



SALES TRAINING TRAINER'S GUIDE

20 Classes · 45 Minutes Each

A Manager's Companion to the Sales Training Manual

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INTERNAL SALES DEPARTMENT USE

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How to Use This Guide

This Trainer's Guide is the companion to the Orel Hershiser Chevrolet Sales Training Manual. It breaks the manual's 20 sections into 20 standalone 45-minute classes that any sales manager can run — in order, one per day or one per week — with zero prior training experience and no additional prep beyond this guide.

Every class is fully scripted. You are never left guessing what to say or do next — each class includes a list of materials to gather beforehand, a word-for-word opening line, a word-for-word closing line, and a facilitator note that flags the specific things first-time trainers tend to trip up on. If you can read this guide out loud, you can run this class.

Each class follows the same structure so managers and trainees always know what's coming next:

- Materials Needed — everything to gather or set up before the trainees walk in.
- Opening Script — a verbatim line to read aloud to start the class, no improvising required.
- Class Objective — the one outcome every trainee should walk away with.
- Key Talking Points — the core material pulled directly from the manual, ready to teach.
- Facilitator Note — what to watch for: common mistakes, stalls, and how to redirect them.
- Discussion Questions — open the floor and check for real understanding, not just note-taking.
- Practice Exercise / Role-Play — hands-on repetition, the fastest way skills actually stick.
- Knowledge Check — a short Q&A to confirm the class landed before moving on.
- Closing Script — a verbatim line to read aloud to wrap up and transition to the next class.

Running the Class

Keep classes to their suggested pacing — the 45-minute format only works if talking points don't run long. It's better to finish 5 minutes early than to skip the practice exercise.

Always require every trainee to participate in the practice exercise out loud. Watching isn't the same as doing.

Use the Knowledge Check as a real gate — if most of the class misses a question, revisit that talking point before moving to the next class.

Read the Facilitator Note before class, not during — it's written so you can anticipate the tricky moment before it happens instead of reacting to it live.

You do not need to memorize anything. Read the Opening Script and Closing Script exactly as written the first several times you teach — it's normal, and expected, to lean on the page heavily the first few classes.

A blank Manager Scoring Checklist is included at the end of this guide — use one copy per trainee to track progress across all 20 classes.

CLASS 01

Product Knowledge

Manual pages 7-17 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- A copy of the manual's Section 1 (pages 7-17) for reference
- Whiteboard or flip chart to write the daily minimums
- One current vehicle on the lot for the practice exercise

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Today we're covering Product Knowledge — the foundation everything else in this guide builds on. By the end of this class, you'll know exactly what's expected of you every single day, and why we train on product every single shift, not just once when you're hired."

CLASS OBJECTIVE

Salespeople understand the dealership's daily job description, the minimum activity standards (25 contacts/day, 20 write-ups or 10 sales), and why disciplined product knowledge training happens every single shift instead of just at onboarding.

KEY TALKING POINTS

- Start by reading the Mission Outline out loud: 'We expect every member of our sales team to follow these procedures each day with every client, without compromise.' Pause on the phrase without compromise — ask the room what that word actually means on a busy Saturday with five customers on the lot at once. The point isn't that the steps are hard to remember; it's that under pressure, salespeople skip steps, and skipped steps are exactly where deals die.
- Walk through the full Salesperson Daily Job Description end to end, step by step, the same order it happens on the floor: First Impression, Correct Greeting with positive word tracks, Building Rapport/Relationship, Investigation to land on a vehicle, Staying Off Price, the full Product Presentation, and finally Negotiation and the Write-Up. Tell trainees this sequence is the entire rest of the training program — every remaining class in this guide is really just a deep dive into one of these seven steps.

- Cover the daily minimums in plain numbers, and write them on the whiteboard: 25 contacts per day/month, and a monthly production floor of 20 write-ups OR 10 sales — whichever comes first satisfies the requirement. Explain that a 'contact' is not a wave hello; it's a documented, logged interaction. Then cover the three-consecutive-day follow-up rule: every unsold lot-up and every phone-up gets followed up a minimum of three consecutive days before anyone can consider that lead cold.
- Explain the daily training rhythm that makes all of this possible: at the start of every morning shift, the opening manager runs live product knowledge training — a six-position product presentation on an actual vehicle — and every salesperson takes notes on the features, functions, and benefits covered. Every afternoon shift opens the same way, except the sales manager runs Steps of the Sale training instead. This is not optional homework; it happens before the doors open, every day, all year.
- Introduce the Tape Review Checklist as the self-study backbone underneath all of this: Tapes 1-4 cover the first 90 days of selling cars, Tapes 1-8 cover how to follow up and prospect, and Tapes 1-9 cover how to close the sale, overcome objections, and stay off price. Tell trainees this checklist is not busywork — it is literally the syllabus for the next 90 days of their career, and managers will check it.
- Close the loop by connecting the dots: the reason product knowledge is Class 1 in this guide is that everything downstream — rapport, staying off price, the walk-around, closing — completely falls apart if the salesperson doesn't know the product cold. A weak close is often really a weak product presentation in disguise.

FACILITATOR NOTE — WHAT TO WATCH FOR

If trainees seem to already 'know' the daily minimums, don't skip this — ask them to state the numbers from memory before you reveal them. Most people are close but not exact, and the exercise of guessing first makes the real numbers stick better.

DISCUSSION QUESTIONS

1. Why do you think product knowledge training happens every single shift instead of just once during onboarding?
2. What happens to a deal when a salesperson doesn't know the product cold — walk through a specific moment where that shows up with a customer?
3. Which of the daily minimums (25 contacts, 20 write-ups/10 sales) feels hardest to hit consistently, and why?
4. What's the difference between a real 'contact' and just being on the lot or answering the phone?
5. How does skipping one step in the Daily Job Description (say, rapport) change what happens two steps later at the write-up?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): Pair up trainees. Each partner picks one current vehicle on the lot and delivers a 90-second feature-function-benefit walk-around to the other from memory, no notes. Partner grades on accuracy and confidence using a simple 1-5 scale, then switch roles. Part 2 (6 min): Same pairs now roleplay a customer asking three unscripted questions about that vehicle (fuel economy, warranty, and one 'gotcha' feature question) — the salesperson must answer without guessing or saying 'I don't know.' Debrief as a group: which questions caught people off guard, and what's the plan to close that gap before next shift?

KNOWLEDGE CHECK

Q: What is the minimum number of contacts a salesperson should make per day?

A: 25 contacts per day/month.

Q: How many consecutive days must a salesperson follow up on an unsold lot-up or phone-up before moving on?

A: A minimum of three consecutive days.

Q: What are the two options for meeting the monthly production minimum?

A: 20 write-ups OR 10 sales.

Q: Who runs product knowledge training at the start of the morning shift, and what format does it take?

A: The opening manager runs it, in the form of a six-position product presentation on an actual vehicle.

Q: Name the seven steps of the Salesperson Daily Job Description in order.

A: First Impression, Correct Greeting, Building Rapport/Relationship, Investigation, Stay Off Price, Product Presentation, Negotiation/Write-Up.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 02

Use the Word Great!

Manual pages 17-20 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Whiteboard or flip chart
- No special materials — this is a discussion-and-roleplay class

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "This class is about attitude — but not in a fluffy, motivational-poster way. We're going to look at attitude as something you control, on purpose, every day, and talk about why it matters more than talent or experience."

CLASS OBJECTIVE

Salespeople understand why attitude is a controllable input, not a fixed trait, and can catch themselves defaulting to a 'trying' attitude instead of a committed one.

KEY TALKING POINTS

- Open with the core distinction the manual draws: your talents and abilities determine what you're capable of doing, your knowledge and skills determine what you can do, your motivation determines what you will do — but it is your attitude that determines how well you do it. Ask the room: which of those four is the only one you fully control every single day, regardless of how the month is going? It's attitude.
- Tell the story angle from the manual — Einstein got low arithmetic scores, Churchill got low English grades — and make the point explicit: the gap between top performers and average performers is usually small, but the consequences of that small gap compound over a year into a massive income difference. Little things make you big.
- Introduce the 'trying attitude' problem head-on. 'I'll try to do my best' feels responsible, but it's not a commitment — it's an escape hatch. If a deal falls through, 'I tried' lets you off the hook. Push trainees to notice how often they or their teammates use 'try' language on the lot, and what a committed version of that same sentence sounds like instead.

- Land the closing line from the manual as a mantra: 'Ability is not a gift, it is a challenge. It is not something you have, it is something you use. And the more of your ability you use, the more you realize you have to use.' Have the group repeat it once out loud — it sounds corny, but the repetition is the point; word tracks and attitude tracks both get built the same way, through repetition.
- Bring it back to the floor: attitude is not just internal — customers read it instantly in your tone, posture, and word choice before you say a single sales word. That's exactly why Class 2 sits right after Product Knowledge — knowing the car means nothing if your delivery kills the room.

FACILITATOR NOTE — WHAT TO WATCH FOR

Watch for eye-rolling on the attitude talk — some experienced trainees consider this soft skills fluff. Redirect by asking them directly for a specific dollar example of how attitude affected a real deal they've had. Concrete stories beat abstract concepts every time.

DISCUSSION QUESTIONS

1. What's one 'I'll try to...' sentence you've caught yourself saying this month, and what would the committed version sound like?
2. Describe a 'little thing' — something small and easy to skip — that you think separates a top performer from an average one on this floor.
3. How would a customer be able to tell, in the first 10 seconds, whether a salesperson has a winning attitude or a trying attitude?
4. Why do you think the manual puts an attitude class right after the Product Knowledge class instead of somewhere later in the training?
5. What's a personal habit you could commit to this week that would visibly upgrade your attitude on the floor?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (5 min): Go around the room — each trainee shares one 'trying' sentence they've caught themselves saying, then rewrites it live as a committed sentence. Part 2 (10 min): Roleplay in pairs — one plays a skeptical customer who says something discouraging ('I'm just looking, don't get your hopes up'), and the salesperson must respond using only positive-attitude language, no defensiveness. Swap roles. Debrief: what phrases naturally came out positive, and which ones took real effort?

KNOWLEDGE CHECK

Q: According to the manual, what determines what you are capable of doing?

A: Your talents and abilities.

Q: What determines what you will do?

A: Your motivation.

Q: What determines how well you do something?

A: Your attitude.

Q: What's the problem with saying 'I'll try to do my best'?

A: It is not a real commitment — it's a way of avoiding accountability if things don't work out.

Q: Complete the manual's closing line: 'Ability is not a gift, it is a _____.'

A: Challenge.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 03

Setting Your Goals

Manual pages 34-39 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Blank goal sheets — one per trainee (photocopy the Tracking Your Progress / Track 'Em to Hit Goals format from manual pages 35 and 38, or use plain paper with the same fields)
- Pens for every trainee

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Today we're setting real goals — not wishes. By the end of this class, everyone will walk out with an actual number for this month and at least three specific ways you're going to hit it."

CLASS OBJECTIVE

Salespeople can set a specific monthly unit and dollar goal, break it into daily contact/appointment/write-up targets, and know exactly where to log progress every day.

KEY TALKING POINTS

- Frame goal setting the way the manual does — as a New Year's resolution exercise that most people quietly abandon by February, and ask why. The answer the manual gives: resolutions fail because they're vague ('sell more cars') instead of specific, tracked, and broken into daily numbers.
- Walk through the Tracking Your Progress worksheet fields live: current Income Per Unit, current Unit Average over the last three months, and the areas the salesperson wants to improve. Emphasize that goal setting starts with an honest baseline — you can't improve a number you haven't written down.
- Move to the Monthly Sales Log format: daily appointments made, write-ups, units sold, and projected dollars earned, tracked against a minimum of 25 contacts. Then the '10 Ways You Will Achieve Your Projection' section — have trainees understand that a goal without at least a few concrete tactics behind it is just a wish.
- Cover the Track 'Em to Hit Goals sheet: unit goal, dollar goal, and the hard daily contact number with 'no exceptions' written right on the form. Point out that the form tracks phone pops, lot ups, demo drives, and write-ups separately by day — because if the top of that funnel (contacts) is low, nothing downstream can save the month.

- Close on documentation discipline: every phone-up, internet lead, and lot-up gets logged in the dealer CRM, no exceptions. A goal that isn't tracked daily in the CRM is not a real goal — it's a number someone said out loud once in a meeting.

FACILITATOR NOTE — WHAT TO WATCH FOR

Some trainees will write vague goals ('sell more,' 'do better'). Don't let this pass — if a goal doesn't have a number attached, stop and make them attach one before moving on.

DISCUSSION QUESTIONS

1. What's the difference between saying 'I want to sell more cars this month' and setting a real goal the way this worksheet describes?
2. Looking at your own last three months, what's your actual current unit average — and is your mental image of your performance higher or lower than that real number?
3. What are two or three concrete tactics (your own '10 Ways') you could commit to that would move your number up this month?
4. Why does the tracking sheet break contacts down by type (phone pops, lot ups, appointments) instead of just one big daily total?
5. What happens to a monthly goal if a salesperson has a strong first two weeks but stops logging contacts in the CRM for the back half of the month?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (7 min): Hand out a blank goal sheet. Each trainee fills in their real unit goal, dollar goal, and daily contact number for the current month. Part 2 (5 min): Trainees write down their personal '3 Ways I Will Achieve My Projection' — specific, not generic. Part 3 (6 min): Pair up and read your goal and your 3 ways to your partner; partner asks one clarifying question ('how exactly will you do that?') to pressure-test whether the tactic is concrete enough. Debrief: which tactics held up, and which turned out to be vague wishes in disguise?

KNOWLEDGE CHECK

Q: What's the minimum daily contact number referenced on the Track 'Em to Hit Goals sheet?

A: 25 contacts per day, with 'no exceptions' explicitly stated on the form.

Q: What three categories of daily activity does the Monthly Sales Log track alongside write-ups and units sold?

A: Appointments made, contacts, and projected dollars earned.

Q: Why does the manual ask salespeople to write down their current 3-month unit average before setting a new goal?

A: Goal setting starts with an honest baseline — you can't improve a number you haven't measured.

Q: What does the '10 Ways You Will Achieve Your Projection' section force a salesperson to do?

A: Turn a goal into specific, concrete tactics instead of just a wish or a number.

Q: Where must every phone-up, internet lead, and lot-up be logged?

A: The dealer CRM, daily, with no exceptions.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 04

Prospecting and Follow-Up

Manual pages 40-66 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Whiteboard for the follow-up math
- Each trainee's real unsold-customer list from the last two weeks, printed or pulled up on a phone/tablet

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "I'm going to show you the math behind why follow-up is worth real money to you personally. Most people who leave the lot without buying still buy a car somewhere — the only question is whether it's from us."

CLASS OBJECTIVE

Salespeople can explain the real statistics behind follow-up (78% eventual buyer rate, 33% return rate, 67% close rate on returns) and commit to the individual tracking systems the dealership requires.

KEY TALKING POINTS

- Open with the single most important statistic in this entire section, and make sure it lands: everybody who walks onto the lot is a buyer somewhere — 78% of lot traffic buys a car eventually, if not from us then from someone else. That reframes every unsold customer from 'a loss' to 'an open opportunity that's about to become someone else's sale unless we follow up.'
- Walk through the follow-up math precisely, because the numbers are the whole argument: of customers who leave without buying, if you do a good job of follow-up, 33% will come back — and you'll close 67% of the ones who do. Do the arithmetic out loud on the whiteboard: out of every 9 unsold customers who leave the lot, roughly 3 come back, and 2 of those 3 buy. That's real, trackable gross sitting in a follow-up list that most salespeople never call.
- Introduce the Individual Salesperson Binder system: a detailed goal sheet, a daily tracking log, a detailed follow-up sheet on every single client, a monthly commission track sheet, and a profile sheet on every sold client. Emphasize that this isn't paperwork for paperwork's sake — it's the infrastructure that makes the 33%/67% math actually happen instead of staying a nice statistic nobody acts on.

- Cover the Orel Hershiser Chevrolet Method's pre-framing questions from the manual — for example, asking trainees directly: 'Except for people too young or too old to drive, 95% of people in our community either own a vehicle now or will get one soon — true or false?' Use this Socratic-question format to get trainees actively reasoning about why prospecting works, rather than just being told it works.
- Address the 'it's not about experience alone' point head-on: someone who started selling 10 cars a month 10 years ago usually isn't selling 25-30 a month today just from experience. The manual's implication is that professional prospecting habits — not tenure — are what separates top producers, and that's a skill this class is teaching, not a personality trait people are born with.
- Close on the mandatory rule from Section 6 that ties this all together: every unsold lot-up and phone-up gets followed up a minimum of three consecutive days before anyone can move on. There is no such thing as 'they weren't interested' after only one missed callback.

FACILITATOR NOTE — WHAT TO WATCH FOR

The math (78% / 33% / 67%) can feel abstract. Always do it live on the whiteboard with a real number of unsold customers from this location's actual traffic if you have it — real numbers land harder than the manual's example.

DISCUSSION QUESTIONS

1. If 78% of everyone who walks onto our lot eventually buys a car from someone, what does that mean about how you should treat a customer who says 'I'm just looking'?
2. Walk through the follow-up math yourself: out of 9 unsold customers, roughly how many come back, and how many of those buy — and what does that number mean for your own follow-up list this week?
3. Which piece of the Individual Salesperson Binder system (goal sheet, daily log, follow-up sheet, profile sheet) do you personally skip most often, and why?
4. Why might tenure alone not translate into higher sales over time, according to the manual's own question about the 10-year veteran?
5. What's the difference between 'I called them once and they didn't answer' and actually completing the three-consecutive-day follow-up rule?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): Each trainee pulls up (or writes out) their real unsold-customer list from the last two weeks and identifies which ones have NOT received three consecutive days of follow-up. Part 2 (10 min): Roleplay in pairs — one plays an unsold customer from a week ago who says 'we're still looking around,' and the salesperson must run a real follow-up call that re-engages without sounding desperate, referencing something specific from the original visit. Swap and repeat with a different scenario (a no-show appointment). Debrief: what made a follow-up call sound genuine versus scripted?

KNOWLEDGE CHECK

Q: What percentage of everyone who walks onto the lot eventually buys a car somewhere, according to the manual's statistic?

A: 78%.

Q: Of unsold customers who leave, what percentage come back if follow-up is done well?

A: 33%.

Q: Of the customers who come back after good follow-up, what percentage end up buying?

A: 67%.

Q: Name at least three components of the Individual Salesperson Binder system.

A: Any three of: detailed goal sheet, daily tracking log, follow-up sheet on every client, monthly commission track sheet, profile sheet on every sold client.

Q: What is the minimum follow-up requirement on every unsold lot-up or phone-up?

A: A minimum of three consecutive days of follow-up.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 05

Incoming Sales Calls Procedure and Scripts

Manual pages 68-72 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Printed copies of the New Car, Used Car, and Ad Car scripts (manual pages 68-70) — one per trainee, to hold during roleplay
- A phone or two disconnected phones/headsets, optional but adds realism

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Today we're drilling the exact phone scripts for New Car, Used Car, and Ad Car calls. By the end of this class you should be able to run all three without looking at the page."

CLASS OBJECTIVE

Salespeople can run the New Car, Used Car, and Ad Car phone scripts word-for-word, use the verbal bypass to keep control of the call, and never give a hard price quote over the phone.

KEY TALKING POINTS

- Set the tone rule before touching any script: every incoming call gets answered enthusiastically with the dealership name and the salesperson's own name — 'Thank you for choosing Orel Hershisier Chevrolet, this is ____, I can help you' — never just 'Sales,' 'New Cars,' or 'Used Cars.' The greeting is the first impression of the entire call, and it happens in under three seconds.
- Run the New Car script line by line: after the greeting, ask what type of equipment they're looking for (and any other equipment), then ask their color preference — lighter or darker, and their second choice — then use the verbal bypass: 'Let me find out how many are in stock or on the way, it should only take about 10-15 minutes' — and keep the customer engaged rather than pausing and letting them hang up.
- Run the Used Car script the same way: greeting, equipment question, then the critical branch question — is that a specific model they want, or are they working within a price range — then the same 10-15 minute inventory-check bypass. The branch question matters because it tells you whether you're selling a specific car or solving a budget problem, and those are two different conversations.

- Run the Ad Car script: greeting, then find out exactly where they saw the ad (because 'we have similar vehicles advertised in other papers too' is a legitimate bridge line), then the same specific-model-or-price-range branch question, then the inventory-check bypass. The ad car call is the easiest one to lose control of because the customer thinks they already know what they want — the bypass question is what takes control back.
- Cover the five behavioral rules for every incoming call: take every phone-up seriously and professionally; answer enthusiastically with dealership and personal name; respond to their first question with a verbal bypass ('I'll check on that...') before pivoting to your own question; take control early by asking, not just responding; and ask questions that solicit a specific response rather than a yes/no.
- Finish on the Cause and Effect word tracks and the 'Gimme a price!' objection, because this is where most new salespeople panic on the phone. Never say 'I can't' or 'I don't know' — the correct response is always some version of 'I CAN give you a list price, but the final number depends on your trade, your credit, and current incentives — what's a good time for you to come in today?' Drill the Do's/Don'ts word swap: Yes not No, Can not Can't, Will not Won't, Can find out not Don't know.

FACILITATOR NOTE — WHAT TO WATCH FOR

New trainees often freeze up or read too robotically. That's normal on the first pass — run each script twice per person; the second pass is almost always noticeably more natural.

DISCUSSION QUESTIONS

1. Why does the script always ask a question instead of directly answering the customer's first question?
2. What's the risk of quoting an exact price over the phone before the customer comes in?
3. Which 'Don't' word from the Cause and Effect table do you catch yourself using most often, and what's the 'Do' replacement?
4. How is the Used Car script's branch question (specific model vs. price range) different from the Ad Car script's version of the same question?
5. If a customer says 'just give me a price over the phone or I'm calling somewhere else,' what's a compliant way to keep the call alive without breaking the no-price-quote rule?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (8 min): Role-play all three incoming call scripts (New, Used, Ad) in pairs, swapping the phone-agent and caller roles for each one, following the script word tracks as closely as possible. Part 2 (4 min): Manager (or trainer) calls out a random 'Gimme a price!' objection mid-script and observes how the trainee handles the bypass in real time without saying 'I can't' or 'I don't know.' Debrief as a group: which word-track swaps (Yes/No, Can/Can't) came out naturally, and which ones people still slip on under pressure?

KNOWLEDGE CHECK

Q: How should every incoming call be answered, according to the script?

A: Enthusiastically with the dealership name and the salesperson's own name — never just 'Sales,' 'New Cars,' or 'Used Cars.'

Q: What is the 'verbal bypass' used in all three phone scripts?

A: A line like 'Let me find out how many are in stock or on the way, it should only take about 10-15 minutes' that keeps the customer engaged instead of giving a direct answer that ends the conversation.

Q: What question does the Used Car script ask to branch the conversation?

A: Whether the customer wants a specific model or is working within a price range.

Q: What should you NEVER say when a customer demands a price on the phone?

A: Never say 'I can't' or 'I don't know' — the correct response is 'I CAN give you a list price, but the final cost depends on trade, credit, and incentives.'

Q: Give one example of a Cause and Effect word swap from the Do's/Don'ts table.

A: Any correct pair, e.g. Yes instead of No, Can instead of Can't, Will instead of Won't, or Can find out instead of Don't know/Forget about it.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 06

It's Not an Option

Manual pages 73-75 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Whiteboard to build the Steps of the Sale list together as a group recall exercise

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "This class is called 'It's Not an Option' for a reason. We're going to walk through every step of the sale, in order, and talk about why none of them are optional — even when you're busy."

CLASS OBJECTIVE

Salespeople can recite the full Steps of the Sale in order and understand why the dealership treats every step as mandatory, not optional, for every customer.

KEY TALKING POINTS

- Open with the title of the section itself and make trainees sit with it: It's Not an Option. Ask why the manual chose that exact phrase instead of something softer like 'best practices' or 'recommended steps.' The answer: these steps aren't suggestions salespeople can pick and choose from based on how busy they are — they are the job.
- Walk through the full Steps of the Sale checklist in order, and for each one give the one-line reason it can't be skipped: First Impression — you never get a second chance to make one. Correct Greeting — the proper introduction to the dealership and yourself sets the tone for everything after. Building Rapport/Relationship — the manual calls this most salespeople's single weakest area, which is exactly why it gets its own full class later.
- Continue the sequence: Investigate/Land on a Vehicle — asking the right questions before presenting anything. Stay Off Price — sell on your feet, work the numbers on your seat, meaning price conversations happen in the office, not on the lot. Thorough Product Presentation — the 6-point walk-around covering features, functions, and benefits, which sets up the demo drive.

- Finish the sequence with the back half: Delivery Process — new vehicle owner's manual walkthrough in detail, second set of keys, delivery checklist, customer satisfaction survey, introduction to the finance manager, introduction to the sales manager. Then Sold Customer Follow-Up — every customer you sell should become your permanent client; call within 48 hours, no exceptions, and ask for a minimum of three referrals.
- Land the closing line hard: 'All sales team personnel are hired to do these procedures consistently and without compromise. The end result of these policies and procedures is — it's not an option.' Make the connection explicit for trainees: this class is the spine that every other class in this guide hangs off of.

FACILITATOR NOTE — WHAT TO WATCH FOR

This class is mostly recall and repetition — if energy is low, turn the group recitation into a competition (first team/person to recite all 8 steps correctly without help).

DISCUSSION QUESTIONS

1. Why do you think the manual specifically calls out Building Rapport as 'most salespersons' weakest area' instead of Product Presentation or Closing?
2. What does 'sell on your feet, work the numbers on your seat' actually mean in practice on a busy lot?
3. Which single step in this sequence do you personally find easiest to skip when you're rushed, and what's the real cost of skipping it?
4. Why does 'Sold Customer Follow-Up' count as one of the mandatory Steps of the Sale instead of something separate that happens after the sale is 'done'?
5. What's the difference between treating these steps as options you use when convenient versus treating them as non-negotiable, and how would a manager actually be able to tell the difference by watching you work a customer?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): As a group, have trainees recite the full Steps of the Sale from memory, in order, without looking at notes — correct as a group when someone misses a step. Part 2 (10 min): Roleplay a full mini-sale in pairs, compressed to 5 minutes, where the 'salesperson' must narrate out loud which step of the sale they're on at every transition ('Okay, this is Building Rapport, so I'm going to ask about...'). Debrief: which step did people rush through the fastest, and why?

KNOWLEDGE CHECK**Q: List the Steps of the Sale in order.**

A: First Impression, Correct Greeting, Building Rapport/Relationship, Investigate/Land on a Vehicle, Stay Off Price, Thorough Product Presentation (6-point walk-around), Delivery Process, Sold Customer Follow-Up.

Q: According to the manual, what is most salespersons' weakest area?

A: Building Rapport/Relationship.

Q: What does 'Stay Off Price' mean as a step?

A: Sell on your feet and work the numbers on your seat — keep price conversations off the lot and in the office.

Q: How quickly must a sold customer be called after delivery, and how many referrals should be requested?

A: Within 48 hours, no exceptions, asking for a minimum of 3 referrals.

Q: What is the exact closing phrase the manual uses to describe these procedures?

A: 'It's not an option' — all sales team personnel are hired to follow these procedures consistently and without compromise.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 07

First Impression

Manual pages 76-79 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Open floor space for the physical approach-walking drill — clear a path of at least 15 feet if possible

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "You never get a second chance to make a first impression. Today we're breaking down exactly what a great first impression looks like — and the specific habits that quietly ruin one."

CLASS OBJECTIVE

Salespeople can identify and eliminate the specific bad habits (frowning, multi-tasking customers, 'Can I help ya?') that damage a first impression, and replace them with a confident, focused approach.

KEY TALKING POINTS

- Open with the manual's framing device: every end must have a beginning, each start a finish, and each alpha an omega — the point being that the encounter, the very first moment of contact, sets the trajectory for the entire sale. It is during the meeting and greeting phase that a customer decides, often unconsciously, whether you're a professional or a clerk.
- Go through the manual's specific list of habits to eliminate, one at a time, and ask trainees to picture themselves doing each one: don't frown when approaching a customer — your face is doing sales work before you say a word. Don't attempt to wait on more than one customer at a time — you can't devote the proper amount of time to either one, and both customers feel it. Don't say 'Can I help ya?' — it's a closed question that invites 'no, just looking' and it sounds like a clerk, not a professional.
- Push on the deeper point: if any of these habits hit a responsive chord, the instruction is to replace it with a good habit as soon as possible — and if you notice a teammate committing these 'professional travesties,' tell them. This is a team accountability culture, not a solo self-improvement exercise.
- Cover the mental-cancel technique from the manual: before approaching, mentally cancel your calendar of events so you can give total, complete attention to this one customer — no half-thinking about the last customer, the truck that needs moving, or a personal issue at home. Whether the customer is just getting out of their car, standing in the showroom, or walking toward inventory, approach briskly, with confidence in your stride and a smile already on your face before you're within earshot.

- Tie it back to the money: a first impression happens in seconds and it's nearly impossible to undo — which is exactly why this step sits right after 'It's Not an Option.' No amount of great product knowledge or a great close later in the process can fully repair a bad first ten seconds.

FACILITATOR NOTE — WHAT TO WATCH FOR

Trainees sometimes think this class is 'too basic' since it seems obvious. Counter this by asking who has personally lost a sale (or watched a coworker lose one) specifically because of a bad first impression — there's almost always a real story.

DISCUSSION QUESTIONS

1. Which of the 'don't' habits (frowning, multi-tasking, 'Can I help ya?') have you personally caught yourself doing, and in what situation?
2. What does 'mentally cancel your calendar of events' look like in practice when you're stressed or distracted right before approaching a customer?
3. Why might approaching briskly with confidence matter even more than what you actually say in the first ten seconds?
4. If you notice a teammate committing one of these habits, how would you actually bring it up with them in a way that helps instead of embarrasses them?
5. Describe a time a first impression (good or bad) — yours or a customer's story about another dealership — completely set the tone for everything that followed.

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): Trainees line up and one at a time practice the 'approach' — walking toward a partner playing a customer, with confident stride and a genuine smile, starting the mental-cancel technique before stepping forward. Partner gives instant feedback: did it feel rushed, confident, or hesitant? Part 2 (8 min): Roleplay the actual first ten seconds of a greeting in pairs, deliberately including one bad habit from the list (frown, split attention, 'Can I help ya?') so the 'customer' partner can call it out, then redo it correctly. Debrief: what's the physical, in-the-body difference between the bad version and the good version?

KNOWLEDGE CHECK

Q: What phrase does the manual say you should never open with?

A: 'Can I help ya?'

Q: Why shouldn't you wait on more than one customer at a time?

A: You can't devote the proper amount of time to either one, and it damages the first impression for both.

Q: What technique does the manual recommend doing mentally right before approaching a customer?

A: Mentally cancel your calendar of events so you can give complete, total attention to this one customer.

Q: What should your face and stride communicate as you approach a customer?

A: Confidence in your stride and a genuine smile — approach briskly, not hesitantly.

Q: What should you do if you notice a teammate committing one of these first-impression 'travesties'?

A: Tell them — first impression discipline is a team accountability responsibility, not just individual self-improvement.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 08

Be Positive!!

Manual page 80 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- No special materials — short discussion-and-reflection class

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "This is a short one, but don't let that fool you. Be positive — full stop. Let's talk about what that actually looks like this week, good and bad."

CLASS OBJECTIVE

Salespeople internalize a positivity standard that carries through every customer interaction, connecting back to the attitude concepts from Class 2.

KEY TALKING POINTS

- This section is intentionally short in the manual — it's a single divider page reading 'BE POSITIVE!!' — and that brevity is the lesson: the message doesn't need three paragraphs of explanation, it needs to be a constant, repeated standard that shows up in every single interaction on the floor.
- Connect it explicitly back to Class 2 (Use the Word Great!): attitude is the input, and 'Be Positive' is the daily, moment-to-moment output standard the dealership holds everyone to. Ask trainees where they've seen positivity slip during a hard week — with a difficult customer, a slow Tuesday, or a deal that fell through.
- Use this short class as a checkpoint rather than new material: have trainees self-report on where their attitude has been strong this week and where it's slipped, since this section functions as a reset point roughly a third of the way through the training sequence.
- Make the manager's role explicit here: because this section is so short on paper, it's easy to skip past in a training cycle — but the two exclamation points in the title ('Be Positive!!') are the manual's way of saying this isn't a throwaway page, it's a standard that should be reinforced verbally on the floor daily, not just covered once in training.

FACILITATOR NOTE — WHAT TO WATCH FOR

Because this is a short class, don't let it get rushed to under 10 minutes just because there's less material — the discussion questions are the real content here, not a lecture.

DISCUSSION QUESTIONS

1. Why do you think the manual dedicates an entire divider page to just two words instead of folding this into the Attitude class?
2. What's a specific moment this week where staying positive was hard, and how did you (or could you have) turned it around?
3. How does a positive attitude from one salesperson affect the mood of the whole sales floor, not just their own customers?
4. What's the difference between fake, forced positivity and the genuine positive attitude the manual is describing?
5. If a manager walked the floor right now, what would they actually see or hear that proves positivity, versus just people saying they're positive?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (5 min): Quick round-robin — each trainee shares one specific hard moment from the past week and one positive reframe of it, out loud, to the group. Part 2 (10 min): Roleplay in pairs where the 'customer' deliberately brings a bad mood or complaint (about pricing, about a competitor, about a bad past service visit) and the salesperson must stay visibly, genuinely positive without becoming fake or dismissive of the complaint. Debrief: where's the line between positive and dismissive?

KNOWLEDGE CHECK

Q: What earlier class does 'Be Positive!!' connect back to?

A: Class 2, Use the Word Great! — attitude as a controllable input.

Q: Why is this section so short in the manual?

A: The brevity is intentional — it's meant to function as a constant, repeated daily standard rather than a one-time lesson.

Q: What's the risk of treating this page as a throwaway during training?

A: The two exclamation points signal it's a standard that needs ongoing verbal reinforcement on the floor, not a single lesson to check off.

Q: What kind of self-check does this class encourage trainees to do?

A: Reflect on where their attitude has been strong or has slipped over the past week.

Q: What's the difference between fake positivity and the genuine positivity this class is asking for?

A: Genuine positivity acknowledges the customer's real concern while staying constructive; fake positivity dismisses or ignores the concern.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 09

I'm Glad You Asked That Question!

Manual pages 81-82 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Name tags or sticky notes, optional, so 'customer' roleplay partners have a name to use in the script

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Today we're drilling our exact greeting script word for word, until it feels natural instead of rehearsed. This is the first thing out of your mouth after the first impression — it matters."

CLASS OBJECTIVE

Salespeople can deliver the exact dealership greeting script with warmth and confidence, treating the greeting itself as a mini-close on rapport before any product conversation begins.

KEY TALKING POINTS

- Introduce the exact greeting script from the manual word for word: 'Welcome to Orel Hershiser Chevrolet. My name is: ____, and your name?' followed by 'Mr./Mrs. ____, thank you for coming to our dealership!!!' Point out the exclamation points in the original text are not decorative — the tone should genuinely be that enthusiastic.
- Break down why this exact structure matters: it welcomes them to the dealership by name first (building brand pride into the greeting), introduces the salesperson by name, immediately asks for the customer's name in return (a two-way exchange, not a one-way pitch), and thanks them for coming — turning the greeting into an act of hospitality, not a sales pitch.
- Explain the section title itself as a mindset cue: 'I'm Glad You Asked That Question!' signals that this greeting phase is where a salesperson should be genuinely welcoming curiosity and questions from the very first exchange, not treating early questions as objections to be managed.
- Connect this to Class 7 (First Impression): if the approach in Class 7 is the physical walk-up — stride, smile, mental focus — this greeting script is the verbal payoff of that approach. The two classes work together as a single moment in the sales process, split for teaching purposes.
- Emphasize repetition until it's automatic: like any word track in this manual, the goal is for this greeting to come out naturally and warmly every time, regardless of how the salesperson's day is going — which loops back to Class 8's positivity standard.

FACILITATOR NOTE — WHAT TO WATCH FOR

Some trainees will want to skip 'just reciting a script' as unnecessary. Push back — professional athletes drill fundamentals they already know; this greeting should be that automatic.

DISCUSSION QUESTIONS

1. Why does the script ask for the customer's name immediately, rather than launching into a product pitch first?
2. How would you say this exact greeting differently to project genuine warmth versus sounding like you're reciting a script?
3. What's the connection between this greeting and the approach techniques covered in the First Impression class?
4. Why might using the customer's name (Mr./Mrs. ____) throughout the rest of the interaction matter after this initial exchange?
5. How does this greeting set up rapport-building (the next class) versus just being a formality to get through?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (5 min): Each trainee practices the exact greeting script solo, out loud, focused on tone and pacing, then again with deliberate warmth and eye contact. Part 2 (10 min): Roleplay in pairs — one plays a customer stepping onto the lot, and the salesperson delivers the full greeting and immediately uses the customer's name naturally in the very next sentence. Rotate through 3 different customer 'moods' (excited, rushed, skeptical) and adapt tone while keeping the script's core structure. Debrief: which mood was hardest to greet warmly, and why?

KNOWLEDGE CHECK

Q: Recite the opening line of the dealership's exact greeting script.

A: 'Welcome to Orel Hershiser Chevrolet, my name is ____, and your name?'

Q: What does the salesperson say immediately after learning the customer's name?

A: 'Mr./Mrs. ____, thank you for coming to our dealership!!!'

Q: Why does the script ask for the customer's name right away instead of launching into product talk?

A: It turns the greeting into a genuine two-way exchange and hospitality moment rather than a one-way sales pitch.

Q: What earlier class does this greeting script build directly on?

A: Class 7, First Impression — the greeting is the verbal payoff of the physical approach.

Q: Why does the manual emphasize exclamation points in this script?

A: To signal the tone should be genuinely enthusiastic, not flat or purely procedural.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 10

Building Rapport / Relationship

Manual pages 83-94 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Index cards or small slips of paper, pre-written with a 'customer persona' (name, reason for buying, one hidden priority) — prepare 3-4 before class so pairs can swap

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Building rapport is called out in our own manual as most salespeople's weakest area. Today we're going to fix that, starting with two simple habits and two specific questions you can use on your very next customer."

CLASS OBJECTIVE

Salespeople understand why rapport is called out as most salespeople's weakest step, can explain the Investigate-to-Land process, and practice asking genuine interest-based questions before ever discussing a vehicle.

KEY TALKING POINTS

- Open with the Will Rogers quote the manual leads with: 'I never met a man I didn't like,' paired with 'People enjoy dealing with success and enthusiasm.' Point out that rapport isn't a soft, optional nicety — the manual explicitly calls it 'the most misunderstood and least used step in car sales,' and notes that some sales training programs don't even include a section on it. Ask: why would a dealership build an entire class around a step that other training programs skip?
- Cover the three reasons the manual gives for building rapport before presenting any vehicle: it helps relax the customer, makes them feel like they're working with a person and not a transaction, and prevents the salesperson from landing them on the wrong car without being sure it's actually right for them. Rapport isn't chit-chat for its own sake — it's information-gathering disguised as a friendly conversation.
- Teach the two foundational rapport-building habits from the manual: get genuinely interested in other people, and learn to ask questions. Point out the manual's own logic — people enjoy talking to someone they like, and closing a sale later is easier when the customer likes the salesperson. This isn't manipulation; it's a real, human step that happens to also make selling easier.

- Move into Investigate to Land on the Right Vehicle as the natural next phase: the more you learn about the customer during rapport-building, the easier the eventual close becomes, because a proper summary close later just reminds the customer of the things they already told you were important — which lands far better than a generic pitch.
- Introduce the Two Steps That Will Make or Break Most sales, and the Either/Or and Open-Ended practice questions from the manual: 'Is this going to be for you or for someone else?' and 'Congratulations — is this for a special occasion, an anniversary, a birthday, or just because you deserve a new vehicle?' Point out how these specific example questions do double duty — they gather real information AND build warmth simultaneously.
- Close by tying rapport directly to gross: the manual states plainly that the more you know about the customer, the easier it is to close the sale later, and it directly helps you hold more gross when you know what matters to them on their trade and their purchase. Weak rapport isn't just a soft-skills problem — it's a margin problem.

FACILITATOR NOTE — WHAT TO WATCH FOR

This is the class most likely to run long because trainees get into real conversations during the roleplay — that's a good sign, but keep an eye on the clock and cut roleplay rounds short if you're behind pace.

DISCUSSION QUESTIONS

1. Why do you think the manual singles out rapport as 'the most misunderstood and least used step' instead of, say, closing or objection handling?
2. What's the difference between rapport-building small talk and rapport-building that's actually gathering usable information about the customer?
3. Try one of the Either/Or questions from the manual out loud right now — how does it feel different from just asking 'what are you looking for today?'
4. How does strong rapport specifically help you 'hold more gross' later in the negotiation, according to the manual's own logic?
5. What's a rapport-building habit you could genuinely adopt (not fake) that would make customers actually enjoy talking to you?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): In pairs, practice the Either/Or and Open-Ended questions from the manual verbatim, with the 'customer' partner giving a real, varied answer each time (not just yes/no). Part 2 (10 min): Extended roleplay — the salesperson has 5 minutes to build genuine rapport with a 'customer' persona card (given a name, occasion for buying, and one hidden priority they don't reveal unless asked well) and must uncover that hidden priority purely through rapport questions, not direct product questions. Debrief: what question actually unlocked the hidden priority, and what almost worked but missed?

KNOWLEDGE CHECK

Q: According to the manual, what is 'the most misunderstood and least used step' in car sales?

A: Building rapport/relationship.

Q: What are the two foundational habits for building rapport that the manual teaches?

A: Get genuinely interested in other people, and learn to ask questions.

Q: Name one of the three reasons the manual gives for building rapport before presenting a vehicle.

A: Any of: it helps relax the customer, makes them feel like a person rather than a transaction, or prevents landing them on the wrong vehicle.

Q: Give an example of an Either/Or or Open-Ended practice question from the manual.

A: Either: 'Is this going to be for you or someone else?' or 'Congratulations — is this for a special occasion, an anniversary, a birthday, or just because you deserve a new vehicle?'

Q: How does the manual say rapport connects directly to holding more gross?

A: The more you know about what matters to the customer, the easier it is to close later and to protect margin on both the trade and the new vehicle.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 11

The Orel Hershiser Chevrolet Method

Manual pages 95-96 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Whiteboard to write new either/or questions as trainees invent them

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Last class we talked about why rapport matters. Today we're actually drilling the exact scripts, until they come out of your mouth naturally, and then you're going to invent your own."

CLASS OBJECTIVE

Salespeople can run the specific practice scripts for either/or and open-ended investigation and rapport questions fluently, treating them as one combined skill rather than two separate steps.

KEY TALKING POINTS

- Frame this class as the practical drill session for everything covered in Class 10 — where rapport-building was explained conceptually, this class is where trainees actually run the practice scripts word for word until the phrasing becomes second nature.
- Run the first practice script: 'Is this going to be for you or someone else?' — point out the natural customer response the manual anticipates ('It'll be for me') and how that single answer immediately tells the salesperson who to focus the entire rest of the presentation and paperwork on.
- Run the second practice script: 'Congratulations — is this for a special occasion, an anniversary, a birthday, something like that, or just because you deserve a new vehicle?' — and note the anticipated response ('It's not really for our anniversary, but it is coming up'). This is a perfect example of an investigation question that simultaneously builds rapport by offering a compliment ('Congratulations') before it even gets an answer.
- Explain why the manual bundles Investigation and Rapport into one combined skill (Either/Or and Open-Ended Questions) rather than teaching them as two separate steps: in real conversations with customers, you're rarely purely investigating or purely building rapport — the best questions do both jobs at once, which is exactly what these scripted examples demonstrate.
- Push trainees toward fluency, not memorization: the goal isn't to recite these two exact scripts verbatim forever — it's to internalize the pattern (offer a warm assumption, then let the customer correct or confirm it) so they can generate new either/or and open-ended questions on the fly for any situation.

FACILITATOR NOTE — WHAT TO WATCH FOR

If trainees invent weak or awkward either/or questions in Part 2 of the exercise, don't just move on — workshop one or two live as a group until they sound natural.

DISCUSSION QUESTIONS

1. Why does the question 'Is this for you or someone else?' matter so much for how the rest of the presentation and paperwork gets handled?
2. What makes 'Congratulations — is this for a special occasion...' both a rapport question and an investigation question at the same time?
3. Can you come up with a brand-new either/or question, in the same style, for a completely different scenario than the two given in the manual?
4. Why might reciting these scripts word-for-word eventually become a weakness instead of a strength if a salesperson never learns to adapt the pattern?
5. How would you use one of these scripts differently with a clearly rushed customer versus a customer who seems to want to chat?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): Trainees drill both practice scripts verbatim in pairs until they can deliver them smoothly without reading. Part 2 (10 min): Trainees invent two new either/or or open-ended questions in the same style (warm assumption + graceful out) for two new scenarios given by the trainer (e.g., a customer shopping with kids in the car; a customer who mentions they just moved to the area) and test them on a partner. Debrief: which invented questions felt natural, and which felt forced?

KNOWLEDGE CHECK**Q: What is the first practice script's question, and what response does the manual anticipate?**

A: 'Is this going to be for you or someone else?' — anticipated response: 'It'll be for me.'

Q: What is the second practice script's question, and what response does the manual anticipate?

A: 'Congratulations — is this for a special occasion, an anniversary, a birthday, or just because you deserve a new vehicle?' — anticipated response: 'It's not really for our anniversary, but it is coming up.'

Q: Why does the manual combine investigation and rapport into one class instead of teaching them separately?

A: Because in practice, the best questions accomplish both goals at once — gathering information while building warmth.

Q: What is the ultimate goal of drilling these scripts — memorization or something else?

A: Fluency and internalizing the underlying pattern, so salespeople can generate new questions in the same style for any situation.

Q: What's the underlying pattern behind both example scripts?

A: Offer a warm assumption or compliment, then let the customer confirm or gracefully correct it.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 12

Stay Off Price

Manual pages 99-102 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- No special materials — roleplay-driven class; optional: a printed copy of the 4 Tips (manual pages 100-101) as a handout

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Talking price on the lot is killing your paycheck — that's not my opinion, that's straight out of our training manual. Today we're learning exactly how to stay off price and keep control of the conversation."

CLASS OBJECTIVE

Salespeople can execute the 4 tips for redirecting price questions to value, and can deliver the trade-value bypass word track without ever giving a hard number on the lot.

KEY TALKING POINTS

- Open with the core logic from the manual: you can't talk price and build value at the same time, because price talk starts the negotiation — and negotiating before value is built means you lose before you've even begun. This isn't a trick; it's simple sequencing.
- Cover the manual's answer to 'What's my trade worth?' as a full word track: 'I wish I knew... there have been thousands of model and option combinations over the past few years, and I really don't know — that's why we have a full-time buyer on staff. By the way, did you want another 2WD, or do you think you'd prefer a 4WD this time?' Break down why this works: it's honest (nobody memorizes every trade value), it deflects to an expert, and it immediately pivots into a new investigation question.
- Teach the 4 Tips on Getting Off Price and On Value directly from the manual: remember there's always something more important to the customer than price; ask them directly what's more important than price ('I know price is important, and we'll get back to that in a minute — but tell me, other than price, what's most important on your new car, or what do you like most about your current one?'); and use both of those to build the case for value before returning to numbers.

- Cover the hard rule: talk price in your office, not on the lot — 'it's killing your paycheck.' Explain a price objection that comes up on the lot is almost always a reflex objection, not a real objection that needs to be answered — customers say it because it's the easy thing to say, not because they've done the math. The instruction is to get away from a reflex objection quickly rather than trying to overcome it head-on, because engaging with it just turns an unimportant reflex into a real, sticky issue.
- Connect this class directly to the write-up steps that follow later in the guide: everything about staying off price on the lot exists to protect the negotiation that happens later, in the office, where the salesperson actually has room to work numbers properly instead of getting boxed into a lowball figure standing next to the car.

FACILITATOR NOTE — WHAT TO WATCH FOR

Watch for trainees who cave and quote a price the first time a roleplay customer pushes back. The whole point of the exercise is practicing what it feels like to hold the line through multiple attempts — coach them to try again rather than letting the roleplay end on a cave.

DISCUSSION QUESTIONS

1. Why does starting a price conversation on the lot specifically hurt the salesperson's own paycheck, according to the manual?
2. What's a 'reflex objection' and how is responding to one different from responding to a real, considered objection?
3. Try rewriting the trade-value bypass word track in your own natural voice — does it still work if it sounds less scripted?
4. What's an example of 'something more important than price' that a customer has told you about in the past — safety, reliability, style, timing?
5. How would you handle a customer who refuses to answer the 'what's most important other than price' question and just repeats 'just tell me the price'?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): Drill the exact trade-value bypass word track in pairs until it sounds natural, not memorized. Part 2 (10 min): Roleplay in pairs where the customer repeatedly pushes for a price on the lot ('just give me a ballpark,' 'come on, what's it gonna cost me') and the salesperson must stay off price using the 4 tips, redirecting to value each time, for at least three separate objection attempts before conceding to move to the office. Debrief: at what point did staying off price start to feel awkward, and how did the group handle that awkwardness?

KNOWLEDGE CHECK

Q: Why can't you talk price and build value at the same time, according to the manual?

A: Because price talk starts the negotiation, and negotiating before value is built means you lose.

Q: What is the manual's suggested response when a customer asks what their trade is worth?

A: A version of: 'I wish I knew — there have been thousands of model and option combinations, that's why we have a full-time buyer on staff,' followed by a pivot question.

Q: What is a 'reflex objection,' and how should it be handled?

A: An objection raised automatically, not because it's been thought through — the best response is to get away from it quickly rather than trying to overcome it directly.

Q: Where should price be discussed, according to the manual?

A: In the office, not on the lot — talking price on the lot is described as 'killing your paycheck.'

Q: What question does the manual suggest asking to redirect from price to value?

A: 'I know price is important and we'll get back to that in a minute, but tell me, other than price, what's most important to you on your new car?'

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 13

Product Presentation & The Walk-Around

Manual pages 98-104 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- A real vehicle on the lot (preferred) or several photos of one vehicle from multiple angles if the lot isn't accessible during class time
- Stopwatch or phone timer

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Today we're doing the 6-Point Walk-Around, live, on a real car. By the end of this class everyone will be able to run it start to finish, in order, without notes."

CLASS OBJECTIVE

Salespeople can execute the 6-Point Walk-Around in the correct order, on any vehicle on the lot, connecting each point back to a customer-specific benefit uncovered during rapport.

KEY TALKING POINTS

- Introduce the 6-Point Walk-Around as the structured version of 'thorough product presentation' from the Steps of the Sale in Class 6 — this is the actual mechanics of that step, not a new concept. Recite the six points in order: Up Front, Under the Hood, Driver Side, At the Rear, Passenger Side, Interior.
- Walk through why the order matters and isn't arbitrary: starting Up Front lets the salesperson make a strong visual first impression on styling and brand identity before moving to Under the Hood, where performance and mechanical confidence get built. The sequence then circles the vehicle (Driver Side, Rear, Passenger Side) before finishing inside the vehicle, physically transitioning the customer toward getting in for the demo drive.
- Emphasize that a walk-around isn't a features recitation — it should be constantly tied back to what the salesperson learned during rapport-building in Classes 10 and 11. If the customer mentioned kids in the car, the interior point should highlight back-seat safety and cargo space specifically for that customer, not a generic list of interior features.

- Point out the manual's explicit sequencing payoff: 'Now you're ready for an effective demo drive' — the 6-point walk-around is not the end of the presentation, it's the setup for the next class. A rushed or generic walk-around produces a flat, disengaged demo drive because the customer hasn't emotionally connected with the vehicle yet.
- Reinforce the connection to Class 1 (Product Knowledge): none of this works if the salesperson doesn't know the vehicle's actual features, functions, and benefits cold. The walk-around is where product knowledge training pays off in front of an actual customer.

FACILITATOR NOTE — WHAT TO WATCH FOR

If you don't have lot access during class time, photos work, but try hard to get an actual vehicle — the physical walk genuinely changes how well this sticks compared to talking through it from a chair.

DISCUSSION QUESTIONS

1. Why does the 6-Point Walk-Around start Up Front and end in the Interior instead of some other order?
2. How would you customize the 'Under the Hood' point differently for a customer who mentioned they do a lot of towing versus a customer who mentioned a long daily commute?
3. What's the risk of doing a walk-around that lists features but never ties back to anything the customer said during rapport-building?
4. Why does the manual explicitly connect the end of the walk-around to being 'ready for an effective demo drive' rather than treating them as unrelated steps?
5. What's one vehicle on our lot right now where you feel weakest doing a confident walk-around, and what do you need to study before your next shift?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (8 min): In pairs, using a real vehicle on the lot (or photos if unavailable), each trainee performs a complete 6-point walk-around in the correct order — Up Front, Under the Hood, Driver Side, Rear, Passenger Side, Interior — while the partner times it and checks off each point as it's covered. Part 2 (6 min): Redo the same walk-around, but this time the partner first gives the salesperson a fake 'rapport fact' about the customer (e.g., 'has three kids,' 'tows a boat every weekend') and the salesperson must adapt at least three of the six points to speak directly to that fact. Debrief: which points were hardest to customize on the fly?

KNOWLEDGE CHECK

Q: List the 6 points of the Walk-Around in order.

A: Up Front, Under the Hood, Driver Side, At the Rear, Passenger Side, Interior.

Q: What is the walk-around meant to set up, according to the manual's own closing line for this section?

A: An effective demo drive.

Q: Why shouldn't a walk-around just be a generic list of features?

A: It should tie back to specific customer priorities uncovered during rapport-building, making the presentation feel personalized rather than generic.

Q: Which earlier class's skills does an effective walk-around depend on most directly?

A: Class 1, Product Knowledge — you can't confidently present features, functions, and benefits you don't know cold.

Q: Why might starting the walk-around at 'Up Front' rather than 'Interior' matter for the customer's overall impression?

A: It leads with styling and brand identity to build initial visual excitement before moving into mechanical and functional details.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 14

F.A.B. Selling

Manual pages 105-109 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- A real vehicle or vehicle spec sheet to pull actual features from
- Printed or written-out Good Luck Words list (manual page 108) as a handout or whiteboard reference

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Today's class is F.A.B. selling — Feature, Advantage, Benefit. We're also going to talk about a stat that should change how every one of you runs a presentation: over 90% of sales are influenced by a woman in the room."

CLASS OBJECTIVE

Salespeople can convert any vehicle feature into a Feature-Advantage-Benefit statement, and understand why the manual emphasizes that roughly 90% of purchase decisions are influenced by women.

KEY TALKING POINTS

- Introduce the F.A.B. framework directly from the manual: Feature, Advantage, Benefit. A feature is simply what the vehicle has; the advantage is what that feature does; the benefit is what that means specifically for this customer's life. Most weak presentations stop at feature and never finish the sentence.
- Cover the manual's striking statistic and make sure it lands: about 50% of vehicles are sold to women, and over 90% of all sales are directly influenced by a woman — whether she's the buyer, the wife, the girlfriend, or the mother in the conversation. This isn't a side note; it should change how every walk-around and presentation gets delivered, regardless of who's technically signing the paperwork.
- Walk through the manual's worked example with the Smiths: 'Bob, you and Betty have pointed out... and not only does each vehicle come equipped with disc brakes, but the combination of safety, performance, comfort, and dependability...' — break down exactly where the Feature (disc brakes), Advantage (stopping performance), and Benefit (your family's safety, specifically because Bob and Betty mentioned safety earlier) show up in that one sentence.

- Cover the Good Luck vs. Bad Luck words list from the manual — words like understand, proud, easy, discover, guarantee, results, love, comfort, value, security, advantage, benefit, enjoy, wonderful, exciting — versus their flat opposites. Point out that F.A.B. statements land much harder when built from this word list instead of generic sales language.
- Close on the manual's instruction for when the exact requested vehicle isn't in stock: still make every effort to land the client on something in stock — show them new, show them hand-picked pre-owned, show them trucks — and if a new vehicle truly can't be matched, tell them clearly it can be ordered rather than letting the conversation die on 'we don't have it.'

FACILITATOR NOTE — WHAT TO WATCH FOR

The 90% statistic sometimes gets pushback from trainees who feel it doesn't reflect their actual customer base. Don't argue the exact number — the actionable point is addressing everyone present in a sales conversation, which is true regardless of the precise percentage.

DISCUSSION QUESTIONS

1. Walk through a feature on one of our vehicles and build out the full F.A.B. sentence — feature, advantage, and then a benefit specific to a customer you're picturing.
2. Given that over 90% of sales are influenced by a woman in the conversation, what would you actually change about how you deliver a walk-around when a couple is shopping together?
3. Why does the manual's worked Smith example connect disc brakes to family safety instead of just describing stopping distance in technical terms?
4. Pick two words from the Good Luck words list and build a sentence using them naturally about a vehicle feature.
5. If your exact requested vehicle isn't in stock, what's the wrong way to handle that moment, and what's the right way according to the manual?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): Each trainee picks one feature on a real vehicle and builds a full F.A.B. statement out loud, incorporating at least one word from the Good Luck words list. Partner checks that all three parts (Feature, Advantage, Benefit) are actually present. Part 2 (10 min): Roleplay a walk-around presentation to a couple (one partner plays the primary decision-influencer, explicitly acting engaged and asking questions) and the salesperson must deliver at least three full F.A.B. statements addressed to both people in the conversation, not just the one who initiated contact. Debrief: did the presentation naturally include both people, or did it default to one person?

KNOWLEDGE CHECK**Q: What does F.A.B. stand for?**

A: Feature, Advantage, Benefit.

Q: What percentage of vehicle sales does the manual say are directly influenced by a woman in the conversation?

A: Over 90%.

Q: In the manual's Smith family example, what feature is used to build the F.A.B. statement?

A: Disc brakes.

Q: Give an example of a 'Good Luck' word from the manual's word list.

A: Any of: understand, proud, easy, discover, guarantee, results, love, comfort, value, security, advantage, benefit, enjoy, wonderful, exciting.

Q: What should a salesperson do if the exact vehicle a customer wants isn't in stock?

A: Still make every effort to land them on something in stock (new, pre-owned, or trucks), and if nothing matches, clearly tell them it can be ordered.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 15

To the Write-Up

Manual page 110 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- No special materials — short transition-focused class

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "This is a short class about a big moment — the transition from the lot into the write-up. We're not learning new steps today, we're making sure the steps we already know flow together smoothly."

CLASS OBJECTIVE

Salespeople understand the write-up as the natural, low-pressure next step after a successful presentation and demo drive, not as a separate high-stakes moment requiring a hard pivot in tone.

KEY TALKING POINTS

- This is another short, title-only divider section in the manual, and like Class 8 (Be Positive!!), its brevity is intentional — 'To the Write-Up' marks a transition point in the sales process, not a new skill set. Use this class to consolidate everything from Classes 6 through 14 into one continuous flow.
- Walk trainees through the full sequence that leads here: First Impression, Greeting, Rapport, Investigation, Staying Off Price, the 6-Point Walk-Around with F.A.B. statements — and now, the write-up. Emphasize that if all those steps were done properly, the write-up should feel like a natural continuation, not an abrupt gear-shift into 'now let's talk money.'
- Preview what's coming in Class 17 (Your Road Map to Gross) without covering it in full here — the write-up itself involves walking the trade-in, getting a starting figure, and bringing the client inside for paperwork — but the point of this short class is the transition itself: moving from the lot to the office confidently and smoothly.
- Address the anxiety trainees often feel at this transition: many new salespeople tense up here because it 'feels like' the real selling starts at the write-up. Push back on that framing directly — if rapport, investigation, and presentation were done well, most of the selling is already done, and the write-up is just the paperwork catching up to a decision the customer has already emotionally made.

- Use this short class as a checkpoint discussion on pacing: ask trainees to reflect on how they currently transition a customer from the lot into the office, and whether that transition currently feels smooth or abrupt.

FACILITATOR NOTE — WHAT TO WATCH FOR

Because this class is short and transitional, some managers are tempted to skip it entirely. Don't — the pacing and anxiety issues covered here directly affect close rates, and it's a good midpoint breather in a 20-class program.

DISCUSSION QUESTIONS

1. Why might treating the write-up as 'where the real selling starts' actually work against a salesperson who's done all the earlier steps well?
2. What does a smooth, natural transition from the demo drive to walking inside for the write-up sound like, in your own words?
3. If a customer seems to tense up when you suggest heading inside to write things up, what's happening, and how would you address it?
4. How does everything covered in Classes 6-14 (Steps of the Sale through F.A.B. Selling) set up a low-pressure write-up transition?
5. What's one phrase you currently use (or could start using) to invite a customer inside that feels natural rather than like a hard sales pivot?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): In pairs, practice just the transition line — the 30 seconds between finishing a walk-around/demo drive and inviting the customer inside — without discussing any numbers yet. Focus purely on tone and pacing.

Part 2 (8 min): Run a compressed full roleplay from greeting through the transition to 'inside' (5-6 minutes total), narrating each Step of the Sale out loud as it happens, ending right as the pair steps toward the office. Debrief: did the transition feel like a natural continuation or an abrupt shift in energy?

KNOWLEDGE CHECK**Q: Why is this section of the manual so short?**

A: It marks a transition point in the sales process rather than introducing new technique — brevity signals it should feel like a natural continuation, not a new skill.

Q: What should the write-up feel like if earlier steps were done well?

A: A natural continuation of the sale, not an abrupt shift into a separate high-pressure moment.

Q: What common anxiety do new salespeople feel at this transition, and why is it misplaced?

A: That 'the real selling starts at the write-up' — but if rapport, investigation, and presentation were done well, most of the selling is already complete.

Q: Which classes' techniques feed directly into making this transition smooth?

A: Classes 6 through 14 — Steps of the Sale, First Impression, Greeting, Rapport, Investigation, Stay Off Price, the Walk-Around, and F.A.B. Selling.

Q: What comes right after this transition in the training sequence?

A: The Effective Demo Drive is actually positioned before in the manual's flow to this write-up moment, and Your Road Map to Gross covers what happens once inside for the write-up.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 16

Effective Demo Drive

Manual pages 112-117 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- A vehicle on the lot for seating practice, if available (not required to run the class)

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "The demo drive is the emotional peak of the whole sales process — it's the only time the customer actually experiences the vehicle. Today we're making sure that moment gets the attention it deserves."

CLASS OBJECTIVE

Salespeople understand the demo drive as the emotional peak of the sales process and can execute the correct seating, routing, and in-car conversation strategy, plus speak confidently about the dealership's service department.

KEY TALKING POINTS

- Open with the manual's framing of the demo drive's purpose: it's the only time a customer really gets to touch, see, drive, and generally experience the vehicle — which makes it one of the most emotionally significant moments in the entire sales process, right when the customer's feelings about the vehicle are at their peak.
- Cover the mechanics of getting the customer in the car: this should flow logically and naturally from the presentation, not feel like a separate scheduling event. Using the 6-Point Walk-Around, the customer should already be seated on the passenger side by the end of the presentation — meaning by the time the walk-around finishes, the demo drive has essentially already begun.
- Emphasize the in-car strategy before the vehicle even leaves the lot: get the customer settled, orient them briefly to a couple of key controls they'll actually use during the drive, and set a comfortable, unhurried tone — the demo drive isn't a test the customer is taking, it's an experience the salesperson is guiding.
- Bring in the Excellent Service material as a natural talking point during the drive: our service department is ranked among the highest in customer satisfaction, technicians average significant certified experience, they personally discuss concerns and road-test vehicles with customers to explain issues, and warranty repairs include a no-charge loaner vehicle. This reassures customers that the relationship doesn't end at delivery.

- Close on why this class matters for gross and for the write-up transition covered in Class 15: a flat, rushed, or skipped demo drive produces a customer who intellectually likes the car but hasn't emotionally bonded with it — and that emotional bond is often the difference between a customer who negotiates hard and one who's already decided this is their car.

FACILITATOR NOTE — WHAT TO WATCH FOR

If a real demo drive isn't feasible during class time (no vehicle available, no time to actually drive), the seated roleplay version works fine — the goal is the conversation flow and service talking points, not literally driving during training.

DISCUSSION QUESTIONS

1. Why does the manual call the demo drive one of the most opportune times in the entire sales process?
2. How should the walk-around and the demo drive flow together instead of feeling like two separate, disconnected steps?
3. What's one detail about our service department (loaner vehicles, technician experience, road-testing) that you could naturally mention during a demo drive, and how would you bring it up?
4. What's the risk of rushing or skipping the demo drive even when a customer says 'I don't really need to drive it, I already like it'?
5. How does a strong emotional connection built during the demo drive change the tone of the negotiation that follows?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): In pairs, practice the seating and transition moment — the salesperson walks the 'customer' from the end of a walk-around directly into the passenger seat, narrating a smooth, natural transition with no awkward pause. Part 2 (10 min): Roleplay a full demo drive conversation (can be done seated, simulating the drive) where the salesperson naturally weaves in one Excellent Service talking point (loaner vehicles or technician experience) without it sounding like an unrelated commercial break. Debrief: did the service mention feel natural or forced, and how would you smooth it out?

KNOWLEDGE CHECK

Q: According to the manual, why is the demo drive one of the most opportune times in the sales process?

A: It's the only time the customer really gets to touch, see, drive, and experience the vehicle, when their emotions about it are at their peak.

Q: Where should the customer already be seated by the end of the walk-around presentation?

A: In the passenger seat of the vehicle.

Q: Name one specific service department detail the manual highlights that a salesperson can mention during a demo drive.

A: Any of: ranked among the highest in customer satisfaction, significant years of certified technician experience, personal discussion and road-testing of concerns, or a no-charge loaner vehicle with warranty repairs.

Q: What's the risk of rushing or skipping the demo drive?

A: The customer may intellectually like the car without emotionally bonding with it, which can lead to harder negotiation later.

Q: How should the transition from the walk-around into the demo drive feel to the customer?

A: Logical and natural, flowing directly from the presentation rather than feeling like a separate, scheduled event.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 17

Your Road Map to Gross

Manual pages 161-168 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Three chairs or a table arranged to simulate a finance booth, for the 3-person roleplay
- Optional: a cup for the coffee/drink hospitality practice

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Today's class is about protecting gross once you're inside for the write-up — the trade walk, the hospitality steps, and one simple rule about staying quiet that a lot of people struggle with."

CLASS OBJECTIVE

Salespeople can execute the trade walk, the Three-Hit System, and the 'be quiet when the manager is closing' rule that protects gross during negotiation.

KEY TALKING POINTS

- Open with the trade walk-around: walk the trade-in and de-value it without saying a word — meaning the walk itself, done professionally and thoroughly, naturally surfaces wear and condition issues to the customer visually, without the salesperson needing to verbally criticize their trade (which damages rapport). Get numbers off both the trade-in and the vehicle being sold with the client present, before bringing them inside.
- Cover the hospitality sequence before any numbers get discussed: bring the client in, get them seated in a booth, and offer a hot cup of coffee or an ice-cold drink. This isn't filler — it's a deliberate pacing tool that slows the moment down and keeps the environment calm right before the highest-stakes conversation of the visit.
- Introduce the Three-Hit System and Confirm Commitment as the structural backbone of the negotiation: the salesperson proceeds to the sales office for paperwork and gets a starting figure on the trade, then works the deal in a defined number of structured passes rather than an open-ended back-and-forth — this keeps the negotiation organized and prevents it from spiraling into random concessions.

- Teach the single most important floor-discipline rule in this whole section: be quiet when your manager is in the booth closing your client — do not talk. The moment the manager steps out of the booth, that's the salesperson's cue to talk to the client about anything except the car deal. Explain exactly why this works: a united front with a clear division of roles (manager closes numbers, salesperson builds comfort) prevents the classic mistake of a nervous salesperson undercutting their own manager's position mid-close.
- Close with the Two Friends reflection from the manual: every day has the same number of hours, minutes, and seconds — what changes is how they're used. Time itself is worth nothing; it's what gets done with it that counts. Tie this back to gross directly: a rushed, poorly-paced write-up process burns the exact same amount of time as a well-paced one, but produces a worse outcome.

FACILITATOR NOTE — WHAT TO WATCH FOR

The three-person roleplay in the exercise requires a volunteer to play 'manager' — if you're the one running the class, you can play that role yourself for the first round, then let a trainee try it.

DISCUSSION QUESTIONS

1. Why would walking the trade-in silently be more effective at addressing condition issues than directly telling the customer what's wrong with their car?
2. What's the purpose of offering coffee or a cold drink and getting the client seated before any numbers are discussed?
3. Why is 'be quiet when your manager is closing' one of the hardest rules for a nervous or eager salesperson to actually follow in the moment?
4. What should you talk about with the client the moment your manager steps out of the booth, and what should you avoid?
5. How does the Two Friends time reflection apply directly to how a write-up gets paced, rather than just being a general life lesson?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (6 min): Roleplay the hospitality sequence in pairs — walk the trade, get numbers, walk the client inside, seat them in a 'booth,' and offer a drink, all without discussing price yet. Part 2 (10 min): Three-person roleplay (salesperson, manager, customer) simulating a closing moment in the booth — the manager works numbers while the salesperson practices staying completely silent, then the manager exits and the salesperson must immediately pivot to non-deal conversation with the customer for two full minutes. Debrief: how hard was it to stay quiet, and what did the non-deal conversation topics end up being?

KNOWLEDGE CHECK**Q: What does it mean to 'walk the trade-in' and de-value it 'without saying a word'?**

A: A thorough, professional walk-around of the trade-in visually surfaces condition issues to the customer without the salesperson verbally criticizing it.

Q: What hospitality steps happen before numbers are discussed once the client is brought inside?

A: Getting the client seated in a booth and offering them a hot coffee or cold drink.

Q: What is the single rule about talking when a manager is in the booth closing a client?

A: Be quiet — do not talk while the manager is closing.

Q: What should the salesperson do the moment the manager leaves the booth?

A: Talk to the client about anything except the car deal.

Q: What is the core message of the Two Friends reflection in this section?

A: Time itself is worth nothing — what matters is what you do with the hours, minutes, and seconds you're given, which directly affects how well a write-up is paced and how much gross is protected.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 18

Delivery Process

Manual pages 169-171 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- A sample owner's manual or warranty book, if available, for the walkthrough roleplay
- Printed delivery checklist if your dealership has one on file

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "The deal isn't done when the customer signs — delivery is still part of the sale. Today we're covering every step of a proper delivery, and why skipping any of them costs us later."

CLASS OBJECTIVE

Salespeople can run the complete delivery checklist — finance disclosure, owner's manual walkthrough, second key, delivery checklist, satisfaction survey, and next-day follow-up call — without skipping steps because the deal is 'already closed.'

KEY TALKING POINTS

- Open with the disclosure rule that starts delivery: all details of the transaction, including any aftermarket products and warranties sold by sales and finance, must be fully disclosed by the finance manager, no exceptions. This isn't just a compliance requirement — it protects the customer relationship the salesperson just spent an entire sales process building.
- Walk through the delivery procedure sequence: once the sale is agreed upon, the sales manager retrieves the owner's manual and warranty books for the salesperson to review in detail with the client. This detailed review is a real step, not a box-checking formality — customers who understand their new vehicle's systems have fewer frustrated service visits and a better ownership experience.
- Cover the physical delivery: the salesperson personally delivers the new or certified pre-owned vehicle to the client so they leave with genuine comfort and confidence about how everything works on the vehicle — connecting directly back to Class 16's demo drive orientation, just now at a deeper, ownership level.
- Cover the two follow-up commitments baked into delivery itself: a follow-up call happens the very next day, made by the delivering salesperson, to confirm everything is fine and catch any additional questions — and a thank-you letter goes out the day after delivery. These aren't separate 'nice to have' gestures; they are part of the delivery process itself, on the clock, not optional add-ons for later.

- Tie this class explicitly to Class 6's 'Sold Customer Follow-Up' step and forward to Class 19's referral process: a rushed or skipped delivery process — someone who just hands over the keys and says 'enjoy!' — undermines both the satisfaction survey results and the referral conversation that's about to follow.

FACILITATOR NOTE — WHAT TO WATCH FOR

Trainees sometimes treat delivery as 'the easy part' since the deal is done. Emphasize explicitly that this class exists because deals that are administratively closed are not actually finished — the follow-up call and thank-you letter are still part of the sale.

DISCUSSION QUESTIONS

1. Why does full financial disclosure fall specifically on the finance manager, with 'no exceptions' explicitly stated?
2. What's the risk of rushing the owner's manual walkthrough because the deal already 'feels closed' at this point?
3. How does a genuinely thorough delivery process set up a better outcome for the customer satisfaction survey?
4. Why is the next-day follow-up call the responsibility of the delivering salesperson specifically, rather than a general service department task?
5. How does a strong delivery experience make the referral conversation (coming up in the next class) feel natural instead of pushy?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (8 min): In pairs, roleplay a full delivery walkthrough covering at minimum: finance disclosure summary, owner's manual highlights, second set of keys handoff, and the delivery checklist — the 'customer' partner should ask at least two genuine questions during the process. Part 2 (6 min): Roleplay the next-day follow-up call, where the salesperson checks in, asks if everything is working as expected, and naturally transitions toward asking if there's anyone else who might be in the market (setting up Class 19). Debrief: which delivery step is most commonly rushed on a real busy day, and why?

KNOWLEDGE CHECK

Q: Who is responsible for fully disclosing all transaction details, including aftermarket products and warranties?

A: The finance manager, with no exceptions.

Q: Who retrieves the owner's manual and warranty books for the delivery walkthrough?

A: The sales manager, for the salesperson to review in detail with the client.

Q: How soon after delivery must the delivering salesperson make a follow-up call?

A: The very next day.

Q: What written communication goes out the day after delivery?

A: A thank-you letter.

Q: Why does a thorough delivery process matter beyond just finishing the paperwork?

A: It directly affects customer satisfaction survey results and sets up a natural, non-pushy referral conversation later.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 19

Asking for the Referral

Manual pages 172-178 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Printed copies of the Referrals From a Satisfied Buyer form (manual page 177) — one per trainee pair

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "Today we're learning how to ask for referrals the right way — as the third goal of a follow-up call, not the first, and definitely not an afterthought."

CLASS OBJECTIVE

Salespeople can run the complete 7-step first follow-up call script, correctly sequencing questions and rapport before the referral ask, and can complete the Referrals From a Satisfied Buyer form.

KEY TALKING POINTS

- Open with the three goals of the first follow-up call after delivery, in order: answer questions, build after-sale rapport, and ask for referrals. Point out that referrals are the third goal, not the first — asking too early, before questions are answered and rapport is rebuilt, is why many referral asks fall flat.
- Walk through the full 7-step call script in order: confirm (that you have the right person and it's a good time), tell them who you are, ask if it's okay to talk, tell them why you're calling, answer any questions they have, ask for referrals, and close with congratulations. Point out how closely this mirrors the incoming call scripts from Class 5 — confirm, identify, and take control of the flow before diving into the ask.
- Cover the manual's two tips on this topic directly: first, on taking 'ups' versus asking for referrals — the real secret to success in sales includes not making excuses to avoid the referral ask ('I'd rather take ups, who cares about referrals'). Second, on getting names of serious prospects before someone even leaves a room — for example, overhearing someone mention they might be in the market and asking a direct, natural question in the moment rather than waiting for a formal setting.
- Introduce the Referrals From a Satisfied Buyer form as the tool that captures this systematically: it records whether the buyer had purchased from the dealership before, how they learned about it, whether they called ahead or walked in cold, and space to list people who may be in the market. This form turns a single satisfied customer into a documented, trackable pipeline of new leads.

- Close by connecting this class back to the money math from Class 4: prospecting and follow-up statistics showed that a huge percentage of lot traffic eventually buys somewhere — asking for referrals is the fastest way to put your dealership's name in front of that future buyer before a competitor does.

FACILITATOR NOTE — WHAT TO WATCH FOR

The referral ask is where trainees most often feel awkward or pushy. Normalize that discomfort openly — tell them it's supposed to feel a little unfamiliar at first, and that's exactly why we drill it here instead of on a live customer.

DISCUSSION QUESTIONS

1. Why does the 7-step call sequence put 'answer any questions' before 'ask for referrals' instead of asking for referrals right away?
2. What's a natural, non-awkward way to bring up asking for a referral in casual conversation, outside of the formal follow-up call, if you overhear someone mention needing a car?
3. What excuse have you heard (or caught yourself using) for not asking for referrals, and how would you counter that excuse?
4. How does the Referrals From a Satisfied Buyer form turn a single happy customer into more than just one sale?
5. Why might asking for referrals actually work better after a genuinely thorough delivery process (Class 18) than after a rushed one?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (8 min): In pairs, roleplay the complete 7-step first follow-up call script from confirm through the referral ask to the congratulations close, using a real or invented delivery scenario. Part 2 (6 min): Fill out a mock Referrals From a Satisfied Buyer form together based on the roleplay, capturing at least one plausible referral name and how the buyer learned about the dealership. Debrief: which of the 7 steps felt most natural, and which felt most like reading from a script?

KNOWLEDGE CHECK**Q: What are the three goals of the first follow-up call after delivery, in order?**

A: 1) Answer questions, 2) build after-sale rapport, 3) ask for referrals.

Q: List the 7 steps of the first follow-up call script.

A: Confirm, tell them who you are, see if it's okay to talk, tell them why you're calling, answer any questions, ask for referrals, congratulations.

Q: What mistake does the manual warn against regarding taking 'ups' versus asking for referrals?

A: Making excuses to avoid asking for referrals because you'd rather just take the next walk-in ('who cares about referrals').

Q: What information does the Referrals From a Satisfied Buyer form capture?

A: Whether the buyer purchased from the dealership before, how they learned about it, whether they called ahead or walked in cold, and names of people who may be in the market.

Q: Why does asking for referrals matter in the broader context of the dealership's prospecting numbers from Class 4?

A: It's a fast way to reach future buyers — since most lot traffic eventually buys somewhere, referrals help make sure it's from this dealership first.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

CLASS 20

More Tips on Selling

Manual pages 180-188 | 45-Minute Class | Suggested pace below

Opening & Objective	5 min
Key Talking Points	15 min
Discussion Questions	8 min
Practice Exercise	12 min
Knowledge Check & Wrap-Up	5 min

MATERIALS NEEDED

- Whiteboard for the self-scoring exercise
- This is the capstone class — consider inviting a manager or top performer to sit in for the final group takeaway discussion

OPENING SCRIPT — READ THIS TO START CLASS

Say to the group: "This is our last class, and it's a review disguised as new tips. We're going to look at the 10 Biggest Mistakes list, be honest with ourselves about which ones we're guilty of, and walk out with one real commitment each."

CLASS OBJECTIVE

Salespeople can self-diagnose against the '10 Biggest Mistakes' list, apply at least two of the 20 Hot Tips, and commit to a personal Success Schedule habit going forward.

KEY TALKING POINTS

- Open with the 10 Biggest Mistakes Salespeople Make list in full, reading each one and asking trainees to silently rate themselves 1-5 on each: they prequalify, don't build rapport, have no control, poor presentation and demonstration, they talk price, don't investigate, assume too much, don't clarify, selling isn't fun, and they rush customers. Point out that nearly every mistake on this list maps directly back to a class earlier in this guide — this class is a comprehensive review disguised as 'more tips.'
- Cover the manager-facing tip embedded in the mistakes list: to put the fun back into selling and break salespeople out of a rut, the fix is daily coaching — holding one-on-ones every day, helping people find their own goals, and becoming their coach instead of their boss. This is as much a note for the manager running this training as it is for the trainees.
- Address mistake #10, rushing customers, directly and firmly: there is no shortcut to a sale — only a shortcut to a lost sale and a small commission check. You can't rush most people through a decision this significant, and every earlier class in this guide (rapport, investigation, the walk-around, the demo drive) exists specifically to prevent this exact mistake.

- Move into the 20 Hot Tips section, focusing on three the manual highlights explicitly: sell what the vehicle DOES, not what it IS — customers care about performance and experience, not technical specs like fuel injection mechanics. The Higher Authority close — people want to do what someone they respect or admire would do, used ethically in the presentation. And realize it's not your job to already know everything — professionals find things out rather than bluffing.
- Close on the Success Schedule habits from the manual: get to work 15-30 minutes early, exercise daily (the manual notes studies show this improves performance), and don't let non-work distractions like the radio eat into selling time. Then land the final reflection: excuses like blaming competition, bad luck, or personal circumstances are common, but ultimately within the salesperson's control to overcome — accepting full responsibility for your career is what separates top performers, which loops this entire 20-class guide back to Class 2's attitude foundation.

FACILITATOR NOTE — WHAT TO WATCH FOR

Since this is the last class, resist rushing it to fit a tight schedule. The final group takeaway discussion is arguably the most valuable five minutes in the entire 20-class program — protect that time.

DISCUSSION QUESTIONS

1. Which of the 10 Biggest Mistakes do you personally struggle with most, and what's one concrete fix you could apply this week?
2. How would you rephrase a technical feature (like horsepower or fuel injection) in terms of what it DOES for the customer, using the 'sell what it does, not what it is' tip?
3. What's one Success Schedule habit (early arrival, daily exercise, cutting distractions) you could commit to starting this week?
4. How does mistake #10 (rushing customers) directly undo the work built in earlier classes like rapport-building and the demo drive?
5. The manual says excuses are ultimately within your control to overcome — what's an excuse you've used, and what would taking full responsibility instead look like in that specific situation?

PRACTICE EXERCISE / ROLE-PLAY

Part 1 (8 min): Each trainee privately self-scores 1-5 on all 10 Biggest Mistakes, then shares just their single lowest score with the group and commits out loud to one specific fix. Part 2 (8 min): In pairs, practice reframing three technical features (chosen by the trainer) using the 'sell what it does, not what it is' tip and the Higher Authority close where appropriate. Debrief as a full group: given everything covered across all 20 classes, what's each trainee's single biggest personal takeaway from this entire training program?

KNOWLEDGE CHECK**Q: List at least five of the 10 Biggest Mistakes Salespeople Make.**

A: Any five of: prequalifying, not building rapport, having no control, poor presentation/demonstration, talking price, not investigating, assuming too much, not clarifying, selling isn't fun, rushing customers.

Q: What is the manager-facing fix suggested for salespeople stuck in a rut and finding selling isn't fun?

A: Daily one-on-one coaching, helping them find their own goals, and being their coach instead of their boss.

Q: What does the 'sell what it does, not what it is' tip mean in practice?

A: Customers care about the performance or experience a feature provides, not the technical mechanics behind it — e.g., focus on performance rather than fuel injection specs.

Q: Name two of the three Success Schedule habits from the manual.

A: Any two of: arriving 15-30 minutes early, exercising daily, or cutting out non-work distractions like the radio.

Q: According to the manual's closing reflection, what ultimately separates top performers from everyone else?

A: Accepting full responsibility for your own career instead of blaming competition, bad luck, or personal circumstances.

CLOSING SCRIPT — READ THIS TO WRAP UP

Say to the group: "Great work today. Let's lock this in with a quick knowledge check — I'll ask, you answer out loud or on paper, and we'll go over anything that trips people up before we wrap."

Manager Scoring Checklist

Photocopy one checklist per trainee. Score each class 1-5 after the trainee completes the practice exercise and knowledge check (5 = fully demonstrated, 1 = needs to repeat the class).

Trainee Name: _____

Start Date: _____

#	Class Title	Date	Score (1-5)	Manager Initials
1	Product Knowledge	_____	_____	_____
2	Use the Word Great!	_____	_____	_____
3	Setting Your Goals	_____	_____	_____
4	Prospecting and Follow-Up	_____	_____	_____
5	Incoming Sales Calls Procedure and Scripts	_____	_____	_____
6	It's Not an Option	_____	_____	_____
7	First Impression	_____	_____	_____
8	Be Positive!!	_____	_____	_____
9	I'm Glad You Asked That Question!	_____	_____	_____
10	Building Rapport / Relationship	_____	_____	_____
11	The Orel Hershiser Chevrolet Method	_____	_____	_____
12	Stay Off Price	_____	_____	_____
13	Product Presentation & The Walk-Around	_____	_____	_____
14	F.A.B. Selling	_____	_____	_____
15	To the Write-Up	_____	_____	_____
16	Effective Demo Drive	_____	_____	_____
17	Your Road Map to Gross	_____	_____	_____
18	Delivery Process	_____	_____	_____
19	Asking for the Referral	_____	_____	_____
20	More Tips on Selling	_____	_____	_____

Manager Notes / Areas for Continued Coaching:
