

Unit 3: Selling

Content Area: **Business**
Course(s): **Marketing**
Time Period: **3rd Marking Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

This unit is designed to have the students explore the strategies that are necessary in implementing an effective sales presentation.

Transfer

Students will be able to apply the processes for sales presentations in a product presentation equipped with overcoming customer objections.

Meaning

Understandings

Students will understand...

1. the purpose and goal of selling
2. the difference between rational and emotional buying motives
3. the levels of customer decision making
4. methods of preparing for a sales presentation
5. the steps of the sales process
6. three methods for making an initial approach
7. three methods for determining needs
8. four techniques to create engaging sales presentations

9. the five buying decisions on which customers base their purchases
10. the four-step method to overcome objections
11. seven strategies to answering the objection
12. rules for closing the sale
13. the importance of suggestion selling
14. methods of suggestion selling
15. strategies for maintaining and building clientele

Essential Questions

1. What are the purpose and goals of selling?
2. Explain the concept of feature-benefit selling and how it relates to consultative selling.
3. What is the focus of the preapproach?
4. What are the seven steps of the sale?
5. What are the main purposes of the approach in the sales process?
6. What are three methods for determining needs?
7. What is the goal of a product presentation?
8. What are the five buying decisions that common objections are based?
9. Explain the process for handling customer objections.
10. What are seven specific methods of handling objections?
11. What are examples of customer buying signals?
12. Why is suggestion selling important?
13. What are methods to suggestion sell?
14. Explain the importance of customer relationship management.

Application of Knowledge and Skill

Students will know...

Students will know...

1. the purpose and goal of selling
2. the difference between rational and emotional buying motives
3. the levels of customer decision making
4. methods of preparing for a sales presentation
5. the steps of the sales process
6. three methods for making an initial approach
7. three methods for determining needs
8. four techniques to create engaging sales presentations
9. the five buying decisions on which customers base their purchases
10. the four-step method to overcome objections
11. seven strategies to answering the objection
12. rules for closing the sale
13. the importance of suggestion selling
14. methods of suggestion selling
15. strategies for maintaining and building clientele

Students will be skilled at...

Students will be able to...

1. Explain the purpose and goal of selling
2. Differentiate the difference between rational and emotional buying motives
3. Describe the levels of customer decision making

4. Explain methods of preparing for a sales presentation
5. List the steps of the sales process
6. Compare and contrast three methods for making an initial approach
7. Experiment with the three methods for determining needs
8. Apply techniques to create engaging sales presentations
9. Recognize the five buying decisions on which customers base their purchases
10. Test the four-step method to overcome objections
11. Apply seven strategies to answering the objection
12. Identify rules for closing the sale
13. Recognize the importance of suggestion selling
14. Utilize methods of suggestion selling
15. Discuss strategies for maintaining and building clientele

Academic Vocabulary

Personal Selling

Business to Business Selling

Telemarketing

Consultative Selling

Feature Benefit Selling

Product Features

Customer Benefits

Rational Motive

Emotional Motive

Extensive Decision Making

Limited Decision Making

Routine Decision Making

Preapproach

Prospect

Referrals

Endless Chain Method

Cold Canvassing

Sales Quotas

Service Approach

Greeting Approach

Merchandise Approach

Nonverbal Communication

Open-ended Questions

Layman's Terms

Objections

Excuses

Objection Analysis Sheet

Paraphrase

Substitution Method

Boomerang Method

Superior Point Method

Third Party Method

Closing The Sale

Buying Signals

Trial Close

Which Close

Standing Room Only Close

Direct Close

Service Close

Suggestion Selling

Learning Goal 1

Students will be able to prepare for a sales presentation.

- Students will be able to prepare for a sales presentation.

12.9.3.MK.2	Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
12.9.3.MK.6	Select, monitor and manage sales and distribution channels.
12.9.3.MK.8	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
12.9.3.MK.9	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
12.9.3.MK.10	Use marketing strategies and processes to determine and meet client needs and wants.
12.9.3.MK-COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.
12.9.3.MK-COM.4	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
12.9.3.MK-COM.5	Communicate information about products, services, images and/or ideas to achieve a desired outcome.
12.9.3.MK-MER.6	Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
12.9.3.MK-MER.7	Communicate information about retail products, services, images and/or ideas.
12.9.3.MK-MGT.6	Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
12.9.3.MK-MGT.7	Communicate information about products, services, images and/or ideas.
12.9.3.MK-SAL.1	Access, evaluate and disseminate sales information.
12.9.3.MK-SAL.2	Apply sales techniques to meet client needs and wants.
12.9.3.MK-SAL.3	Plan, organize and lead sales staff to enhance sales goals.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal.

	They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Target 1

Students will be able to explain the purpose and goals of selling.

- Students will be able to explain the purpose and goals of selling.

Target 2

Students will be able to identify and apply ways to prepare for a sales presentation.

- Students will be able to identify and apply ways to prepare for a sales presentation.

Learning Goal 2

Students will be able to initiate the sales process with a potential customer.

- Students will be able to initiate the sales process with a potential customer.

12.9.3.MK.7	Determine and adjust prices to maximize return while maintaining customer perception of value.
12.9.3.MK-COM.1	Apply techniques and strategies to convey ideas and information through marketing communications.
12.9.3.MK-COM.4	Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
12.9.3.MK-MER.1	Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
12.9.3.MK-MER.4	Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
12.9.3.MK-MER.6	Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
12.9.3.MK-MER.7	Communicate information about retail products, services, images and/or ideas.
12.9.3.MK-MER.8	Create and manage merchandising activities that provide for client needs and wants.
12.9.3.MK-SAL.1	Access, evaluate and disseminate sales information.

12.9.3.MK-SAL.2	Apply sales techniques to meet client needs and wants.
12.9.3.MK-SAL.3	Plan, organize and lead sales staff to enhance sales goals.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Target 1

Students will be able to prepare for a sales presentation

- Students will be able to prepare for a sales presentation

Target 2

Students will be able to establish a relationship with a client/customer.

- Students will be able to establish a relationship with a client/customer.

Learning Goal 3

The student will be able to present a product to a potential customer/client.

- The student will be able to present a product to a potential customer/client.

12.9.3.MK-MER.1	Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
12.9.3.MK-MER.4	Access, evaluate and disseminate marketing information to facilitate merchandising

	decisions and activities.
12.9.3.MK-MER.6	Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
12.9.3.MK-MER.7	Communicate information about retail products, services, images and/or ideas.
12.9.3.MK-MER.8	Create and manage merchandising activities that provide for client needs and wants.
12.9.3.MK-SAL.1	Access, evaluate and disseminate sales information.
12.9.3.MK-SAL.2	Apply sales techniques to meet client needs and wants.
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CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Target 1

Students will be able to demonstrate and recommend a product.

- Students will be able to demonstrate and recommend a product.

Target 2

Students will be able to convert customer complaints into selling points.

- Students will be able to convert customer complaints into selling points.

Learning Goal 4

Students will be able to close the sales process.

- Students will be able to close the sales process.

12.9.3.MK-MER.4	Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
12.9.3.MK-MER.6	Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
12.9.3.MK-MER.7	Communicate information about retail products, services, images and/or ideas.
12.9.3.MK-MER.8	Create and manage merchandising activities that provide for client needs and wants.
12.9.3.MK-MGT.1	Plan, organize and lead marketing staff to achieve business goals.
12.9.3.MK-RES.2	Design and conduct research activities to facilitate marketing business decisions.
12.9.3.MK-SAL.1	Access, evaluate and disseminate sales information.
12.9.3.MK-SAL.2	Apply sales techniques to meet client needs and wants.
12.9.3.MK-SAL.3	Plan, organize and lead sales staff to enhance sales goals.
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CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Target 1

Students will be able to demonstrate suggestion selling techniques to benefit the customer, salesperson, and retailer.

- Students will be able to demonstrate suggestion selling techniques to benefit the customer, salesperson, and retailer.

Target 2

Students will be able to plan follow-up strategies for use in selling.

- Students will be able to plan follow-up strategies for use in selling.

Summative Assessment

Unit Assessment will be created and will count as the Marking Period 3 Benchmark. In addition, there will be other assessments in the form of projects, pen and paper tests, and quizzes.

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Formative Assessment and Performance Opportunities

Worksheets

PowerPoint Discussions

Homework and Classwork Activities

Group Activities

In Class Discussion

Do Nows and Closures

Class Polling

Observation

Test and Quizzes

Accommodations/Modifications

Differentiaton:

Provide additional examples of sales presentations.

Provide more detailed instructions for creating a sales presentation

Provide peer assistance for sales presentations

All instruction, labs, activities, and assessments will be modified and enhanced to adhere to individual student's IEPs and 504s. As well differentiated classroom management strategies will be utilized as to adhere to these students individual plans as well.

Enrichment:

DECA enrichment activities are available. Role plays and tests are available in class and online at www.deca.org

Unit Resources

Teacher generated Power Points, Notes, Projects and Worksheets

Textbooks

Internet Resources

Computer Based Activities

Document Projector

Overhead Projector

Vocabulary Workbooks

Interdisciplinary Connections

LA.RST.11-12.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LA.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LA.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.