Slide 1

JA COMPANY PROGRAM
VP SALES

JA 100 | JA Central Ontario

Slide 2

AGENDA

- Introductions & Icebreakers
- Sales Role & Responsibilities
- Features vs Benefits
- Target Market
- BREAK
- Sales Activity
- Pitfalls & Tips
- Takeaways

Slide 3

YOUR PRESENTERS

Insert a picture of presenter #1 here

Name:
Title:

A fun fact about me…

Something I want to do, but haven't yet is…

I'm excited about CP because…

Insert a picture of presenter #1 here

Name:
Title:

A fun fact about me…

Something I want to do, but haven't yet is…

I'm excited about CP because…

3 mins

Slide 4

[5 mins]

Bathrooms – bathrooms are down the hall (also near the main lecture hall). If you need to go, please excuse yourself, no need to raise your hand

Phones – there is a lot of important material we are about to cover. Please don't use your phones unless we ask you to or you are using it to take notes

Getting your attention – if I need to get your attention I'll simply raise my hand. If you notice me raising my hand, I ask that you immediately stop what you're doing and help me in getting the rest of the room's attention by also raising your hand until we have complete silence again!

Activity Instructions - I also ask that you wait for instructions before moving. Oftentimes, I'll first tell you the instructions. Listen first. I will then say "go", and only then do I ask for you to move and get started.

When answering questions - We all want to get to know each other! If your hand is called on, first start by introducing your name and the program you are from (ie. RBC – downtown on Tuesdays)

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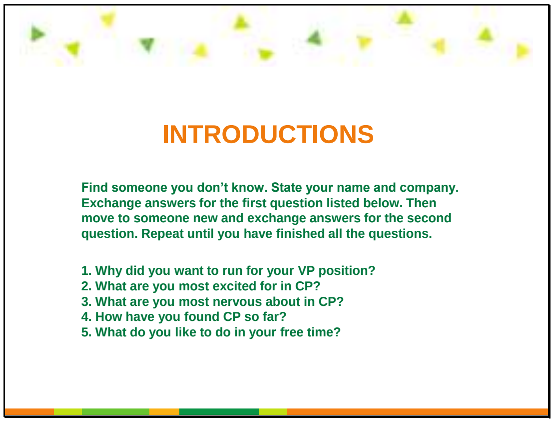

[8 min – including instructions]

We've introduced ourselves! Now it's your turn!

Tell students to: Find someone they don't know. State their name and company and then exchange answers for the first question listed on the slide. Then move to someone new and exchange answers for the second question. Repeat until they have finished all the questions.

You will have 8 minutes to complete this activity.
Students can exchange contact info if they would like (*You never know when it might be helpful! These are people doing the same role as you. Build your network now!)*

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[5 min – including instructions]

One last activity to get a gage of the room.

First, First stand up if you are from…
York
Toronto
Halton
Durham
Peel

Stand up if you are in:
Grade 9
Grade 10
Grade 11
Grade 12

Close your eyes. Stand up if…
Have you taken or are you currently taking a business course?
Open your eyes

Wow! Look at that. For those of you taking a business course, this is a great extension and application of what you're learning. For those of you who haven't, koodos to you for trying something new! To all, this is an amazing opportunity you've decided to participate in.

Okay sit down!

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Family Feud!

On the next slide, students will play a family feud type game to guess what they think their main tasks and responsibilities are in their role. First you can click on the show question button, then click on the hide question button and have students take turns guessing the responsibilities. After each task that is guessed, expand on that task a little bit more before moving to the next one (tasks are outlined on the next slide).

If you want to make it into a game…

Split the room in half. On the next slide the students will be presented with a question. Have the teams take turns having someone from each side provide an answer to the question. If they answer incorrectly the other team can steal the points!

After each answer that is correct, stop to talk with the students more about that responsibility (as referenced in the notes).

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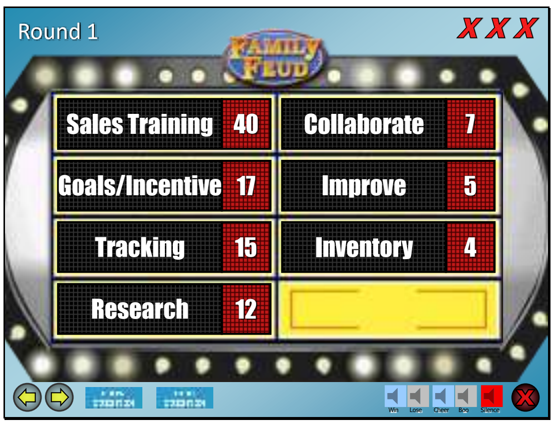

[15 min]

- **Conduct sales training for all members**

Everyone in your company is responsible for selling. Create a training for your team to ensure everyone is comfortable pitching your product and is confident selling.

- **Set sales goals and create sales incentives: contest and bonuses**

Set goals for each team member and create incentives for team members to hit those goals. For example for each product sold, the team member will put their name into a draw for a prize each month or at the end of the program.

Record sales and inventory

Keep track of your sales, money and inventory by writing them down in the SALES 1 spreadsheet found in the record keeping tool. This can be found in Phase 2 in the student resource portal. Password for the portal is CP2019 and the password to edit the spreadsheet is JA

- **Conduct market research on new products or services**

Help determine what will sell in the market by conducting market research. For example, go an observe or talk with your target market (the people who you will market your product to) who will be using your product. It’s important that you are researching your target market and not just friends and family (unless they fall into your target market)

- **Work with the marketing department on ways to increase sales**

Work with marketing, to develop a strategic marketing plan to increase sales. For example, will you have an exciting social media campaign, strong brand, sell online, etc.

- **Continually research, review and recommend opportunities for improvements to sales processes**

Always think of new ways to sell. You can also ask for feedback on your sales pitch to see if there is an opportunity to adjust it to make more sales.

- **Connect with VP production for product pricing and product lifecycle management, and monitoring inventory**

Connect with Production to align product pricing and lifecycle and to keep an eye on inventory so that the production team has plenty of time to create more if needed!

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[5 min]

Let students know they can organize their tasks similar to the table on this slide to stay organized.

Then have students write down a task they are responsible for and have them complete the chart. They can do this on paper, laptop or their phone.

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[5 mins]

Watch the video on the Record Keeping Tool.

Some things to note with the students afterwards:
-This video will be on the resource portal to reference
-Each team member is responsible for selling – even if they aren't in the sales department
-You can use other programs or methods of keeping track of your sales but ensure you are tracking these fully. This is important! To help you keep on track you must update your records weekly. A good tip is to put it in your calendar (or set an alarm) as a re-occurring deadline so that you don't forget!
-You don't have to choose to pay commissions for your team members sales if you don't want to (you need to decide this as a group).

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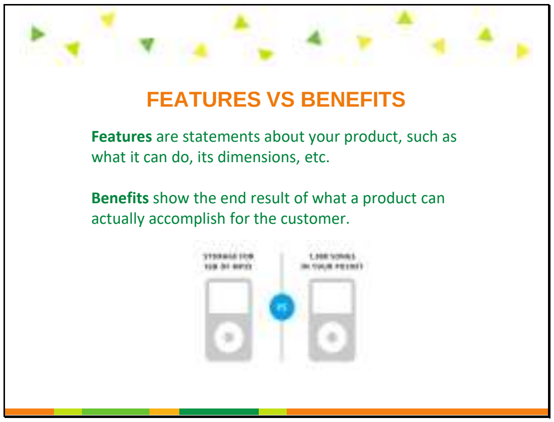

[2 mins]

It can be difficult to tell the difference between a feature vs. a benefit, as many features might sound like benefits.

For example, saying that a cell phone has a fast internet connection is actually showcasing a feature, not a benefit. A benefit of fast internet would be the ability to quickly get directions when you're lost.

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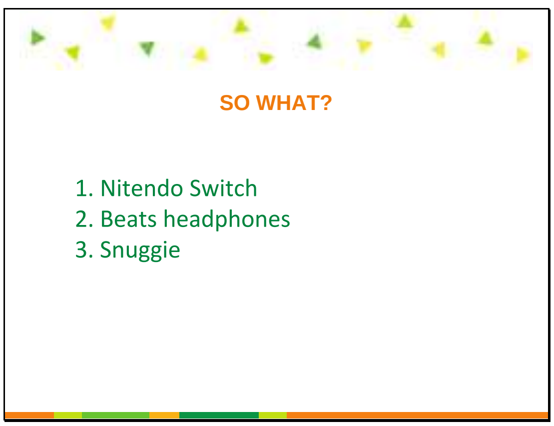

[5 mins]

If you are having trouble identifying a benefit ask yourself So what?
Imagine you're selling an oven. One of its special features is a fast preheat system. Fast pre-heating is a feature, because it's a fact about the oven – it explains what the oven does.

To define a benefit you ask yourself *So what?*
The oven preheats quickly.
So what?
It's quickly ready to start cooking your lasagna.
So what?
Your food is on the table sooner.
So what?
Life is less stressful. There's less hanging around the kitchen waiting for the oven to get ready. And you don't have to worry you might forget to preheat your oven.

Short Activity
Ask the students to turn to the person next to them and think of the features and benefits one of the product on the slide. If they are stuck they can ask themselves,

so what? Then ask one or two groups to share their answers with the full group.

Nitendo Switch
Feature - game controllers can split in two
Benefit - you can play with friends

Beats
Feature – high quality sound (others can include wireless, noise cancelling)
Benefit – Listen to your favourite songs like you are in the recording studio/more immersed in the audio experience

Snuggie
Feature – it is a blanket with sleeves
Benefit – your arms don't get cold

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[3 mins]
Ask student to define target market.
Definition: A specific group of consumers at which a company aims its products and services.

Your target customers are those who are most likely to buy from you. Resist the temptation to be too general in the hopes of getting a larger slice of the market. That's like firing 10 bullets in random directions instead of aiming just one dead center of the mark.

For example, even if you are selling socks you still need a target market. Your target market can't be everyone.

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[12 mins]
Ask the student if they know any sales techniques
Then explain some of the following techniques

- Fewer Options – sometimes less is more so you don't overwhelm your customer.
- Leverage Loss Aversion – Tailor your pitch to the individual, and highlight why they will miss out if they don't purchase
- Showcase Social Proof – highlight the popularity of your product, popularity signals that the product has value. Be sure to still be genuine about this!
- Ask for Reasoning – if your customer is hesitant, ask them what's holding them back. Then know/anticipate your objections and have a strong answer for each!
- Storytelling – use strong storytelling to engage the customer and motivates them to take action
- Play off of FOMO – customers have fear of missing out, so use this to your advantage. You can use techniques like "get it before it's gone" or "we have limited products left"

The full list & details are on this website here:
https://www.propellercrm.com/blog/psychological-sales-tricks

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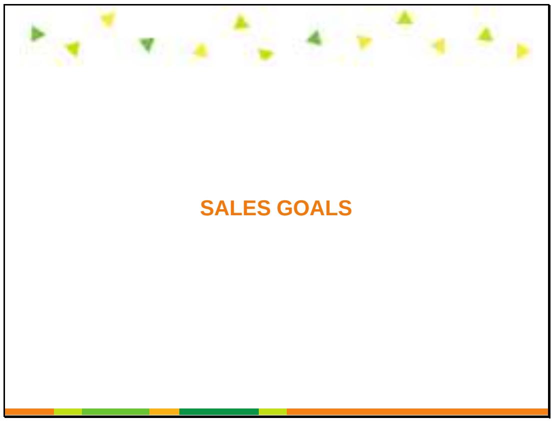

[10 mins]
Ask students to think of or write one way they are planning to meet their sales goal with their team.
Ask a few of them to share.

Here are some tips and techniques you can cover with the students to help them meet their goals:

- **Display your team's activity and progress** – they can do so but having updates at each meeting. It is even better to have a visual representation as well. For example, a thermometer with the progress made with the goal at the top (but there are lots of other ways to show progress too!)
- **Track activity** – work with IT to see if technology can help you track sales goals and activity. For example, for each member in your group, how many emails were sent, how many people did they ask to buy, etc.
- **Define a Team Goal** – determine a SMART goal for the team that everyone is on board with. Readjust this goal if needed, but only if really necessary.
- **Provide Incentives** – Offer a prize incentive for people to work towards. Be sure to make it something members care about! You can also work with HR to see what motivates different members.
- **Model the Right Behaviour** – As the leader of your group, lead by example! No one else is going to follow best practices if you aren't!
- **Help Overcome Challenges** – There will be some member that aren't as comfortable with making sales. Above holding a training session with the whole group, help those that might find sales challenging by providing feedback, role playing, having multiple

check points, and establish action steps.

The full list/source can be found here: https://databox.com/increase-sales-team-prospecting-activity

Feel free to add in your own tips as well.

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[20 mins]

1. Divide the students into groups of approx. 10
2. Have each team create their own circle (5 circles)
3. Read out the customer profile out loud (on the next slide)
4. Remind the students to focus on the target market and have each one state a feature and a benefit for the product they have. Have an advisor per each circle if possible, to ensure the students are differentiating between a feature and benefit and to time each student (1 min).
5. Have students take turns pulling a product out of a hat and having to sell

that product on the spot (max one min each) to the customer profile below
6. Explain that on the back of the object will be an objection, after the person has sold their product, have them give a rebuttal to the objection.

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[10 mins]
Go over examples of pitfalls

[1 min]
Ask students to write a pitfall they're most personally worried about or vulnerable to on a piece of paper

Advise them to crumple it up and throw it somewhere in the room.

[8 mins]

Take some time going through some of the pitfall and answer a few based on your own CP experience. The alumni in the room can help with this as well.

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[15 mins]

JA Alumni will spend 10 minutes talking about their CP experience and their roles in the department. They will also talk about some tips they have for students moving forward. Afterwards they can do a Q&A. Students can direct questions at the alumni or the CP experts in the room.

Some that you can mention are:
Be prepared for objections
Build relationships
Don’t be afraid to ask for the sale, even to strangers
Try new techniques – research new ideas to sell, ask your connections, be strategic in who you are selling to (talk with independent store owners, ask your advisors to help set up booths in high traffic area of their work)
Don’t quit when your goals are met, set new ones
Keep track of your sales

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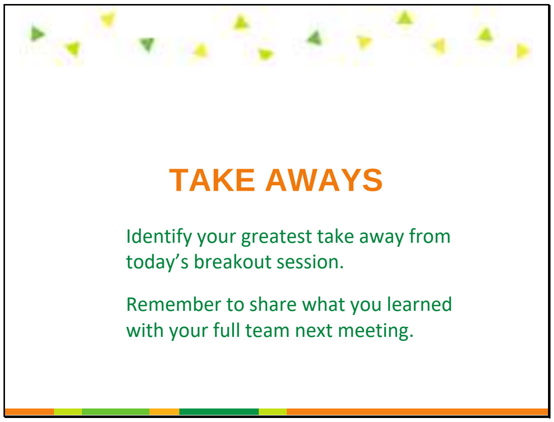

[5 mins]

Ask students for their key take aways from the session.

They can also tweet their learnings to @JACO_CP

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[5 mins]

Slide 23

[1 min]