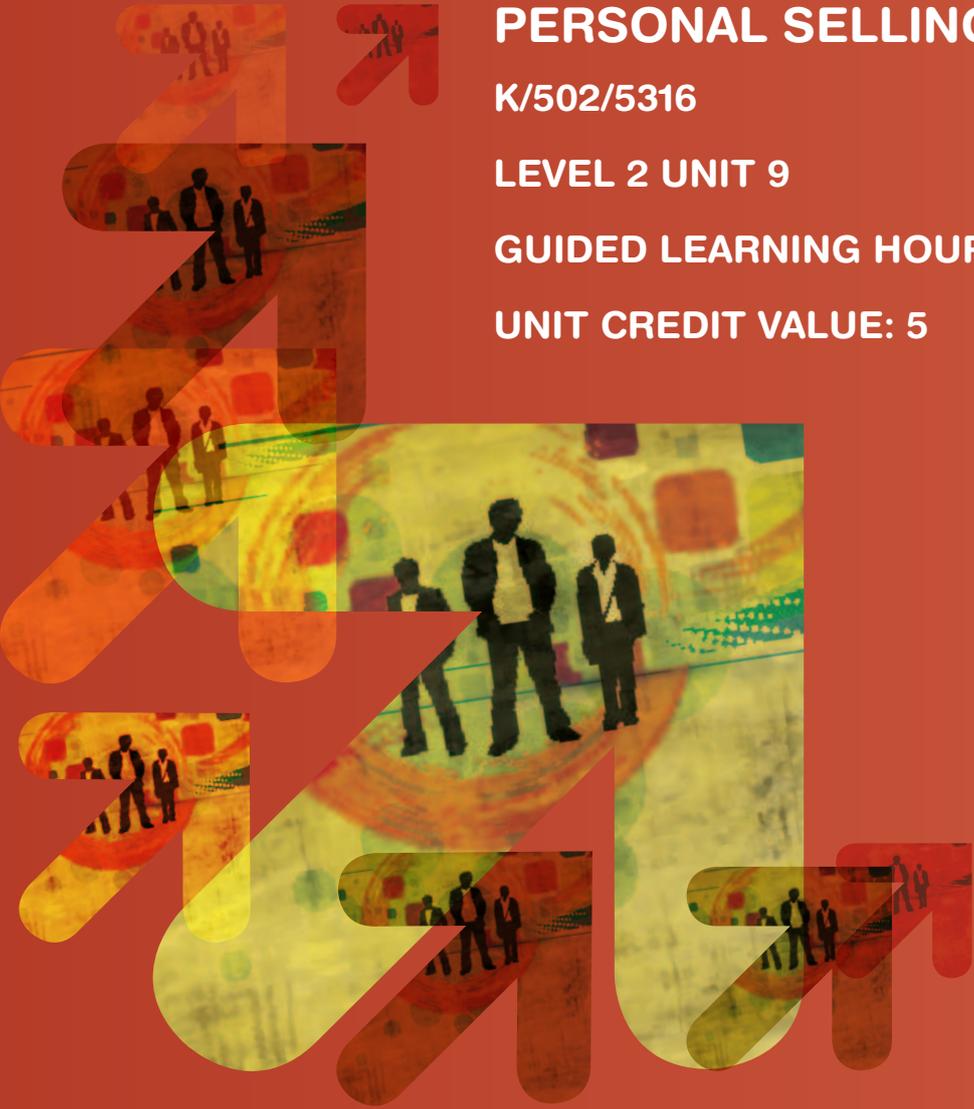




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OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



PERSONAL SELLING IN BUSINESS

K/502/5316

LEVEL 2 UNIT 9

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5



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LEVEL 2 UNIT 9

AIM OF THE UNIT

Personal selling is an occupation that employs many in the active workforce. Even with technological advances and the growth in online sales, many businesses still need salespeople to represent their company and sell their goods or services. The main roles of the sales function are to provide income to the business and satisfy customer needs. This unit will help learners to develop the skills necessary for effective personal selling in business. It will also equip learners with the knowledge that needs to be gathered before a sale and a good understanding of the personal sales process. Learners will be able to understand the role of sales staff in an organisation, including the identification of the techniques used in personal sales and the knowledge and skills required to fulfil the sales role.

The unit provides theory as well as opportunities for practical learning. At the end of the unit learners are required to put the theory into practice and demonstrate the selling skills and knowledge acquired.

The unit also aims to prepare learners for a sales position by acquiring a good understanding of the sales process and allowing learners to demonstrate their selling skills.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the role of sales staff	P1 describe the role of sales staff		
	P2 identify the techniques used when making personal sales		
	P3 explain the knowledge and skills used when making personal sales		
2 Be able to demonstrate personal selling skills and processes	P4 Prepare to make personal sales		
	P5 Use selling skills and processes to make sales	M1 Analyse the strengths and weaknesses of own skills when making sales	D1 Develop a skills improvement plan for own sales performance

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning Outcome 1 Understand the role of sales staff

- The role of sales staff.
- Definition of sales, sales products: goods and services
- Role of the sales function: goods or services promotion, customer research, customer feedback, selling, relationship building, generating income for the business.
- Sales techniques used when making personal sales in different situations: face-to-face situation (e.g. greeting, questioning, product presentation, closing the sale), call centre situation (e.g. greeting, questioning, offering product options, handling objections, closing the sale), e-business situation (e.g. greeting page, navigation facility, product information and display, payment facilities, delivery information), cold calling situation (e.g. greeting, questioning needs, product information or demonstration, handling objections, closing the sale).
- Knowledge and skills used when making personal sales: product knowledge (e.g. features and benefits, technical information, comparison versus competitors), legislation (e.g. Consumer Protection Act 1987, Sale of Goods Act 1979 and 1995, Supply of Goods and Services Act 1982), internal policies and procedures (e.g. payment conditions, warranties, delivery, returns policies, discounts).
- Personal selling skills: Presentation skills (e.g. professional look, attitude, ethics), Communication skills (e.g. verbal and non-verbal, active listening, questioning, providing clear messages, voice and pitch, body language), Organisation skills (e.g. making and managing appointments, writing reports, filing customer information), Research skills (e.g. qualify the customer, investigate needs, fact finding questions), closing skills (techniques).

Learning Outcome 2 Be able to demonstrate personal selling skills and processes

- How to prepare resources and sales area, ensure sufficient product knowledge, knowledge of buyer behaviours, appropriate personal presentation including dress code, hygiene etc
- Personal selling process: opening the sale (greeting, personal introduction and purpose), product presentation (demonstration, presentation), handling objections, negotiation, closing the sale, reflection and reporting.

It is important to maintain focus on the current law and practice in this area. The list given above is neither prescriptive nor exhaustive. Where legislation has been revised learners will consider the most up to date version as that will reflect current industry practice.

DELIVERY GUIDANCE

Learning Outcome 1

Learners will have first hand experience as a customer of interacting with sales staff. In addition, some learners may have experience in personal selling through work placements or part time employment. In small groups the learners could discuss their understanding and experience of what the role of the sales function is for a business. The groups could each feedback their findings.

A good introduction, to put this into context, would be to visit a range of retail outlets, e.g. a phone shop, clothes/shoe store, gaming shop. The learners could observe the role carried out by the sales staff and reach conclusions about what they have seen. This could be contrasted with a different retail outlet such as a supermarket where the majority of staff may work as cashiers rather than salespeople. Learners could discuss the differences as a group – what is it that salespeople do above and beyond taking payment? It is important for learners to understand that personal selling is not just about closing a deal and generating revenue, but also about building a relationship with customers and satisfying their needs.

Learners could identify the different sales techniques used by a range of businesses. Often businesses use more than one technique. Learners could have experienced some of them as customers, therefore it would be advantageous for them to capitalise on previous knowledge by discussing their experiences. They could also be asked to research specific companies to find out what type of sales techniques they use.

A case study using a sales training DVD or media clips could be used to initiate discussions, especially where the attitudes and behaviours displayed could be analysed and critiqued by learners. Viewing poor sales skills and techniques can be illuminating. Role plays using different techniques can start to prepare learners for putting their skills into practice for the assessment of learning outcome 2.

Learners need to be aware of the background knowledge that is necessary to conduct personal sales professionally. For example, product and company knowledge, the legislation that protects consumers and restricts malpractice, and the internal policies and procedures established by businesses. These will vary from business to business and will depend on the type of product sold and the type of business (size, legal structure, geographical scope, etc.)

To learn more about product knowledge, learners could research a specific company and product and explain to the

group what knowledge they have gained. It is important that learners achieve an understanding of the legislation that protects the customer and restricts product misrepresentation and product mis-selling. Learners could be asked to interpret their understanding of the UK legislation pertinent to a sales situation case study.

Personal selling skills acquisition is a key aspect of this unit. The skills and attributes a professional salesperson should possess, including listening skills, verbal skills, use of appropriate body language, personal appearance, empathy, confidence etc. should be demonstrated - learning by observation and/or through role play and reporting findings could be a good starting point. This topic could be linked to learning undertaken in Unit 6 Verbal and non-verbal communications in business contexts.

Learning Outcome 2

This learning outcome allows the learner to put into practice their knowledge and understanding gained from learning outcome 1. The learner should be given the opportunity to complete this in a 'real life' situation and experience the selling process and the techniques involved at each stage. This could be linked to a Young Enterprise or similar activity, work experience, part time employment or volunteering. The demonstration of personal selling does need to involve real sales skills and each learner must individually demonstrate these – merely taking money as a cashier is not sufficient.

For the merit and distinction criteria, learners are required to analyse their own sales skills (M1) and develop a plan to improve their skills (D1). In order to have sufficient material to achieve this, learners will need to have demonstrated their skills on multiple occasions – once is not enough to enable these criteria to be explored fully. Various examples of skills improvement plan templates could be shared with the learners to help them come up with a plan that contains SMART targets.

GUIDANCE ON ASSESSMENT

P1, P2, P3

Scenario: You have been asked by the staff training department of a local business to develop training materials for newly recruited sales staff.

Task: You should prepare a variety training materials describing the role of sales staff, identifying the techniques used when selling, and explaining the knowledge and skills necessary to perform a sales role.

P4, P5

Scenario: You have acquired a part time role that will involve personal selling.

Task: You must demonstrate personal selling skills following the stages of the selling process.

M1, D1

Scenario: As part of your induction into your new role you have been asked to carry out an analysis and evaluation of your skills.

M1 Task: You must analyse your skills and identify your strengths and weaknesses when carrying out personal sales.

D1 Task: You should use your analysis and suggest how you would improve your skills. You must develop an improvement plan setting out how you intend to achieve this.

LINKS TO NOS

CfA SLS25 Plan and resource the work of the sales team

CfA BAD323 Research information (Partial)

CfA BAA627 Manage and be accountable for own performance in a business environment (Partial)



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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