

**LAER-S**

Style Assessment In Handling Prospective Member Objections

Carew International

Name _____

Date _____

PURPOSE

The way you communicate with a prospective member who is resisting can greatly influence that person's response to you. Understanding the effect you have on the prospective member while you are handling objections can help you manage your communication in a more effective manner. This awareness can help you adjust and modify your current objection-handling behavior for even greater effectiveness. This can give you the critical edge that will make a difference in both gaining a commitment and developing long-term relationships.

The LAER-S inventory is designed for two purposes. First, it will raise your awareness of how you presently handle objections. Secondly, it will illustrate how to improve your objection-handling methods for even greater recruiting productivity.

INSTRUCTIONS

This instrument consists of ten of the most common objections prospective members raise in recruiting situations. Each of the objections provides six alternative ways in which you might handle the objection. Think about how you usually act in such situations. The prospective member objections may not exactly reflect those that you encounter from day-to-day. However, imagine yourself in each of the situations and indicate what you would probably do.

You are to distribute ten points among the six alternatives to most accurately indicate what is most typical of you throughout the **entire** objection-handling situation; **that is, from the time the prospective member begins to state the objection**. Give more points to alternatives that you would be **more likely to use** and fewer or no points to those alternatives you would be **less likely to use**. Your points for any one alternative may range from zero to ten, **but the sum of all of the alternatives must add up to exactly ten**.

In the following example (not about recruiting), the person distributed ten points among the six alternatives to most accurately describe what was most typical of what that person would do in this situation.

EXAMPLE: If lost in a forest with no help in sight, I would:

- 2 Light a fire and signal for help.
- 1 Climb a tree to get my bearings.
- 0 Walk in a straight, northerly direction.
- 6 Remain stationary and wait for help.
- 1 Search for food and water.
- 0 Find a river and follow it downstream.

Attempts to come up with the "right answer," though this may not be typical of you, will result in an inaccurate assessment of your style.

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Instructions: Within each of the ten situations, distribute exactly ten points among the six alternatives to show which alternatives you would most likely use in the situation. Your points for any one alternative may range from zero to ten, but the total of all alternatives for each situation must be exactly ten.

1. The prospective member says: "I have a lot of stuff going on right now. I also have high standards of the people with whom I associate. My main concern is PSE's ability to allow me to focus on school. Sorry, I am not interested in getting involved at this point. Let's take a look later in the year." You would:

- A. Reassure the recruit about PSE's ability to help them focus.
- B. Claim that you did not mean to imply that the recruit didn't have a lot going on right now.
- C. Attempt to identify the recruit's concerns in detail.
- D. Listen attentively.
- E. Indicate that PSE can meet all the recruit's needs no matter what they might be.
- F. Reflect your concern for the recruit's high standards.

→ **Total-must equal exactly 10**

2. The prospective member says, "PSE sounds interesting, but I can't decide until I discuss it with my parents. I'll call you in a couple of weeks." You would:

- A. Reflect your understanding of the recruit's desire to discuss PSE with his or her family.
- B. Challenge the recruit's need to discuss the PSE with his or her family.
- C. Identify those parts of PSE that the recruit feels are most beneficial to them.
- D. Insist that in the interest of time, a decision be made pretty quickly.
- E. Reinforce the recruit's positive response to PSE and ask for his or her commitment.
- F. Listen attentively.

→ **Total-must equal exactly 10**

3. The prospective member says, "PSE's prices are too high. Why should I pay a premium to be a member?" You would:

- A. State that PSE may be expensive but that you get what you pay for.
- B. Listen attentively.
- C. Demonstrate that the long-term value of PSE membership offsets the price.
- D. Gather specific information regarding the pricing and specifics of the concern.
- E. Indicate your understanding of the recruit's concern.
- F. Tell the recruit that PSE is worth the price.

→ **Total-must equal exactly 10**

4. The prospective member says, "I'm in two other campus groups and I feel like I'm in a good spot right now. My other groups are making my college experience fantastic, and I am perfectly satisfied with them. Honestly, my feeling is I'm just not in a place to join right now." You would:

- A. Challenge the recruit's beliefs of being in two groups is enough.
- B. Listen attentively.
- C. Assure the recruit that PSE is committed to excellence and that you may be able to improve his or her current state.
- D. Determine what the other groups are doing to make their college experience so great.
- E. Insist that having only two groups could limit networking.
- F. Acknowledge your respect for the recruit's loyalty.

→ **Total-must equal exactly 10**

5. The prospective member says: "I've heard of some bad things about fraternities in the past and quite frankly, I don't want to a chance." You would:

- A. Suggest that things are different in fraternity life now and that PSE is doing our best to make up for the past.
- B. Tell the recruit to believe you, there will be no problems.
- C. Identify the exact details surrounding the bad things they've heard.
- D. Strongly insist that you should not be judged by other fraternities bad behavior.
- E. Indicate your concern for what has taken place.
- F. Listen attentively.

→ **Total-must equal exactly 10**

6. The prospective member says, "No, my parents don't want me to join. There was another story about a fraternity closing on the news last week and my parents aren't on board with me joining any fraternity. They think that joining a fraternity will have a negative impact on my future." You would:

- A. Listen attentively.
- B. Insist the that PSE is not a social fraternity and their parents shouldn't worry about you joining.
- C. Investigate the degree to which the recruit feels about PSE having a negative effect on their future.
- D. Apprise the recruit of PSE's ability to have a fantastic impact on their future and state value PSE will provide the recruit.
- E. Question the recruit's motives for not taking into account the fact PSE is a professional fraternity when talking to their parents.
- F. Indicate your concern for the impact the news about another fraternity closing is having on not just social fraternities, but professional ones as well.

→ **Total-must equal exactly 10**

7. The prospective member says, "I'm just a freshman/sophomore. I'm going to wait until next year." You would:

- A. State the benefits of joining PSE this year, so they may develop some great relationships with PSE members and PSE alumni early in their college career.
- B. Continuously question the recruit's need to wait a year.
- C. Reflect your appreciation for the recruit telling you their concern.
- D. Ask for details about the reason for their hesitancy to join as a freshman/sophomore.
- E. Listen attentively.
- F. Tell the recruit that waiting to join will have severe limitations for professional and personal growth.

→ **Total-must equal exactly 10**

8. The prospective recruit says, "I've never heard of PSE before. PSE seems really new to campus and I want to join a business fraternity that's a little more established." You would:

- A. Act astonished and indicate that you find it hard to believe that the recruit never heard of PSE before now.
- B. Determine what is the recruit's meaning of "established" fraternities.
- C. Acknowledge the recruit's desire to be a part of a group that has been around for a long period of time.
- D. Tell the recruit that his or her not knowing PSE should not stand in the way of joining such a fantastic business fraternity.
- E. Indicate that PSE is a very established business fraternity nationally and very much committed to the campus in question.
- F. Listen attentively.

→ **Total-must equal exactly 10**

9. The prospective member says, "The last PSE member I talked to acted in a very unprofessional manner. As a result, I am left with a very negative impression of PSE and therefore, PSE is not something that I want to associate with." You would:

- A. Tell the recruit that if given a chance, your brothers and sisters will overcome all of his or her negative impressions.
- B. Listen attentively.
- C. Determine the exact issues surrounding the prospective member's perception of the PSE member in question as unprofessional.
- D. Assure the recruit that you are indeed professional and that you will strive to make up for what happened in the past.
- E. Tell the recruit that you do not think it is fair to be held responsible and penalized for the actions of the PSE member in question.
- F. Reflect your understanding for the recruit's feelings.

→ **Total-must equal exactly 10**

10. The prospective member says, "Due to the some personal changes that are currently taking place and some recent money issues, I'm going to have to put PSE on hold." You would:
- A. Develop an understanding of the current events and why they are causing a delay.
 - B. Insist that PSE will not be that big of a drain on the their budget.
 - C. Reflect your concern for the current situation regarding money issues.
 - D. Point out the benefits of joining PSE.
 - E. Listen attentively.
 - F. Question the recruit's judgment in putting PSE on hold.

→ **Total-must equal exactly 10**

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Style Assessment in Handling Prospective Member Objections Rating Key

11. Rating Key

- A. R
- B. V
- C. E
- D. L
- E.
- F. A

2. Rating Key

- A. A
- B. V
- C. E
- D.
- E. R
- F. L

3. Rating Key

- A. V
- B. L
- C. R
- D. E
- E. A
- F.

4. Rating Key

- A. V
- B. L
- C. R
- D. E
- E.
- F. A

5. Rating Key

- A. R
- B.
- C. E
- D. V
- E. A
- F. L

6. Rating Key

- A. L
- B.
- C. E
- D. R
- E.
- F. A

7. Rating Key

- A. R
- B.
- C. A
- D. E
- E. L
- F.

8. Rating Key

- A.
- B. E
- C. A
- D.
- E. R
- F. L

9. Rating Key

- A.
- B. L
- C. E
- D. R
- E.
- F. A

10. Rating Key

- A. E
- B.
- C. A
- D. R
- E. L
- F.

Rating Key Totals:

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**You will transfer these scores to
the LAER-S Style Assessment Sheet**