

# Sales Manual

**Objective:** Students will understand the selling process, prepare a sales manual that illustrates the steps of a sale of a selected product and then demonstrate how to sell the product with a customer.

**Foundation Standards Addressed:** Communications 2.1, 2.2, 2.3, 2.4 Technology 4.0; Problem Solving and Critical Thinking 5.0; Ethics and Legal Responsibilities 8.0; Technical Knowledge and Skills 10.0

**Pathway Standards Addressed:** Professional and Sales Marketing Pathway D1.0, D2.0, and D3.0

## Assignment:

1. Select a product you wish to use in a sales demonstration. This must be school appropriate and something that you can physically bring to the classroom for your demonstration.
2. Create a sales training manual that could be used by other salespeople within the organization. This manual should be prepared for the product you will use in your final sales presentation. It should be word processed with double spacing and professional in appearance, including being neat, having an attractive layout, and free of spelling, grammar or word usage errors. This is a formal, professional document and the writing style should reflect this. Complete the plan in sections per the following directions.

A. Section 1 Feature Benefit: Due \_\_\_\_\_ 20 points

Write a complete description of the product, basically including everything you know about the product. Prepare a feature benefit chart for the product that lists at least 6-8 features.

B. Section 2 Preapproach/Approach Due \_\_\_\_\_ 20 points

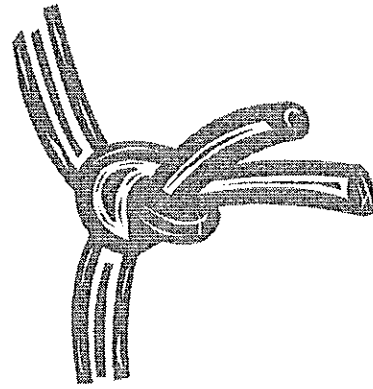
This section of your sales manual consists of two parts, Preapproach and Approach. In the Preapproach section, prepare a written explanation of how a salesperson prepares to sell a product and relate this to what should be done for your product

In the Approach section, explain how to properly approach a customer and provide three sample approaches, in dialogue form, one for each of the service, greeting and merchandise approaches. These should be geared specifically to your product.

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## Lesson Plan for:

### *El Nudo Humano (The Human Knot)*

**Concept to Teach:** Introduce the concept of "soft skills" with a specific focus on teamwork, problem solving, communication, and breaking down barriers to promote healthy risk taking.

**General Goal(s):** In my class, the students work in teams daily. It is my goal to teach them skills to help them work together effectively and encourage them to take risks within their groups.

**Specific Objectives:** Team building, problem-solving skills, communication, risk taking

**Required Materials:** nothing

**Anticipatory Set (Lead-In):** This lesson works best during the first few days of school before the students have had a chance to get to know each other very well.

1. Start by putting the students into the "teams" that they will be working with for the six-week grading period.
2. Have all of the students introduce themselves.
3. Ask them to share with each other their answers to the following questions.
  - Have you done any group work in other classes?
  - What did you like about it?
  - What didn't you like about it?

### Step-By-Step Procedures for *el nudo humano*:

1. Divide the students into groups of 6-8.
2. Arrange group members in a circle, standing shoulder to shoulder.
3. Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them.
4. Everyone then puts their left hand up in the air and grabs the hand of a different person.
5. Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them.
6. Tell group members to untangle themselves to make a circle without breaking the chain of hands.
7. If group members break the chain, they need to start over.

\*For a variation, time limits can be added to the activity to make it more challenging.

**Closure (Reflect Anticipatory Set):** Conduct a whole class de-briefing focusing on the following questions:

- How did it feel to be successful/ unsuccessful?
- What strategy did your team end up using to complete the task?
- Who were the leaders in this activity?
- Did the team reach consensus on a plan of action?
- What process did the team go through to reach consensus?
- How do you feel your team communicated during this activity?

**Assessment:** Students will write a paragraph for homework about what role they see themselves playing within their group. The paragraph should include:

- What are some of your specific strengths with regard to working in your team?
- What role do you see yourself playing within your team?

- List one personal goal for each of the following categories:
  - teamwork
  - problem solving
  - communication
  - healthy risk taking
- The students will then share their paragraphs to their teams the next day before they turn them in.

Background: As ASB Director, I don't have statewide standards for my course. However, there are many outcomes and goals that I have for my students. This includes skill sets, behaviors, and projects that iterate concepts particular to leadership.

In my visits to the various businesses, one of the recurring themes discussed was employees who have a collection of "soft skills." These are not skills that are taught in college curriculum such as marketing or electrical engineering. Rather, they are skills that potential employees either develop on their own, or simply don't. For example, employers emphasized skills such as time integrity, creativity, empathy, communication on an individual and group level, and critical thinking.

Purpose of lesson:

1. Allow students to reflect on soft skills they have (and can continue to) develop throughout ASB/Student Leadership.
2. Learn and practice effective interview skills that demonstrate their ability to articulate their "soft skills."

Procedure: This lesson will occur over the length of a few days.

#### Day 1:

1. Define the difference between soft and hard skills with the class
2. Show "Daniel Pink: Education and the Changing World of Work" available on YouTube.
3. Discuss student thoughts from the clip
4. Allow 5-10 minutes for students to brainstorm the soft skills they've developed in ASB
5. Discuss as a small then large group, the ideas written down
6. For each soft skill listed, generate 1-3 specific examples of how the student uses or demonstrates this skill.
7. In a paired share format, have students partner and share a skill (i.e. time integrity) and how they've developed and demonstrated it (being on time to class, showing up early to events). Repeat this process with at least 3 different paired shares.
8. Recap the concept of soft skills, how and why they are necessary for the 21<sup>st</sup> century worker

#### Day 2:

1. Recap discussion from Day 1. Have students take list of skills they generated from Day 1.
2. Distribute "Interview Questions" (see below)

3. Show (via teacher demonstration) examples of effective responses and ineffective responses.
4. Have students select 5 questions and incorporate soft skill responses into the question asked. They should write out their response in either a bullet or prose format (depending on learning style).
5. In small groups, have students interview each other and practice the response, first using their notes.
6. In a large group format, randomly ask students a questions (ex. What is your greatest strength?). The student should stand and respond to the whole class.
7. After response, the student can reflect out loud as to the "strengths" and "opportunities". If desired, (s)he can elicit feedback from the group and/or teacher.
8. The practice and process of reflection and response can be incorporated throughout the various class periods. Specifically, in the beginning of class a student can be chosen or volunteer. The class can ask a question, student offers a response, and then receives coaching on the response.

#### Sample Interview Questions

1. Why do you want to work for this company?
2. What are your greatest strengths?
3. What are your greatest weaknesses?
4. What is the ideal job for you in this company?
5. How have you dealt with conflict/challenging situations?
6. Define what constitutes a good work ethic. Provide a few examples of people you know who have a good work ethic? A poor work ethic?
7. How would your co-workers describe you?
8. How do you work/operate under pressure? Please provide some specific examples.
9. In what situations do you work well individually? In a team format?
10. Sometimes this job may have free time/down time. How would you handle yourself during these moments?