

Dr. Lindsay R.L. Larson
Georgia Southern University

SPEED SELLING: WALLET NEEDS DISCOVERY

This assignment is meant for two 75-minute class periods. It is adapted and extended for the purpose of teaching need discovery within Professional Sales courses, from a project called 'Design Project Zero' originally intended for Art & Design students at Stanford University. (see https://dschool.stanford.edu/groups/designresources/wiki/4dbb2/The_Wallet_Project.html)

All worksheets included herein were designed by Dr. Lindsay Larson, Assistant Professor of Marketing at Georgia Southern University.

Class 1.

(Having completed an introductory lecture on some form of needs-discovery strategy and product presentation (our courses discuss Huthwaite's SPIN Selling))

Prior to class, ask all students to bring their own scissors and tape to the next class, and any other paper craft materials they'd like.

The professor should also bring to class 2:

- extra scissors**** -paper clips
- variety of paper stock**** -clear plastic sheets
- multiple tape rolls**** -stickers, colored markers, etc.
- 1-2 stapler -rubber bands

IMPORTANT! It is most fun if you do not tell the students that they will be making wallets until step 2, and if you do not tell the students that they will be speed-selling the wallets until step 4!!!! KEEP IT A SURPRISE and it is much more fun!

Facilitator Instructions:

Minute 0-15ish (15 minutes)

1. **SET UP & GROUP DISCUSSION.** Students are asked to get into groups of 5-6 and turn their desks to each other for ease of interaction. Once in place, the professor asks all students to take out their own personal wallets and place them on their desks. Some students may not have their wallets with them, in which case they are simply told to have their wallet 'in mind.'

Students are instructed (with accompanying **Worksheet A**) to discuss & write out what they look for in a wallet, what they wish a wallet could do (if their imagination was the limit). They are encouraged to show each other their wallets and talk about how they use them, what they like and dislike about the functionality. The professor ends discussion after about 10 minutes.

Minute 15-75 (60 minutes)

2. **WALLET BUILD.** The professor announces that each student must build a paper wallet with **features and benefits** that directly address several need states or problems. It is noted to students that these wallets are meant as stand-in prototypes and some imagination is necessary (we will pretend they're real & not paper, no need for true functionality). Features and benefits may be based in reality or total fantasy. Examples of creative/fantasy examples may be given (ie; a GPS locator in the wallet, a mini-hard drive to store homework, a receipt scanner & paper shredder etc.) Students should also be reminded that these features can also be desirable design elements or simply whatever imaginary fabrics the wallet is made of – however all features should all be made apparent in the way they build the wallet (ie; a 'waterproof' wallet covered in tape to stand in for the sealed exterior).

Students may stay with their groups for company and feedback while they build the wallets, or they may move off on their own at this point. If anyone finishes too fast, instruct them to build a 2nd wallet to be an alternate model in the same 'line' of wallets within their brand.

Class 2.

Minute 0-20 (20 minutes)

4. **NEEDS DISCOVERY** Students are given **Worksheet B** to help them apply needs-discovery concepts to the product they have created.

5. **EXPLANATION OF SPEED SELLING.**

Minute 20-25 (5 minutes)

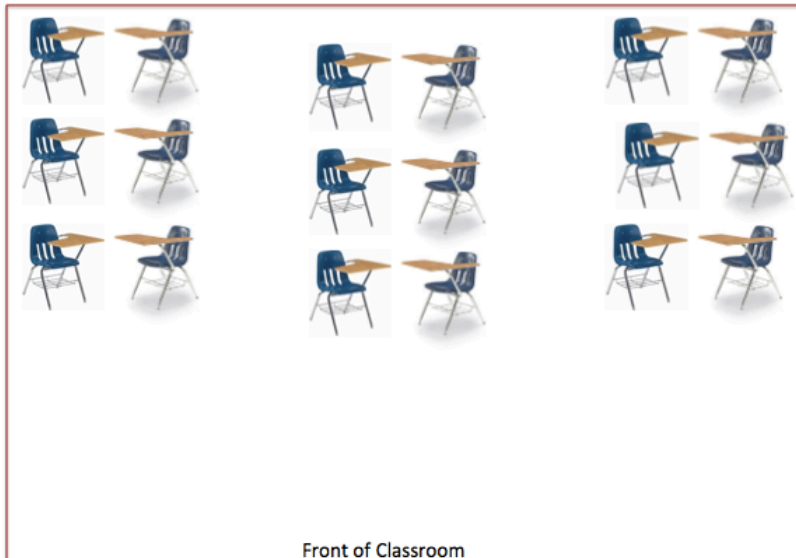
Once Worksheet B is complete, all students are finally told the task at hand; they will soon be matched at random with one person after the next, and each time they will have to use the strategy you've taught them to determine one problem this person has with their existing wallet. They will then attempt to present their product to their partner based on the need they uncover in their partner. A brief discussion can be given on how all buyers might have a need for your features, even if it seems like a long shot. As an example, if attempting to sell a hot-pink wallet with a glittery wrist band to a student who might not appreciate that aesthetic, perhaps your discussion can play to the idea that they will not be the end user (a purchase for mothers day?), or perhaps you can play to their 'need' to be unique and have a conversation-starter. There is always an angle!

Minute 25-45 (20 minutes)

6. **PREPARATION TIME.** Students take this time to transpose items from Worksheet B onto **Worksheet C** in preparation for their interaction.

Minute 45-50 (5 minutes)

7. **SETTING UP THE ROOM.** This might take a minute or two. Ask the students to create 3 'lines' for speed selling (like speed dating).



The three lines are meant to spread everyone out a bit, while also creating a clear line that they will travel down as they swap selling partners. The professor assigns all people sitting on the right within these pairs to begin role-play as the seller of their wallet, and all

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people sitting on the left within the pair to begin as the buyer. The seller will attempt needs discovery on the buyer and then present their wallet, and once this is complete they will switch roles and the person on the left will have their turn.

It is also important to explain to the students that once each partner in the pair has a chance at presenting their product, you will have them swap down the line and do this all over again with a new partner, much like speed dating.

8. SPEED SELLING.

Minute 50-70 (20 minutes)

Remind everyone that Worksheet C was only a guide, and they should attempt to have a natural conversation, using the worksheet only as a backup.

Their task in brief, which the facilitator can describe:

To begin, open the conversation: introduce yourself and your company, and thank the buyer for their time. Then, you may like to set the meeting agenda briefly and inquire politely if it would be alright to ask a few questions of the buyer to gain a better understand their needs. Next, you will begin probing for information that might point towards potential needs that your product can help this partner with. Continue your questioning based on our needs-discovery lecture. Don't rush! This should feel conversational, but with a goal in mind: to uncover needs. You are then welcome to present your product to the buyer and describe some of the features and benefits of the wallet, with that person's needs at the forefront of the presentation. When you are finished, switch roles so that each of you has a turn to try this out. When the line looks ready, one side of the line will be asked by the Professor to move down a seat and pair with a new partner.

The Professor must keep a rotation going, acting like a 'conductor' so that people are moving down the line and pairing with new partners every few minutes, and starting the process over again. During this time, the Professor must oversee things, as everyone's pace will be different. One line might be moving faster than another, so you might ask each row to swap partners at different times. If you see several pairs of students in a line are done with the exercise but others are not, you may call time and ask them to rotate partners just to keep everyone moving and engaged. By the end, each student may play buyer and seller within 3-5 pairings.

Minute 70-75 (5 minutes)

9. REFLECTION. When you are ready, end the speed selling session and have everyone's attention back to the front of the room. Here, the professor may ask questions of the group to reflect on their experience. What was the hardest part of executing a conversation like this in real time? Did this work or not work the way you had planned? What happened that surprised you? Who in the room did you partner with that seemed like a natural with their approach?

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WORKSHEET A. Wallet Group Discussion

Tell each other a little bit about what you keep in your wallet and how you carry it, what you like and dislike about it. Questions for discussion:

1. What are the different ways in which people in your group use and treat a wallet? You might find differences in what people choose to carry, how much they choose to carry, etc.

2. What are some pet peeves people seem to have about their wallets? What problems do they have with past or current wallets?

3. If you could create an imaginary wallet that could do anything that you could possibly imagine, what would it be like or do for you? What are some creative ways you could solve the problems from question 2? Poll the group for their answers.

4. If there is anyone in the group who does not carry a traditional wallet to class with them, find out why.

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WORKSHEET B. Understanding Features and Benefits (Page 1 of 2)

All products are solutions! List the specific **features** you have built into the wallet, as well as the **benefits** associated with those specific features. These benefits are likely directly related to the problems you have written down.

Feature 1. _____
Benefits of this feature:

Feature 2. _____
Benefits of this feature:

Feature 3. _____
Benefits of this feature:

Feature 4. _____
Benefits of this feature:

Feature 5. _____
Benefits of this feature:

WORKSHEET B. Understanding Problems & Implications (Page 2 of 2)

Considering the benefits of your wallet, what problems does it solve? Write one problem in each **circle**. What happens if these problems are not solved and left to linger? Write up to three consequences of each problem in the **rectangles**.

Problem 1.

Consequences

Consequences

Problem 2.

Problem 3.

Consequences

Consequences

Problem 4.

WORKSHEET C. Building Needs-Discovery Conversations (Page 1 of 2)

SITUATION. Looking back at Worksheet B, you listed 4 problems people might have. First, write each problem in the **boxes** below. **Underneath each box**, think about what lead-in questions you could ask that would clue you in on whether or not this is likely a problem for a person. What questions would lead the conversation naturally towards asking about whether the person has this particular problem?

PROBLEM 1:

Lead-in Questions:

PROBLEM 2:

Lead-in Questions:

PROBLEM 3:

Lead-in Questions:

PROBLEM 4:

Lead-in Questions:

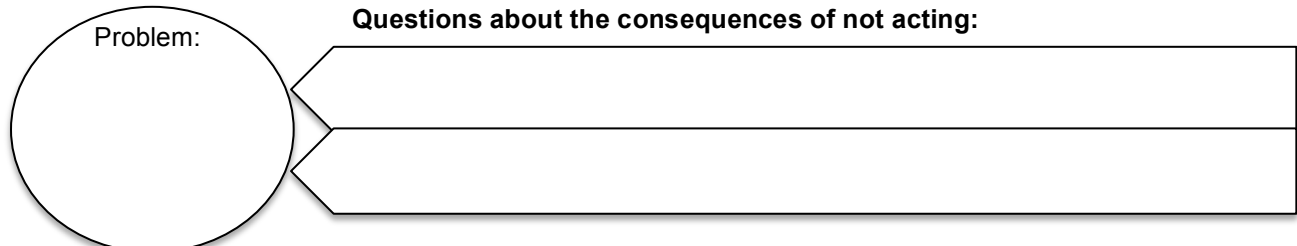
PROBLEMS. Take each of the 4 problems you listed above that your wallet solves, and turn them into **QUESTIONS** that thoughtfully ask whether a person deals with this particular problem.

- 1.
- 2.
- 3.
- 4.

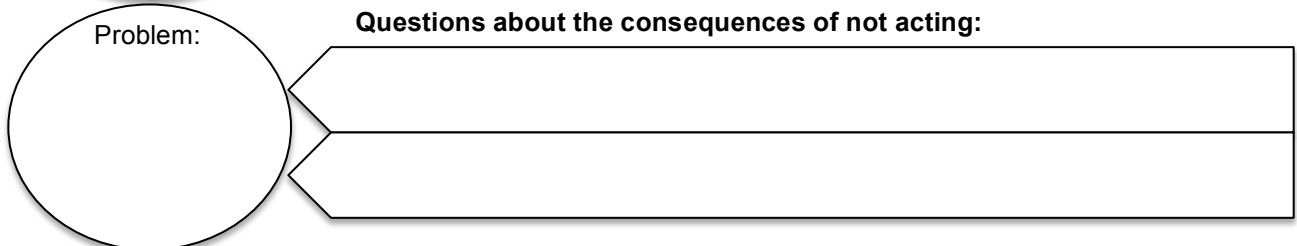
WORKSHEET C. Building Needs-Discovery Questions (Page 2 of 2)

IMPLICATIONS. Looking back at Worksheet B, you had multiple consequences for each problem being left unaddressed. Write the problems again in the **circles**, then select two of your consequences for that problem and turn each into an question form within the **rectangles**.

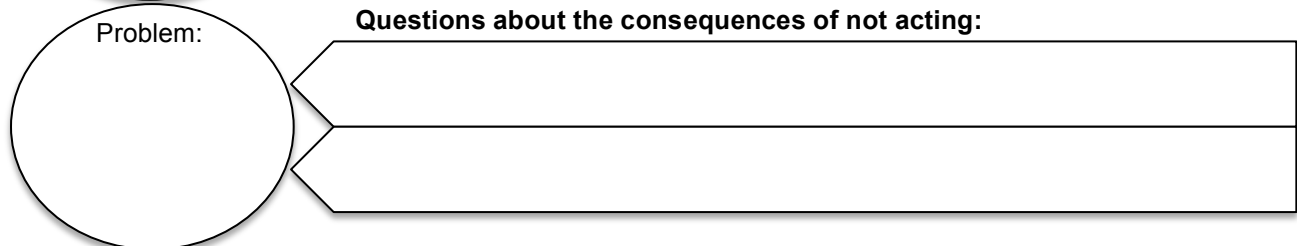
Problem: **Questions about the consequences of not acting:**



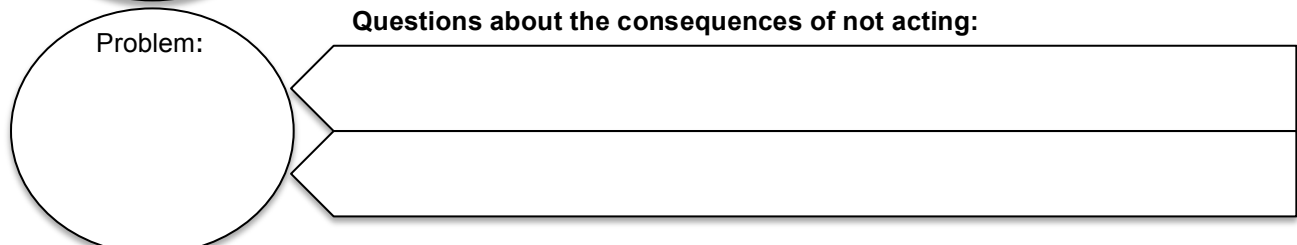
Problem: **Questions about the consequences of not acting:**



Problem: **Questions about the consequences of not acting:**



Problem: **Questions about the consequences of not acting:**



Wrapping it up You want to move from needs discovery into the presentation of your product. What could you say to seamlessly move into the presentation?

- 1.
- 2.
- 3.
- 4.