Chapter 14 covers two essential steps in the sales process: presenting the product and overcoming objections. It provides examples of what to do and say during the presentation process and suggests how to plan for and cope with objections.

Chapter Objectives
After reading this chapter, you should be able to:
- Describe the goal of product presentation
- List four techniques that create a lively and effective product presentation
- Distinguish objections from excuses
- Explain the five buying decisions on which common objections are based
- Demonstrate the general four-step method for handling customer objections
- List seven specific methods of handling objections and note when each should be used

Distinguish objections from excuses. Objectives are concerns, hesitations, doubts or other honest reasons a customer has for not making a purchase. Excuses are reasons for not buying or not seeing the salesperson. Customers often use excuses when they are not in the mood to buy or when concealing other objections.

Quick Think
- How can the previous sales step, determining needs, help a salesperson do a better job at selling a camera?

EXPLORING THE PHOTO

Market Talk
Selling a product such as a quality camera relies on both product features and emotional aspects of decision making. A salesperson must be able to relate to the customer on all these levels in order to close the sale.

Quick Think
- How can the previous sales step, determining needs, help a salesperson do a better job at selling a camera?

Market Talk
Ask the class to research how the Internet has affected selling technology products. Answers may include that customers are better informed about features and costs.

REVIEW THE OBJECTIVES
Describe the goal of product presentation. The goal of a sales presentation is to match customer needs to the features and benefits of a product.
List four techniques that create a lively and effective product presentation. Displaying and handling the product, demonstrating the product, using sales aids, and involving the customer.

Distinguish objections from excuses. Objectives are concerns, hesitations, doubts or other honest reasons a customer has for not making a purchase. Excuses are reasons for not buying or not seeing the salesperson. Customers often use excuses when they are not in the mood to buy or when concealing other objections.

Quick Think
- How can the previous sales step, determining needs, help a salesperson do a better job at selling a camera?

MARKET TALK
Selling a product such as a quality camera relies on both product features and emotional aspects of decision making. A salesperson must be able to relate to the customer on all these levels in order to close the sale.
DECA Events These acronyms represent DECA competitive events that involve concepts in this chapter:

AAM  FMAL  RFSM  TMDM
ASM  FMML  RMS  QSRM
BSM  HLM  SEM  QSRM
BMDM  HLM  SEM  QSRM

Performance Indicators The performance indicators represent key skills and knowledge. Relating them to the concepts explained in this chapter is your key to success in DECA competitive events. Keep this in mind as you read, and write notes when you find material that helps you master a key skill. In these DECA competitive events, you should follow these performance indicators:
- Recommend specific product
- Convert customer/client objections into selling points
- Describe the use of technology in the selling function

Some events include these performance indicators:

ASM  Suggest needed parts/service as determined by testing
EMDM  Describe the nature of customer support for online sales
FMAL  Recommend quantities and cuts of meat to customers
FMML  Make financial recommendations to meet client’s needs
FMDM  Recommend a financial plan to clients
HLM  Identify produce for customers
HMMD  Conduct walk-through for on-site tour
QSRM  Identify ingredients of menu items
RFSM  Serve food and beverages to customers
TMDM  Recommend travel and tourism services
TSE  Create a presentation software package to support sales presentation

DECA PREP

Discuss the performance indicators for the DECA events listed, so that students understand how to demonstrate their understanding.

The event acronyms stand for:

AAM:  Apparel and Accessories Marketing Series
ADC:  Advertising Campaign Event
ASM:  Automotive Services Marketing Series
BSM:  Business Services Marketing Series
EMDM:  E-Commerce Management Team Decision Making Event
FMAL:  Food Marketing Series, AL
FMDM:  Financial Analysis Management Team Decision Making Event
FMML:  Food Marketing Series, ML
FSRM:  Full Service Restaurant Management Series
HMDM:  Hospitality Services Management Team Decision Making Event
HRR:  Hospitality and Recreation Marketing Research Event
MMS:  Marketing Management Series
QSRM:  Quick Serve Restaurant Management Series
RFSM:  Restaurant and Food Service Management Series
RMS:  Retail Merchandising Series
SEM:  Sports and Entertainment Marketing Series
SMDM:  Sports and Entertainment Marketing Management Team Decision Making Event
TMDM:  Travel and Tourism Management Team Decision Making Event
TSE:  Technical Sales Event

For the Teacher
- TeacherWorks™ Plus
- Teacher Resources at glencoe.com
- Interactive Chalkboard
- ExamView® Assessment Suite
- Fast File Unit 5

For the Student
- Marketing Essentials Online Edition
- Student Activity Workbook
- Marketing Math Workbook
- Marketing Research Project Workbook
- School-to-Career Activity Workbook
- Competitive Events Workbook
- BusinessWeek Reader with Case Studies
- Interactive Student Edition
- Student Resources at glencoe.com

DECA PREP

Find timed DECA Prep activities correlated to the Competitive Events Workbook for students and DECA tips for teachers at the Marketing Essentials OLC through glencoe.com.
To prepare for reading this section, divide students into groups of three to five to review the first two steps in the selling process: approaching the customer and determining needs. Ask: If students worked at a greeting card store, how would those steps affect product presentation? Have groups brainstorm and share answers in class. Answers may include determining the customer’s needs and then pointing out the appropriate section of the store, such as birthday, wedding, sympathy, etc.

**Key Terms**
- layman’s terms

**Objective**
- Describe the goal of product presentation
- List four techniques that create a lively and effective product presentation

**Main Idea**
Product presentation is the step of the sales process in which you share your knowledge of the product with customers. You first determine customers’ needs and match them with product features and benefits.

**Graphic Organizer**
Draw this chart to take notes on how to create an effective product presentation.

**Academic Standards**
- English Language Arts
  - NCTE 4 Use written language to communicate effectively.
- Social Studies
  - NCSS 4 Individual Development and Identity: concepts drawn from psychology, social psychology, sociology, and anthropology as they apply to individuals, societies, and cultures

**Organizing the Product Presentation**
Selling is, in many ways, like putting together a jigsaw puzzle. When you do a puzzle, you analyze the various parts by shape and size. You select the straight-edged pieces to use for the frame. When you sell, you analyze your customer’s needs and buying motives. Then you use that information to begin developing the parameters of your product presentation.

**Critical Thinking**
- Teamwork Ask students to brainstorm ways that a sales associate can determine a customer’s needs. Have students share their responses in class.

**Develop Concepts**
- Ask a volunteer to talk about product presentation’s placement in the seven steps of selling.

**Have students recall what they already know about product knowledge and communication skills.**
Show and Tell

Your first decision in the product presentation step of the sale is what product or products to show your customer. Then you must think about what you are going to say and how you are going to say it. This is the step of the sale where you have the opportunity to share your expertise with the customer. The preparation that you have put into learning about the product or products you sell and how to communicate their selling points will assist you now. In this step, you have the opportunity to match the product features to the customer’s needs in consultative selling.

Which Products Do You Show?

After you have learned the customer’s intended use of a product, you should be able to select a few samples that match those needs. (See Figure 14.1 on page 296.) For example, you may select a technically advanced camera for a customer who wants a camera for professional use. Novice customers might want a fully automatic camera.

What Price Range Should You Offer?

When you do not know the customer’s price range and your knowledge of the intended use is insufficient to determine a price range, begin by showing a medium-priced product. You can move up or down in price once you begin to get the customer’s feedback.

It is not a good idea to introduce price early on in the product presentation unless it is a major selling point because you need time to show your clients/customers how valuable your product is to them. You know yourself that if it is something you really need and want, price becomes less of a factor in a purchase decision.

How Many Products Should You Show?

To avoid overwhelming your customer, show no more than three products at a time. It is difficult for most people to remember all the features of more than three items during a sales presentation. When a customer wants to see more than three items, put away the displayed products in which the customer shows no interest.

Going Green

Scientists say it will take everyone on earth to save our planet from the effects of global warming, overpopulation, and too much waste. Businesses around the globe are developing and creating products that are eco-friendly. Companies such as Cargo Cosmetics and Care by Stella McCartney are presenting products in biodegradable containers. Instead of traditional plastic tubes that may never decompose, these new packaging materials are corn based. Plus, corn is a renewable resource. It takes about 100 days to grow versus 100 million years to renew the petroleum used in plastic.

Beautiful Results

Cargo’s new Botanical Lipstick takes the “going green” one step further. The box is made from an eco-friendly flower paper. When planted, it will sprout wildflowers. Inside these uniquely packaged products are organic ingredients. Care by Stella McCartney develops products that are all free of petrochemicals, silicones, chemical preservatives, and endangered plant species. None of the ingredients have been genetically modified or contain animal products. In addition, the company does no animal testing. Such products are gentle on the skin as well as on the planet.

How would they know which new releases to suggest to customers?

Answers might include that from observing, listening to, or questioning students could determine what music the customers like and present suitable popular releases.

Role Play

Ask students in your class a few questions related to their musical taste, and then recommend specific musical artists if possible. This should illustrate the inexact nature of the selling process.
**SECTION 14.1**

**TEACH CONTINUED**

**S Skill Practice**

**Independent Practice**

**Tips for Effective Product Presentation**

Ask small groups of students to choose a product and develop an effective way to present it. They should consider the display, possible demonstration, and ways to involve the customer. Ask the groups to create posters depicting their ideas, with the elements labeled and explained.

**W Writing Support**

**What Do You Say?** Have students practice using descriptive adjectives and active verbs. Pick an item in the classroom, such as a student’s new shoes or backpack, and ask the class to list product features. Descriptions will vary but should be clear and objective (“ergonomic,” “made of brushed aluminum”) rather than subjective (“cool,” “pretty”).

**Extend** Ask students: Why is it unwise to use slang or double meanings when selling to a customer? Answers might include that customers may not share the same appreciation of slang or misunderstand what you are trying to say.

**Online Activity**

**Retail Strategies**

Have students look up online stores that sell retail display units. Ask them to take note of the retail strategies that are integrated into the units’ design and write a report about the logic behind retail displays.

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**Figure 14.1**

**Tips for Effective Product Presentation**

**Discussion** After students read Figure 14.1, discuss ways to present products effectively. Ask students to share examples from stores that they patronize.

**Caption Answer** Suggestions may include testimonials, endorsements, and art.

**Online Action!** For instructions, ideas, and answer guide, go to the Teacher Center at the Marketing Essentials OLC through glencoe.com.

**Follow Up** Ask students to volunteer to research and share examples of poor product presentation. Interested students can create an example of poor or effective product presentation to share with the class.
Skill Practice

Independent Practice

Make the Presentation Come Alive  Tell students that they work in the paint department of an art supply store. Divide the students into small groups of two to five people and have them brainstorm ways to present the types of paint.

**L1** Ask student groups to come up with at least two ways to display different types of paints.

Answers may include samples of art using various types of paint, a chart that explains each how each type of paint is used, and examples of artists who have used each type of paint.

**L2** Have student groups develop at least two ways to display the paints and compare and contrast them. Have them identify each display’s pros and cons in a one-page analysis.

**L3** Have the groups develop two ways to display the paints, consider each display’s pros and cons, and then create a ten-minute presentation showing the plan. Have each group present their plan to the class.

Extended Activity

Many displays that allow for demonstration of a product are vulnerable to theft. Have students describe ways to prevent demonstration items from being stolen.
**SECTION 14.1**

D **Develop Concepts**

Guided Practice

Using Sales Aids Review with students how computer presentation software can be used as a sales aid. Talk about how presentation software is easily learned and how images, pictures, and music can be imported. Ask students what they would include in their programs.

Students may present entire lines of products, including features, testimonials, and sales strategies.

Extend Have students talk about possible reasons that computer presentation software is playing an increasingly important role in product presentations. Answers may include the portability of laptops for in-store presentation, the fact that most businesses have computers and can play presentations on a CD-ROM or over the Internet, and that PowerPoint and other programs can be used on PCs and Macs.

R **Reading Strategy**

Involve The Customer Have students research retail stores where customers are allowed to try products. Ask students to take note of special accommodations that must be made for their usage. Have students share their findings informally in class.

Answers will vary but may include a fitting room for clothing, listening stations for CDs, or an artificial putting green for golf clubs.

Explain Tell students that certain kitchenware stores offer cooking classes that allow customers to use specialized items that they may never try otherwise. Encourage students to think of similar classes offered by other types of businesses.

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**Displaying and Handling the Product**

Creatively displaying the product is the first step in an eye-catching presentation. Some products, of course, lend themselves more naturally to visual display. Others will challenge your creativity. Diamond rings, for example, look great on a black velvet display pad. An attractive display of vacuum cleaners, on the other hand, takes more creative planning.

The way you physically handle a product presents an image of its quality. Handle it with respect and use hand gestures to show the significance of certain features.

**Demonstrating the Product**

Demonstrating the product in use helps to build customer confidence. This is especially true if you are showing an item that requires manipulation or operation, such as a television, camera, or a computer. To demonstrate the features of a copier, you may show how it can enlarge or reduce a document, as well as organize and staple multiple copies.

To prove selling points or claims made by the manufacturer, you may need to demonstrate a product in a more dramatic way. To prove that a paper towel absorbs water, you can use it to clean up spills. At Saturn car dealerships, salespeople jump up and down on a car door that has been removed to show high durability and dent-proof construction.

Using Sales Aids When it is impractical to demonstrate the actual product or when you want to emphasize certain selling points, you can use...
AD GUIDE • USING TECHNOLOGY

Discussion Discuss with students how presentation technology has changed as they have been students. Some may list blackboards, dry erase boards, overhead projectors, slide shows, and movie projectors as precursors to presentation by computers.

Caption Answer Other technological sales aids include laptop computers, Web sites, simulators, videos, and video conferencing.

Follow Up Remind students that, no matter how much technology is available, more technology cannot make a poor presentation effective. Ask students to talk about the non-technical elements of an effective presentation. Elements may include excellent organization and good products.
Key Terms and Concepts

1. When you cannot determine a customer’s intended price range, what price level of product should you show? Why?

2. For security and an effective sales presentation, what would you do if a customer asks to see six pairs of expensive earrings?

3. How could you involve a customer in the product presentation of a copying machine for a business? Windows for a home?

Academic Skills

Math

4. Your customer wants to buy 7 feet of fabric, and the price per yard is $12.50. How much would you charge?

English Language Arts

5. Write a detailed plan that covers the product presentation for a product you have researched. For at least two product features, include what you will say, how you will demonstrate that feature, what sales aids you will use, how you will use them, and how you will involve your customer with each feature. When appropriate, incorporate sample dialogue. Prepare this plan using a word processing program.

Find answers at the Marketing Essentials OLC through glencoe.com.
SECTION 14.2

**Objections**

**READING GUIDE**

**BEFORE YOU READ**

**Predict** Why might objections be a useful sales tool?

**OBJECTIVES**
- Distinguish objections from excuses
- Explain the five buying decisions on which common objections are based
- Demonstrate the general four-step method for handling customer objections
- List seven specific methods of handling objections and note when each should be used

**KEY TERMS**
- objections
- excuses
- objection analysis sheet
- paraphrase
- substitution method
- boomerang method
- superior-point method
- third-party method

**ACADEMIC VOCABULARY**

You will find these words in your reading and on your tests. Make sure you know their meanings.

- debate
- compensate

**ACADEMIC STANDARDS**

English Language Arts
- NCTE 3 Apply strategies to interpret texts.

English Language Arts
- NCTE 4 Use written language to communicate effectively.

**GRAPHIC ORGANIZER**

Draw this chart to take notes about ways to handle objections.

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**Understanding Objections**

Objections are concerns, hesitations, doubts, or other honest reasons a customer has for not making a purchase. Objections should be viewed as positive because they give you an opportunity to present more information to the customer.

Anticipating and planning answers to objections will help you feel confident in your responses to customers. Using appropriate methods for handling objections will promote success.

**THE MAIN IDEA**

Learning how to handle objections during the sales process will make you a more effective salesperson. Objections can be helpful in the sales process and provide an opportunity to further determine customers’ needs.

**GRAPHIC ORGANIZER**

Go to the OLC through glencoe.com for printable graphic organizers, Academic Vocabulary definitions, and more.

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**Preteaching**

**VOCABULARY**

**KEY TERMS** Read the key terms aloud, or ask a volunteer to read them and predict their meanings.

**ACADEMIC VOCABULARY** Refer students to the OLC through glencoe.com for the Academic Vocabulary Glossary before they read the section.

**GRAPHIC ORGANIZER**

Model using the graphic organizer for students. Tell students to go to the OLC through glencoe.com for a printable graphic organizer.

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**Reading Guide**

Lead a discussion explaining why objections can be a useful sales tool. Suggest that handling objections allows a salesperson to erase customers’ doubts about a product or service.

**Develop Concepts**

**THE MAIN IDEA**

Ask a volunteer to read the main idea aloud and ask another student to retell it in his or her own words.

**AS YOU READ**

Encourage students to compare their own responses to objections to the ones listed in the section.
**TEACH**

**Discussion Starter**

**UNDERSTANDING OBJECTIONS**

Ask the students if they have ever watched or participated in a debate. Have them recall aspects of the debate and list responses on the board. Ask students how debates can build skills in handling objections.

**Explain**  Inform students that a salesperson’s training often includes responses to objections. Ask students to think of other ways they can learn how to react to objections.

**Answers**  Objections are questions, inquiries, or statements which may require more selling expertise. Excuses are the reasons for not buying or seeing the salesperson. Customers use excuses when they are not in the mood to buy or when concealing other objections.

**Develop Concepts**

**Plan for Objections**  Divide the class into groups of two to five students. Ask each group to choose a type of retail business to simulate. Tell them to pick a product and then create an objection analysis sheet for it listing at least five objections and ways to handle them. Have groups object to other groups’ products to see how well the sheets work.

**Role Play**  Play the customer in a role play with students using the objection analysis sheets they created in the exercise above. Adjust their responses or create new ones as needed.

Objections can be presented as either questions/inquiries or statements. An example of a question or inquiry would be, “Do you carry any other brands?” and a statement would be, “These shoes don’t fit me properly.” For direct inquiries, you simply answer the question posed. Objections which are statements may require more selling expertise.

**Excuses**  are reasons for not buying or not seeing the salesperson. Customers often use excuses when they are not in the mood to buy or when concealing other objections.

It is often difficult to distinguish between objections and excuses. A statement or question that seems to be an objection may really just be an excuse. When you are faced with this, be polite and courteous. Encourage the customer to look around and ask you any questions he or she may have.

In a business-to-business selling situation, the procedure is different. Leave a business card if a potential customer refuses to see you when you make a call and ask if it is possible to see the person at a more convenient time.

There are cases when excuses are actually attempts to hide real objections. “I didn’t plan to buy today” may really mean, “I don’t like the styles you have available.” When you suspect that may be the case, ask additional questions to get to the real reason for the disinterest in your product or products.

**Plan for Objections**

Objections can occur at any time during the sales process and should be answered promptly. A customer who must wait to hear responses to questions or concerns tends to become preoccupied with the objection. When that happens, you may lose the customer’s attention and confidence.

Objections can guide you in the sales process by helping you redefine the customer’s needs and determine when the customer wants more information. A customer may say, “This item is very expensive.” What the person may really mean is, “Tell me why this product costs so much.” This objection not only lets you know why the customer is reluctant to buy but also gives you an opportunity to debate additional selling points. You should welcome objections; they are not necessarily the sign of a lost sale. Research shows a positive relationship between customer objections and a successful sales outcome.

You can prepare yourself for most objections that might occur in a sales situation by completing an objection analysis sheet, a document that lists common objections and possible responses to them. Although the actual objections may be slightly different from those you anticipated, thinking of responses ahead of time gives you an idea of how to handle other objections.

**PHOTO GUIDE • OVERCOMING OBJECTIONS**

**Discussion**  Lead a discussion about what observations might help you determine how to respond to a customer’s objections.

**Caption Answer**  Answers may include that careful observation and asking questions can help you determine what a customer’s objections are.

**Follow Up**  Ask students to brainstorm what might happen if a sales associate misrepresented a product or its attributes while overcoming objections.
You can incorporate anticipated objections into your product presentation so they do not become objections. You must be cautious about this, however. You do not want to include so many objections in your product presentation that you introduce doubt, especially if none existed before. Saying, “I guess you’re worried about the safety of this snowmobile,” may introduce a fear that was not a previous concern.

A better way to handle the same situation would be to emphasize the safety features of the vehicle. You might say, “The suspension on this snowmobile is especially designed to keep it stable. It’s very safe to operate.”

Common Objections
When you list general customer objections you will see that they fall into certain categories. Most objections are based on key decisions the customer must make before buying—decisions about need, product, source, price, and time. This is true for both retail and business-to-business sales situations. The actual objections will vary because of the difference in purchase motivation.

The following are examples of customer objections in a retail situation. They provide a starting point for the creation of an objection analysis sheet.

Need
Objections related to need usually occur when the customer does not have an immediate need for the item or wants the item but does not truly need it. A comment such as, “I really want to get these sandals, but I really don’t need another pair,” is an objection based on a conflict between a need and a want.

Product
Objections based on the product itself are more common. They include concerns about things such as construction, ease of use, quality, color, size, or style. “I don’t buy 100 percent cotton shirts because you have to iron them” is such an objection.

Source
Objections based on source often occur because of negative past experiences with the firm or brand. A business-to-business customer might say, “The last time I placed an order with your company, I received it two weeks after the promised date.”

Price
Objections based on price are more common with expensive merchandise. You might

AD GUIDE

**Providing Proof**

In telemarketing, overcoming objections becomes even more challenging than in face-to-face sales situations.

If a customer calls the toll-free number in this ad and questions you about the mattress’s construction, what would you say to eliminate any doubt about it?

**Discussion**
Point out that the phone number is featured prominently in this ad to encourage customers to call. Ask students to brainstorm the kinds of questions or objections potential customers might have regarding Tempur-Pedic.

**Caption Answer**
Students may say that they would go through the four-step process for handling objections and respond knowledgeably about the construction then talk about groups that have endorsed the mattress. They could also offer a free video or in-home tryout certificate.

**Follow Up**

Tell students that mail-order information is limited by definition. Customers cannot see or try the items. Ask students to brainstorm how products that depend on mail-order advertisements succeed. Answers may include telephone operators, Web sites, low prices, and the reputations of companies involved.

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**Extended Activity**

**Handling Customer Objections**
Ask students about experiences (either real or fictional) they have had with or observed about persistent salespeople. Have students share their stories in class and discuss responses to the experiences. Then have students brainstorm objections and responses to objections to the products shown in the ads in this chapter.
Getting Attention

Richard has recently started a small public relations business out of his home in a suburb of Chicago. He has just three employees. They are competing with some of the biggest names in the business, and Richard is having trouble getting the attention of the most desirable clients in town.

It occurs to Richard that if he signs up himself and his employees to volunteer at big charity events, such as a fund-raisers for cancer research or making repairs at homeles shelters, his firm would get some favorable mention as a sponsor. Richard figures he would not even have to tell his employees he had signed them up, because he could call just before the event and say everyone had suddenly “come down with a bad cold.” Richard figures no one would be hurt if they did not show up to help… plus, his firm would get some great exposure.

**Demonstrate**

Read passages from the newspaper and paraphrase them. Take sentences from the front page, sports section, and other sections.

**Role Play**

Have students provide objections to a sales situation. Restate the objections in two or three different ways.

**W** Writing Support

**Independent Practice**

Four-Step Process for Handling Objections Have students go shopping with preplanned objections to present to a salesperson. Ask them to record and evaluate the salesperson’s methods for handling those objections. Have them prepare an oral and written report on their findings.

**Role Play**

Inform students that the four-step process for handling objections can be used outside of business situations. In role plays with students, use the process in such situations as asking for help or asking someone to the movies.

**D** Develop Concepts

**Restate the Objections**

Split the class into pairs and have students practice restating the objection, taking turns being the customer and salesperson. Emphasize to them the importance of paraphrasing and measuring one’s tone so you don’t sound incredulous, mocking, or condescending.

**Demonstrate**

Go to the Marketing Essentials OLC through glencoe.com to find a project on the ethics of getting publicity.

**Time**

Objections based on time reveal a hesitation to buy immediately. These objections are sometimes excuses. Customers usually have a real reason for not wanting to make a purchase on the spot. A customer might say, “I think I’ll wait until July when you have your summer sale to buy those sandals.”

You will probably hear many different kinds of objections once you begin selling. You should note them for future reference.

**Four-Step Process for Handling Objections**

Successful salespeople have learned to use a very basic strategy when answering all objections. It consists of four basic steps for handling objections: listen, acknowledge, restate, and answer.

**Listen Carefully**

Remember to be attentive, maintain eye contact, and let the customer talk.

**Acknowledge the Objections**

Acknowledging objections demonstrates that you understand and care about the customer’s concerns. Some common statements used to acknowledge objections are, “I can see your point,” or, “Other customers have asked us the same question.”

These acknowledgments make a customer feel that his or her objections are understandable, valid, and worthy of further discussion. It does not mean that you agree with the customer, but it acknowledges the objection. Disagreeing with the customer, or saying, “You’re wrong,” will put the customer on the defensive, and you might lose the sale.

**Restate the Objections**

To be sure you understand the customer, you can restate his or her objections in a number of ways:

- “I can understand your concerns. You feel that. . . . Am I correct?”
- “In other words, you feel that. . . .”
- “Let me see if I understand. You want to know more about. . . .”

Do not repeat the customer’s concerns word for word. Instead, paraphrase the
objections. To paraphrase is to restate something in a different way. A customer might say, “The style is nice, but I don’t like the color.” You could paraphrase the objection by asking, “Would you be interested in the jacket if we could find your size in another color?”

Answer the Objections

Answer each objection tactfully. Never answer with an air of superiority or suggest that the person’s concern is unimportant. Think of yourself as a consultant, using the objections to further define or redefine the customer’s needs. When price is the objection, go back to determining the customer’s needs. Offer a higher-priced item to a customer if it is warranted. Explain the features and benefits of the more expensive model and why that item is better suited to the customer.

Specialized Methods of Handling Objections

There are seven specialized methods for handling objections: substitution, boomerang, question, superior point, denial, demonstration, and third party.

Substitution

Sometimes a customer is looking for a specific brand or model of a product that you do not carry. Or maybe the product you show the customer is not to his or her liking. In any of those cases, you may want to use something called the substitution method, which involves recommending a different product that would satisfy the customer’s needs. Assume a customer says, “I don’t like the way this dress looks on me.” In this case you may want to suggest a totally different design that is more becoming on your customer. “Here, why don’t you try this dress. It has a completely different look. I think it will fit your style better than the one you just had on.”

Boomerang

An objection can be returned to the customer in the same way that a boomerang returns to the thrower. The boomerang method brings the objection back to the customer as a selling point. Here is an example:

Customer: “These ski gloves are so lightweight. They can’t possibly keep me warm.”
Salesperson: “The gloves are so light because of an insulation material called Thinsulate. The manufacturer guarantees that Thinsulate will keep you warmer than fiberfill insulation, without the bulk and extra weight.”

When using the boomerang method, you must be careful not to sound as if you are trying to outwit the customer. Use a friendly, helpful tone to explain how the objection is really a selling point.

Question

The question method is a technique in which you question the customer to learn more about the objections. While answering your inquiries, the shopper may even come to realize that an objection may not be valid. Here is an example:

Customer: “I don’t see the point of having two sinks in the bathroom, as featured in your suggested layout.”
Salesperson: “Do you and another member of your family ever need to get ready to go out at the same time?”
Customer: “Yes.”
Salesperson: “Does either one of you have to wait for the other to finish using the sink on those occasions?”
Customer: “Yes. I see your point.”

Never ask questions in an abrupt manner; this may seem rude and create a defensive atmosphere.

Superior Point

The superior-point method is a technique that permits the salesperson to acknowledge objections as valid yet still offset them with other features and benefits. The superior-point method allows you to admit disadvantages in products but then present superior points to offset or compensate for them. This technique puts the customer in a

Chapter 14 — Presenting the Product
CONCEPTS
Ask students to define objections to a sale.
Objections are concerns, hesitations, doubts, or other honest reasons a customer has for not making a purchase.

KEY TERMS
Have students work in small groups to review key terms, their spellings, and their definitions.

INDEPENDENT REVIEW
L1 Assign and review Chapter 14 activities in the Student Activity Workbook.
L2 Assign and review Chapter 14 activities in the Marketing Math Workbook.
L3 Assign and review Chapter 14 activities in the BusinessWeek Reader with Case Studies.

OVERCOMING THE PRICE OBJECTION
When handling the price objection in a business-to-business situation, sell value, not price. You can also conduct a comparison between your product and your competitors’ lower-priced products. Take Kellogg Company, which works to educate its customers and potential customers about the benefits of doing business with them.

To maximize perceived value and respond to price objections, Kellogg uses facts about the company. It asks customers to consider the research and development that goes into products, the ongoing support the company will provide, the certainty of on-time delivery, the company’s history and reputation, and its market knowledge. Taken together, those factors are worth a lot.

**Selling Value as More Than Price**
If you want to take this concept a step further, you may use a competitive comparison. This method of handling objections begins with a comparison of product features and return on investment. Then it adds all the value-added aspects of doing business with your company to show how price is not the only factor that should be considered. This competitive comparison method of handling objections can be difficult. It requires a cool head and thorough preparation. Showing customers this comparison of the total package helps a customer see that doing business with a company that has higher-priced products may suit its needs and address its overall situation better than the one with lower-priced products.

**Case Study**

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**Overcoming the Price Objection**

**Discussion** Have students read the Case Study and discuss ways to overcome the price objection. Let the class know that sales associates have to help customers see the product in a certain context.

**THINK STRATEGICALLY** Answer: Either option will work, but selling value is easier to use than competitive comparison, which requires more planning and practicing.

**Online Action!** For instructions, ideas, and answer guide, go to the Teacher Center at the Marketing Essentials OLC through glencoe.com.
must back up the negative reply with proof and accurate facts. Consider an example:

**Customer:** “Will this shirt shrink?”

**Salesperson:** “No, it won’t shrink because the fabric is made of 50 percent cotton and 50 percent polyester. The polyester will prevent shrinkage.”

**Demonstration**

The demonstration exemplifies the adage “Seeing is believing.” Here is an example:

**Customer:** “I can’t believe that jacket can fold up into itself to become a zippered pouch.”

**Salesperson:** “I’m glad you brought that up. Let me demonstrate how easy it is to stuff this jacket into the pocket pouch here and then zip it up.”

The demonstration method can be quite convincing and should be used when appropriate. Conduct only demonstrations you have tested, and make sure they work before using them on a customer in a sales situation.

**Third Party**

The **third-party method** involves using a previous customer or another neutral person who can give a testimonial about the product.

**Customer:** “I can’t see how this machine can save me $1,000 in operating costs the first year.”

**Salesperson:** “Frank Smith, one of my customers, questioned the same point when he bought his machine a year ago. He now praises its efficiency and says that his costs have gone down by $1,200. Here’s a letter I recently received from him.”

In any given sales situation, it is unlikely that you will use all seven methods of handling objections. You will create effective combinations over time that will work best for you.

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**Key Terms and Concepts**

1. Why should objections be answered promptly?
2. How can you prepare for objections?
3. Which specialized method of handling objections allows you to offset an objection with other features and benefits?

**Academic Skills**

**Math**

4. A retailer can buy waterproof jackets that last for five years at a cost of $150 for 50 jackets. The other option is buying jackets that last for two years at a cost of $80 for 50 jackets. Which option offers the biggest savings?

**English Language Arts/Writing**

5. Prepare an objection analysis sheet for a silk-and-wool designer blazer. List at least five objections, then write responses to depict methods for handling the objections. Use a word processing program.

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**Online Activity**

Ask students to research and give an example of ways that online ads anticipate customer objections. Have students share their findings with the class.
For instructions, ideas, and answer guide, go to the Teacher Center at the Marketing Essentials OLC through glencoe.com.

**Presenting the Product**

The ability to handle objections is not only part of the sales process but also an important life skill. Some of these techniques are effective when handling objections at school, at home, at work, or in the community. Encourage students to practice the four-step process in a variety of situations of promotion.

**Primary Source**

Ask students to go to the Marketing Essentials OLC through glencoe.com and find Chapter 14 Resources. Ask them to click on the link for the American Marketing Association’s marketing dictionary and find the terms related to product presentation and objections and compare their definitions to the ones in the chapter.

**Thinking Critically**

Answers may include product shots, architectural design planning, lifestyle images, and portraits of the employees for press or other purposes.

**Test-Taking Strategies**

Divide the class into two roughly equal teams. Have one team review the aspects of product presentation while the other considers objections and ways to handle them. Ask each team to make a presentation to review the chapter. Encourage students to take notes during the presentations.
CHAPTER 14 REVIEW

FOCUS on KEY POINTS

SECTION 14.1
- The goal of the product presentation is to match a customer’s needs and wants to a product’s features and benefits.
- When selecting products to show your customer during the product presentation, consider needs and price range, and limit your selection to three items at a time.
- To make your product presentation lively and effective, handle the product with respect, demonstrate product features, involve the customer, and use sales aids.

SECTION 14.2
- Objections are reasons for not buying or doubts that occur during a sales presentation.
- You should welcome objections in the sales process because they help clarify a customer’s needs and provide an opportunity to introduce additional selling points.
- Objections are based on five buying decisions: need, product, source, price, and time.
- Four steps for handling customer objections are: listen, acknowledge, restate, answer.
- There are seven specific methods of handling objections: substitution, boomerang, question, superior-point, denial, demonstration, and third-party.

REVIEW VOCABULARY
1. On a sheet of paper, use each of these key terms and academic vocabulary words in a written sentence.
   
   **Key Terms**
   - layman’s terms (p. 297)
   - objections (p. 301)
   - excuses (p. 302)
   - objection analysis sheet (p. 302)

   **Academic Vocabulary**
   - paraphrase (p. 305)
   - substitution method (p. 305)
   - boomerang method (p. 305)
   - superior-point method (p. 305)
   - third-party method (p. 307)

2. Explain the product presentation goal. (14.1)
3. Describe some guidelines for what to say during the product presentation. (14.1)
4. What are four techniques that will make the product presentation effective? (14.1)
5. Why are objections sales tools? (14.2)
6. List the five buying decisions on which common objections are based. (14.2)
7. Explain the process for handling customer objections. (14.2)
8. Name methods of handling objections. (14.2)
9. In sales, what are objections? (14.2)
10. Name two things that appear on an objection analysis sheet. (14.2)
11. Explain why it is important to listen to the customer. (14.2)

REVIEW FACTS and IDEAS
2. to match a product’s features and benefits to the customer’s needs and wants
3. Tell your customer how the product features match his or her needs. Use highly descriptive adjectives and active verbs. Avoid unclear words such as pretty, nice, and fine. Avoid slang and double meanings. Use layman’s terms.
4. display the product effectively and handle it with care; demonstrate product features; use sales aids; and involve the customer in the sale
5. Objections help you refine the customer’s needs and determine when the customer wants information, thus allowing you to bring out additional selling points.
6. need, product, source, price, and time
7. Listen carefully, acknowledge the objections, restate the objections, and answer the objections.
8. 1) substitution (when the customer does not find what he or she is looking for), 2) boomerang (when the objection can be turned into a selling point), 3) question (to learn more about the objection), 4) superior point (when the objection is valid but can be offset by other features and benefits), 5) denial (when the objection is based on misinformation), 6) demonstration (when seeing is believing), and 7) third party (when there is a neutral party or testimonial to remove doubt)
9. Objections are questions/inquiries or statements which may require more selling expertise.
10. common objections and possible responses to them
11. By listening to and acknowledging customer objections, you demonstrate that you understand and care about the customer’s concerns. This makes a customer feel that his or her objections are valid.

FOCUS on KEY POINTS

Ask volunteers to read the summaries aloud and give an example of each concept. Have interested students share their examples with the class.

ELL Have students translate the key concepts into their own language first, then in English.

REVIEW VOCABULARY

See the Glossary at the back of this book for definitions of Key Terms. Academic Vocabulary definitions are on the book’s OLC.

1. A sample answer might read:
   
   **Key Terms** Layman’s terms are words the average customer can understand.
   
   **Academic Vocabulary** The term feature means to have or present something or someone as an important element.
**CHAPTER 14 REVIEW**

**12. Workplace Skills**
Possible answers include:

a. Demonstration method: “Let me show you.”

b. Direct denial: “No, it is machine washable because of the fabrics used in its construction.”

c. Question method: “Do you usually dry-clean? This machine-washable shirt will save you money.”

d. Substitution method: “We have those very same pants in several colors. Would you like to see them?”

e. Third party: “That is exactly what Ms. Lee said before she bought this model. She wrote us this letter stating that she never thought she would use all the special features, but now doesn’t know what she’d do without them.”

**13. Technology Applications**
Charts should include features and prices. Students should pick one product to favor and defend.

**14. Math Practice**
$1,209.36; 10\frac{3}{4}$ sq. yd.

**15. English Language Arts**
Accept all reasonable reports. Examples could include dialogue between a customer and an electronics salesperson or car salesman.

**16. Communication Skills**
Student answers should show an understanding of the four-step method for handling objections and the specific methods of handling objections.

**17. Present the Product**
Computer presentations might include: product’s features and benefits and how they satisfy the customer’s needs as well as one anticipated objection and an effective response.

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**BUILD REAL-WORLD SKILLS**

**12. Workplace Skills**

**Handling Objections** Write a response for each of the following objections and note the specialized method you used.

a. “This is the smallest TV I’ve ever seen. How will I be able to see the picture?”

b. “Does this blouse need to be dry-cleaned?”

c. “These no-iron cotton dress shirts are awfully expensive.”

d. “I like these pants, but I already have two pairs of black pants.”

e. “This cell phone is too sophisticated for me; it has too many fancy features I don’t need.”

**13. Technology Applications**

**Make a Chart** Assume you work as a sales associate for an electronics retailer.
Select two competing products to compare, focusing on their features and prices.
Use spreadsheet, presentation, or word processing software to make a chart that shows this comparison for use in the product presentation step of the sales process. Share your chart with classmates and be prepared to answer their questions and handle objections from them.

**BUILD ACADEMIC SKILLS**

**14. Math Practice**

Determine the Price

Your customer wants to buy 63/4 square yards of wood flooring for one room of a house and 4 square yards for another room. The price per square foot is $12.50. How much would you charge the customer?

**Concept:** Measurement: Converting

**Units**
1 yard is equal to 3 feet. Divide the number of feet to determine the number of yards, and multiply the number of yards to convert to feet.

**Activity**
For help, go to the Math Appendix located at the back of this book.

**15. English Language Arts**

**Communication**
Write a dialogue between a customer and a salesperson in which the salesperson handles an objection, such as a customer complaining that his cell phone has too many features and is too complicated.

**DEVELOP CRITICAL THINKING**

**16. Communication Skills**

Can you use the methods for handling objections in sales to handle objections in other aspects of life? Give three examples of situations in which the methods could be useful. Explain which method or methods you would use in each situation, and what the results might be.

**17. Present the Product**
Select a product, such as cosmetics, life insurance, athletic shoes, skis, and physical fitness equipment. Research the product’s features. Be sure to address how the features and benefits satisfy customers’ needs.

**Activity**
Use presentation software to support a sales presentation. You may want to include one anticipated objection and an effective response as part of the product presentation.

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**APPLY CONCEPTS**

**17. Present the Product**

Computer presentations might include: product’s features and benefits and how they satisfy the customer’s needs as well as one anticipated objection and an effective response.

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Formative Assessment
Formative assessment is an essential component of classroom work. This type of assessment provides information that is then used as feedback to modify teaching and meet student needs.

- **1.** Have students write or demonstrate all of the steps of handling a customer’s objections.
- **2.** Have students write a narrative description of a customer objecting to a sale and a salesperson responding to the objections.
- **3.** Assign the different types of objects to pairs of students and have them write and role-play a sales situation including an objection and the salesperson’s response.

If the results of this formative assessment seem low, consider the following activity:

**Reteach**
Read each of the key terms aloud. Have students define each of the key terms and use them in a sentence.
The students should be evaluated on the performance indicators noted in the role play. For another DECA role play, go to the Competitive Events Workbook or the Student Activity Workbook, or go to the Marketing Essentials OLC through glencoe.com.

DECA Advisors Corner
Use DECA’s Technical Sales Event to illustrate the importance of proper presentation of a product being sold. This event challenges students to organize and deliver a sales presentation using actual products or a facsimile of the products.