanery. No way. You need to stick to the model. If the buyer agreed at the end of the approach stage that your satisfying her needs would facilitate a decision, then you need the decision. Unless your product falls short on a particular need, then she should be ready to make a decision. If something has been held back (i.e., another company has secured the deal and the buyer just wants a bid or the owner’s son sells copiers for a competitor or the buyer really does not have the authority to authorize a purchase) you need to find out what it is.

In a situation like a job interview, you close by expressing interest. “Ms. Jones, I like the opportunity Southeastern Freight Lines offers young people like me. I also like that your company is privately held and growing in the Texas market. When can I expect to hear from you about the next step? [Or, “When do you want me to contact you about the next step?”]. You really want to close for the next stage of the interview process if you are interested in the company. Keep in mind that recruiters usually have several candidates they are interested in. Often enthusiasm can cover for lack of experience or less than stellar academic performance.

**Needs and Closing**

Here is a truism for you. Unless you really identify the buyer’s needs, gain her agreement as to her needs (validate), present your solution based on her needs, and handle her concerns effectively, you have no business closing. Turning the coin over, if you identify and validate the buyer’s needs, present a solution she agrees will handle her needs, and show her how her concerns can be satisfied—there is no reason not to ask her to buy today.

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Keep in mind that people often test those they consider doing business with. You probably have a favorite restaurant. Remember back to the first time you dined at your favorite place. You probably thought, “I will give this place a try.” If the service was good, they kept your glass full, and the atmosphere was pleasant, you probably decided you’d return the next week. If the service, food, and drink were good when you returned to the restaurant the next week, you probably decided to go again. Now, you go regularly to that bar or restaurant and urge your friends to do likewise.

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Slide 116 conveys the essence of follow-up: Follow-up involves your efforts to maintain contact and assure the quality of your relationship with your prospects, customers, and clients.

Good financial products salespeople build their business on referrals. Referrals are negotiated introductions salespeople achieve through those they know. A satisfied client is a great source of referrals. To build satisfied clients, good financial products salespeople follow-up. Most good financial planners visit with every client at least once a year. Not every visit provides a sale. But every visit allows the planner to reinforce the rightness of the client's decision and also provides an opportunity for the planner to get referrals.

What is the best way to follow up? It is a great idea to build a database of clients or contacts. Salespeople use computer software such as Access or Goldmine or ACT for building data bases. These programs allow the salespeople to manipulate their contacts in various formats. As well, the programs can be set to a calendar so that the salesperson can determine when to call the client or even touch the client through a birthday or anniversary card. Microsoft Outlook also offers a database anybody can build to manage their contacts. Whatever means you choose, start your database today. You will find it easy to followup once you begin the regimen of maintaining a database.

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Chapter Eight: Selling Yourself in the Interview
Chapter Eight: Selling Yourself in the Interview

FAB selling (recap), SPIN approach, Questions types, Presenting, Objections, commitment

Again FABTd, Again SPIN strategy,

Preventing Objections

Need is the buyer’s context.
State their need first!

Explicit need => benefit => fewer objections

Getting a Commitment

Begins when you first meet them.

Four actions

- Good questions & demo
- Answers for all key needs
- Summary highlights – benefits
- Commitment proposed
  - Advances the interview
  - Logical next step
  - Realistic for the time

The Skill Learning Model
Selling yourself is a skill. It can be learned. Take a look at the learning model pictured in slide seven in your PowerPoint set. The learning model relates a series of stages learners go through in acquiring a new skill. Think about acquiring the new skill of selling yourself. When you decide you’re going to sell yourself to an employer for your first career job you are classed as an unconscious incompetent. This means you are unaware of needing help. You are probably excited about learning to sell yourself; the skill should open the door to a career you have hoped and studied for. Let’s say you go through a first round of interviews with various organizations at the university placement center. None of the interviews result in a second interview. You are discouraged. Why were the employers not interested in you? You were excited and interested in their organizations. You are ready to learn your trade. You go through several more interviews at the university career center, again with no results. Now, you become truly frustrated. You are well into the consciously incompetent stage.

Conscious incompetence means that you know you are frustrated with the task of selling yourself and realize that you need help in learning the skill. You are probably stressed and uncomfortable with the situation. You now realize you need help. You also may be frustrated enough by failure to consider quitting the interview process. The point is that in the consciously incompetent stage of learning a skill the learner (you, in this case) experiences repeated failure despite effort.

Your Skill Set

Another area of your personality you may want to investigate involves your skill set. Hopefully, you’ve asked others what it is you do well. You have some idea of what skills you possess and perhaps a listing of examples of incidents or situations that illustrate your capabilities. Look for junctures between the jobs and activities you have achieved. Junctures are overarching themes. Have your activities involved teaching or developing others? Are you working at a child care center to fund college? Have you taught Sunday school or bible study classes? Were you the pledge trainer for your sorority?

If you’ve done all or most of those things you have a proclivity for training or educating others. You might be a corporate trainer, or a teacher, or perhaps a counselor of some type. Generally, you may find one or two junctures that point towards skills and perhaps areas of career interest. Be able to quantify any accomplishments or achievements you have been part of at work or school or through an organization. If your Sonic Drive In won best store in the region for three years running while you were assistant manager, be sure to note that fact on your resume. You were part of a successful organization.
If your fraternity GPA increased from an average 2.3 to an average 2.9 while you were scholarship chair, note that fact on your resume. Employers are interested in people who seek to accomplish something for and through the organization.

Let us review the genesis of a successful UNT graduate. Paul Perez works for Sanofi-Aventis Pharmaceutical Company. Paul is an area sales representative. He calls on doctors and nurse practitioners, developing relationships over time so that he is perceived as a source of information—a professional resource for four or five drug areas. Paul put himself through school at UNT working for a manufacturing company. He started out doing simple assembly and moved on through a series of ever broadening tasks until he was an evening manager of production. By the time he graduated from college, Paul Perez was a supervisor at the manufacturing company. He conducted operations in Mexico for a time. Paul moved on to sell telecommunications products to companies in Dallas/Fort Worth. He again learned as much as possible about customers’ needs and his company’s product. He learned to prospect; to find decision makers and key influencers; to handle rejection; and to ask for the order. Paul kept on picking up key skills after graduation. A friend encouraged Paul to apply for a job as a pharmaceutical rep. Paul used his selling skills to discern what Sanofi-Aventis managers needed in a sales representative. Using those needs Paul matched his skills and abilities with the opportunity. He sold the sales managers on hiring him. Once hired, Paul began learning about the pharmaceutical sales job. Four years into the job, Paul is training new pharmaceutical sales representatives. He wants to move into sales management.

Think about the junctures and skills Paul Perez possesses. He seeks to learn as much as possible about his job and the jobs of those around him. He is detail oriented. He knows how to sell people on himself as a source of information, skill and how to sell people on making a decision.

The Gating Process

In doing the sell yourself exercise you need to consider what goes on during your initial meeting with a decision maker. The three to five minute period that lapses during your initial meeting comprises the gating process. Metaphorically speaking, the gating process involves the interviewer’s mentally opening or closing the door on a candidate. With reference to *PowerPoint slide eighteen*, the interviewer enacts several stages during the first three to five minutes of contact with a candidate. The interviewer first categorizes you according to an implicit model they have developed. It's much the same setup you employ at a party or gathering. You meet someone and decide according to your model whether to chat with them for awhile or break away and meet others. Your model may involve categories common to
culture: geek, nerd, sharp person, interesting person, airhead, ego case (see PowerPoint slide twenty). That is, you use the first couple minutes of contact time to classify the individual and gauge your subsequent actions on the category you placed them in. If you are uncertain about what category the contact occupies, you might do a cue search. **Cue search involves subsequent questions designed to guide your classification.** You may ask the person if they’ve been following an athletic event such as the final four in basketball, or if they’ve seen a particular movie, or read a particular book. You note the clothing, mannerisms, fingernails, and shoes the person is wearing. Stained or spotted clothing or an unkempt look are negative cues. *(recap in chapter 10???)*

A friend of mine rules out job candidates who fail to shine their shoes. I have heard of managers who rule out job candidates who wear a sport coat instead of a suit to an initial interview. Some managers will not interview candidates who are late for an interview.

**So, how can you avoid having an interviewer or decision maker shut the gate on you?**

A good rule of thumb for any first interview is to dress conservatively, avoid fragrances or jewelry, and stay away from any odors or scents that might cling such as fried foods. It is important to research the culture of the organization you will be interviewing with to prevent taboos. Look at the company’s web site. Check the mission of the company. Look at its training system. Observe how people associated with the company dress. Does the company emphasize teams or individual accomplishments? Black & Decker, for example, stresses teams in its approach to the market. Northwestern Mutual on the other hand pushes individual development and performance. Your approach to one company would differ from your approach to the other. With Black & Decker you might want to stress your role on a rush team for your fraternity, sorority, or professional group. With Northwestern Mutual, you might want to show how you improved your batting average or how you led a recruiting team that achieved a record number of new members. The differences are subtle. Both scenarios require you research the company and its culture. Your goal in the interview is to keep the gate open.

Ultimately, you want to be the one to close the gate. If what you learn during the first interview appeals to you, it is advisable to strive to keep the gate open. Conclude the interview with an enthusiastic question: “Mr. Smith, I really believe Ajax has a great deal to offer an energetic person like me. What do I need to do to move on to the next stage of the interview process with you?” If you decide during the interview that a fit is lacking, you may want to conclude the visit politely but with less enthusiasm. Suppose it appears that the interviewer has closed the gate on you at some point in the interview.
Perhaps he looks at his watch or gazes at the wall or ceiling. What can you do? If you really believe the fellow has closed the gate, you might tactfully inquire: “Mr. Smith, it appears you have already arrived at a decision in my case. What do you think we should do?” Be sincere and tactful in your inquiry. The interviewer can only tell you what they believe. It could be you’re wrong and the person is just tired. It could be that the interviewer believes a fit is lacking—they may explain why. It could be that the interviewer wrongly assumed you were relatively uninterested in the position; you should always find out where the gate is. I once asked a manager the gating question. He indicated that he’d closed the gate and why. He was right. I really did not suit the position. By asking the question I saved the interviewer and me considerable time.
Chapter Nine: Body Language
Chapter Nine: Body Language

Gauging your Effectiveness in a Sell Yourself Interview

For the sell yourself interview you anticipate questions the interviewer will ask and prepare to handle unanticipated questions. However, other forms of communication also occur during the interview. Watching your sell yourself project will help you identify how you communicate both verbally and nonverbally. As you watch the sell yourself interview you should do several things. First you should listen to your answers to the interviewer’s questions. Does your rationale make sense? Do you effectively communicate your rationale or answers? How do you handle the tough questions? Suppose you have changed majors a couple of times, or maybe your grade point average is lower than it should be. How positive are your answers to questions concerning those situations? Check out not only vocalized pauses (ums and aahs), but your tone of voice and your cadence. Do you sound confident and sincere? Are you rushing through your answers? Are you pausing to compose your answer or rushing into clearly rehearsed responses? Look at your posture—are you sitting up straight. Are you fidgeting with a pen or your hair? Are you......!!!?

Another way to analyze your interview performance is by looking at how well you use the six cues to persuasiveness. They are: vocalic pleasantness cues, kinesic/proxemic immediacy, vocalic potency cues, kinesic dominance cues, and kinesic arousal cues. Vocalic pleasantness deals with your fluency, and voice quality. Do you provide necessary pauses between sentences? How is your pitch variety? Kinesic/proxemic immediacy deals with eye contact, distance, and facial pleasantness. Are you making good eye contact? Do you smile? Vocalic Potency is your tempo variety, loudness, and pitch. Make sure you are loud enough.

You should be on edge to some extent during the sell yourself interview. It is okay to be moderately nervous to the extent that your senses are heightened. However, avoid letting your nerves overcome you. The more you prepare the more confident you should be about the image you project. As well, each practice session should help you gain confidence in your ability to sell yourself.
Your initial interview lasts only twenty to thirty minutes. Your behaviors, voice quality, words, dress, body attitude, timing, questions, and your answers to the interviewers’ questions provide the basis for their perception of you. The interviewer will make a decision about you within thirty seconds to one and one half minutes. So, it is important that you identify possible distracting or annoying habits and mannerisms before your interview. Also be aware of your tone and fluency to make a good vocal impression. Pay attention to your pitch and vocal quality. Be loud enough for the interviewer to hear, and speak clearly so that the interview can understand all your words. Make sure you are not speaking too fast and be sure to pause when necessary.

(Body Language cues, Persuasion and Credibility)

How do others see you?

• Would you believe this person?
• Why?

Six Cues to Persuasiveness!

• Vocalic Pleasantness Cues
• Kinesic / Proxemic Immediacy
• Vocalic Potency Cues
• Kinesic Dominance Cues
• Kinesic Arousal Cues

Vocalic Pleasantness

• Fluency, pauses, response
• Voice Quality
• Pitch Variety

Kinesic / Proxemic Immediacy

• Eye contact / gaze
• Lean / distance / orientation
• Smiling / facial pleasantness

Vocalic Potency

• Tempo variety
• Amplitude / loudness
• Pitch / fundamental frequency

Kinesic Dominance

• Facial expressiveness
• Illustrator gestures

Increase your persuasiveness: Increase immediacy with eye contact, gaze, and a smile.
Increase your persuasiveness: Develop your fluency and have greater pitch variety
Increase your persuasiveness: Avoid object adaptors and body adaptors.

Gauging your Effectiveness in a Sell Yourself Interview
For the sell yourself interview you anticipate questions the interviewer will ask and prepare to handle unanticipated questions. But forms of communication other than your answers to questions occur during the interview. Watching your sell yourself project will help you identify how you communicate on both verbal and nonverbal dimensions. As you watch the sell yourself interview do several things. Listen to your answers to the interviewer's questions. Does your rationale make sense? Do you communicate effectively your rationale or answers? How do you handle the tough questions? Suppose you have changed majors a couple of times, or maybe your grade point average is lower than it should be. How positive are your answers to questions concerning those situations? Check out not only vocalized pauses (ums and aahs), but your tone of voice and your cadence. Do you sound confident and sincere? Are you rushing through your answers? Are you pausing to compose your answer or rushing into some prepared shtick? Look at your body attitude—are you sitting up straight. Are you fidgeting with a pen or your hair? Are you......!!!??

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**(moved from Chapter 1) Your initial interview lasts only twenty to thirty minutes. Your behaviors, intonations, words, dress, body attitude, timing, questions, and your answers to the interviewers' questions provide the basis for their recommendation as to your disposition. The interviewer will make a decision about you within thirty seconds to one and one half minutes. So, it is important that you identify possible distracting or annoying habits and mannerisms before your interview. ..... (move/recap in chapter 10??).**
Chapter Ten: Motivation
Chapter Ten: Motivation

**Motivation, moral, strategy, learning model**

**Motivation**: An activated state leading to goal-directed behavior
Consists of needs, feelings and desires

**Stimuli**
- Internal and external

**Creates**
- Need recognition
- Reality gap

**Achieving Success**
- No overnight sensations
- The result of committed behavior
- Many people have the talent but success requires motivation

**Motivating yourself**
- morale
- strategy

**Morale**
- The ability to maintain a positive belief in an institution or goal
- Good times & bad times

**Morale**
- Personal Operating Approach
  - Our World View
  - The Power of Insights
  - What’s your mood?

**Morale Builders**
- We all need them
- Books & Philosophies
  - Zig Ziglar
  - Dale Carnegie
  - Tony Robbins
  - Music and Movies
- Inspirational People

**Strategy**
- Work Smart
  - Organize your time
  - Breakdown large tasks
  - Do what is important not what’s easy
  - Dave Allen—Getting Things Done

**Strategy**
- Start early in the day
- Work late
Thinking About You

Motivating Yourself

At this point you should be wondering “How am I supposed to do all of this career planning, networking, resume development, practice interviewing, and following up? I have work, school, and a personal life to manage. There just isn’t enough time in the day to do all this stuff.” You’re right. It is difficult to search for a career job and also conclude your formal schooling, work, and maintain and pursue personal relationships. However, you will continually confront such overloads—get used to it. In fact, if you ever feel that your life is underwhelming, reconsider how you are using your time. Attaining any type of career position that someone graduating from UNT qualifies for, takes great effort. Once you have started your career position, you’ll be involved in training, job responsibilities, projects, and other job-related activities, on top of personal and social obligations.

Unless you decide to ‘coast’ and put things off for awhile, you’re going to be pretty well occupied for the next ten to fifteen years. The problem with coasting or putting things off is that it is like taking a rest stop during a marathon run or century bike ride. If you stop and rest for any length of time you’ll find it very difficult to get your legs back into the event. That is, stop running the race and you’ve lost. You have to find a way to continue your career and manage other pursuits as well. Internal and external stimuli are vital in keeping you motivated and busy. If you want to see evidence of the success of someone who’s managed life, check the elderly. Surely you know someone who is in their eighties but is still involved in many activities and pursuits. I know an eighty year old who still plays racquetball three times a week, runs a personal business, and just got divorced. He’s got more energy than I do. As a contrast, go to a nursing home and look at the people who just stopped living. They sit and stare. They live to eat. It’s an awfully sad predicament for nursing home residents and for their families. Our culture just is not designed for prolonged relaxation. My mother had both hips replaced during the last fifteen years of her life. She took off each day and shopped at Wal-Mart, Kroger, Dollar General and other places. I asked her why she continued to hobble around shopping for stuff she could have delivered to the house. She told me that if she stopped she’d die. Mother shopped until the day before she died.

Your Self-Motivation System
You are now asking, "What’s this elderly stuff got to do with me? I am a young person." Certainly you are a young person. To maintain your exuberance you will want to develop a system for self motivation. Your self motivation system will keep you moving towards a goal. Motivation is the system you use to achieve your goals. Your self-motivation system contains two components: a morale component and a work strategy component.

Morale is your state of mind. It’s how you feel most of the time. Some people equate the term attitude with morale, and that view accounts for the emotional aspect of morale. Are you brooding, morose, enthusiastic, interested, peppy? Any of those descriptors may capture your morale. Some people are erratic in that their morale changes from one day to another. If somebody says to you: "Go and see what type of mood Angie is in," they’re suggesting that Angie has an erratic type of morale.

It is important to realize that your morale plays two important roles. First, it provides a platform from where you can pursue your goals. Second, it dictates how others perceive you and the approach they take to dealing with you. You now see, then, morale is a critical aspect of your approach to work and to life in general. It influences how you view others and how others view you.

So, what is a good way for you to develop a morale setup that will provide a workable approach to life? That’s a tough question. PowerPoint slide forty-five offers suggestions. A good start to developing a morale system is to look at suggestions offered by people who deal with self motivation for a living. Dale Carnegie was the first real guru of self motivation. Carnegie wrote several books, among them How to Win Friends and Influence People and How to Stop Worrying and Start Living. The books are available for fewer than ten dollars each. Carnegie addresses all the questions most of us have concerning dealing with other people in the business and social realms such as handling worries, conversing effectively, and behaving in a positive way. He offers a simple, understandable approach to all kinds of events we confront. For example in one section of How to Win Friends and Influence People Carnegie talks about how to converse at a party. He stresses the importance of getting someone to talk about themselves. You can attend a Dale Carnegie course. The course has been offered for years. Zig Ziglar, Brian Tracy, and Tony Robbins all were instructors in the Dale Carnegie course. I believe, Zig, Brian, and Tony also offer ideas about how to handle life and how to motivate yourself. Ziglar’s book See You at the Top is entertaining and inspiring. He offers models for the reader to use. For example, Zig urges the reader to avoid being SNIOP. The acronym stands for susceptible to the negative influence of other people. If you are to be positive in demeanor you have to be around other people who are positive in demeanor. That’s a tough ticket, but it works. Brian Tracy takes a psychological slant to self motivation.
He explains how you can play tricks on yourself to maintain a positive perspective. One of the approaches Brian Tracy offers involves looking at yourself in the morning and repeating the phrase “I like myself” several times, each time with greater vigor and meaning. The approach builds up personal resilience necessary to managers, job seekers, salespeople, and others whose self-image can otherwise be eroded over a busy working day. The point here is that a number of others have tackled self motivation for a career and offer fine models for your consideration. Fulton J. Sheen, Napoleon Hill, and many other life-oriented thinkers offer thoughtful ideas that you and I can use for managing our morale. Pick up a couple of self motivation books. Put them by your bed side. Read the ideas people offer. Think about the ideas. Decide what you believe about the concepts these authors discuss.

Thoughts and mental models are fine means to managing morale. But you and I know that maintaining morale requires managing emotions. How can we synthesize a positive emotional approach every day? One way to set a mood involves music. What soundtrack do you use for your life? Look at movies. Would most movies have any real impact on viewers without the soundtrack? Music makes us feel emotions: happiness, sadness, pity, anger, patriotism, and invigoration. Music goes straight to the emotional aspect of your persona. It triggers images and feelings that reside in your memory. So, you can do the same thing cinematographers do—synthesize emotion. Take six or eight songs that really ‘get you up’. Drop the songs on a cd, tape, mp3, or Ipod. Play the songs every morning. Now give this approach a couple of days. Also, pick songs that really have meaning to you. Synthesis has to be personal.

The final suggestion under building morale involves your personal operating approach. Each of us has a personal operating system. The system dictates how we view and interact with other people—essentially our approach to life. The system encompasses our beliefs, attitudes, behavior, situational protocols—the works. It is similar to the DOS system that underlies all the Microsoft Windows based products. To manage yourself and interact successfully with others you need to identify your personal operating system. Since the system resides deep inside you and it has developed over your life span, it is difficult to clarify. Your operating system is personal, encumbering some ideas traceable to your faith, your upbringing, interactions you’ve had over life, influence of parents, friends, coworkers, and organizations you’ve belonged to. So, all you can do is wait for profound moments of insight. A profound moment occurs when you confront a problem that demands above average personal and emotional input from you. Profound moments require use of the principles that compose your personal operating system. As you undergo the situation note the beliefs about others that surface. You should be able to identify your beliefs about fairness, problem solving, and organizational roles, etc… Each profound moment may generate one insight.
Write down the insight. Put it in a file folder in your desk. Every time a profound moment occurs write down the insight. Within a few years you will have ten or fifteen operating bits from your personal operating system. Understanding how you operate will allow you to make decisions and interact with others on a more consistent basis.

**Your Work Strategy**

Work strategy involves how you handle projects and tasks in your job. The concepts associated with work strategy include time management, territory management, effort allocation system, and personal planning system. However, to develop a good work strategy you may want to also consider the ideas of time line, prioritization, multi-tasking, and tracking. As noted in slide fortyfour, a first step entails listing what projects you are responsible for in your professional environment. A sign of a professional person is the ability to distinguish multiple projects. List out all the projects you're involved in alone or as part of a team. Try to get all of the projects on the list even if there are fifteen or twenty of them. Then, prioritize the projects in order of importance to your organization. If you are in the work place, you should be able to recognize what are the key goals of your organization and order your projects accordingly. The key to prioritization is goals. For each project, line out the steps necessary to accomplish it. You might draw a path or diagram showing the key steps along the axis and paralleling in other aspects of the project. Finally, you need to start the actual labor. Get to work on your top project. Try starting early in the day, working a bit later and looking for new ways to improve your project.

**Using Your Resources**

Embedded in any personal work strategy is the idea of efficiency of task execution. That is, it is necessary that you be able to accomplish the primary tasks charged to your job in a quick and accurate manner. As noted under “shining in your job” it is helpful for you to identify the chief resources available to you early in your job tenure. Within your work organization, you may want to determine who can help you learn chief skills and processes and who can help you get things done correctly and in a timely manner. Essentially, you’re building a resource framework. You also need to locate what technical resources you need to access and become familiar with. Flash drives, lap top computers, global positioning systems, data scanners, and audio conferencing software are all resources that can aid a professional in communicating on the job. You also need to mark down a set of skills to develop. That will help you accomplish your job more efficiently. At this point you should be wondering “How am I supposed to do all of this career planning, networking, resume development, practice interviewing, and following up? I have work, school, and a personal life to manage. There
just isn’t enough time in the day to do all this stuff.” You’re right. It is difficult to search for a career job and also conclude your formal schooling, work, and pursue some type of permanent or transitory relationship. Nicely, you will continually confront such overloads—get used to it. Indeed, if you ever feel overwhelmed by your life, take a look at what you’re doing. Attaining any type of career position that someone graduating from UNT qualifies for, takes great effort. Once you have started your career position, you’ll be involved in training, job responsibilities, projects, and other job-related activities, on top of personal and social obligations.

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**Your self-motivation system.** You are now asking, “What’s this elderly stuff got to do with me? I am a young person.” Certainly you are a young person. To maintain your exuberance you will want to develop a system for self-motivation. Your self-motivation system will keep you moving towards a goal. **Motivation** is the system you use to achieve your goals. Your self-motivation system contains two components: a **morale component** and a **work strategy component** (slide forty-four).

Morale is your state of mind. It’s how you feel most of the time. Some people equate the term attitude with morale, and that notion takes in the emotional aspect of the construct. Are you brooding, morose, enthusiastic, interested, peppy? Any of those descriptors may capture your morale. Some people are mercurial in that their morale vacillates. If somebody says to you: “Go and see what type of mood Angie is in,” they’re inferring a mercurial type of morale on Angie’s part.
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Your work strategy. Work strategy involves how you handle projects and tasks on your job. The concepts associated with work strategy include time management, time and territory management, effort allocation system, personal planning system. The concepts are similar ideas. However, to effect a usable work strategy you may want to consider the notions of time line, prioritization, multi-tasking, and tracking. As noted in slide forty-four, a first step entails listing what projects you are responsible for in your professional environment. A sign of a professional person is the ability to perceive multiple projects. List out all the projects you’re involved in alone or as part of a team. Try to get all of the projects on the list even if there are fifteen or
twenty of them. Then, prioritize the projects in order of importance to your organization. If you are in the work place, you should be able to discern what are the key goals of your organization and order your projects accordingly. The key to prioritization is goals. For each project, line out the steps necessary to accomplish it. You might draw a path or diagram showing the key steps along the axis and paralleling in other aspects of the project. Finally, you need to go. Get in movement on your top project.

**Using your resources.** Implicit in any personal work strategy is the notion of efficiency of task execution. That is, it is incumbent that you be able to accomplish the primary tasks charged to your job in an expeditious and accurate manner. As noted under “shining in your job” it is helpful for you to identify the chief resources available to you early in your job tenure. Within your work organization, you may want to determine who can help you learn chief skills and processes and who can help you get things done correctly and in a timely manner. Essentially, you’re building a resource framework. You also need to locate what technical resources you need to access and become familiar with. Flash drives, lap top computers, global positioning systems, data scanners, and audio conferencing software are all resources that can aid a professional in communicating on the job. You also need to earmark a set of skills to develop that will help you accomplish your job more efficiently.

### The Learning Model

<table>
<thead>
<tr>
<th>1st day-1st week</th>
<th>2-6 Months</th>
<th>6+ Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unconscious</td>
<td>Conscious</td>
<td>Conscious</td>
</tr>
<tr>
<td>Incompetent</td>
<td>Incompetent</td>
<td>Competent</td>
</tr>
<tr>
<td>You do not know</td>
<td>You realize you need to be trained.</td>
<td>Know what to do and do it.</td>
</tr>
</tbody>
</table>
Chapter Eleven: Communication Skills

Persuasion

Persuasion is a communication skill. It involves exchange of information with a purpose. As slide fifty states, communication is transmitting information between sender and receiver. In selling an idea or behavior, you are transmitting information to a target and monitoring the target’s receipt of that information.

Profiling Yourself

Before you can communicate effectively you should find out how others see you. A good place to start is to think about what others have said about you. What do they say you’re good at? Look at the activities you have engaged in the last 5 years. What do these things say about how you are viewed by others? In the workplace people will often put you into one of six personality categories. So at a new job it might take anywhere from five seconds to three minutes for you to be categorized as a sharp person, a legend in his or her own mind, sheepish, shallow, a joker/misfit or ethical/dishonest. Make sure you are able to communicate properly and show people the type of person you are.

Communicating—Encoding

Communicating is a conscious behavior. It is a skill you have to refine and execute continually because most professional jobs involve communicating with clients, patients, coworkers, and business partners. Your ability to relate information accurately and with proper timing will determine, to a great extent, your job performance. In many instances you’re the medium for information between your organization and customers, prospective customers, correspondent organizations, and other business entities. You have to know what information your partner’s need, when they need the information, in what form the information has to come, and how to determine whether the information was received.

The communication model in slide fifty-three provides an idea of what goes on when you communicate. You have an objective in communicating with a target. In light of the target’s needs and specifications you encode your message. Wording of the message is important. Your receiver must be able to
understand the meaning the message conveys. Proper writing or speaking style and effective terminology help you encode the message for maximal effect. The receiver needs to be able to see, hear, or feel the message as it was intended. Noise can distort a message to the point that it is inaccurate or incomplete. Faxing messages is problematic because the material gets attenuated or distorted. Sometimes faxes get jumbled together. Today electronic communication, particularly email, is the dominant means to communicating in business. Email offers flexibility, access to multiple recipients, increased accuracy, and more or less automatic archiving. The real drawback to email is that it provides a historical trail. Customers can track your correspondences noting inconsistencies and inaccuracies. That is why your emails need to be worded accurately and clearly. It is also necessary to be objective and careful in wording emails. Dismissive language, derogatory remarks, or emotional verbiage can come back to haunt you. Your receiver can share your messages with anyone on his list.

In addition to choosing a medium, you must be aware of noise that may distort your communication. Noise implies any aspect of the communication environment that may make it difficult for your target to receive your message. Let’s look at an example: Let’s say you are giving a presentation in a conference room where you work. Well before you give the presentation you need to: make sure the tools helping present the information are functioning. Does the projection system (gun projector or overhead projector) work properly? Is your presentation backed up to your hard drive and flash drive? Have you got hard copies of your materials in slide format with room for note taking? Are enough copies of the presentation available for all who attend? Does everybody who has been invited to the presentation know when and where it will be? Have you arranged for teleconferencing or videoconferencing for remote attendees? Have you provided an agenda for your meeting—so people know what items will be covered? Agendas help you keep meetings on track. Have you neutralized all distractions (telephones located in the conference rooms, cell phones)? Is adequate seating available? Are beverages available?

Your ability to communicate influences your career progress. Aside from decision making, a managers’ chief role is communicating up and down the reporting chain. People who communicate effectively last longer and go farther in managerial roles. Here are a few short suggestions regarding communication:

Always let your target know who you are, what organization you are with, the purpose of your communication, and how the recipient can contact you. Any voice mail you leave, email, or face-to-face contact with a receiver needs to convey who, what, and why you are communicating. Remember, most of the people you communicate with deal with many other people daily. Make it
easy for others to understand you. Voice mail is a particularly difficult medium for communication.

To employ voice mail effectively:

Address your receiver: "Dr. Sager".

Convey your identity: “This is Jan Edwards, one of our marketing principles students”.

Convey the time and date: "It is Tuesday, January 7".

Convey the purpose of your call: “I am calling to make an appointment to go over course material”.

Provide follow up information: "You can reach me at 972-111-0035".

Summarize: “Again, Dr. Sager, this is Jan Edwards, one of your marketing principles students, calling to make an appointment to go over course material, 972-111-0035”.

Your message tells me who you are, when you are calling, why you are calling, and how I can get in touch with you. Be sure and speak clearly, enunciate your name and clearly relate the digits in your contact number. Try to leave the message from a quiet location to minimize distortion. As well, be sure your voice mail identifies you as the holder of the number, or at least provides the contact number so the sender can verify.

As you can see, communicating effectively is a true skill. To be effective in your position, you must be able to convey information clearly and accurately at the proper point in time.

**Communicating—Monitoring Feedback**

To communicate effectively, you have to both send and receive. That is, communication involves active monitoring of your recipient’s impressions and behaviors. You need to listen to your receiver most of the time. The 80/20 rule says that you should listen 80% of the time and talk 20% of the time. Use prompts: “Jane, do you better understand now what a full service wholesaler is?” “Jane, give me an example of an organization you are familiar with that would be classed as a full service wholesaler.” Both prompts allow you to discern whether Jane understands the concept of a full service wholesaler (the reason for her earlier communication with you). Sometimes you can listen to a recipient’s tone of voice to tell whether they properly conceive the information you just related. Facial attitude may also convey
comprehension on the receiver’s part. If the receiver looks confused, reset your explanation and restate it. Then check for feedback using a tie-down such as “Does that explanation make sense to you, Jan?” or “Jan, can you see now what role a wholesaler performs?”

Listening to your receiver is a big job. It takes more energy to listen than to speak. That’s right. Your role as a student sitting in a class requires greater energy than does my role as a lecturer. You have to concentrate for forty-five to seventy-five minute intervals despite distortions and less than optimal communication practices of the sender. Concentration takes focus on your part. You have to focus your hearing and vision and your mind on the sender. That focus is what drains your energy. Slide fifty-seven refers to whole-brain focus. When listening intently you are utilizing your brain and all available senses. Contrast listening to your state of mind when watching television or driving. Some drivers distract themselves through the radio or Ipod, cell phone, and through the items they have draped from the rear view mirror of their car. Listening like driving takes full concentration to be done effectively. It is fatiguing. However, the more adept you are at listening, the more likely it is you will be able to identify others’ needs and then use your knowledge of others’ needs to persuade them.

Many students occupy jobs that require listening. Customer service personnel must listen to callers’ concerns and then feed back as to the consequences of the inquiry. Wait staff must listen to diners’ orders and validate the orders before serving. Receptionists must monitor incoming and some outgoing communications, accurately conveying information so it is received by the proper recipients. So you may already have developed a solid listening ability.

Proper listening allows you to validate what someone is communicating. It also allows you to prepare follow up communication. Managing projects requires a grand communication plan. Stephen Bishop, a project manager for Nortel, communicates with six or seven different groups in order to get a telecommunication system installed, tested, and validated. Most of the groups are distant, so Stephen relies on email and telephone as mediums for communication. Stephen has to bring projects in at or below budget. His job is almost all communication.

Aside from monitoring your target, what can you do to communicate effectively? Try to track yourself. That is, be sure your focus is constant—without blips or blackouts. You should be able to visualize or conceptualize what the sender is saying. If you do understand what is being communicated provide verbal feedback like “yes” and “I see”. If you black out in concentration or become confused you must stop and ‘get back on track’. You should again provide feedback to your sender. “Dr. Sager, I am unsure whether I am following what you’re saying…” “Let me see if I understand
“Hold it, Frank; I just lost the train of thought here. Can you go back and restate the last couple of points you’ve made”. It is much safer for you to get the sender to resend than to remain confused and act on incomplete or inaccurate information.

It is important that you adjust your communication style to best accommodate your target. For example, someone may be unable to comprehend the terminology you’re using. They may be unwilling to ask you to use more general terminology to communicate. Thus, you have to alter your wording subtly. Likewise, you may want to change the venue for communication. Your prospect may be located in a busy office or work area. You could ask her to lunch or go to a conference room on the same site. Also, you can vary your cadence of speech, change your emphasis or tone of voice, or use more emphasis on certain points or topics. The point is that you can enhance verbal communication by making changes to your voice or to the terminology you’re using.

**Personality**

Use your personality to help you communicate. Personality is the sum of a person's traits, attitudes and habits. You can use these things to facilitate communication, simplify information processing and assist in training. Jung’s Typology breaks your personality down into four categories. The Thinker has a logical systematic approach to problem solving. The Intuitor has a theoretical, conceptual approach. The Feeler is more people oriented and considers the impact of people within or customers. Last is the sensor. The Sensor is action oriented, and concise.
Conclusion (Profile yourself, Gating Process, Communication Theory, Listening.)

Profile Yourself: Find out how others see you. What do they say you do well? What activities have you engaged in in the last five years? Look for junctures!

The Gatekeeper at work: Uses personal categorizations. Performs a cue search. Takes 5 seconds to 3 minutes

Six types:
- Sharp person
- Legend in his own mind
- Sheepish
- Shallow
- Joker/misfit
- Ethical/dishonest

Communication: Transmitting information about yourself and your product to someone else

Proxemics: public space 12+ feet, Social 12-4 feet, Personal 4-2 feet, Intimate 2-0 feet.

Communication model:
Sender → encoding, speech, Medium, hearing, decoding → Receiver ----> feedback loop to sender.

Listening
- 80:20 Rule
- Listen 80% of the time
- Talk 20% of the time

How to Listen
- Concentrate only on the sender
- Look the sender in the eye
- Watch his or her facial expressions
- Watch his or her body movements
- Pay attention to the sender's content
- Think about what it means to the sender
- Think about how the sender feels
- Provide verbal and gesticular feedback
- Provide verbal and gesticular feedback
- “Hmmm”
- “Yes”
- “I see”

Listen as you present
- Do I have her attention?
- Is she tracking with me?
- Am I presenting points relevant to her needs?
- Am I going at the right speed?
Personality
The sum of a person's traits, attitudes and habits.
Why use them?
   - Facilitate communication
   - Simplify information processing
   - Great for training

Personality
Jung's Typology
Thinker (Logical, systematic approach to problem solving)
Intuitor (theoretical, conceptual, macro approach, long-term orientation)
Feeler (person oriented, considers impact on people within or customers)
Sensor (action oriented, bottom-line focus, concise)

Communication
Persuasion is a communication skill. It involves exchange of information with a purpose. As slide fifty states, communication is transmitting information between sender and receiver. In selling an idea or behavior, you are transmitting information to a target and monitoring the target's receipt of that information.

Communicating—encoding. Communicating is a conscious behavior. It is a skill you have to refine and execute continually because most professional jobs involve communicating with clients, patients, coworkers, and business partners. Your ability to relate information accurately and with proper timing will determine to a great extent your job performance. In many instances you're the conduit for information between your organization and customers, prospective customers, correspondent organizations, and other business entities. You have to know what information your partners need, when they need the information, in what form the information has to come, and how to determine whether the information was received.

The communication model in slide fifty-three provides an idea of what goes on when you communicate. You have an objective in communicating with a target. In light of the target's needs and specifications, you encode your message. Wording of the message is important. Your receiver must be able to understand the meaning the message conveys. Proper writing or speaking style and effective terminology help you encode the message for maximal effect. The receiver needs to be able to see, hear, or feel the message as it was intended. Noise can distort a message to the point that it is inaccurate or incomplete. Faxing messages is problematic because the material gets attenuated or distorted. Sometimes faxes get jumbled together. In recent
years electronic communication, particularly email, has become the dominant means to communicating in business. Email offers flexibility, access to multiple recipients, increased accuracy, and more or less automatic archiving. The real drawback to email is that it provides a historical trail. Customers can track your correspondences noting inconsistencies and inaccuracies. That is why your emails need to be worded accurately and clearly. It is also necessary to be objective and careful in wording emails. Flippant language, derogatory comments, or emotional verbiage can haunt you. Your receiver can share your messages with anyone on his list.

In addition to choosing a medium, you must be cognizant of noise that may distort your communication. Noise implies any aspect of the communication environment that may make it difficult for your target to receive your message. Let’s look at an example: Let’s say you are giving a presentation in a conference room where you work. Well before you give the presentation you need to: make sure the means for presenting the information work. Does the projection system (gun projector or overhead projector) work properly? Is your presentation backed up to your hard drive and flash drive? Have you got hard copies of your materials in slide format with room for note taking? Are enough copies of the presentation available for all who attend? Does everybody who has been invited to the presentation know when and where it will be? Have you arranged for teleconferencing or videoconferencing for remote attendees? Have you provided an agenda for your meeting—so people know what items will be covered? Agendas help you keep meetings on track. Have you neutralized all distractions (telephones located in the conference rooms, cell phones)? Is adequate seating available? Are beverages available?

Your ability to communicate influences your career progress. Aside from decision making, a managers’ chief role is communicating up and down the reporting chain. People who communicate effectively last longer and go farther in managerial roles. Here are a few short suggestions regarding communicating:

Always let your target know who you are, what organization you are with, what is the purpose of your communication, and how the recipient can contact you. Any voice mail you leave, email, or face-to-face contact with a receiver needs to convey who, what, and why you are communicating.

Remember, most of the people you communicate with deal with many other people daily. Make it easy for others to understand you. Voice mail is a particularly difficult medium for communication.

To employ voice mail effectively:

Address your receiver: “Dr. Sager”.
Convey your identity: “This is Jan Edwards, one of our marketing principles students.”

Convey the time and date: “It is Tuesday, January 7.”

Convey the purpose of your call: “I am calling to make an appointment to go over course material.”

Provide follow-up information: “You can reach me at 972-111-0035.”

Summarize: “Again, Dr. Sager, this is Jan Edwards, one of your marketing principles students, calling to make an appointment to go over course material, 972-111-0035.”

Your message tells me who you are, when you are calling, why you are calling, and how I can get in touch with you. Be sure and speak clearly, enunciate your name and clearly relate the digits in your contact number. Try to leave the message from a quiet location to minimize distortion. As well, be sure your voice mail identifies you as the holder of the number, or at least provides the contact number so the sender can verify.

As you can see, communicating effectively is a true skill. To be effective in your position, you must be able to convey information clearly and accurately at the proper juncture in the process.

*Communicating—monitoring feedback.* To communicate effectively, you have to both send and receive. That is, communication involves active monitoring of your recipient’s impressions and behaviors. You need to listen to your receiver. Use prompts: “Jane, do you better understand now what a full service wholesaler is?” “Jane, give me an example of an organization you are familiar with that would be classed as a full service wholesaler.” Both prompts allow you to discern whether Jane understands the concept of a full service wholesaler (the reason for her earlier communication with you). Sometimes you can listen to a recipient’s tone of voice to tell whether they conceive properly the information you just related. Facial attitude also may convey comprehension on the receiver’s part. If the receiver looks confused, reset your explanation and restate it. Then check for feedback using a tie-down such as “Does that explanation make sense to you, Jan?” or “Jan, can you see now what role a wholesaler performs?”

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It is important that you adjust your communication style to best accommodate your target. For example, it could be that someone may be unable to comprehend the terminology you’re using. Despite inability to understand terminology, your listener may be unwilling to ask you to use more general terminology to communicate, fearing loss of face. Thus, you have to alter your wording subtly. Likewise, you may want to change the venue for communication. Your prospect may be located in a busy office or work area. You could ask her to lunch or go to a conference room on the
same site. Likewise, you can vary your cadence of speech, change your emphasis or tone of voice, or use more emphasis on certain points or topics. The point is that you can enhance verbal communication by making changes to your voice or to the terminology you’re using.
Good Luck to You in Your Selling Efforts

It would be great if you remember and use two or three of the points raised in this book. If this material helps you to get a second interview with a company, propose to your loved one, or even make a sale of any size—let me know. Try the stuff out a few times.
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