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Facilitation Guidelines
LEARNING GOALS

Sales agents will learn the skills and knowledge necessary to make latrines a purchasing priority for the target market, and to effectively link the supply chain and the end consumer.

LEARNING OBJECTIVES

By completing these training modules, the participants will:

1. Be able to describe the latrine products and options accurately, focusing on benefits versus features.
2. Be able to effectively use sales materials and tools.
3. The participants are able to coordinate with local authorities to organize sales activities in order to meet sales targets.
4. The participants are able to convince their audience to order a latrine through effective communication with the target audience, including understanding their problems related to sanitation and helping them decide on a solution.
5. The participants are able to keep accurate and timely records of latrine orders and sales activities and report them appropriately.

Specifically, topics covered in the classroom session include:

1. The product, focusing on benefits vs. features
2. What motivates people to buy latrines
3. How to sell a latrine (using sales tools)
4. Preparing for a sales event
5. Selling the product
6. Overcoming objections
7. Closing the sale
8. Reporting and planning
9. Practice! Practice! Practice!
TRAINING PHILOSOPHY

This training has been designed to give sales agents hands-on practice with sales tools, simplified sales techniques and strategies, and step by step processes to follow. The suggested structure for training of new sales agents is five days long and is focused on practical, hands-on learning activities. The recommended five day training consists of two days of teaching focusing on selling skills, familiarization with the product and business model, and small group practice with sales tools. The sales agents also have three days of field practice where they observe the facilitator doing an actual sales event and door-to-door sales on the first day, and then conduct their own sales events and door-to-door sales with close supervision and coaching on the next two days.

The training described in this manual is only a small part of skill development for sales agents. In reality, sales agent training is an on-going process of close supervision and coaching for at least the first three months of the sales agent’s career More information about supervision and coaching is described in the Sanitation Marketing Implementation Manual.

The training activities are designed to be conducted in small groups. Facilitators are encouraged to organize trainings at times and places when at least three participants can attend. If this is not possible, and one-on-one training is necessary, all activities can be easily adapted for an individual by simply engaging with the participant, providing guidance through each activity, and giving the participant short periods of time to do individual work and reflection on the topic.

In order to increase the probability that the participants will be motivated to learn the information, new information is given in small doses and buy-in is accomplished by building upon what they already know from their personal experiences.

Small group discussion, augmented by facilitator lecture, is used where it is likely that some, but not all, of the participants may know some of the answers- but may also need clarification and/or validation by the facilitator. Lecture should only be used when it is likely that none of the participants will know the answers.

ADULT LEARNING THEORY

When facilitating this training, it is important to remember the audience. Trainees will be adults, likely with years of life experience behind them that will inform how they evaluate, retain, and use the information provided to them in training.

Adult learning theory is based on this understanding—that adults learn differently than children and adolescents. It is based on several principles that can be applied to the way this training is conducted:

1. Adults are independent learners.
Application: Encourage active participation and incorporate this into the training design. Build on the participants’ own experiences by frequently asking for input and sharing.

2. **Adults are self-directed.**  
   Application: Use exploratory exercises that allow participants to discover their own answers. Ask questions frequently to encourage active thinking, problem solving and decision making.

3. **Adults learn for now.**  
   Application: Teach only relevant skills that apply directly to the participants and that participants can begin using immediately. Make objectives clear at the beginning to communicate the relevance of the training.

4. **Adults learn from trainers and from others.**  
   Application: Use participatory activities and draw on participants’ experiences, to encourage learning from each other and sharing ideas.

5. **Adults fear failure.**  
   Application: Create a safe environment where participants feel free to express themselves without risking criticism. Use group activities to create a supportive learning environment.

6. **Adults question the need to learn.**  
   Application: Teach only relevant skills and allow participants to apply their new skills through role-playing and practical experience.

7. **Adults learn by listening to others and also sharing their own knowledge.**  
   Application: Use participatory activities and build on participants’ experiences. For example, ask participants to provide examples when explanation is needed, instead of providing hypothetical examples.

8. **Adults have varied experiences.**  
   Application: Link new knowledge to old knowledge and build on learners’ experiences.

---

**KEY POINTS WORTH REPEATING**

1. Training is for the benefit of the participant. It is intended to build the skills needed to increase their income and reach their highest potential as sales agents. Full participation and effort is needed to reap the full benefits of the training.

2. The **Sales Agent Handbook** contains all of the information and tools used during the training, plus additional information to help them succeed in latrine sales. Participants are expected to use this handbook regularly in the planning and execution of sales activities.

3. Sales agents won’t get orders every time. There will be bad days. They will hear “no” a lot. The most important thing is to get out there and just show up, even if they feel tired that day.

4. It’s important to develop good relationships with village chiefs. These will be key allies because of the level of trust and respect they have in their village. If they are on your side, they can mobilize their entire village to purchase latrines. If they are not on your side, they can turn a whole village against you.
5. It’s important to go back to villages multiple times. You won’t convert every non-latrine owner on the first visit. Most people need to hear a message at least three times (often more) before they are convinced.

6. Your supervisor is there to help you. Feel free to call them with your doubts, questions, concerns, failures, and successes.

7. Community-led Total Sanitation (CLTS) is implemented by the government to help communities become open defecation free—to get every person in the village using a latrine. Because of this, people in CLTS villages likely have very high demand for latrines, which means they have high potential for sales.

TIMING

In the agenda presented in this manual, the times are approximate within each section. This does not mean that time spent on one session should run over into the time allotted for the next session. But it does mean that facilitators will develop their own flow, and times may vary slightly. There may also be unanticipated issues that come up, and decisions will need to be made about time spent resolving them. However, make sure that all activities are completed by the participants.

1. Timing throughout the day is very critical. Keep a clock on the facilitator table, so that you can keep track of your time, and wear a watch!

2. Each section of the training has a specific duration, so it will be very important to open and close each activity in accordance with the agenda.

3. When assigning a learning activity, be clear about the length of time that the participants have to complete it. Always give the participants a 5-minute and 1-minute warning so that they know they need to wrap up the activity.

4. Lunch breaks should be one hour long and included in the agenda. The location should be close by, and the service should be efficient so that all participants can be back to the training facility within one hour.

5. Ten- or fifteen-minute breaks should be given every hour, in order to keep the participants awake and energized. See the annex for examples of energizing activities (Annex A) that can be used during breaks or between sessions.

6. Make sure to tell the participants exactly when to return from their breaks.

7. The best way to ensure that they return on time is to get a volunteer participant to make sure they all are back in their seats at the end of the break.

CREATING A SENSE OF COMMUNITY
1. Get to the training location early to say hello to the participants and welcome them to the training. This will lessen anxiety on all sides and create a nice relationship between the facilitator and the participants. If you don’t already know the participants, introduce yourself and ask the person’s name; ask details about their primary jobs, their family, and why they have come to the training. You will then be familiar with the audience and be able to refer to participants by name.

2. It is always a good idea to ask common ground questions: "How many of you...?" in order to help people feel they have something in common. Make sure that you keep asking topic-relevant questions until everyone has been able to raise their hands.

3. Avoid making assumptions and expressing them, such as "We all know X" if we all don’t know X, this will make us feel excluded from the group. Instead, ask, “How many of you are familiar with X”? This gives you the option to have someone from the group explain X, so that everyone now knows what it means. If everyone raises their hands, then you can proceed more comfortably with the belief that everyone already does know X!

4. Ask people at the breaks how the workshop is going. This contact encourages individuals who were silent before to have the confidence to participate openly in class discussions. This may be because the one-on-one contact gives the individuals the sense that you really care about their satisfaction and success in the program.

**MAINTAINING A SMOOTH FLOW**

1. Keep in mind that all of the information pertains to what the participants need to know and do. Reinforce the relevance of the information whenever possible.

2. Use transitional statements that move the group from one session to the next.

3. Refer back to earlier statements made by the participants or other facilitators, to build on their comments or tie their information to the current content.

**ASSIGNING AN ACTIVITY**

1. Remember to model an activity before having the group or individual do one, in order to set them up for success.

2. When assigning either an individual or a group activity, indicate how long they have to complete the assignment.
MODELING THE ASSIGNMENT

Ideally, the facilitator will be someone who is familiar and experienced in direct sales. If not, we recommend that the facilitator try out selling latrines using the tools and strategies they will be teaching so that they are familiar with the tools and particular challenges of the job.

The participants should not be asked to do something before they have been given an example or a model of the activity or the process they should follow. They can then refer to this example as they do their own small group or individual work.

For example, if the small groups will be brainstorming, the facilitator should start off the exercise by asking the entire group for one or two examples and writing what they say on the flipchart. Or, if the groups will be working with different case studies, the facilitator should walk the group through the analytical process they should use with a brief model case study.

CHECKING FOR COMPREHENSION

1. Check for comprehension of the content. You can do this by asking questions or encouraging participants to provide some examples.

2. After giving an assignment, walk around the room to be sure that they understand and are working on the correct assignment.

3. Check with the participants occasionally--either in the large group, by talking with individuals during the break, or walking around listening to the small groups as they work on the activity--to be sure that the pace is comfortable and everyone is on the same page with you.

4. Always use pre-tests and post-tests (Annex B) to evaluate the effectiveness of training based on the learning goals. The information should be used to decide what kind of ongoing support is needed post-training, and to improve the training for next time.

How to Use Pre-Tests and Post-Tests

Distribute pre-test to participants.

Explain the purpose of the pre-test and the amount of time they have to complete the test. Ensure that the participants work independently on this test.

Collect the test once they are completed and keep them in a safe place to compare with post-tests at the end of the training.
5. For training that takes place over multiple days, begin each day with a review of the previous day. This is best done through a short activity to get everybody up and moving around and discussing something that they all know. See the example on the next page.

**REVIEW ACTIVITY**

**Purpose:** To provide a refresher for Day 2 on the product.

**Time:** 20 minutes

**Materials:** Flipchart paper, markers, tape, *Latrine Poster* (Annex C)

**REVIEW OF THE PRODUCT**

Pass out product flyers and ask sales agents to identify the features and benefits of the product.

Split into two groups and give each team 3 minutes to list all features and benefits on flip chart. Review each flip chart for completeness with whole group. Reward group that got it right. If neither is complete, complete as group... and then reward everyone!

**DEBRIEFING ACTIVITIES**

1. It is important to have the individual or group representatives report out after they have completed an activity. Otherwise, they will not have any sense of closure.

2. Draw out the correct or more complete answers from the group, so that when you tell them the correct answer, it will simply validate what they have identified. Remember that we want to build their confidence in their own competence!

3. To ensure variety of report out methods, here are a few to draw from:
   a. Thumbs up if you agree, thumbs down if you don’t.
   b. Can someone tell us the answer to question x? [Call for a volunteer.] Then ask the participants to raise their hands if they agree, or if they disagree. Call on one of the dissenters for his or her response. Ask the group to identify the correct response. Or tell them yourself.
   c. Have one table group report their answer. Ask if any other groups have something different or something to add.
   d. If more than one table group worked on the same case study, alternate between them in answering the different questions relating to the case study.
   e. Move from one table group to another to answer different questions.
RESPONDING TO PARTICIPANT QUESTIONS

Given the choice between participants who never ask any questions and participants who ask a lot of questions, the latter is better. The fact that they have questions indicates that they are highly interested in the topic- and that’s a good thing!

1. First of all, make sure everyone has heard the question before you answer it. Either repeat the question yourself, if other participants may not have heard it, or request that the individuals project more, so that others can hear what they are saying.

2. To reinforce the questioner’s need to project, walk to the opposite side of the room from the participant who is speaking. Although this may seem counter intuitive (typically, we move closer to people we can’t hear, rather than farther away from them!), the person will always direct his or her comments toward the facilitator.

3. When participants ask a question, defer it to the rest of the group. If someone in the group can answer the question, it provides validation for that person. If no one has an answer, this still gives you some time to think about the question so that you can give your best answer.

4. Remember to summarize and/or validate the correct answer after receiving the answer from another participant. If you don’t provide a summary or validation, it may give the appearance that you are deferring the question because you don’t know the answer- rather than because it is an excellent training technique.

5. There may be times when you have a sense that the questioner already has an answer for his or her own question. In that case, ask what the questioner thinks. This can provide good validation for the participant.

6. Do not feel that you must answer a question to the complete satisfaction of the questioner. Some questioners may never be satisfied- in fact, they may intend to distract or argue with you, which can unnecessarily tie up a lot of precious class time.

7. Rather than asking, "Have I answered your question?" or "Has your question been answered to your satisfaction?" say instead: "Was that responsive?" What can they say, as long as you have provided some type of response? This is particularly important if you have a rather difficult participant who is trying to bait you or monopolize the session. However, regardless of the nature of the question or the questioner, you can ask, “Was that responsive?” as a courtesy to provide some closure to the dialogue.

8. Some questions may be of interest only to the questioner. In this case, they need to be deferred to another time (a break, lunch, after the workshop). It is perfectly fine to tell a participant that the question is a good one but may not be relevant to the other participants,
so it would be best answered “off line.” Just make sure to follow up and have the conversation when you say you will.

9. Some questions may anticipate content that will be covered later in the session. You may not want to confuse the larger group by answering the question at that moment. Simply congratulate the questioner for his or her advanced awareness and ask them to wait until the topic and answer come up in the curriculum.

10. Often, participants are anxious to ask their questions immediately because they are afraid they will forget them. One way to minimize participant impatience is to provide post it notes so they can jot down their questions as they arise. You may also want to have a “Parking Lot” flip chart where they can place their post it notes. Just make sure to check the “Parking Lot” at breaks so that you can plan when to answer the questions.

11. If, despite all of these deferring techniques, a participant keeps asking the same question, it is best to provide a brief answer and move on. Some participants just need immediate gratification and others may really need to have the answer so they can focus on the content at hand.

12. Some questions may have more than one appropriate answer, depending upon the fact situation. If the fact situation appears relevant and the questioner can explain it in a concise fashion, feel free to answer it. However, often you need more time to delve into the situation before you can give a useful response. In that case, simply explain that to the questioner and plan a time to discuss it “off line.”

13. It is also perfectly acceptable to tell participants if you do not know the answer. Just make sure to note the question down and promise to provide an answer once you have had an opportunity to research the issue.

HANDLING PARTICIPANT RESPONSES

It’s one thing to recognize the importance of engaging learners by drawing information from them rather than telling them. However, how long do you wait for them to answer? The silence can be deafening to a facilitator on a tight time schedule. And what do you do if the learner’s answer is incorrect? How do you make sure the group gets the correct answer without embarrassing the participant who got the answer wrong?

WAITING FOR PARTICIPANT RESPONSES

1. If you ask, “Are there any questions?” make sure that you look around to see if there are any questions.

2. If you ask a specific question, make sure that you give the participants sufficient time to respond. You may need to count to 10 slowly in your head.
3. If no one answers, it sometimes helps to use humor to prompt a response: “I’m sorry, perhaps you thought that was a rhetorical question. Let me explain our process- I’ll ask a question and then YOU answer it!”

4. If a participant is only giving you a partial response, coach that person by asking questions that, through the examples, help the individual discover the rest of the answer.

5. Usually, someone will answer the question. If not, either rephrase the question or break it down into a simpler question.

6. If there are still no volunteers to answer the question, you might say “Okay, I’ll take pity on you. You must be tired.” or something to that effect, and then answer the question yourself. The important thing is to later reconsider the question and make sure that the content leading up to the question has enabled the participants to answer it. We want to catch them doing things right and set them up for success.

DIGNIFYING INCORRECT ANSWERS

1. Always dignify the participant and the answer. Never say, ”No.” That will shut down learning and guarantee that no one will volunteer to answer any questions in the future! Instead, say, “Yes, that is correct if the circumstances are x. However, I am asking about these (different) circumstances. In this event, what would the answer be?” In other words, coach the person to discover the correct answer.

2. Another option is to take responsibility for any confusion on the part of the person answering the question. “You know, you have answered the question I asked, but I realize I didn’t ask the correct question. I apologize. Let me rephrase the question...”

3. It is also perfectly acceptable to let a poor, but not glaringly wrong answer, go by- if you feel that most of the participants know it is not completely correct. However, if it concerns a key concept, you must clarify it so that no one leaves confused. In this case, coach the person to the correct answer by saying” “That’s an interesting response. Let’s test it.” Then ask questions to help the answerer discover the consequences of what has been proposed and realize those consequences would not be desirable.

HANDLING A DISCUSSION MONOPOLIZER

1. Interrupt, thanking the person for his or her enthusiasm. Indicate that we need to hear what others think about this now.

2. Pull the person aside at break. Acknowledge that s/he is very participative and knowledgeable. And that is why you would like the person to co-facilitate their group by drawing out the answers from the less vocal participants, rather than providing them.
CREATING SMALL GROUPS

You want to create new groups to generate new energy and knowledge sharing. Any of these eighteen techniques can be used. Almost all of the techniques identify the new groups quite quickly. Techniques #2 and #14 take longer, since they involve having the participants stand up, move, line up, and then count off.

Keep in mind that the first iteration of a technique may not always identify enough participants for a group. For example, there might be only 2 people who have 0 as the last digit of their phone number (see technique #3). In this case, have people raise their hands if they have either 0 or 1 as the last digit. If that doesn’t make the resulting group large enough, add those who have 2 as the last digit.

If seven people have 2 as the last digit, it is already large enough to be its own group. Keep having people raise hands for different ending digits until you find a digit (let’s say 6) where there are only a few participants. You would then group those with the last digits of 0, 1 and 6 together to create a group of sufficient size.

1. Count off by the number of groups you want (1, 2, 3 for 3 groups)
2. Ask the participants to line up by the month and day of their birth (not the year!), with January 1 on the left through to December 31st on the right. Then have the participants count off.
3. Ask participants to select the last digit of one of their phone numbers and group people together who share the same last digit. If there aren’t enough using one digit, add another digit’s group.
4. Place playing cards at each table and have each participant select a card. You can group them by those who selected the same suits: hearts, clubs, diamonds, and spades.
5. Group by birth order in the participants’ families: the oldest, the youngest, the middle child, the only child.
6. Have the participant write their names on table tent cards at the beginning of the session. Make sure to have 4 or 5 of the same selection of markers at each table: green, blue, purple, red, black- or some other color assortment. Then group those who have used the same color to write their names together- the blue team, the red team, etc.
7. Group by the first letter in the participants’ middle names.
8. Have each person sitting in a table group select a different item from the table (pen, pad of paper, toy, piece of candy, name card, etc.) Then group together those who selected the same item.
9. Group participants by the color of the shirt or blouse they’re wearing.
10. Have participants stand next to each other in decreasing height, then have them count off by the number of groups you want to create.
11. Group them by where they were born in the country or in the continent—north, south, east, west, central.

12. To create a maximum of three groups, separate participants by whether they are wearing glasses or contact lenses, or need no correction to see clearly.

13. You can split the participants into 2 or 3 groups by identifying which rows or tables of participants are in each group.

14. Have the participants stand in alphabetical order, based on the letter of their first name. Then have them count off.

15. Group participants together who have the same total number of siblings.

16. Group participants who have visited the same number of countries.

17. Group participants who share the same hobbies: for example, fishing, cooking, reading, exercising, going to movies, doing activities with their families, etc.

18. Ask the participants to select how they would prefer to travel: either by car, by train, by plane, or by boat (assuming you want four groups. You can always add other modes of transportation if you want a larger group: by riding a horse-camel-elephant, by motorcycle, by teleporting, etc.). Group the participants according to their preferred mode of transportation.

INTRODUCING THE TRAINING

It’s important to start every day of training with an introduction that accomplishes four things:

1. Explains to participants why they’re there. This may seem obvious, but saying this aloud makes sure that participants understand what they will get from the training (so they are more invested and engaged), and sets the expectations (so everyone is on the same page).

2. Explains the rules of the training, including expectations around attendance and participation.

3. Explains how the training will be organized. This will help everyone manage their time together.

4. Introduce the tools trainees will be using during the training, including the Sales Agent Handbook. This will help participants become familiar with these tools and save time in the rest of the training.

The introduction could take up to 50 minutes, depending on the length of the training and the number of topics covered.

Materials for the introduction include:

- Flipchart paper
- Markers
INTRODUCTIONS

Each participant introduces themselves (name) and any previous experience with sales and sanitation.

The trainers introduce themselves and give a brief introduction of the context of the training.

- Purpose: To reduce death and illness from diarrheal diseases caused by open defecation
- Strategy: Build the capacity of private sector enterprises to supply the area with affordable, attractive latrines

WHY YOU’RE HERE

Trainer will lead a brief discussion asking participants why they are here, and what they expect from the training.

Trainer should emphasize that the training is for the participants’ benefit only. It is to make them better sales agents, so that they can earn the following benefits:

- Money
- New skills
- Certificate
- Help their communities

RULES OF THE ROAD

Trainer will facilitate the group to come up with a list of rules for the training, ensuring that the following are included, in addition to others added by the participants:

Be here 100%
SUN
Participate
Be on time
Keep your cellphones on silent

Attendance policy: Participants who know that they will not be able to attend all five days of training should not participate at all. If sales agents do not attend 100% all five days, they will not receive money for transportation costs.

OBJECTIVE AND AGENDA

Point out the flipchart with the objective written on it. Read it aloud and discuss what this means with the group.

Point out the agenda for the day (sample below). Read through it and explain how you will keep time, and ask the participants to also help you keep on track.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pre-test</td>
<td>8:30-8:45am</td>
</tr>
<tr>
<td>2 Introductions</td>
<td>8:45-9:40am</td>
</tr>
<tr>
<td>Coffee Break</td>
<td>9:40-9:50am</td>
</tr>
<tr>
<td>3 Introduction to Sanitation Marketing</td>
<td>9:50am-10:45am</td>
</tr>
<tr>
<td>Coffee Break</td>
<td>10:45-10:55am</td>
</tr>
<tr>
<td>4 Features and Benefits</td>
<td>10:55-11:15am</td>
</tr>
<tr>
<td>5 Why do people buy latrines?</td>
<td>11:15-12:35pm</td>
</tr>
<tr>
<td>Lunch Break</td>
<td>12:35-1:30pm</td>
</tr>
<tr>
<td>6 How to sell a latrine</td>
<td>1:30-4:15pm</td>
</tr>
<tr>
<td>7 Feedback and wrap-up</td>
<td>4:15-4:30pm</td>
</tr>
</tbody>
</table>

**CLOSING THE TRAINING**

Giving a proper closing at the end of each day or session of training is equally as important as a proper introduction. It gives trainees closure, helps to reinforce key points, and lets trainees know what is expected of them after the training.

A good closing includes the following components:

1. An opportunity for trainees to give valuable feedback on the training, and for trainers to give feedback on how the trainees performed during the training.
2. Motivation to use the skills learned. Show them how these skills will help them earn more money using the ROI Calculator (Annex D). This component is most appropriate on the final day of training.
3. A review of key points to ensure that they are fresh in the trainees’ minds when they leave.
4. A review of any difficult material one more time, and an opportunity for trainees to ask questions about anything that they didn’t understand or want to clarify.
5. Discussion of next steps. This will include monitoring and follow up by the trainer or others, the agenda for the next day of training if training will continue, and a review of the plan.

**FEEDBACK**

Give feedback on the overall performance of the trainees. Cover all main aspects of training, giving feedback on:

- Understanding and communicating the features and benefits of the product
- Using the sales tools correctly and effectively
- Addressing objections
- Following the steps of the sales presentation and door-to-door sales, including preparation
- Correctly using MIS tools, especially the order form

**MOTIVATE TRAINEES**

Look at the ROI calculator with trainees. Set goals for each sales agent and show them how much money they can make if they meet their goals.

Clearly explain the motivation scheme to sales agents.

**MONITORING AND FOLLOW-UP**

Explain that in addition to field visits and phone calls, there are a couple of ways that you will be tracking how well sales agents are meeting expectations:

- Monthly reports submitted by enterprise owners
- Satisfaction surveys conducted with customers after they purchase their latrines

Show the trainees copies of both tools so that they understand how they will be assessed.

Emphasize that these tools are to support the sales agents to address any problems or weaknesses so that they may reach their maximum potential.

**WRAP-UP**

Answer any questions trainees may have.

Next steps will be for the sales agents to create a plan for their next sales events. Support the sales agents to write down this plan. Keep a copy of this plan for supervision purposes.

Explain that the enterprise has all of the tools they need, so if they need extra copies or replacements of any of their materials, the enterprise can provide those for them.

Remind them that they are expected to send their order forms to the enterprise every week. When they do this, they should report any problems faced in the villages, especially if they are complaints about the service or the quality of the product.

Training facilitators should communicate when they will call and when they will be back to visit the sales agents.
Preparing for Training
DESIRED ROOM LAYOUT

If possible, the room set-up should have the participants at rectangular (or round) tables. Each table should have one end pointed toward the middle front of the room, with participants seated around the three sides of the table where the screen is most visible. Flipcharts should be disbursed around the room.

If an LCD projector is being used in this training, it should be placed in the middle of a table that is parallel to the screen (or blank wall):

TABLE GROUP SIZE

Group participation is most effective when there no more than 5 participants at a table. If there are more than 5 participants at a table, it becomes more difficult for the table members to hear each other. The group dynamic works best if there is an odd number of participants- so if there are less than 5 at a table, it is better to have groups of 3 than groups of 4.
NECESSARY MATERIALS

CLASSROOM TRAINING

- Pre-/post-test
- Flipchart paper
- Markers
- A4 paper
- Pens
- Product flyer
- Addressing objections handout
- Sales Flipchart
- Order forms
- Planning sheet
- Follow up sheet
- Materials checklist
- Selling skills checklist

Powerpoint Presentations:

- What am I selling?
- Why are latrines important?
- Why do people buy latrines?
- Flipchart
- Preparing for a sales event
- How to sell a latrine
- Closing the sale

FIELD PRACTICE

- Order forms
- Flipchart
- Latrine poster
- Village chief contract
- Order tracking journal
- Installation guidelines
- Village chief quality assurance checklist
- Official letter from Nam Saat
- Carbon paper
- Planning sheet
Materials checklist

Copies of all of these materials should be printed for sales agents so that they can begin conducting sales events and door to door sales immediately after training ends. Enterprise owners should be given a master copy to resupply sales agents when needed.

OPTIONAL BUT RECOMMENDED MATERIALS AND EQUIPMENT

1. LCD projector
2. Laptop
3. Screen
4. Candy in bowls
5. A bell or other noise maker to signal time warnings for group activities or coffee breaks
6. Sticky notes (for participants to write questions and post them on the Parking Lot flipchart)
7. PowerPoint countdown timer (available as free downloads on the Internet)

TRAINING PREPARATION

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Weeks Before</td>
<td>Call participants to notify them of training dates and times</td>
</tr>
<tr>
<td></td>
<td>Prepare and submit budget advance request</td>
</tr>
<tr>
<td></td>
<td>Reserve the meeting space (Choose a space that is low cost, and easy to access for participants. Consider conducting the training at a Nam Saat district or provincial office, or at a village meeting place like a temple.)</td>
</tr>
<tr>
<td>2-3 Days Before</td>
<td>Prepare all materials</td>
</tr>
<tr>
<td></td>
<td>Practice</td>
</tr>
<tr>
<td></td>
<td>Call all participants to double check attendance</td>
</tr>
<tr>
<td></td>
<td>Confirm training location</td>
</tr>
</tbody>
</table>

TRAINING BUDGET

Trainings can get expensive quickly. But good trainings do not necessarily need to be expensive. As training will be a continual process as you build your sales force for peak seasons or for business growth, or replace sales agents that have become inactive, it is important to keep training costs low so that you are able to do more as needed.
Training costs will depend on a few factors:

- The number of participants
- The number of facilitators or support staff
- The distance trainees and support staff need to travel
- The venue
- The number of materials printed and any equipment
- Duration of training

Use the template in Annex E of this document to budget and plan for your training.

**TRAINING AGENDA**

Below is a sample five-day training agenda. This agenda is suggested for new sales agents recruited into the network as a induction training. However, it is likely that refresher trainings on certain topics will be required. The next section (Training Modules) provides step-by-step instructions for facilitating training on each topic, so that facilitators may pick and choose which modules to cover in a refresher training, depending on the needs of the participants.

<table>
<thead>
<tr>
<th>Day One</th>
<th>Session</th>
<th>Topic</th>
<th>Purpose</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Pre-test</td>
<td>To evaluate the level of sales knowledge among sales staff pre training. Scores should indicate the effectiveness of training when compared to post test scores.</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Introductions</td>
<td>To introduce participants to each other and the facilitators, and to review the agenda for the week.</td>
<td>55 minutes</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Introduction to Sanitation Marketing</td>
<td>To learn about the product participants will be selling, what motivates people to buy it (key sales messages), and why it’s important for the community and the country.</td>
<td>55 minutes</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Features and Benefits</td>
<td>To equip sales agents with the skills to link features with benefits, and to ensure that they understand the importance of this selling strategy.</td>
<td>20 minutes</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Why do people buy latrines?</td>
<td>To teach sales agents the key messages they should use during the sales pitch, and how the flipchart can guide them in delivering those messages.</td>
<td>80 minutes</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>How to sell a latrine</td>
<td>To familiarize sales agents with the flipchart, how to use it, and to give them</td>
<td>165 minutes</td>
</tr>
</tbody>
</table>
Day Two

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Purpose</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>To review key points from Day One activities and provide an overview of Day Two’s agenda</td>
<td>20 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Preparing for a sales event</td>
<td>To show sales agents how to work with village chiefs to organize a sales event.</td>
<td>60 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Know Your Product</td>
<td>To provide a refresher on the product’s features and benefits.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>4</td>
<td>Selling the Product to Groups</td>
<td>To provide sales agents with a step by step process for conducting group sales events.</td>
<td>50 minutes</td>
</tr>
<tr>
<td>5</td>
<td>Selling the Product to Individuals</td>
<td>To provide sales agents with a step by step process for conducting door-to-door sales</td>
<td>40 minutes</td>
</tr>
<tr>
<td>6</td>
<td>Overcoming objections</td>
<td>To equip sales agents with the skills to address objections from potential customers to convince people to buy.</td>
<td>60 minutes</td>
</tr>
<tr>
<td>7</td>
<td>Closing a sale</td>
<td>To learn how to transition from making your presentation to asking for the order.</td>
<td>70 minutes</td>
</tr>
<tr>
<td>8</td>
<td>Logistics</td>
<td>To learn how to organize and plan for sales activities, coordinate with partners and stakeholders, and keep accurate and timely records.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>9</td>
<td>Practice your presentation</td>
<td>To practice the steps of the presentation and closing, and receive feedback from trainer</td>
<td>65 minutes</td>
</tr>
</tbody>
</table>

Day Three

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Purpose</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observation</td>
<td>To give sales agents the opportunity to watch a real sales event and door-to-door sales from an expert.</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>2</td>
<td>Q&amp;A</td>
<td>Sales agents have the opportunity to ask questions and share observations.</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

Day Four

<table>
<thead>
<tr>
<th>1</th>
<th>Field Practice</th>
<th>Trainees conduct their own sales event and door-to-door sales.</th>
<th>2-3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Feedback</td>
<td>Facilitator gives feedback and coaching based on performance.</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td><strong>Day Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td><strong>Field Practice</strong></td>
<td>Trainees conduct their own sales event and door-to-door sales.</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>2</td>
<td><strong>Feedback</strong></td>
<td>Facilitator gives feedback and coaching based on performance.</td>
<td>1 hour</td>
</tr>
<tr>
<td>3</td>
<td><strong>Debrief</strong></td>
<td>Final feedback and review of training by facilitator.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>4</td>
<td><strong>Q&amp;A</strong></td>
<td>Sales agents ask any remaining questions on sales skills or logistics.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>5</td>
<td><strong>Planning and setting targets</strong></td>
<td>Facilitator completes planning form with sale agents which details when each sales agents will go to each village. Also set weekly and monthly targets for number of presentations and number of orders taken during each presentation.</td>
<td>1 hour</td>
</tr>
</tbody>
</table>
Training Modules
INTRODUCTION TO SANITATION

**Purpose:** To learn about the product you’re selling, why people want to buy it, and why it’s important for the community and the country!

**Time:** 55 minutes


MARKETING

**WHAT MAKES A GOOD LATRINE?**

Ask participants to describe their ideal latrine. Encourage them to list specific features, such as pour flush, tiles, ceramic pan, etc. List responses on the left side of the flipchart.

Ask participants why they value each feature. List responses on the right side of the flipchart next to the corresponding feature.

**WHAT AM I SELLING?**

Present the product using the “What am I selling” powerpoint presentation. This can be projected onto the wall or screen, or printed out and shown to the group.

Provide a brief description of the main features.

Discuss the features that are the same and different from the features that the sales agents listed in the previous activity (left side of flipchart paper).

**WHY ARE LATRINES IMPORTANT?**

Review slide with information on what poor sanitation means for households in Laos.

Show slide that shows what it means for sales agents. (Money! New Skills! Help their Communities!)
FEATURES AND BENEFITS

WHAT’S THE DIFFERENCE BETWEEN FEATURES AND BENEFITS?

Time: 20 minutes

Go back to the list that you created with sales agents about their ideal latrine.

Label the left side “features” and the right side “benefits.”

Key Point: Sales agents should always link a feature with a benefit. People do not buy things because of features, but because of benefits.

EXAMPLE

Pick an object in the room. This could be a pen, a shirt, a phone, etc.

Ask participants to describe the features of the object. Correct them or prompt them when necessary.

List out the features of the object on another flipchart. Then, for each feature, ask participants to name the benefit that goes along with that feature.

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
WHY DO PEOPLE BUY LATRINES?

**Purpose:** To teach sales agents key messages that they should use during the sales pitch, and how the flipchart can guide them in delivering those messages.

**Time:** 80 minutes


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**OVERVIEW OF RESEARCH**

Ask the participants: Why do you think people buy latrines? Write their answers on a piece of flipchart paper and post on the wall.

Explain that people all over Laos were asked the same question. Why would you buy a latrine? Or, why did you buy a latrine?

Show slides 1-7 of the “Why do people buy latrines” powerpoint presentation. Have the participants read the quotes out loud. Explain that these are quotes from real Lao people and can be used during their sales pitches as testimonials.

Ask the participants to list the top motivations for buying a latrine for households in rural Laos. Write the answers on a flipchart. Make sure to mention:

- a. Convenience (examples: don’t have to go out in rain, don’t have to walk far at night)
- b. Safety (examples: safe from snakes, mosquitoes, falling down)
- c. Community respect (examples: no smell to bother neighbours, shows you care about the cleanliness of village)
- d. Health (examples: less sickness from diarrhea, save money on medical bills)

**FEATURES AND BENEFITS OF THE LATRINE PRODUCT**

Present the product again. Ask participants to list features and benefits of the latrine. Discuss how the benefits relate to the findings from the research, focusing on convenience, safety, comfort, respect, and health.

NOTE: Health is the least important motivation, so there may not be any features that have primary benefits related to health.

**FEATURES AND BENEFITS GAME**

Write each feature of the latrine on a separate piece of paper. Do the same with benefits. Mix up the pieces of paper.
Divide the participants into teams.

The facilitators should take a piece of paper and show it to the teams. If the paper has a feature written on it, the teams should name the corresponding benefit. If the piece of paper has a benefit written on it, the teams should name the corresponding feature.

The team that shouts the correct answer first gets a point. The team with the most points wins.

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
HOW TO SELL A LATRINE

**Purpose:** To familiarize sales agents with the flipchart, how to use it, and give them an opportunity to practice.

**Time:** 165 minutes

**Materials:** Sales flipchart (Annex G), Flipchart PPT (Annex F4), Selling Skills checklist (Annex H), pens

### THE FLIPCHART

Pass out flipcharts to all participants.

Explain that this is the tool you will use to present features and benefits of latrines to your audience.

Explain that the side with the pictures is what you will show to the audience. On the back are notes to help remind you of key points to make during the presentation.

*The notes are for guidance only. Sales agents should not read the notes to the audience.*

Explain that the flipchart is designed to first talk about why open defecation is inconvenient, uncomfortable, unsafe, and unhealthy. Then it moves into how latrines are the solution to an easier, more comfortable, safer, and healthier life!

### HOW TO USE THE FLIPCHART

Use the powerpoint to go through each page of the flipchart.

Discuss how the slides on the negative aspects of open defecation are related to the benefits of the latrine. *Hint: each feature of the latrine provides a benefit that solves the problems of open defecation!*

### FLIPCHART DEMONSTRATION

Facilitator gives an example presentation using the flipchart as if the participants are villagers. *Make sure the presentation is participatory, just like the real sales event should be.*

### Q&A AND DISCUSSION

Ask participants for their feedback on the presentation.
Emphasize important sales skills such as:

- audience participation
- eye contact
- smiling
- use of humor
- holding the flipchart so that the audience can see it
- *not* reading the notes from the back of the flipchart.

Answer any questions the participants might have.

### PRACTICE

Break into small groups. Give each group a selling skills checklist that outlines all of the good selling skills that the sales agent should do when presenting. Give each group a flipchart.

One person should present while the others complete the checklist. The facilitator should walk around the room and advise/coach where necessary.

After one person from each group presents, ask each group to share their feedback on the presentation. Discuss what each person did well and what they need to improve on.

**NOTE:** Depending on the number of people in the group, this activity may need to be broken up into two different sessions.

Further information and tools for reference can be found in the *Sales Agent Trainee Handbook.*
PREPARING FOR THE SALES EVENT

**Purpose:** To show sales agents how to work with village chiefs to organize a sales event.

**Time:** 60 minutes

**Materials:** Preparing the sales event PPT (Annex FS), flipchart paper, markers, tape

**HOW TO PREPARE**

The first step to selling latrines is to organize the sales event. To do this, you need to work with the village chief in the place where you want to sell latrines.

The steps of preparation are:

1. Contact the village chief and arrange a meeting
2. Explain who you are (name, village you’re from, enterprise you represent)
3. Show your official letter approved by Nam Saat
4. Decide on a day and location
5. Ask the village chief to join you at the sales event and door-to-door sales
6. Ask the village chief to tell people about the event
7. Ask the village chief to invite all households that do not have latrines, and three households that do have latrines

**WORKING WITH VILLAGE CHIEFS**

One of the best ways that you can ensure that your sales event will be successful is by developing a good relationship with the village chief. The village chief can encourage people to buy a latrine.

These are ways that village chiefs can be motivated to help you get more orders:

1. 10,000LAK commission on delivery of latrine
2. ODF status for village
3. Model Healthy Village status for village

Discuss with sales agents the benefits of each of these methods. Brainstorm other ideas for motivating village chiefs (without more money!) and list them on a flipchart.

In pairs, practice having this discussion with village chiefs. One person will be the village chief first, then they will switch parts.
DISCUSSION

Do you have any questions? What problems do you think you might run into?

Ask each person to list one step of preparation until all steps are listed:

1. Contact the village chief and arrange a meeting
2. Explain who you are (name, village you’re from, enterprise you represent)
3. Show your official letter approved by Nam Saat
4. Decide on a day and location
5. Ask the village chief to join you at the sales event and door-to-door sales
6. Ask the village chief to tell people about the event
7. Ask the village chief to invite all households that do not have latrines, and three households that do have latrines

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
SELLING THE PRODUCT TO GROUPS

**Purpose:** To provide sales agents with a step by step process for conducting group sales events.

**Time:** 50 minutes

**Materials:** *How to sell PPT* (Annex F6), *sales flipchart* (Annex G), flipchart paper, markers, tape

**HOW TO CONDUCT A SALES EVENT**

Explain that there are two types of direct sales that they will do. **The first one is the group sales event.**

Trainer presents each step of group sale on ppt and explains why the step is important:

1. Introduce yourself and the latrine business
2. Introduce the topic (shit!)
3. Learn about the sanitation problems in the village by asking questions about the problems they face with open defecation.
4. Present your latrines as a solution.
5. Ask for testimonials of people who own latrines
6. Present the product, focusing on benefits.
7. Ask for questions from the whole group.
8. Invite participants to discuss with the people around them, then answer questions and address objections in the smaller groups.
9. Ask for orders

**PRACTICE**

Split into groups and practice. Participants split into groups and practice the presentation using the flipchart. Give non-presenters participants information on the role they will play (ie. bring up an objection, display a dysfunction).

**DISCUSSION**

How did it go? Oh, it was hard to manage the group and people kept disagreeing? Well, we’re going to break for tea now but when we come back discuss how we can overcome these situations.

Together group goes over steps. Have one participant list a step until you have listed all the steps.

1. Introduce yourself and the latrine business
2. Introduce the topic (shit!)
3. Learn about the sanitation problems in the village by asking questions about the problems they face with open defecation.
4. Present your latrines as a solution.
5. Ask for testimonials of people who own latrines
6. Present the product, focusing on benefits.
7. Ask for questions from the whole group.
8. Invite participants to discuss with the people around them, then answer questions and address objections in the smaller groups.
9. Ask for orders

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
SELLING THE PRODUCT TO INDIVIDUALS

**Purpose:** To provide sales agents with a step by step process for conducting door-to-door sales.

**Time:** 40 minutes

**Materials:** Sales flipchart (Annex G)

**HOW TO CONDUCT DOOR-TO-DOOR SALES**

The second method of direct sales is **door-to-door sales**. Explain that this is usually done after the group sales event.

Trainer presents each step of door-to-door sales on ppt and explains why the step is important:

1. Get list of households without latrines from village chief.
2. Go to each household and introduce yourself and the latrine business you represent.
3. Introduce the topic (shit!)
4. Learn about the individual’s problems with open defecation by asking them questions about their comfort, convenience, and privacy.
5. Present your latrines as a solution.
6. Present the product, focusing on benefits.
7. Ask for questions.
8. Ask for the order.

**PRACTICE**

Split into groups and practice. Participants split into groups and practice the presentation using the flipchart.

**DISCUSSION**

Discuss what was different or the same about this method vs. group sales event. Which one do you think is easier/harder? Why?

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
OVERCOMING OBJECTIONS

**Purpose:** To equip sales agents with the skills and knowledge they need to effectively respond to the questions and concerns of potential consumers.

**Time:** 60 minutes

**Materials:** Flipchart paper, markers, tape, Addressing Objections Handout (see text box), sales flipchart (Annex G)

**INTRODUCTION**

As we saw in our last activity people have reasons, good reasons, why they do not want to build a latrine. Our job as sales agents is to help them prioritize sanitation and find solutions to the objections that they raise. The steps to overcoming an objection are:

1. Repeat their concern so they know that you understand.
2. Ask a clarifying question.
3. Review what they liked about the latrine.
4. Reason: provide a response about their objection
5. Request: “Wouldn’t it be great to have ________ (whatever they mentioned in step 2) and save money?
6. Return to the sale: “So as I was saying…”

**ADDRESSING OBJECTIONS ACTIVITY**

Come up with a list of possible objections consumers might have and write them on the flipchart paper. Make sure the following are included in the list:

- I don’t have enough money.
- I want to build my own latrine.
- The latrine will fill up too quickly.
- I have to talk to my husband/wife/children first.
- Negative comments from people who try to convince others not to buy.

Then brainstorm as a group how to respond to these objections. Emphasize the following steps in addressing objections:

1. Repeat their concern so they know that you understand.
2. Ask a clarifying question.
3. Review what they liked about the latrine.
4. Reason: provide a response about their objection
5. Request: “Wouldn’t it be great to have ________ (whatever they mentioned in step 2) and save money?
6. Return to the sale: “So as I was saying…”
PRACTICE PRESENTATION

Have participants who did not present before break using the flipchart, and choose two participants to interrupt with objections. Observe and provide feedback to presenters on their ability to effectively address objections using the strategies provided.

WRAP UP

Go over the steps together as a group. Have one participant list a step until you have listed all the steps:

1. Repeat their concern so they know that you understand.
2. Review what they liked about the latrine.
3. Reason: provide a response about their objection
4. Request: “Wouldn’t it be great to have ________ (whatever they mentioned in step 2) and save money?
5. Return to the sale: “So as I was saying...”

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
CLOSING THE SALE

Purpose: To learn how to transition from making your presentation to make a sale.

Time: 70 minutes


REVIEW STEPS OF CLOSING THE SALE
Go over how to talk about the price, ask for the order, fill out the order form, and next steps.

INTRODUCE LATRINE POSTER
Discuss how to use this poster after breaking up into small groups after the sales pitch, and at door-to-door sales. Encourage them to use this poster to talk about the price of each latrine, options, delivery and installation fees, and mostly, the BENEFITS!

HOW TO USE ORDER FORMS
Pass out copies of the order forms and explain each part, how to calculate delivery costs, and who should keep copies of the forms. Discuss the differences between each product offering, and any advantages or disadvantages of each.

INSTALLATION GUIDE
Pass out copies of installation guides. Explain that any customer that decides to self-install should receive a copy of this installation guide.

MANAGING LEADS GENERATED
Pass out copies of leads generated form. Explain that this list helps them to know who to talk to when they go back to the village again. Explain that often it takes people some time to discuss with their families and to see others get latrines before they are willing to buy. To get commission for these sales, make sure they keep in touch and go back to these people again.

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
**LOGISTICS**

**Purpose:** To learn how to organize and plan for sales events, coordinate with stakeholders, and keep accurate records.

**Time:** 80 minutes

**Materials:** Materials checklist (Annex L), planning sheet (Annex P), contact information for SanMark Provincial Coordinator and enterprise owner, Quality Assurance Checklist (Annex M), Village Chief contract (Annex N), Leads Generated Contact Sheet (Annex K)

**PLANNING THE SALES EVENT**

Go over the steps that the sales agents need to do in order to prepare. Have one participant read out loud the steps of Step 1: Planning

1. Contact the Village Chief and arrange a meeting
2. Explain who you are
3. Schedule a day for sales event. Agree on a location.
4. Ask latrine owners to come to the event and share their experiences
5. Ask latrine owners to invite 3 best friends/relatives who don’t already have a latrine to come to the event
6. **Bring all materials with you on the day of the sales event using the materials checklist.**

**REPORTING**

Pass out planning sheets to sales agents. Explain that this sheet will be used to follow up on their progress and help them to organize their time.

This sheet should be completed with the Facilitator at the end of Day 5.

**ROLES AND RESPONSIBILITIES**

Explain the roles and responsibilities of each group in the SanMark structure:

- **SanMark Provincial Coordinators:** Will collect weekly reports and plans from sales agents. Will observe sales agents and provide feedback on performance weekly for the first month, and then once per month after that.
- **SanMark Enterprise:** Sales agents will provide copies of order forms to WASH Enterprise every week. WASH Enterprise will provide all forms and materials necessary for the sale.

**COMMISSION AND LEADS GENERATED**

Explain how they will be paid for on-site sales and sales through leads generated.
ROLE OF THE VILLAGE CHIEF

Discuss the role of the village chief, including Quality Assurance Checklist, collecting deposits on leads generated, and how to explain relevant forms to Village Chief.

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
PRACTICE YOUR PRESENTATION

**Purpose:** To practice the steps of the presentation and closing, and receive feedback from trainer.

**Time:** 65 minutes

**Materials:** Sales flipchart (Annex H)

**PRACTICE!**

In pairs, have participants make the sales presentation to each other, and give feedback on each other’s performance. The trainer should observe groups and discuss common areas for improvement.
VILLAGE SALES EVENT DEMONSTRATION

**Purpose:** To provide an example to trainees on how to effectively conduct a village sales event and demonstrate selling skills covered in the classroom.

**Time:** 180 minutes (includes travel time to the village)

**Materials:** Sales flipchart (Annex G), order forms (Annex I), latrine poster (Annex C), pens, leads generated contact sheet (Annex K), order tracking journal (Annex O)

**DEMONSTRATION**

The facilitator or another sales expert should conduct a sales presentation in a nearby village. Ensure that the village is chosen carefully using data provided by Nam Saat and CLTS.

The person conducting the presentation should be an expert in this particular sales presentation in order to provide a good example for trainees to follow.

**DISCUSSION AND Q&A**

Discuss the outcomes of the sales event. How many orders did you get? Why do you think you got that many? What problems did you face? What objections did the villagers have?

Answer any questions the trainees have.

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
DOOR-TO-DOOR SALES DEMONSTRATION

**Purpose:** To provide an example to trainees on how to effectively conduct door-to-door sales and demonstrate selling skills covered in the classroom.

**Time:** 90 minutes

**Materials:** Sales flipcharts (Annex G), order forms (Annex I), latrine poster (Annex C), pens, leads generated contact sheet (Annex K), order tracking journal (Annex O)

**DEMONSTRATION**

The facilitator or another sales expert should conduct door-to-door sales in the village, led by the village chief.

The person conducting door-to-door sales should be an expert in order to provide a good example for trainees to follow.

**DISCUSSION AND Q&A**

Discuss the outcomes of the door-to-door sales. How did these compare to the outcomes of the sales event? Why? What problems did you face? What worked well?

Answer any questions the trainees might have

Further information and tools for reference can be found in the Sales Agent Trainee Handbook.
VILLAGE SALES EVENT PRACTICE

**Purpose:** To allow trainees to practice the selling skills learned in the classroom.

**Time:** 180 minutes (includes travel time to the village)

**Materials:** Sales flipchart (Annex G), order forms (Annex I), latrine poster (Annex C), pens, leads generated follow up sheet (Annex K), order tracking record (Annex O)

**PRESENTATION**

The facilitator should observe the trainees making the presentation and support as necessary. Let the trainee lead the presentation, but provide gentle reminders to help the trainee self-correct throughout the presentation.

Add in any missing information and correct any wrong information as needed, but only if it is a very important detail. Try to remain in the background.

**FEEDBACK AND Q&A**

Give supportive, clear feedback to the trainees. Focus both on positive and negative aspects of the performance.

What did they do well? What did they remember to say that was very important? Did they address objections well?

How well did they use the sales tools? Did they fill out the order forms correctly? Did they explain the product options clearly?

What was the most difficult part for the trainee? What did the trainee forget to do or say? Which objection was the most difficult to answer. Give 2-3 specific points that the trainee can improve on next time.

Answer any questions as needed.
DOOR-TO-DOOR SALES PRACTICE

**Purpose:** To give an opportunity to practice selling skills learned in the classroom.

**Time:** 90 minutes

**Materials:** Sales flipchart (Annex G), order forms (Annex I), latrine poster (Annex C), pens, leads generated contact sheet (Annex K), order tracking journal (Annex O)

**DOOR-TO-DOOR SALES**

Observe trainees conducting door-to-door sales. Allow the trainee to lead the sales pitch. Provide any missing information or correct any wrong information if it is important. Provide support if the trainee is struggling to make the sale.

**FEEDBACK AND Q&A**

Give supportive, clear feedback to the trainees. Focus both on positive and negative aspects.

What did they do well? What did they remember to say that was very important? Did they address objections well?

How well did they use the sales tools? Did they fill out the order forms correctly? Did they explain the product options clearly?

What was the most difficult part for the trainee? What did the trainee forget to do or say? Which objection was the most difficult to answer. Give 2-3 specific points that the trainee can improve on next time.

Answer any questions as needed.
Annexes
A. ENERGIZERS

1. One Two Shhh
   Ask all participants to stand up. Instruct them to follow your actions and words. Say “one, two, three shhh” and point up. Say “one, two, three shhh” and point left. Say “one, two, three shhh” and point down. Say “one, two, three shhh” and point right. Make sure everyone is following along correctly.
   Then repeat, saying “one, two shhh.” Then “one, shhh.” Then “shhh.”
   Congratulate participants on following directions and listening!

2. One through Ten
   Ask all participants to count to ten together. The rules are: only one person is allowed to say a number at one time. If two people say a number at the same time, the group must start over. They are not allowed to discuss who will call out which number, or point at each other during the counting process.

3. Floating stick
   Use a bamboo stick, broomstick, or something similar. Ask all participants to stand on either side of the stick and hold out their index fingers, pointing in front of them. Lay the stick across all participants’ fingers. Instruct participants to move the stick slowly down to the floor together. All participants need to have their fingers touching the stick the whole time, or they have to start over!
   After they have successfully lowered the stick to the ground, ask them to raise it up above their heads together.
   Congratulate participants on working together as a team!

4. Step across the line together
   Ask participants to stand in a line, side by side, and link arms. Elect one leader and tell them that everyone needs to step across a line on the floor in front of them at the same time. Repeat this activity around 3 times and elect a new leader each time. This activity seems easy but many people cannot accomplish it easily!
   Congratulate participants on working together as a team, and congratulate the leaders on leading their team effectively!

5. Joke story
   Use this story to get participants laughing, to create a fun, open atmosphere, and to allow participants to relax!
   Everything in our bodies wants to be the boss. Our hands, our mouth, our feet, our brains, our hearts, even our bums! The hands say, “We should be the boss! Without us, you can’t do anything! We do all the activities—cooking food, cleaning up, washing the hair, brushing the teeth… we should be the boss!” The mouth says, “No, I should be the boss! Without me, you cannot eat and you would die!” The feet say, “We should be the boss! Without us, you cannot go anywhere to get food or run away from danger!” The brain says, “No, I am the most important! You cannot do anything without thinking!” The heart says, “If I stopped beating, you would die! I should be the boss!”
The bum says, “I want to be the boss!” All the other parts of the body turn on the bum and say, “That’s ridiculous! You can’t be the boss! You don’t do anything! You’re stupid!” When the bum heard this, it got very sad, and closed up. The bum stayed closed for many days. After a couple of days, the other parts of the body find that they are unable to do their jobs well. The hands are weak, the feet cannot move, the mouth cannot eat, the brain cannot think, the heart is feeling weak and anxious. So the body parts finally say, “Ok! Bum—you should be the boss!” And the bum smiled, opened up, and did its job—it just sat in the chair and all day and did nothing so that the rest of the body parts could work!
Sales agent training pre-test/post-test

1. What is sanitation and why is it important?

2. What are 3 features of a pour-flush latrine?

3. What are the benefits of those features?

4. Name 3 reasons that people buy latrines.

5. What would you do to plan a sales visit? List at least three steps.

6. In a sales event, what is the correct order to go over these topics: the benefits of latrine ownership, the cost of a latrine, problems with open defecation, asking for an order?

7. Name two reasons people might give for not purchasing a latrine, and how you would respond.

8. What should you discuss with customers after they decide to purchase a latrine?
C. LATRINE POSTER

磷氯酸

ูลីក

565,000 រឿង

495,000 រឿង

510,000 រឿង

435,000 រឿង

ឈ្មោរក្នុងប្រការិក: េះពេះបាលិក់, ភ្នំពេញកូស្សម, រ៉ងមួយ សុខិតភាព, មានភាពជាប់ជាប់
កូស្សម: 020 5857 5658.
## D. RETURN ON INVESTMENT CALCULATOR

### Sales Agent Commission Potential - 20 orders per week

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<tr>
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### Sales Agent Commission Potential - 10 orders per week

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**Total Commission Available:** 8,000 K

**Total Commission Available:** 8,000 K
### E. BUDGET TEMPLATE

**Budget Estimations and Advance Request**

**Purpose:**

**Date:**

**Location:**

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<th>Qty</th>
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</table>

|   | Training facilitators                                                       |            |     |       |         |
|   | District Nam Saat representative                                             |            |     |       |         |
|   | Provincial Nam Saat representative                                          |            |     |       |         |
|   | Trainees                                                                    |            |     |       |         |
|   | **Subtotal**                                                                |            |     |       |         |
| II | Transportation:                                                             |            |     |       |         |

|   | Transportation compensation for trainees (fuel)                             |            |     |       |         |
|   | Transportation compensation for non-local participants (fuel, car or motorbike rental) |            |     |       |         |
|   | **Subtotal**                                                                |            |     |       |         |

| III| Stationary                                                                 |            |     |       |         |

<p>|   | Pre/Post - test ( copy )                                                    |            |     |       |         |
|   | Marker ( red, black, green )                                                |            |     |       |         |
|   | Pen                                                                         |            |     |       |         |</p>
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<td>5</td>
<td>Post it (big)</td>
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<tr>
<td>6</td>
<td>Flipchart printing (color) + hard compression</td>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
<td>Latrine poster (color) + hard compression</td>
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**IV Misc.**

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<td>Meeting room rental</td>
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**Subtotal**

<p>| | |</p>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

**Subtotal**
F. POWERPOINT PRESENTATIONS

F1. WHAT AM I SELLING?

What am I selling?

Privacy, safety and comfort!

You are selling a product that provides privacy, safety, and comfort to the user.

Latrines keep the shit and urine in a safe, enclosed place away from other people, flies, and animals.
Components

- **Pan:** The shit and urine go into the pit through the pan, and the pan prevents bad smells. It is ceramic and pour-flush—clean and beautiful.

- **Slab:** Covers the pit and supports people who use the latrine. **Tiles** (optional) help to keep the area clean and easy to maintain; and they look beautiful.

- **Concrete rings:** These go into the pit to prevent the pit from collapsing. **Circular rings** are stronger, more durable and more cost effective than square rings.

- **Emptying Hole:** Allows the pit to be emptied after it fills up (1-3 years, depending on number of users and how often they use it).

Easy to install

![Diagram of installation steps](image-url)
F2. WHY ARE LATRINES IMPORTANT?

Why are latrines so important?

When we shit outside, flies get on our shit and carry it to the food that we eat!

Because of this, thousands of Lao children die every day from diarrhea and other diseases!

You and your families and friends are less productive and make less money because you’re always sick!
What Does This Mean for YOU?

56% of people in Champasak still practice open defecation. + 60,000 households in Champasak do not have a latrine.

Great Sales Opportunity!

Learn a new skill…

Earn money…

And help your community!
WHAT MOTIVATES PEOPLE TO BUY LATRINES?

Studies from Lao PDR

Motivations for households to **OWN** a latrine

- **Convenience**: 93%
- **Safety**: 70%
- **Privacy**: 70%

*Health is the least important reason people buy latrines!*
Building latrines

Comfort, convenience and pressure from friends and neighbors were the top reasons to build a latrine.

“I built the latrine for the convenience for my family. When it rains, we don’t get wet and have no need to go to the bush and we do not get messy. Additionally, we avoid disease.” (M_CLTS_PFL_BAN TOK2)

“We see other households have clean toilets so we want to have one too. We do not want to openly defecate. The whole family is involved in making the decision.” (FGD_M_CLTS_PFL_BAN BAN_MAKE_DECISION)

“Our neighbors told us that if we do not have a latrine things will be difficult…” (F_CLTS_PFL_BAN LAK48_MAKE_DECISION)

Building latrines

People want to build pour-flush latrines.

“I chose a pour flush latrine because it is one time investment…” (M_NCLTS_PFL_BAN HIENG)

“Decided to build the pour flush latrine because it does not smell and does not effect other households.” (M_NCLTS_PFL_BAN BAN)
Latrine use
People who buy pour-flush latrines are satisfied and use their latrines more.

"It is comfortable when we use a household latrine and it can protect us from infectious diseases." (F_NCLS_PFL_BAN TOKI_OWNING_CON)

"Mosquitoes and snake don’t bite me because I don’t have to go defecate in the forest and I don’t get wet when I defecate in the toilet." (F_CLT2_PFL_BAN LAK48_OWNING_CON)

Open Defecation
Shitting outside is common, but most people don’t like it!

"It’s difficult for me to openly defecate, particularly at night. There are a lot of mosquitoes in the rainy season, I am sometimes ashamed in front of other people." (M_NCLS_NL_BAN HIENG)

"It’s not convenient for me, particularly when it rains. Sometimes pigs disturb me because they want to eat my excrement. It is difficult for me." (M_NCLS_NL_BAN CHANAM)
Latrine upgrading
Dry pit latrine owners want to upgrade to pour flush latrines

"I have a plan to renovate my toilet by replacing a dry pit latrine with a pour flush one (if I have money)."
(F_CLTS_DPL_LEEK)

Our target customers

What does he believe?
• Pour-flush latrines are the cleanest, most modern, and most comfortable latrine option
• But he thinks it is too expensive

What does he need to purchase a latrine?
• Pressure from his wife and other people he respects and trusts
• A convenient way to purchase a completed, easy to install latrine
• Easy and affordable transportation and installment
• Quality assurance
Hi, I’m here to tell you about
How you can make your family’s
Life easier, happier, and healthier.

There are many things that make our lives
difficult. I’m here today to talk about one thing...

Shit!
What do you know About shit?

What do you call shit in this village?

From this picture, can you tell me how shit makes life difficult?

Have any of you ever faced this problem?
What else is difficult?

What about shitting in the forest?

Have any of you ever had this experience?
What about older people and children?

How is shitting outside difficult for them?

I have another question... what happens to the shit? Who eats it?

Pigs... dogs... flies!!... And YOU!!!
When you shit outside, flies
Land on your shit and then
They touch your food, and then
You and your children eat that food!
And what happens to your health when you eat shit?

You and your family could get very sick, right?

When was the last time you or someone in your family got sick?

It costs a lot of money, right? How much money did you have to pay when you got really sick?

Do you know what could solve this problem and save you all that money?
A latrine!

--Designed by best engineers in CSK and produced by highly respected manufacturer

--Modern, pour-flush design keeps out smells and is what they use in cities

--The pit is deep and can be emptied so it lasts forever!

And...
How much would you have to pay in the Market to buy a latrine to get all these benefits?

- Tell actual price of our product
- Deliver and installation services
- The reason everyone is buying now is because they want to start living an easier life today!
- Answer Questions
- Feel free to discuss with your neighbors and I will come around and answer your questions now
Preparing the Sales Event

1. Contact the Village Chief and arrange a meeting
2. Explain who you are

“Hello, I’m _______ and I represent ______________________ (name of enterprise). I’m here to help you make your village healthier and cleaner!”

3. Submit Your Official Letter
4. Schedule a day for sales event and door-to-door sales

• Village Chief should join
• Ask Village Chief what location you should use

5. Ask for the Village Chief’s help in telling people about the event
6. Ask at least three latrine owners to come to the event and share their experiences

7. Ask latrine owners to invite 3 best friends/relatives who don’t already have a latrine to come to the event
How to Sell

Group Sales Event

1. Introduction

Introduce yourself
Introduce the WASH Enterprise
Introduce the Topic

“Hello, my name is ___________. I am a representative of ________________ (name of Enterprise), and I’m here to talk to you about how to make your lives easier!”
2. How does open defecation make your life difficult?

- Ask people to share their bad experiences openly defecating
- Use flipchart
  - Rain
  - Safety
  - Cleanliness
  - Health (shit gets in food)

3. How can a latrine make your life easier?

- Convenience
- Safety
- Privacy
- Respect from neighbors
- Help your community
- Healthier family
4. Ask latrine owners to share their positive experiences, and explain what made them decide to purchase their latrine

5. Present the product

Focus on benefits:

- Modern pour-flush design has no smell and is what is used in the cities
- Delivered to your home reduces your time and money spent on transport
- Choose your own superstructure so you can upgrade over time
- Produced by a trusted concrete manufacturer and designed by engineers so you know the product is safe for your family and will last for many years
6. Answer Questions and Address Objections in Small Groups

Answer questions as a large group
Invite people to speak to their friends and family around them
Approach small groups and answer individual questions/objections
Get the order
CLOSING THE SALE

Closing the Sale

1. Approach people individually or in small groups

Easier for people to make decisions this way!
2. Ask for the order

Encourage people to buy TODAY!
Answer Questions
Address Objections

3. Fill out order forms

Ask Village Chief to help
Ask whoever is interested to come to you to fill out an order form
Get thumbprint
4. Get preferred delivery date - one week or one month later

5. Collect Deposit

Remind consumers that full balance is required on delivery or no latrine!
6. Ask for recommendations

Ask for three recommendations for people in their village that would benefit from owning a latrine

Visit those people at their houses after the group sales event
G. FLIPCHART

ลงที่เรือนไม้กิ่งแล้ว สะดวกสบายอยู่จก
เจ้าไม่กิ่งแล้วบ ไง?

คำเป็นภัยขบวนทุ่งนาขรุณ์ เหมือนมีวัวจะหูกหรือ?

สิ่งที่ทำอยู่ใส่นบ
ยังที่..?
H. SELLING SKILLS CHECKLIST

Selling Skills Checklist

☐ Introduced themselves, the Enterprise, and the topic
☐ Talked about negative aspects of shitting outside
☐ Asked for stories about positive experience from latrine owners

Talked about positive aspects of owning a latrine:

☐ Respect from your neighbors and friends
☐ Modern pour-flush design has no smell and is used in cities
☐ Tiles are easy to clean and beautiful
☐ Home delivery reduces time and money spent on transport
☐ Building their own superstructure allows them to upgrade over time
☐ Produced by a trusted concrete manufacturer and designed by engineers so you know the product is safe for your family and will last many years
☐ Other (list): ________________________________
☐ None (did not mention positive benefits of latrine)

☐ Smiled
☐ Spoke loudly and clearly
☐ Encouraged audience participation
☐ Used flipchart correctly
☐ Demonstrated understanding of product
☐ Demonstrated understanding of order, delivery, payment, and installation process
# I. ORDER FORM

## Latrine Order Form

<table>
<thead>
<tr>
<th>Order number</th>
<th>Date:</th>
<th>Enterprise name:</th>
<th>Tel:</th>
<th>Village:</th>
<th>District:</th>
<th>Sales Agent name:</th>
<th>Tel:</th>
<th>Customer name:</th>
<th>Tel:</th>
<th>Village:</th>
<th>Unit:</th>
</tr>
</thead>
</table>

### Photo of product

<table>
<thead>
<tr>
<th>Name</th>
<th>Price/Unit</th>
<th>Number of Units</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slab with tile including 4 rings</td>
<td>440,000 kip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slab without tile including 4 rings</td>
<td>380,000 kip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slab with tile including 3 rings</td>
<td>400,000 kip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slab without tile including 3 rings</td>
<td>340,000 kip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Installation</td>
<td>50,000 kip</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Delivery charge: 15,000 kip for deliveries within 10KM; if farther than 10km, charge will be 1,500kip/km/latrine (20% increase for 4 ring design)

Date of delivery: (deliver within 15 days)

<table>
<thead>
<tr>
<th>Deposit paid:</th>
<th>kip</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Remaining Balance:</th>
</tr>
</thead>
</table>

Payment: The sales team or chief of village will visit and collect remaining balance 1 day before delivery. If the full balance is not received at this time, the latrine will not be delivered or installed. Deposits or advance payments will
not be refunded if the buyer cancels. The buyer will receive a full refund if the enterprise cancels.

| Installation: The Enterprise will install the latrine if the full payment is obtained, as mentioned above. The buyer is responsible for digging the pit according to the following specifications: All pits should be 1 meter wide. Pits for 4 ring designs should be a maximum of 1.4 meters deep, and not over 1 meter deep for three ring designs. Pits should be located at least 15 meters from any wells. Two days after installation, the buyer may begin using the latrine and/or build a shelter. |
| Warranty: The Enterprise will repair or replace latrines if there are any problems up to one year after installation. |
J. INSTALLATION GUIDE

6 Easy Steps to Install Your Own Latrine

1. Dig a pit
   - For 3 rings is 1m x 1m.
   - For 4 rings is 1m x 1,4 m.

2. Put rings in to pit one by one
   - Build top ring at least 20 cm above ground

3. Fill around and compact

4. Joint the slab with top ring
   - Joint a slab on top ring by mortar

5. Joint the pan with slab
   - Joint the pan with slab by mortar

6. Compact ground around slab

Important Tips
TO BUILD A QUALITY LATRINE

- Build latrine at least 15m from water sources.
- Slice your latrine downhill and away from your water sources.
- Build top ring at least 20 cm above ground.

Do not seal all rings joint with mortar

This will make liquid full easily.

Joint slab with top ring.

This will allow liquid to seep out which will help your pit last longer.
**K. LEADS GENERATED CONTACT SHEET**

**LEADS GENERATED CONTACT SHEET**

Sales Agent Name: ____________________________

Date: ____________________________

Village Name: ____________________________

<table>
<thead>
<tr>
<th>House Number</th>
<th>Name</th>
<th>Interested? (Yes/No)</th>
<th>Reason/Details</th>
<th>Follow Up Date</th>
</tr>
</thead>
</table>
L. SALES MATERIALS CHECKLIST

☐ Order forms
☐ Flipchart
☐ Latrine poster
☐ Follow up sheet
☐ Village Chief Contract
☐ Order Tracking Journal
☐ Installation Instructions
☐ Village Chief Quality Checklist
☐ Official letter from Nam Saat
☐ Carbon Paper
☐ Planning Sheet
☐ Materials Checklist
M. VILLAGE CHIEF QUALITY ASSURANCE CHECKLIST

QA Checklist for Latrine Installation

Customer Name: .................................. Village: ........................ District: ............... Province: ............... QA name: ........................................ Tel: .................................................. Installed date: .............................

<table>
<thead>
<tr>
<th>A</th>
<th>Tick the box</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The distance between the toilet and the drinking ground water source is more than 15 meters</td>
</tr>
<tr>
<td>2</td>
<td>If customers have a small area. Make sure the toilet is lower than drinking ground water source. ( how many meters from each other )</td>
</tr>
<tr>
<td>3</td>
<td>Slab is placed at higher level compared to the general ground level to protect it from flooding</td>
</tr>
</tbody>
</table>

1. The distance between the toilet and the drinking ground water source is more than 15 meters.

2. If customers have a small area. Make sure the toilet is lower than drinking ground water source. ( how many meters from each other )
   - ☐ 1-5 meters, ☐ 5-10 meters, ☐ 10-15 meters.

3. Slab is placed at higher level compared to the general ground level to protect it from flooding.

   - ☐ 1-5 meters, ☐ 5-10 meters, ☐ 10-15 meters.
<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Rings are level</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The depth of the pit is maximum 1.4 meters and a minimum 1.2 meters</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The bottom of the pit is not covered with cement concrete or any other impermeable material</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The rings are not cemented together to allow leaching</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Pour-flush pan placed properly</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Tiles are neatly placed</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The slab is level and is sealed with cement to top ring</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>No visible cracks or chips in the concrete</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>No water at the bottom of the pit</td>
<td></td>
</tr>
</tbody>
</table>

( After finished latrine installation components, then fill soil around and compact soil immediately to prevent the latrine moves ).
( Fill the soil must be standard such as: compact ground around the slab to prevent the slab is broken when we sit on the slab).

( After finished latrine installation, leave that latrine about 3 days, after that can use that latrine ).

N. VILLAGE CHIEF CONTRACT
O. ORDER TRACKING JOURNAL

<table>
<thead>
<tr>
<th>Order Tracking Journal</th>
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<tbody>
<tr>
<td>Date:</td>
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<table>
<thead>
<tr>
<th>Village</th>
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<table>
<thead>
<tr>
<th>District</th>
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<table>
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<tr>
<th>Group Sales Presentation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tile</th>
<th>No Tile</th>
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<tbody>
<tr>
<td>Order No.</td>
<td>Name</td>
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</tbody>
</table>

**Total latrine orders**

**Total Cash Collected**

## Door to Door Sales

**Number of houses visited**

<table>
<thead>
<tr>
<th>Order No.</th>
<th>Name</th>
<th>Tel</th>
<th>4 Ring</th>
<th>3 Ring</th>
<th>4 Ring</th>
<th>3 Ring</th>
<th>Install Fee</th>
<th>Delivery Fee</th>
<th>Total Cost</th>
<th>Deposit</th>
<th>Balance</th>
<th>Req delivery date</th>
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**Total latrine orders**

**Total Cash Collected**

**NOTES**

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**P. PLANNING SHEET**

**Sales Planning/Reporting Form**

Date:  

Enterprise Name:  

Sales Agent Name:  

Supervisor Name:  

Total Latrine Sales Weekly
<table>
<thead>
<tr>
<th>Name of Village</th>
<th>Current Latrine Coverage (%)</th>
<th>Previous CLTS Activity? (Y/N)</th>
<th>Previous SanMark Activity? (Y/N)</th>
<th>Target Latrine Sales</th>
<th>Actual Latrine Sales</th>
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