ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET

Date of Training: _____

Lesson Category: Making an Effective Presentation

Lesson Title: Secrets & Tips to Giving an Effective Sales Presentation

Student Materials/Activities:
1. Students were instructed to listen to the audio "Secrets & Tips to Giving an Effective Sales Presentation."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:
1. To identify and discuss the two secrets of an effective sales presentation.
2. To identify and discuss five tips for giving a better presentation.
3. To identify and discuss the lone exception of the three rules of the IMPACT Selling System - when it's acceptable to skip a step.
4. To identify and discuss the differences between a feature and a benefit.
5. To identify and discuss the best time to introduce the commitment.
6. To have the participants identify their greatest features of the Reserve recruiting opportunity.

Lesson Outline:
1. Identify and discuss the two secrets of an effective sales presentation.
   a. Understanding what product knowledge IS and what product knowledge isn't.
      - Product knowledge is accessing what you know and putting it into terms that cite the benefits your applicant is interested in receiving.
      - Product knowledge is not going off on tangents related to features or benefits your applicant is not interested in hearing about.
   b. Understanding the purpose of your presentation: It's not to tell your applicant about the Reserve opportunity you're trying to sell them; it's about getting them to tell you what they want to accomplish and how they will use the Reserve opportunity to reach their goals.

2. Identify and discuss the five tips for giving a better presentation.
   a. Use the power of the word "recommend" and avoid offering too many solutions to choose from.
   b. Limit the number of features and benefits you present: People won't remember them anyway.
   c. Use feedback questions during your presentation.
   d. If you're getting negative or neutral responses to your feedback questions, return to the Probe Step and course correct.
   e. Present all features and benefits of the Reserve that are relevant to the applicant as if they were an exclusive: Say things like, "The Air Force Reserve provides this to its members," or "The Air Force Reserve will give you this.." Don't say, "As a member of the military, you will be entitled to…"

3. Identify and discuss the lone exception to the three rules of the IMPACT Selling System - when it's acceptable to skip a step.
   a. Watch for very obvious signs the applicant is ready to commit - "How soon could I enlist?" We call this "outdistancing" the recruiter, because the applicant has already gone through the steps of IMPACT in their mind.
   b. You need to "catch up" to the applicant and complete the Tie-It-Up Step, provided they are otherwise qualified.

4. Identify and discuss the best time to introduce the commitment.
   a. Never introduce the "commitment" early in the sales process.
   b. First build value for the Reserve recruiting opportunity that exceeds the applicant's perception of the commitment.
   c. Remember that the commitment is often a bigger issue in the mind of the recruiter than in the mind of the applicant.

5. Identify and discuss the difference between a feature and a benefit.
   a. Feature: It's how one of your offerings is described technically. Example: Education Assistance.
   b. Benefit: It's what the feature does for the applicant. Example: Education Assistance provides you with extra money to pay for college.

6. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the leader will conduct a guided discussion concerning what the participants believe to be the features of the Reserve recruiting opportunity that give them the greatest competitive advantage over other military branches.

LAST NAME - FIRST NAME - MIDDLE INITIAL