

**International  
Introductory Award in Selling  
(8416)**

**Tutor Notes**



## Workshop Materials

---

The Training Pack is made up of three main sections:

- Tutor Notes.
- Delegate Workbook.
- Slides.

Each of these sections will provide you with the information and materials needed to run the training sessions.

### Tutor Notes

The Tutor Notes are a guide to the information to be covered during the Workshop by the Tutor.

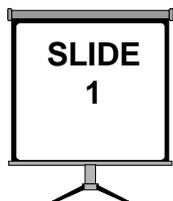
Timings of each session are a guide and may differ slightly depending on the needs of each group. Breaks should be taken as appropriate to the time of day.

Tutor Notes identify:

- What is to be explained/discussed by tutor.
- Activities to take place.
- Individual or syndicate exercises.
- Part of Delegate Workbook/Slides to support each session.

A visual is used to indicate what needs to take place.

eg Show Slide 1.



## Workshop Materials

---

### ***Delegate Workbook***

Please take a master copy of the handouts. Make sure you print sufficient numbers of each handout ready to give to each delegate. Remember to guide delegates through the recommended ideas, for implementation of knowledge back in the workplace.

### ***Microsoft PowerPoint slideshow***

A Microsoft PowerPoint slideshow is provided covering the key points of the relevant module. Use these slides to support the learning. Those centres that wish to use acetates may alter the colour scheme so it is more appropriate for acetate projection, as long as none of the content is altered or deleted. The text should not be altered or deleted because delegates are tested on the content of the support material. Any alteration could seriously affect a delegate's ability to successfully undertake the test. As with all City & Guilds materials the content of the slides remain copyrighted to City & Guilds even if the colour scheme is altered.

### ***Other Equipment/Materials***

If other equipment is needed during the workshop, this is indicated within each of the relevant sessions.

# Workshop Materials

## Key to Tutor Notes

---

### Flip Chart



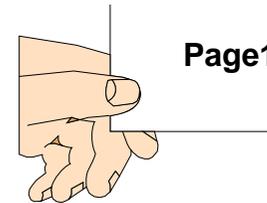
### Breaks



### Slides



### Delegate Pack



### Group Activity



## Workshop Materials

---

### Introduction

The emphasis throughout the workshop is on 'learning by doing' and is highly participative. Most of the activities are designed to help participants find their own way and identify what, for them, are the important learning points.

The delivery of the sessions is therefore crucial. Helping individuals interpret and apply their learning, by encouraging them to confront their own behaviour and to risk making changes, requires sensitive and involved training.

### Timings

The timings given are guidelines and you will want to adapt them according to the needs of the group. There may be areas where groups need to spend more time.

### Preparation

As well as being familiar with the content and timings of the Workshop, tutors should ensure that the following materials are prepared:

- PowerPoint slides.
- Delegate Workbook.
- Select suitable examples for each module, related to the delegates own workplace.
- Exercise briefs.
- Evaluation sheet.

## Workshop Timings

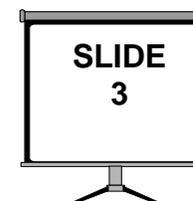
---

### Workshop Objectives

This is a **knowledge-based programme**, enhanced with practical training exercises that require further development back in the workplace.  
**Please see the City & Guilds statement relating to employer support in the front of the Delegate Workbook.**

By the end of the programme delegates will have the knowledge to:

1. Explain the differences between sales and marketing and how they are dependent on each other.
2. Demonstrate an understanding of the importance of sales to the organisation.
3. Understand how to communicate effectively within a sales setting.
4. Identify how customer behaviour affects the selling process.
5. Describe a range of basic selling techniques appropriate to a range of organisations.



## Workshop Timings

---

<b>Time</b>	<b>Length of session</b>	<b>Module</b>
<b>9.00</b>	<b>15 minutes</b>	<b>Introduction and Overview</b>
<b>9.15</b>	<b>1 hour 45 minutes</b>	<b>The Theory of Selling</b>  Describe the difference between marketing and sales. Understand the benefits of the selling function to the organisation. Explain the links between sales, customer service and profitability.
<b>11.00-11.15</b>	<b>15 minutes</b>	<b>Break</b>
<b>11.15</b>	<b>1 hour 45 minutes</b>	<b>Understanding the Customer</b>  Understand customer requirements. Recognise the importance of understanding customer needs and expectations. Identify the relevance of signals given by customers in buying situations. Understand how to respond to a customer's questions and interest in the organisation's products and services.
<b>13.00</b>	<b>45 minutes</b>	<b>Lunch</b>

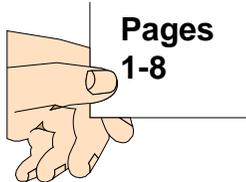
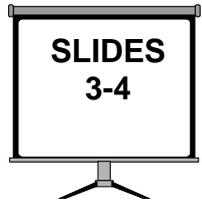
## Workshop Timings

---

<b>Time</b>	<b>Length of session</b>	<b>Module</b>
<b>13.45</b>	<b>1 hour 30 minutes</b>	<b>Developing Basic Selling Techniques</b>  Demonstrate an understanding of the importance of selling. Realise the importance of being proactive within a selling role. Describe products and service benefits to customers. Handle selling objections. Explain how to close a sale.
<b>15.15</b>	<b>15 minutes</b>	<b>Break</b>
<b>15.30</b>	<b>1 hour 30 minutes</b>	<b>Effective Selling Communications</b>  Demonstrate an understanding of the importance of developing appropriate communications in selling situations. Understand how to recognise customer responses. Identify appropriate questioning and listening techniques. Understand how to handle difficult communication situations.
<b>17.00</b>	<b>15 minutes</b>	<b>Break</b>
<b>17.15</b>	<b>15 minutes</b>	<b>Examination Preparation and Review</b>
<b>17.30-18.30</b>	<b>1 hour</b>	<b>Examination. 40 Multiple-choice questions (2 options)</b>

## Introduction to the Workshop

### Introduction to Workshop – 15 minutes

Time	Key Point	Content	Support / Notes
5 minutes	<b>Welcome</b>	<b>Welcome</b> everyone to the Workshop – <b>Introduce</b> yourself.	 <p>Pages 1-8</p>
	<b>Domestics</b>	<p><b>Cover Domestics</b></p> <ul style="list-style-type: none"> <li>• Breaks, Lunch, Timings, Mobiles off, Fire Exits, Toilets, Smoking Policy etc.</li> </ul> <p><b>Explain</b> the reasons that this type of training is carried out:</p> <ul style="list-style-type: none"> <li>• Maintain professional image.</li> <li>• Be competitive in the market place.</li> <li>• Need for everyone to be sales focused.</li> <li>• Develop the sales skills of everyone who comes into contact with customers.</li> </ul>	
5 minutes	<b>Workbook</b>	<p><b>Give out Delegate Workbook</b></p> <p>Explain it is theirs to keep – to refer to – to make any notes in.</p>	
	<b>Objectives</b>	<p><b>Explain and Discuss the Workshop Objectives</b></p> <p>Show and discuss Slide 3 – Objectives.</p>	
	<b>Content</b>	<p><b>Explain how the day will run</b></p> <p>Run through key areas at commencement of Section 1.</p>	
	<b>Style</b>	<p><b>Explain Style</b></p> <p>Practical – Participative – Group Activities – Test</p>	 <p>SLIDES 3-4</p>

## Introduction to the Workshop

---

Key Point	Content	Support/Notes
Introductions	<p>Using pre-prepared cards, with a visual or word on it, ask each person to take one.</p> <p><b>Note</b></p> <p><i>These should be prepared beforehand - it is purely a way of getting people to pair up. Make sure you have enough cards for the whole group to enable them to pair up, eg 2 reds, 2 greens, 2 blues, 2 yellows or joining words, eg 2 monkeys, 2 horses, 2 dogs, 2 cats.</i></p> <p>Ask them to locate their matching pair and then find out the following information and introduce them using these facts:</p> <ul style="list-style-type: none"> <li>• Who is the person? What do they do? What industry do they work in? What is their experience of selling?</li> <li>• Anything they would like to achieve from the day.</li> </ul> <p><i>(You may want to write this on the flipchart.)</i></p> <p>Listen to all the feedback before summarising.</p>	<p>Cards with visuals</p>  
Listen	<p><b>Note</b></p> <p>The summary will depend on how the pairs have approached the exercise.</p>	

**Section 1**  
**The Theory of Selling – 1 hour, 45mins**

**1 hour and 45 minutes**

**Section 1**

**The Theory of Selling**

**Interest**

To gain a more in-depth understanding of the importance of marketing and how marketing and sales are dependent on one another.

**Need**

Industry is very competitive and therefore it is important to understand the necessity to design a marketing programme that provides the right product, at the right price, in the right place, with the right promotional support.

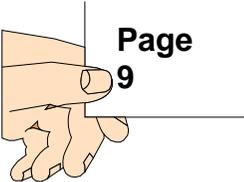
**Range**

Slide 5

- Describe the difference between marketing and sales.
- Demonstrate an understanding of the benefits of the selling function to the organisation.
- Explain the links between sales, customer service and profitability.

**Objectives**

- An overview of the function of marketing, including its role in meeting customer needs, wants and expectations and how the function of marketing drives the approaches to sales and underpins the sales process.
- An insight into the selling function and how it supports the function of marketing by providing customers with a way of purchasing products and services in a face-to-face setting.
- A description of the linkage between customer service, selling and profitability. Candidates will look at how strong customer service is a sales tool, which aids profitability and ultimately job security.



## Section 1 The Theory of Selling – 1 hour, 45mins

### Question

#### What is Marketing?

Slides 6-7 and pages 9-10 of the Delegate Workbook.  
Ask the delegates what they understand by marketing and use the flip chart to record answers.

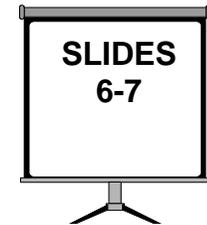
Typical answers will include advertising, special offers, cinema advertising – try to steer answers towards consideration of other areas such as pricing and product issues etc.



### Definition

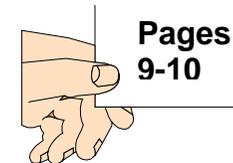
**Provide basic marketing definition** – ‘Marketing is the ability to create and keep profitable customers’ – (Brown 1987).

**Explain that marketing is a philosophy** – understanding customers and markets is necessary for the survival of business.



### Creating and keeping profitable customers

- **Creating Customers** – the requirement to scan the external marketing environment and respond to changing customer needs.
- **Keeping Customers** – organisations must ensure that they react to customer needs and provide a high level of service.
- **Maintaining Profitability** – organisations must create and keep customers who will generate income, eg sales that will exceed costs.



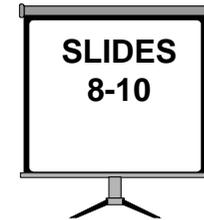
## Section 1 The Theory of Selling – 1 hour, 45mins

### The function of marketing

Slide 8

Marketing includes a very broad range of activities:

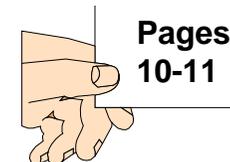
- Satisfying customers.
- Identifying/maximising opportunities.
- Targeting the right customer.
- Facilitating relationships.
- Staying ahead in a dynamic environment.
- Beating the competition.
- Achieving stakeholder requirements.



### Question

Ask delegates if they have heard the term stakeholder and if they know what a stakeholder is.

Stakeholders are people who affect an organisation or are affected by its activities.  
(Write it up on the flip chart.)



### The Marketing Mix

Slides 9-10 and page 11 of the Delegate Workbook.

The marketing mix concentrates in particular on the four P's of marketing:

- **P**roduct – Right **P**roduct.
- **P**rice – Right **P**rice.
- **P**lace – The right **P**lace and the right time.
- **P**romotion – The right **P**romotion.



## Section 1 The Theory of Selling – 1 hour, 45mins

### Marketing orientated organisations

Slides 11-12 and page 12 of the Delegate Workbook.  
The marketing orientated organisation will always aim to:

- Find out who their customers are.
- Find out what their customers want.
- Tell them how to get it.
- Give them what they want.
- Measure how successful it has been.

Delegates should understand that to be able to do this, they need to undertake marketing research by talking to their customers and understanding their needs and wants.

Marketing research includes activities such as questionnaire surveys, focus groups, observing behaviour etc.

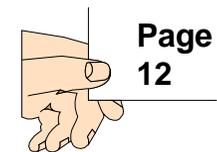
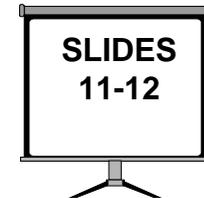
### Activity

Delegate Workbook Page 12.

In groups, the delegates should suggest a number of benefits to their organisation of undertaking marketing research.

Possible answers should include:

- Understanding what the customers want.
- Why they buy.
- Where they want to buy.
- Who influences them to buy.
- What benefits they expect to receive.
- What they think is value for money etc.
- Helping understand promotional requirements.
- Helping understand service and product requirements etc.



## Section 1

### The Theory of Selling – 1 hour, 45mins

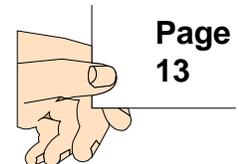
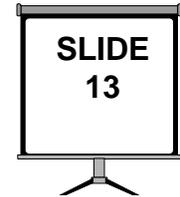
#### Question

#### How is the function of sales different from marketing?

Slide 13 and page 13 of the Delegate Workbook.  
Selling is described as an activity that completes a marketing exchange by transferring the ownership of goods and services from an organisation to its customers.

Examples of this include:

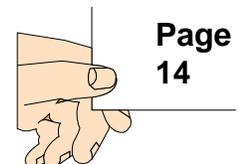
- Buying wine from an off-licence.
- Buying an MP3 player from an electronics store.
- Buying clothes from a fashion outlet.
- Buying a holiday or a meal.



#### Marketing segmentation

Slide 14 and page 14 of the Delegate Workbook.  
Remind delegates of the reasons for marketing, ready to lead into market segmentation:

- Identify the target customer group.
- Make the right product for that target group.
- Ensure your promotional activities will appeal to that target group.
- Raise the customer's awareness of your existing products.
- Inform the customer of new products.
- Find out which promotional activities worked and which did not.



## Section 1

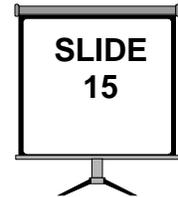
### The Theory of Selling – 1 hour, 45mins

---

#### The reasons for marketing

Slide 15 and pages 13 and 14 of the Delegate Workbook.  
Looking at the reasons for an integrated approach to sales and marketing – the focus being, if a good marketing team finds out about the market, then it is easier for sales people to sell products and services to customers.

- Finding out who your customers are – age, sex, where they live, their background, likes and dislikes.
- Find out what they want and the price they are willing to pay.
- Tell them how to get it.
- Give them what they want.
- Measure how successful it has been and compare this to your organisation.

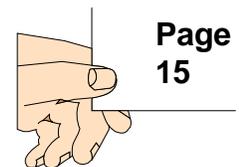
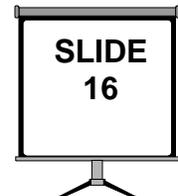


#### Question

Before going to Slide 16 – ask the delegates the following question:

‘What are the main reasons for promoting a product?’

The answers are on Slide 16 and page 15 of the Delegate Workbook. To reinforce the delegates thinking, show the Slide and direct them to the page in the Delegate Workbook **after** getting suitable answers.



## Section 1

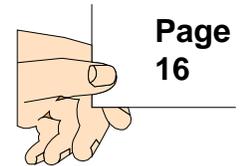
### The Theory of Selling – 1 hour, 45mins

---

#### Sales promotion activities

Slide 17 and page 16 of the Delegate Workbook.  
Companies will often carry out a sales promotion for a specific reason. Types of sales promotions include:

- Vouchers.
- Discounts.
- Free drinks.
- Loyalty bonus.
- Buy one, get one free.
- Two for the price of one.
- Get the cheapest item free.



#### Activity

Individually list down the types of sales promotions you have come across within your own organisations – tutor/delegate feedback session – use the flip chart to list answers.

Answers should include things such as free samples or buy one get one free etc.

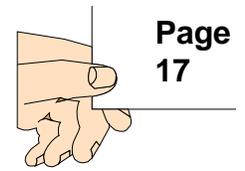
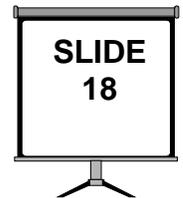


## Section 1 The Theory of Selling – 1 hour, 45mins

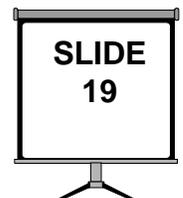
**Advertising** Advertising is part of the promotional mix (eg part of the 4 P's of Marketing).

**Question** Slide 18 and page 17 of the Delegate Workbook.  
What are the different forms of advertising that an organisation could use to promote their products and services:

- Banner advertising.
- Chalkboards.
- Promotional flyers.
- Media ads.
- Word of mouth.
- Direct marketing.
- Recommendations.
- Trade fairs and exhibitions.
- Public relations – editorial.
- Posters.



**Question** Ask delegates the following question:  
How does good customer service creates more sales?  
Typical answers should include those listed on Slide 19.



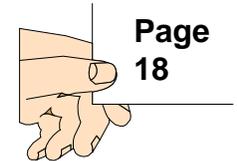
## Section 1 The Theory of Selling – 1 hour, 45mins

### Activity - The factors contributing to good and bad service

Page 18 of the Delegate Workbook.

Consider your last few visits to the major High Street retail outlet. Provide at least one example of a good experience and one example of a bad experience.

Bring together all delegates comments, and record some of them on the flip chart for reference later on in the course.



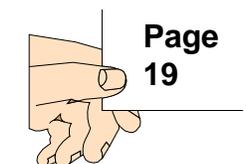
### Effective selling leads to greater customer satisfaction

Slide 20 and page 19 of the Delegate Workbook.

If customers are satisfied, it can have a positive effect on the selling process and the long-term health of the organisation.

Discuss the benefits for the business area you work in – for example hairdressing or a travel agents:

- Repeat business.
- New customers.
- Reduced costs.
- Increased profitability.
- Increased customer insight.
- Increased average sales.



# Section 1

## The Theory of Selling – 1 hour, 45mins

### The Selling Cycle

Slide 21 and pages 20-23 of the Delegate Workbook.

Selling is about telling the customer about your products and services and why it is a good idea to buy them, encouraging them to make the purchase and thus contributing to the profitability of the organisation.

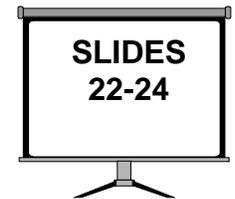
The selling cycles has three key stages to it:

1. Pre-sale.
2. Sale.
3. Post-sale.



Slides 22-24

1. Pre-sale      Prospecting, preparation, planning and initiating contact – finding new customers.
2. Sale            Sales presentation, handling objections negotiating and closing the sale.
3. Post Sale      Follow-up – relationship.



## Section 1

### The Theory of Selling – 1 hour, 45mins

---

#### Question

Why is it important to take a planned approach to selling?

- Planning sales will be vitally important to an organisation's profitability.
- Planning means that a more focused approach to selling can take place.
- Planning sales allows salespeople to maximise their effect when spending time with customers. It allows them to focus on the amount of time they have versus the amount they need to sell onwards.
- It ensures that everybody in the organisation is involved is working towards to same agenda.
- Planning of time is one of the most important aspects of sales. How long do you have. How can you sell more? How can the time versus profit be maximised?



#### Section Summary

Work through the section summary on page 23 of the Delegate Workbook.



## Section 2 Understanding the Customer – 1 hour, 45 mins

1 hour  
and 45  
minutes

### Section 2

### Understanding the Customer

Slide 25 and page 24 of the Delegate Workbook.

#### Interest

To identify how customer behaviour affects the selling process.

#### Need

Explain the process a customer goes through in order to make a buying decision:

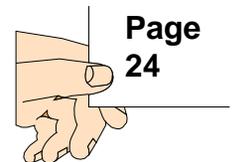
- Recognition of the need.
- Information search.
- Evaluating alternatives.
- Making the purchase decision.
- Post-purchase feelings.

#### Range

- Explain the stages a customer goes through in order to make a buying decision.
- Demonstrate an understanding of customer requirements in a variety of selling situations.
- Use a range of different question techniques to understand customer needs.

#### Objectives

- Recognise the difference between features and benefits in selling situations.
- Describe the different motives that people have for buying products and services.
- Explain different ways of asking questions to help understand customer needs: open, closed, soft fact, hard fact, information seeking and evaluative questions.



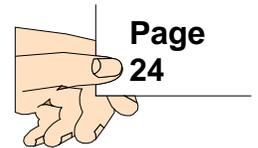
## Section 2 Understanding the Customer – 1 hour, 45 mins

### Why it is important to understand customers

Page 24 of the Delegate Workbook.

Explain to delegates the importance of realising the sales person's role in relation to the customer.

- Inform or persuade customers to purchase.
- To obtain a decision or to request action.
- To get something done.
- To maintain relationships.
- To respond to previous requests for information.



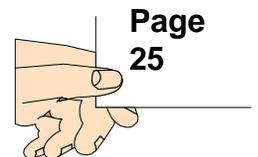
Explain to delegates how they can understand a customer by communicating with them at each stage of the buying process and encouraging them to buy.

### AIDA and the Buying Process

Slide 26 and page 25 of the Delegate Workbook.

Explain the basis of AIDA(S)

- |                |          |  |
|----------------|----------|--|
| • Attention    | <b>A</b> | Gaining Attention.                     |
| • Interest     | <b>I</b> | Stimulating Interest.                  |
| • Desire       | <b>D</b> | Create a desire to buy.                |
| • Attention    | <b>A</b> | Generate action – a purchase decision. |
| • Satisfaction | <b>S</b> | Post-purchase feeling.                 |



## Section 2 Understanding the Customer – 1 hour, 45 mins

### The Buying Process

Slide 27 and pages 25-26 of the Delegate Workbook.

Explain to delegates the importance of understanding the buying process, again linking it to AIDA.

- Need recognition and problem solving **A**
- Information search **I**
- Evaluation of alternatives **D**
- Make purchase decision **A**
- Post-Purchase stage **S**



Need recognition – deciding which mobile telephone to use.

Information search – asking questions to find out what choices there are.

Evaluation of alternatives – thinking about alternative options available.

Purchase decision – making the decision which telephone to have and how to pay for it.

Post-purchase stage – Are you pleased with the phone? Does it have a good signal? Does it have lots of useful functions, such as a camera that takes good pictures?



## Section 2 Understanding the Customer – 1 hour, 45 mins

### Matching customer needs to products and services

Slide 28 and pages 26-27 of the Delegate Workbook.

Introduce the concept of a feature and benefit:

- **A Feature** is best described as a technical description of the product (use example in the work book).
- **A Benefit** is a description of how the product will benefit the customer – eg a lap top will satisfy a sales persons need as they work remotely, or has a social benefit – eg allows them to talk to friends on line through various chat rooms.



### Understanding typical motives for buying

Slide 29 and page 27 of the Delegate Workbook.

Typical motives for buying include:

- Fashion.
- Pride.
- Desire.
- Comfort.
- Distress.
- Need.
- Pleasure.
- Value for money.
- Convenience.
- Past experience.



It is important to differentiate between **rational and emotional** – the first five are emotional reasons why we might want to buy products/services. The remaining ones are rational reasons. Explain relevance to the industry/sector that the delegates work in, that often the buying motives of customers are combined, with the need for particular features and benefits of the products and services your organisation sells.

## Section 2 Understanding the Customer – 1 hour, 45 mins

### Using questions to understand your customer

In the context of customer communications, explain the basis of using questions to find out about customers eg understand how to communicate more effectively by using questions to gain more understanding of customer needs.

Sides 30-32 and pages 28-31 of the Delegate Workbook.

Explain to delegates that the art of good questioning begins with preparation, particularly when dealing with busy customers, if not the outcome will be rather negative. 'So what do you guy's want?' is an example of a bad opening question. **Ask delegates to give you a good opening question. For example, 'Good evening sir, how may I help you?'**

Explain to delegates the basis of open and closed questions as:

- **Open and Closed Questions**

Open questions designed to solicit information.

Closed questions designed to get specific answers.

- **Soft and Hard Questions**

Hard questions refer to specific and indisputable facts.

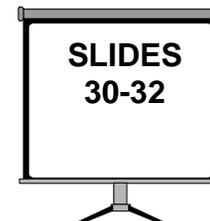
Soft questions aim to seek opinions rather than hard facts.

Use the examples provided on pages 28-31 of the Delegate Workbook to differentiate between the types of questions.

**Tell me more** – this is an investigative type of question. It is like being a detective using questions to find out more about what the customer is thinking, and why. Using open-ended questions is the best way to get a greater understanding of customers.

**Using questions to influence perception** – provides an opportunity to outline benefits to customers and reply to their queries, finding out their interest and intention to buy.

**Buyer discovery questions** – let the customer use questions to discover more about you and your company.



## Section 2

### Understanding the Customer – 1 hour, 45 mins

**Activity** Delegate Workbook page 32.

Working in small groups discuss the ways in which you, in your roles, act as sales people and then consider how you can use questions to attempt to identify buyer needs and wants. Use your own roles and organisations as examples. At the end of the activity share your different experiences with the rest of the group.



Page  
32



**Activity** Think about your own customers and, using the different types of question discussed in this section, prepare three questions that you could use to try and get a better understanding of what they want and need.

**Tutor guidance**

Ensure that delegates are using open-ended questions and that the questions are driven by the desire to gain as much information as possible.

Delegates should complete the box on page 32 of the Delegate Workbook.

Share feedback after a few minutes.



**Confirming interest in products and services**

Page 33-34 of the Delegate Workbook.

It is important to confirm the customer's interest in buying the products and services you are offering them. Explain the different types of questions that can be used. Use Slide 33 to help you.

Encourage delegates to understand the concepts relating to 'Confirming Interest in Products and Services'.

The following questions are examples of how to gain an understanding of what customers feel when it gets towards closure of the product:

- How do you feel about it?
- How does that strike you?
- Are you happy with this option?
- What would you like to do?

Work through the Section Summary on page 34 of the Delegate Workbook.

Pages  
33-34



## Section 3 Developing Basic Selling Techniques – 1 hour, 30 mins

1 hour  
and 30  
minutes

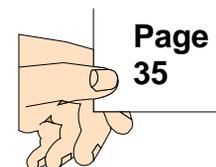
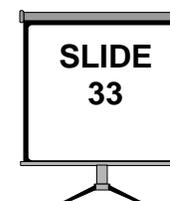
### Section 3 Developing Basic Selling Techniques

Slide 33 and page 35 of the Delegate Workbook.

**Interest** Understanding the basic range of selling techniques.

- Need/Range**
- Demonstrate an understanding of the importance of selling.
  - Realise the importance of being proactive within a selling role.
  - Describe products and service benefits to customers.
  - Handle selling objections.
  - Explain how to close a sale.

- Objectives**
- How to recognise selling as an integral part of your role and look for sales opportunities in every customer situation.
  - An overview of the difference between proactive and re-active selling, add-on's, descriptive selling, up-selling, cross-selling and substitute selling.
  - An overview of how to advise customers of the benefits of the products and services on offer.
  - How to handle customer objections to the products and services on offer sensitively, sympathetically and constructively. Look for approaches and respond to questions asked, while understanding who should be consulted about customer requests.
  - Recognising the importance of reinforcing the selling messages in different ways in order to encourage and close a sale.



## Section 3 Developing Basic Selling Techniques – 1 hour, 30 mins

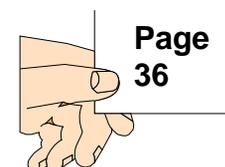
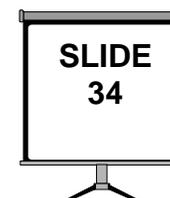
### An overview of different types of selling

Slide 34 and page 36 of the Delegate Workbook.

#### Proactive and Reactive Selling

Explain to delegates that they are most likely to be involved in two types of selling, proactive and reactive.

- Proactive Selling
  - Taking an active interest in selling.
  - Taking an active planning role.
  - Taking every possible opportunity to sell.
- Re-active selling
  - Ad-hoc as opposed to planned.
  - Reacting to customer requests.
  - Not grasping every sales opportunity.



### Other selling techniques

Slide 35 and page 36 of the Delegate Workbook.

#### Add-on's

Explain the nature of add-ons and how they are a necessary part of pro-active selling:

- Add-on's are those products that can be sold over and above those originally purchased by the customer that might be of benefit to them.



### Question

Ask delegates what type of add-on's they are involved in selling.

### Example

If you are selling a used car, typical answers may include:

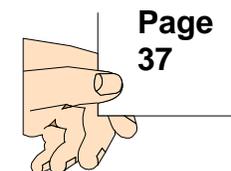
- New car mats.
- Seat covers.
- Specialised gear knobs.
- Steering wheel covers.
- Special mirrors.
- Tow bars.

## Section 3 Developing Basic Selling Techniques – 1 hour, 30 mins

### Activity

Page 37 of the Delegate Workbook.

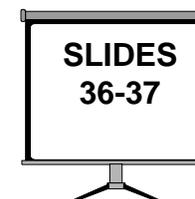
List all of the potential add-on's that your company offers to its customers and think of different ways of encouraging customers to buy more than they originally wanted to purchase.



### Descriptive Selling

Slide 36 and page 38 of the Delegate Workbook.  
Explain the basis of descriptive selling to the delegates.

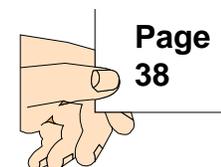
- When you describe a product to a customer it needs to be done in such a way as to make it sound more appealing by the use of appropriate adjectives.  
For example, see if you can explain what a Digital Audio Broadcasting (DAB) Radio is?



### Up-Selling

Slide 37 and page 38 of the Delegate Workbook.

Up-selling is selling a product of higher value or profitability than the one requested by the customer.



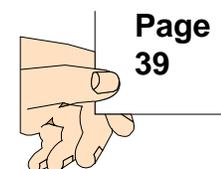
### Activity

Page 39 of the Delegate Workbook.

Ask delegates to draw up a list of 6 items that they sell and think of ways to up-sell them. Also feedback on flip-chart to share ideas.

Possible answers could include:

- Up-selling to a customer who is buying a TV, can result in them buying a bigger TV with more functionality on it, and perhaps a bigger screen. Or buying a computer that is faster and has more memory.



## Section 3 Developing Basic Selling Techniques – 1 hour, 30 mins

### Substitute Selling

Slides 38-39 and page 40 of the Delegate Workbook.

Substitute selling is when you either do not stock the item requested or you have sold out and have to offer alternatives.

Outline the process on the Slides as a way of understanding the sales opportunity in respect of substitute selling.

- **WATCH, LISTEN – QUESTION** to discover the customer's motives and needs.
- **EXPLAIN** that the products or services are unavailable and why.
- **SELECT** an alternative.
- **DESCRIBE** the product or service using appropriate benefits and adjectives.
- **REINFORCE** the customer's decision to buy the alternative product.

### Activity role-play

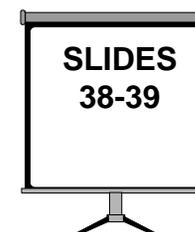
Select three delegates from the group and ask each one of them to respond to the following:

- You have run out of a certain size of clothing, select and sell an alternative.
- You have run out 32" LCD screen TV's just before Christmas, select and sell an alternative.
- You have run out of a required hair colour and the customer booked a long time in advance, select and sell an alternative.

Get them to feed back to the class.

### Guidance

Delegates should be able to sell a close equivalent, preferably of more value than the original product.



## Section 3 Developing Basic Selling Techniques – 1 hour, 30 mins

---

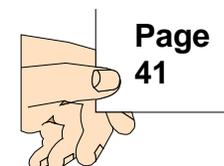
### Suggestive Selling

Page 41 of the Delegate Workbook.

**Suggestive Selling:** Use the right questions to encourage customers to buy particular products.

**Hard-Sell** – time-share sales/double glazing – pushing people to buy products and services they may not necessarily want.

**Soft-Sell** – selling a hotel room or a meal – this heavily relies on personal recommendations and repeat business, therefore it is important that the customer is happy about what you have sold them and how you sell it!



### Activity

Delegates should complete page 42 of the Delegate Workbook.

**What are the characteristics of Hard Sell?**

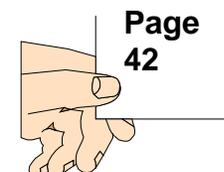
### Guidance

Delegates should be able to identify issues such as being pushy, forceful, enhancing the truth for the benefit of selling.

**What are the characteristics of Soft Sell?**

### Guidance

Actively, but softly, selling add-ons'- up selling etc – treating customers well whilst enhancing profitability.



## Section 3

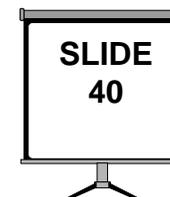
### Developing Basic Selling Techniques – 1 hour, 30 mins

---

**The importance of advising customers on products and services**

Explain to delegates the importance of understanding the products and services on offer to customers and how the consequences of not knowing could be quite damaging.

Slide 40 and page 43 of the Delegate Workbook.

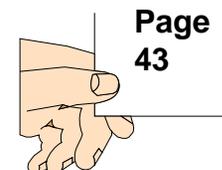


**Poor product knowledge**

The Slide highlights the key consequences of not understanding what you are selling or not having the facts to hand.

Key things that may happen:

- You may lose credibility in front of the customer.
- Not be able to offer appropriate advice.
- Not be able to answer a customer's questions.
- Not be able to communicate effectively.



Slide 41

**Question**

Ask delegates what they think are the benefits of good product knowledge.

**Good product knowledge**

Good product knowledge allows the following to take place:

- Makes you feel more confident when dealing with customers.
- Helps you make good recommendations.
- Helps you to match customer needs to your products.
- Helps you to describe the benefits of your products.



## Section 3

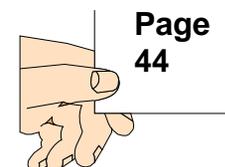
### Developing Basic Selling Techniques – 1 hour, 30 mins

#### Products and services you need to know about

Slide 42 and page 44 of the Delegate Workbook.

Explain the importance again of understanding the products and services on offer and then move to explaining the different types of products and services they may need to know about.

- Your own department.
- Other departments.
- Leisure facilities.
- Catering facilities.
- Technical facilities.
- Services – local facilities.
- Local attractions.
- Meeting facilities.

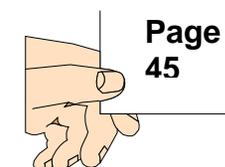


#### Linking product knowledge to the Marketing Mix

Slide 43 and page 45 of the Delegate Workbook

Explain the importance of linking product/service knowledge and utilising the marketing mix.

- The **P**roducts and services available – what are they?
- The **P**rice – how much it costs, what discounts are available?
- The **P**lace – where are the products / services available from?
- **P**romotion – what special offers are there and what promotional material is available?



## Section 3

### Developing Basic Selling Techniques – 1 hour, 30 mins

---

#### Handling objections

Slide 44 and pages 45-47 of the Delegate Workbook.

Explain the importance of handling objections and what they are.

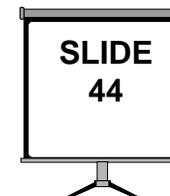
Objections are where customers are dissatisfied with the product or service offered and find ways to overcome their concerns.

#### Highlight the three most common objections

1. **Price** – check understanding of customer needs, add value by including something else, reduce price slightly, stick with the price but offer improved service.
2. **Products features and benefits not meeting customer needs** – is the product appropriate to meet the identified needs, is there an alternative, can you change the product slightly (eg steak with or without sauce)?
3. **A lack of understanding of the product and customer needs** – there is a need to seek clarification, check and see if anyone else has better product knowledge, offer something extra, eg added value.

#### Activity

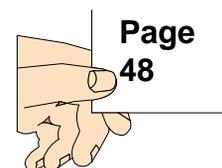
In groups, discuss the different ways that you have handled objections to selling in the past. For example, when somebody asked lots of questions about buying different products or services from you, and then decided not to buy them – how did you react?



## Section 3 Developing Basic Selling Techniques – 1 hour, 30 mins

### Closing the sale and asking for the business

Explain to delegates how closing the sale is the most important part of the selling process, as this is where the sale is actually made.



### Question

What happens if you do not close a sale?

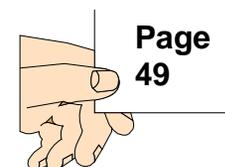
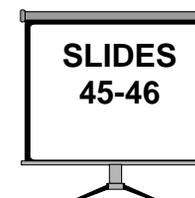
Page 48 of the Delegate Workbook.

- Lose the sale.
- Miss out on the opportunity to sell extras.
- Be unable to check that the customer is happy.

Slide 45-46 and pages 48-49 of the Delegate Workbook.

Explain the 3 key steps involved in closing the sale:

1. **Clarify your understanding of customer needs** by summarising what they have said by repeating it back, re-stating what you have agreed in your own words or asking questions if you have not understood the customer's requirements.
2. **See if there are any other areas you can help with.** Trying to sell extra's, such as drinks, garlic bread, side orders etc.
3. **Propose an appropriate commitment.** To do this, you should encourage customers to pay in full, leave a deposit or place an order.



### Note

**Please note a promise, phone number or an address is insufficient when taking an order.**

## Section 3 Developing Basic Selling Techniques – 1 hour, 30 mins

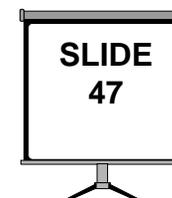
---

### After sales service

Slide 47 and page 49 of the Delegate Workbook.  
Explain the importance of after sales service as a selling tool – it adds value to the overall experience of the customers and provides an opportunity for additional and ongoing sales.

After sales service enables you to:

- Check if the customer has received the order.
- Clarify that the customer is happy with their purchase.
- Check the quality of the product meets their requirements.
- Use it as an opportunity to take repeat bookings or future orders.



### Explain

Explain to the delegates that this can be achieved in the following ways:

- An informal chat during the event.
- A telephone call following the event.
- A questionnaire.



### Question

Ask delegates the overall benefits of good customer service.  
Use the bullet points on Page 50 of the Delegate Workbook as guidance:

- Creates a caring image.
- Allows you to learn from strengths and weaknesses.
- It enables you to chase orders if there have been any delays.

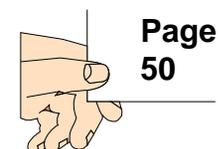
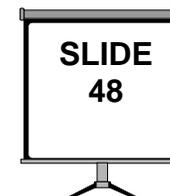
## Section 3

### Developing Basic Selling Techniques – 1 hour, 30 mins

**Customer Service** Slide 48 and page 50 of the Delegate Workbook.

**Explain** Explain to delegates how customer service is a vitally important to an organisation. In essence, its role is to follow-up sales and offer after sales service. They have other responsibilities, including:

- Direct customer contact.
- Ensuring orders are progressing.
- Chasing orders.
- Dealing with customer queries and problems.
- Dealing with customer complaints.
- Keeping a record of sales and other statistics.

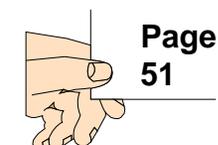
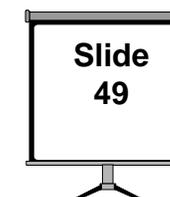


**Question** **Why should we keep records?**

Slide 49 and page 50 of the Delegate Workbook.

**Guidance** Explain to delegates that whether or not they have a customer services department, it is important to keep a record of sales and marketing activities and other useful statistics because of the following:

- The importance of keeping records**
- Historical records can help forecast future business.
  - Keeping a record of how many responses to a particular promotional activity can tell you which ones worked well.
  - Records can tell you which products are the most successful.

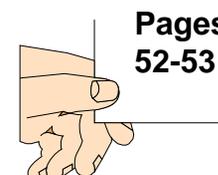
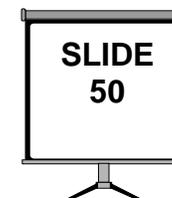


**Work through the Section Summary** on page 51 of the Delegate Workbook.



## Section 4 Effective Selling Communications – 1 hour, 30 mins

Time	Section 4	Effective Selling Communications
1 hour and 30 minutes	<b>Interest</b>	To gain a more in-depth understanding of how to communicate effectively in a sales setting.
	<b>Need/Range</b>	Slide 50 and pages 52-53 of the Delegate Workbook. <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the importance of developing appropriate communications in selling situations.</li> <li>• Understand how to recognise customer responses.</li> <li>• Identify appropriate questioning and listening techniques.</li> <li>• Understand how to handle difficult communication situations.</li> </ul>
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explain the different forms of verbal and non-verbal communications appropriate to the selling function including verbal and non-verbal communications.</li> <li>• Describe how to use your voice effectively in selling situations – pitch, tone and speed.</li> <li>• Explain the different forms of non-verbal communications including: gestures, hand signals, posture, facial expressions.</li> <li>• Recognise the importance of listening, and how to show the customer you are listening to them and their needs.</li> <li>• Recognise the verbal and non-verbal messages sent by customers and how to respond to them effectively in order to deal with queries and close sales.</li> </ul>



## Section 4 Effective Selling Communications – 1 hour, 30 mins

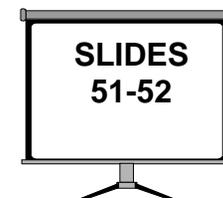
---

### Combined use of verbal and non-verbal communications

Slide 51 and page 53 of the Delegate Workbook.

Highlight the following facts from Slide 51:

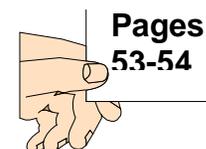
- 7% actual words.
- 38% voice, tone, pitch, pace and quality.
- 55% body language.



### Using your voice effectively

Slide 52 and page 54 of the Delegate Workbook.

- Stay calm and clear.
- Avoid the use of harsh or high pitched tones.
- Avoid over usage of your voice.
- Keep your voice steady and level.
- Do not let your voice rise and show frustration.

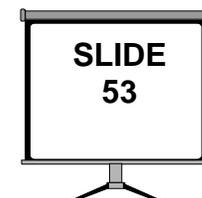


### Positive use of body language

Slide 53 and pages 54-55 of the Delegate Workbook.

Explain the importance of the following:

- Eye movements – making eye-to-eye contact.
- Facial expressions – conveys mixed messages.
- Posture – open to misinterpretation.
- Gestures – involves the use of hands, arms and shoulders.



## Section 4

### Effective Selling Communications – 1 hour, 30 mins

---

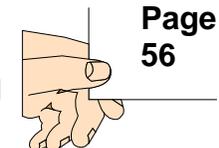
**How to recognise the signals that customers make and what they mean**  
**Questions game**

Page 56 of the Delegate Workbook.

Before getting candidates to read page 56 of the Delegate Workbook, work through the listed range of different non-verbal behaviours listed. Ask the delegates if they can guess what each gesture means.

- Arms crossed and avoiding gaze? – Suggests suspicion.
- Clenched fist? – Suggests anger and determination.
- Doodling? – Suggests boredom.
- Finger tapping? – Suggests impatience.
- Open hands? – Suggests open mindedness.
- Stroking chin? – Suggests person is thinking or evaluating.
- Tugging ear? – Suggests nervousness.

Work through the remainder of the list on page 56.

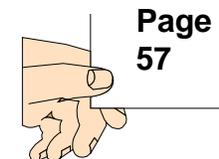


**Activity**

Page 57 of the Delegate Workbook.

Customers get very annoyed when the people serving them seem to be bored, irritated or rude. Which of the behaviours on page 56 of the Delegate Workbook should you avoid if you want to keep your customers happy?

Delegates to complete the box on page 57 of the Delegate Workbook.



## Section 4

### Effective Selling Communications – 1 hour, 30 mins

---

Explain to delegates the importance of watching a customer's body language (and indeed their own), to ensure that they fully understand the customer's stance.

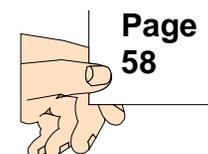
The following points are vitally important in understanding customers:

- Customers use the same body language as we do – read it carefully and respond accordingly
- Listen carefully to customer questions, comments and issues
- Are customers raising objections or genuine issues relating to the buying process – learn to differentiate!
- Ask questions to seek clarity.

**Activity** Page 58 of the Delegate Workbook.

The aim of the next activity is to highlight the importance of listening to customers when dealing with them.

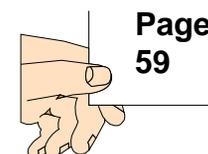
Ask delegates to complete the box on page 58 of the Delegate Workbook by listing four reasons why it is important to listen to your customers.



**Hints and tips of becoming a good listener** Slide 54 and page 59 of Delegate Workbook.

Highlight the importance of listening as a communication skill, the one we use the most, but the one we often are least aware of. Stress the importance of listening and hearing and being proactive in both.

- Adapting your behaviour.
- Creating a good listening environment.
- Concentrate on what the buyer is saying.
- Let the customer talk 80% of the time.
- Pay attention to non-verbal clues.
- Make notes.



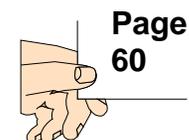
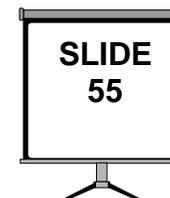
## Section 4 Effective Selling Communications – 1 hour, 30 mins

### Key skills to use when listening

Slide 55 and page 60 of Delegate Workbook.

Ensure delegates understand the following concepts:

- Paraphrasing – repeating what is said to you in your own words.
- Reflecting on implications of what the customer has said to you – eg what do they mean and why.
- Reflecting the underlying feelings – trying to understand attitudes and beliefs.
- Being non-evaluative – not having preconceived ideas or making a decision until the customer has answered the questions.

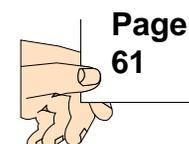
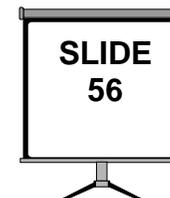


### Positive aspects of listening

Slide 56 and page 61 of the Delegate Workbook.

List at the top of the page is important as a reinforcement:

- Act quickly and appropriately.
- Deal with objections effectively.
- Demonstrate our interest in our customers and their businesses.
- Establish feelings and attitudes.
- Establish a rapport with the customer.
- Identify new opportunities.
- Obtain important information.
- Provide the basis for further questioning.
- Understand problems.



### Activity

In groups and using a white board or a flip chart, list several consequences of not listening to customers when you are at work.



## Section 4 Effective Selling Communications – 1 hour, 30 mins

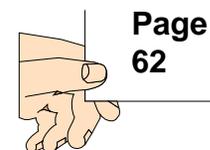
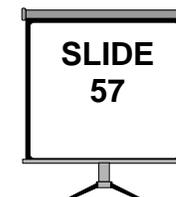
---

### Techniques for telephone selling

Slide 57 and page 62 of the Delegate Workbook.

Highlight the various uses there are for the telephone as shown on the Slide and in the Delegate Workbook.

- A good basis for customer care.
- Very useful for selling.
- Good for making arrangements.
- A useful method for gathering information.
- Looking for new customers.
- Solving customer-selling problems.



### Advantages and disadvantages of using the telephone

Slide 58 and page 62 of the Delegate Workbook.

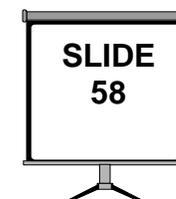
Examine briefly the advantages and disadvantages of using the phone in a selling situation.

#### Some advantages of telephone selling:

- It is more cost effective.
- It can be used almost anywhere in the world.
- It is a convenient method of communication.

#### Some disadvantages of telephone selling:

- The phone does not provide a lasting record of communication and there is no visual impact.
- People hang-up if they do not want to talk to you.



## Section 4 Effective Selling Communications – 1 hour, 30 mins

### Answering the phone and handling calls

Slides 59-60 and pages 63-64 of the Delegate Workbook.

In a typical situation, eg when booking a hair appointment or making an appointment with an optician, the way in which the phone is answered usually has an influence on how the customer perceives the organisation. Therefore, in essence, answering the phone is a selling technique.

Briefly work through the following with the delegates, showing them the various aspects of answering the phone, handling calls and putting calls on hold.

#### Answering the phone

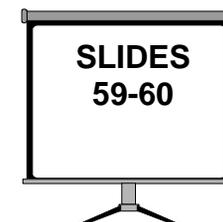
- Smile as you pick up the phone.
- Aim to answer within 4 rings – If you do not answer within 4 rings say to the customer “Thank you for waiting”.
- Do not ask people to hold as you answer the phone.
- Offer a greeting – “Good Morning” or “Good Afternoon” as appropriate.
- Offer your Department name so the caller knows they are through to the correct place.
- Offer help by saying something like “How may I help you?”

#### Handling the Call

- When you have found out the caller’s name, use it.
- Deal with the specific query.
- Ask if any other assistance is required.
- Say thank you and goodbye.
- Let the caller put the phone down first in case they wish to ask anything else.

#### Putting Calls on Hold

- Explain what you are going to do if you are asking a person to hold.
- Use the hold button at all times when a person is holding.



## Section 4 Effective Selling Communications – 1 hour, 30 mins

### Handling messages/ responding to calls

Pages 64-65 of the Delegate Workbook.

Briefly cover the detail provided on pages 64-65 of the Delegate Workbook.

#### Handling Messages

- If someone is not available, explain **positively** why the person is not available – offer to take a message.
- Take all the details – ensure that difficult names are spelt back phonetically – name, phone number, message details, time of call.
- Repeat messages and any information back to the caller – always act on the message quickly.
- Ascertain whether a return call is required. Ensure that a contact telephone number is taken including an STD code where applicable.
- Advise the caller that you will call back/pass the message on – specify a realistic time period for this to happen.
- Consider recording all messages on a message sheet.
- Take personal responsibility to make sure messages are passed on quickly to the correct person/section.

#### Responding to Messages

- Always respond to any messages from a caller – whoever they are – remember you are projecting the image of your company.
- When you receive messages, do not wait for callers to call you – you will be less in control of the situation if they ring you back first.
- Get as much information as possible about the situation before you call people back – create a professional image.

#### Answer Machines and Messages

- Make sure the correct message is on the answering machine whenever you are not available to answer the phone.
- Take messages off the answering machine regularly and respond to them as quickly as possible.



## Section 4 Effective Selling Communications – 1 hour, 30 mins

### How to handle communication difficulties in selling

Page 66 of the Delegate Workbook.

Explain to delegates that in the multi-cultural environment which we all work, there can be some challenging communication difficulties that we experience.

### Question

Ask delegates what they feel might be the most likely cause of difficult communications between employees and customers (write them on the flip chart.)

### Activity

In groups, discuss your different experiences of being on holiday in a foreign country and trying to get yourself understood in a restaurant. Think about the different actions and gestures you used to get your needs across to the waiter and waitress

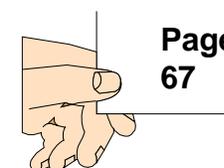
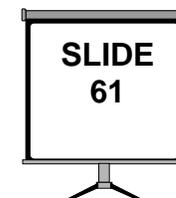
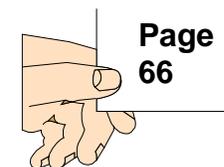
Slide 61

Using the Slide, highlight the key principles of dealing with communications difficulties.

When dealing with customers a communication breakdown can occur. To try and make sure this doesn't happen, ensure you do the following:

- Observe customer behaviour – verbal and non-verbal.
- Listen – repeat and confirm.
- Non-verbal communications – use signs and gestures wisely and to create understanding.
- Use questions to find out more about what customers want and what they are trying to ask for.
- Be culturally aware.

Work through the Section Summary on page 67 of the Delegate Workbook.



## Evaluation, Review and Test Induction

Key Point	Content	Support/Notes
<b>Course Review</b>	<p>Verbally check how objectives have been met.</p> <p>Distribute Evaluation forms.</p> <p>Use slide 45-47 to introduce the test.</p>	
<b>Test Induction</b>	<p>Use the sample questions on our website to prepare delegates for the types of questions that they may come across.</p> <p>Prepare for one-hour assessment. Examples of completed Test Papers to be collected from our website.</p> <p>Explain follow up procedure/post course learning.</p> <p>Collect evaluation sheets.</p>	
<b>Close Review</b>	<p>Thanks.</p> <p>CLOSE workshop.</p>	