

## UNIT OVERVIEW

**Content Area: Sales & Advertising**

**Unit Title:** Selling Foundations

**Target Course/Grade Level:** Grades 11-12

**Unit Summary:**

After completion of this unit, the student should understand the function of selling, its purpose, and the importance of it in the workplace in the 21<sup>st</sup> Century.

**Unit Sequence:**

What is selling – Purpose of Selling – Goals of Selling – Responsibilities of a Sales Person – Why Train Salespeople – Benefits of a Sales Person – What Makes a Good Salesperson – Types of Selling Careers – Psychological Stages of a Sale (AIDA) – Eight Steps of a Sale

## LEARNING TARGETS

**State/National Standards**

- Explain the nature and scope of the selling function (SE:017)
- Explain the role of customer service as a component of selling relationships (SE:076)
- Describe the nature of selling regulations (SE:108)
- Explain the selling process (SE:048)
- Explain the nature of sales training (SE:055)
- Explain the nature of sales management (SE:079)
- Describe different types and purposes of promotion (D.8.2)
- Explain the difference between promoting and selling (BE.F.8.1)
- Identify the elements of the promotional mix (BE.F.12.8)
- Describe the role of selling in a free market economy (D.12.7)

**Unit Essential Questions**

- What Makes a Successful Salesperson?
- What Is The Role of a Salesperson and Their Function in the Workplace?

**Unit Learning Targets (knowledge and skills)**

***Students will be able to***

- Define selling*
- Explain the selling function to the promotions of a business*
- Develop a sales manual*
- Explain selling as it's role in customer service*
- Explain the purpose of selling and its role in sales training*
- Identify the elements of the promotional mix*

## EVIDENCE OF LEARNING

### Summative and Formative Assessment

Tommy Boy worksheet pages 1-6

Quiz

Student Sales Manual "Introduction" Section

Essay Paper "What Is A Good Salesperson"

**Learning Strategies (how)** Lecture – Group Learning – Product Development (manual)

**Resources:** "Tommy Boy" video – Handout from Progressions Inc "What Makes a Good Salesperson" – PowerPoint "What is Selling – Overview" – Overhead/PP "Selling" "Intro"

## UNIT OVERVIEW

**Content Area: Sales & Advertising**

**Unit Title:** Preparing for the Sale

**Target Course/Grade Level:** Grades 11-12

**Unit Summary:** Preparing for a sale is just as essential as any of the steps in the selling process. Understanding the customer is vital in matching a product/service with the needs and wants of the customer. A salesperson must know their company's policies/procedures, philosophy, products/services offered, and research needed.

**Unit Sequence:** Feature-Benefit Selling – Customer Buying Motives – Preparation for Selling – Ways To Lose A Sale

## LEARNING TARGETS

### State/National Standards

Explain company selling policies (SE:932)

Explain business ethics in selling (SE:106)

Acquire product information for use in selling (SE:062)

Analyze product information to identify product features and benefits (SE:109)

Explain the selling process (SE:048)

Prepare for the sales presentation (SE:067)

List factors that influence consumers to buy (BE.F.8.3)

Describe the factors that influence a consumer's decision to buy (BE.12.7)

### Unit Essential Questions

What must a salesperson know to be successful?

What type of information should a salesperson know prior to selling?

What factors and influences customers to buy?

## Unit Learning Targets (knowledge and skills)

### *Students will be able to:*

- Differentiate between rational and emotional buying motives*
- Name sources of product information*
- Explain the main focus of preparation in business-to-business selling and retail selling*
- Explain selling policies*
- Prepare for the sales presentation*
- Show factors that influence customers to buy*
- Prepare a sales manual*

## EVIDENCE OF LEARNING

### Summative and Formative Assessment

Chapter 12 Worksheets 97-102  
Eight Steps of Sale Worksheet  
Quiz  
Sales Manual

**Learning Strategy Based (how)** Role Playing – Case Study – Question/Answer – Project Based

**Resources:** Textbook “Marketing Essentials” – Feature/Benefit Chart – Overhead “How To Lose A Sale” – Internet YouTube Feature Benefit Selling – Online Student Text and Activities - PowerPoint

## UNIT OVERVIEW

**Content Area:** Sales & Advertising

**Unit Title:** Approaching The Customer

**Target Course/Grade Level:** Grades 11-12

**Unit Summary:** Approaching the customer is the first step of the selling process that the salesperson first meets the customer. First impressions are often the last impressions and it sets the tone for the entire selling process. Students will learn some techniques and methods that are used in the sales industry.

**Unit Sequence:** Purpose of Approach – First Impressions – Well Planned Approaches – Techniques – Creative Approaches – Types of Approaches

## LEARNING TARGETS

### State/National Standards

- Determine customer/client customer (SE:110)
- Explain the role of customer service as a component of selling relationships (SE:076)

### Unit Essential Questions

- How should a salesperson approach a customer?
- What is the purpose and importance of the approach in the selling process?
- How does a well planned approach look and sound like?

### Unit Learning Targets (knowledge and skills)

**Students will be able to:**

- Explain the importance and purposes of the approach in the sales process*
- Demonstrate how business-to-business representatives conduct the initial approach*
- Name and explain three methods for making the initial approach in retail sales*
- Explain how the approach is a role in the customer service process*

### EVIDENCE OF LEARNING

#### Summative and Formative Assessment

- Chapter 13 Worksheets 107-110
- Quiz
- Sales Manual “Approach” Section
- Demonstrate Types of Approaches
- Role Play Case Study

**Learning Strategy Examples (how)** Role Playing – Case Study – Question/Answer – Project Based

**Resources:** Textbook Chapter 13 – PowerPoint “Approaches” – Overheads – Movie Clips on Sales Approaches “Pretty Woman” “Tommy Boy”

### UNIT OVERVIEW

**Content Area:** Sales & Advertising

**Unit Title:** Determining Wants and Needs of Customer (Step 2)

**Target Course/Grade Level:** Grades 11-12

**Unit Summary:** Determining the needs and wants of a customer is step 2 of the selling process. Students will not only learn the importance but will be able explain and demonstrate techniques. Once a salesperson determines the needs and wants they can be more successful on recommending products/service to match.

**Unit Sequence:** Purpose of DTWN – Wants vs. Needs – Techniques of DTWN – Importance – Matching Products/Services with Customer Needs and Wants – Questioning Techniques – When to Determine

### LEARNING TARGETS

#### State/National Standards

- Recommend specific product/service (SE:114)
- Apply problem-solving skills to investigate concerns that are of a personal interest (E20.1)
- Illustrate how different products and services meet the needs of consumers. (D8.7)

#### Unit Essential Questions

- How does a salesperson identify the needs and/or wants of their customers?
- How does a salesperson determine what products or services to sell?
- What types of questions does a salesperson ask their customers?

## Unit Learning Targets (knowledge and skills)

### *Students will be able to*

*Explain why determining needs and wants is an essential step in the sales process*

*List three methods for determining needs and wants of a customer*

*Demonstrate methods for determining needs and wants of a customer*

*Suggest appropriate products/services according to the needs of the customer*

*Utilize various questions when acquiring customer information*

## EVIDENCE OF LEARNING

### Summative and Formative Assessment

Chapter 13 Worksheets pages 111-112

Sales Manual “Determine Wants and Needs” Section

Quiz

Role Play Case Study

**Learning Strategy Examples(how)** Role Playing – Case Study – Question/Answer – Project Based

**Resources:** Textbook “Marketing Essentials” Chapter 13 – Glencoe Online Student Activities  
Determining Needs – PowerPoint “Determining Wants and Needs” – Overheads “Techniques” – Tommy Boy Movie

## UNIT OVERVIEW

**Content Area:** Sales & Advertising

**Unit Title:** Product Presentation (Step 3)

**Target Course/Grade Level:** Grades 11-12

**Unit Summary:** Product Presentation is the third step of the selling process where the salesperson actually “shows” or “demonstrates” the products and/or services to be sold. This form of customer service is the informative and persuasive portion of the selling process. Effective salespeople have the skill of not only recommending the product and/or service, but make the customer feels at ease by using appropriate selling techniques.

**Unit Sequence:** Purpose – Information Needed From Customer – Techniques/Methods – Tips on Effective Presentation – Non Verbal Communication Aids – Benefit Selling – Customer Degree of Awareness – Organizing the Product Presentation -

## LEARNING TARGETS

### State/National Standards

E.12.1 Apply problem-solving skills to investigate concerns that are of a personal interest

H.8.3 Use appropriate technologies to assist in research activities.

### Unit Essential Questions

Can the salesperson demonstrate how to present the appropriate product/service to the target customer?

Can the salesperson utilize problem-solving skills but matching the needs and wants of the customer through appropriate presentation skills?

### Unit Learning Targets (knowledge and skills)

*Students will be able to*

*Describe the goal of product presentation*

*List four techniques that create a lively and effective product presentation*

*Explain and describe tips to an effective product presentation*

*Utilize feature-benefit selling in the selling process*

*Demonstrate feature-benefit selling in the retail selling industry*

### EVIDENCE OF LEARNING

#### Summative and Formative Assessment

Chapter 14 Worksheets pages 117-119 -- Feature-Benefit Chart -- Quiz -- Sales Manual Presentation Section

**Learning Strategies Examples (how)** Role Playing – Case Study – Question/Answer – Project Based

**Resources:** Chapter 14 “Marketing Essentials” – Overhead “Product Presentations” – Online Student Activities “Marketing Essentials” – Tommy Boy Movie – Article “Effective Product Presentations”

### UNIT OVERVIEW

**Content Area:** Sales & Advertising

**Unit Title:** Closing The Sale

**Target Course/Grade Level:** Grades 11-12

**Unit Summary:** The selling process is not complete until an actual “close” is made where a commitment is made from the customer. When, how, and rationale of a close is expected of all successful salespeople. Customers often need assistance in the decision making process and the “close” can make that happen.

**Unit Sequence:** What is it? – Purpose – When Should A Salesperson Close – Identifying Buying Signals – Why Close? - Rules for Closing a Sale – Methods for Closing – Mistakes Made By Salespeople – Steps of Closing

## LEARNING TARGETS

### State/National Standards

Close the sale (SE:895)

### Unit Essential Questions

- How does a salesperson close a sale?
- Why should the “close” be used in the selling process?
- What are some basic guidelines to follow when closing a sale?
- What mistakes are used in closing a sale?

### Unit Learning Targets (knowledge and skills)

#### *Students should be able to:*

- Identify and demonstrate at least five customer buying signals.*
- Ask indicator questions and close a sale using closing techniques.*
- Match different closing techniques to once correct example of each technique.*
- List six factors to consider when the customer does not buy.*
- Construct buying signals and indicator questions for given situations.*

## EVIDENCE OF LEARNING

### Summative and Formative Assessment

Chapter 15 Worksheets Page 125-127  
Student Development Sales Manual for a Business (Closing Section)  
Quiz  
Sales Demonstration (end of course)

**Learning Strategies Examples (how)** Role Playing – Case Study – Question/Answer – Project Based

**Resources:** PowerPoint “Closing The Sale” - Handout/Overhead “Closing The Sale” - Chapter 14 Marketing Essentials textbook – Online Student Activities (Glencoe)

## UNIT OVERVIEW

**Content Area:** Sales & Advertising

**Unit Title:** Customer Objections/Sales Resistance

**Target Course/Grade Level:** Grades 11-12

### Unit Summary:

Learning how to handle objections during the sales process will make the salesperson be more effective. Objections are helpful in the sales process by providing and opportunities to further determine customers’ needs and problems. This unit helps prepare students to handle sales resistance and become more successful in the selling process.

**Unit Sequence:** Objection vs. Excuse – Reasons for – Reasons for Second Effort – Techniques – Steps to Overcome Reasons Not To Buy – Use of Testimonials – Controlling Sales Resistance - Ways to Handle Difficult Customers

## LEARNING TARGETS

### State/National Standards

Convert customer/client objections into selling points (SE:874)

### Unit Essential Questions

- What are the main reasons why customers do not buy?
- How should a salesperson handle customer sales resistance?
- How can testimonials be used to help customer make a decision in the selling process?
- How should a salesperson handle types of difficult customers?
- What are the steps to overcome customer resistance?

### Unit Learning Targets (knowledge and skills)

#### *Students will be able to:*

- Distinguish objections from excuses*
- Explain the five buying decisions on which common objections are based*
- Demonstrate the general four-step method for handling customer objections*
- List seven specific methods of handling objections and note when each should be used*
- Describe ways to handle different customer types*
- Explain reasons why a second effort should be done to overcome objections*

## EVIDENCE OF LEARNING

### Summative and Formative Assessment

Chapter 14 Worksheet Page 120  
Case Study Page 306 “Overcoming the Price Objection”  
Student Sales Manual For Business (Objections/Sales Resistance Section)

**Learning Strategy Examples (how)** Role Playing – Case Study – Question/Answer – Project Based

**Resources:** Chapter 14 Marketing Essentials Text Section 14.2 pages 301-307 – “Sales Resistance Overheads and PowerPoint – Online Text – “Making Mad Glad” PowerPoint and LAP – Ways to Handle Difficult Customers PowerPoint and website



## UNIT OVERVIEW

**Content Area: Sales & Advertising**

**Unit Title:** Plus Selling (Suggestive Selling) Step 7

**Target Course/Grade Level:** Grades 11-12

**Unit Summary:** This unit teaches the future salespeople once the main product/service is sold to the customer, the sales process is not yet over. Often accessories or additional products or services are needed by the customer, often not even aware by the customer. During this unit students learn what “is” plus selling but also its importance to both the customer and business. A technique utilized to assist customers but also to increase sales in a business.

**Unit Sequence:** Definition – Purpose – Benefits to Customer and Business – Part of Customer Service – Success Factors – Types of Merchandise and Services to Suggest – Techniques – Rules for Suggestive Selling

## LEARNING TARGETS

**State/National Standards**

Recommend specific product/service (SE:114)

**Unit Essential Questions**

Can the student demonstrate how to use suggestive selling in the selling process?

Can the student explain the importance and benefits of suggestive selling and its importance to a business?

**Unit Learning Targets (knowledge and skills)**

***Students will be able to:***

*Practice suggestive selling with some degree of professionalism.*

*Select appropriate items/services to offer a customer.*

*Define suggestive (plus) selling*

*Explain the benefits of plus selling*

*List and explain factors that affect the success of suggestive selling.*

*Demonstrate techniques used in suggestive selling*

## EVIDENCE OF LEARNING

**Summative and Formative Assessment**

Chapter 15 Worksheet Page 128

Quiz

Sales Manual “Plus-Selling” Section

**Learning Strategy Examples (how)** Role Playing – Case Study – Question/Answer – Project Based

**Resources:** Chapter 15 Section 15.2 “Customer Satisfaction and Retention” pages 320-327 – Using Customer Loyalty Programs Article – Online Text/Activities

## UNIT OVERVIEW

**Content Area: Sales & Advertising**

**Unit Title:** Assurance/Follow-Up (Step 8)

**Target Course/Grade Level:** Grades 11-12

**Unit Summary:** Maintaining and building clientele is crucial for future sales. The actual sale is just the beginning of a relationship with a customer. To keep customers, it is important to make a good impression, get to know your customers, and provide excellent customer service. This unit teaches future salespeople how to provide that high quality customer service including maintaining and building clientele.

**Unit Sequence:** Definition – Purpose – Guideline/Tips To Follow – Techniques – 80-20 Rule – Customer File Cards – Customer Relationship Management (CRM) – Maintaining and Building Clientele

## LEARNING TARGETS

### State/National Standards

Explain the key factors in building a clientele (SE:110)

### Unit Essential Questions

How does a salesperson maintain and build clientele?

How should a customer file card be used?

Why is it critical to have a solid Customer Relationship Management plan?

### Unit Learning Targets (knowledge and skills)

***Students will be able to:***

*Explain the importance of customer service and follow-up*

*Explain the concept of customer relationship management (CRM)*

*Create a customer file card*

## EVIDENCE OF LEARNING

### Summative and Formative Assessment

Quiz

Develop a business Sales Manual

Demonstrate in final sales demonstration at end of semester

Chapter 15 worksheets

**Learning Strategy examples (how)** Role Playing – Case Study – Question/Answer – Project Based

**Resources:** Chapter 15 Page 323-327 – PowerPoint “Assurance and Follow-Up”

## UNIT OVERVIEW

**Content Area:** Sales & Advertising

**Unit Title:** Sales Demonstrations

**Target Course/Grade Level:** Grades 11-12

**Unit Summary:** A good salesperson not only needs to have the salesmanship knowledge but more importantly can actually “do” a presentation. Students when completing the previous units must be able to demonstrate that they can apply what they have learned to an actual demonstration for real customers. This unit determines if they can use the “tools” learned in the course.

**Unit Sequence:** What Is a Sales Demonstration – Purpose – Techniques – What Makes An Effective Sales Demonstration – Types of Sales Demonstrations

## LEARNING TARGETS

### State/National Standards

- Describe the use of technology in the selling function (SE:107)
- Explain the selling process (SE:048)
- Determine customer/client customer (SE:110)
- Recommend specific product/service (SE:114)
- Convert customer/client objections into selling points (SE:874)
- Close the sale (SE:895)
- Demonstrate suggestion selling (SE:875)
- Sell good/service/idea to individuals and/or groups (SE:046)
- Identify the steps of the selling process. (BE.F.BS.7)

### Unit Essential Questions

Can the student demonstrate and present a 20 minute sales demonstration utilizing the eight steps of a sale effectively?

### Unit Learning Targets (knowledge and skills)

*Students will be able to*

*Prepare and present a 20 minute sales demonstration to a specified target audience*

## EVIDENCE OF LEARNING

### Summative and Formative Assessment

Sales Demonstration for a given product utilizing the eight steps of a sale  
Pre-Approach – Approach – Determining Wants and Needs – Presentation – Overcoming Objections – Close – Plus Selling – Assurance/Follow-Up

**Learning Strategy Examples (how)** Role Playing – Case Study – Question/Answer – Project Based

**Resources:** Textbook “Marketing Essentials” Chapters 12-15 – PowerPoint – YouTube Sales Demonstrations – Home Shopping Network

