



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

MARKETING SALES & SERVICE

PATHWAY: Marketing and Management

COURSE: Advanced Marketing

UNIT 9: Sales in Marketing Communications



INTRODUCTION

Annotation:

In this unit, students will review the step in a sales presentation, analyze how communication is vital to sales, discover what makes a salesperson, create a sales presentation, and perform a follow-up.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

6 – 50 Minute class periods

Author:

Revised by Meghan Hatcher

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

MKT-AM-9 Utilize sales knowledge and skill to determine client needs and wants and to respond through planned, personalized marketing communications.

- a. Discuss buying motives as the basis for sales presentations.
- b. Explain key factors in building a clientele.
- c. Explain the uses of a prospect list.
- d. Describe techniques used to probe for information in a sales presentation.
- e. Describe appropriate follow-up techniques.
- f. Explain sales quotas.
- g. Explain the principles of territory management.
- h. Develop and conduct a sales meeting as a team project.
- i. Examine the motivational aspects of sales contests.

GPS Academic Standards:

ELA12W1 The student produces writing that establishes an appropriate organized structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
MM2D2. Students will determine an algebraic model to quantify the association between two quantitative variables.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students will gain an understanding of the concepts and steps involved in a sales presentation. Building clientele and being able to match your products features with customer benefits will prepare these students to be future sales super stars.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is it important to know appropriate follow-up techniques?
- What is using a prospect list useful in the world of marketing?
- How do you build a clientele?
- Why is it important to respond to clients through planned, personalized marketing communications?

Knowledge from this Unit: Factual information.

- Students will discuss buying motives as the basis for sales presentations.
- Students will explain key factors in building a clientele.

Skills from this Unit: Performance.

- Students will use techniques used to probe for information in a sales presentation.
- Students will portray appropriate follow-up techniques.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

MKT-AM-9 Utilize sales knowledge and skill to determine client needs and wants and to respond through planned, personalized marketing communications.

- a. Discuss buying motives as the basis for sales presentations.
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2. Review Essential Questions.

- Why is it important to know appropriate follow-up techniques?
- What is using a prospect list useful in the world of marketing?
- How do you build a clientele?
- Why is it important to respond to clients through planned, personalized marketing communications?

3. Identify and review the unit vocabulary.

Day 1

1. Introduction: MKT-AM-9 What is Selling PP. This should be used as a review of topics covered in Marketing Principles. MKT-AM- What is Selling Notes Sheet
2. Ask students to recall their last major purchase, and then ask them if there was anything the salesperson did to catch their attention or impress them with the features of the product?
3. Complete the worksheet MKT-AM-9 Why people Buy

Day 2

1. MKT-AM-9 Sales Questionnaire
2. MKT-AM 9 Sales Presentations PP

3. Give students all instructional materials and break them into groups. Each group is responsible for teaching or "selling" their assigned step to the class. Instruction on their step is required as well as activities to support their instruction or "selling".

This not only gives students an opportunity to include their personalities in the assignment, but to gain valuable public speaking experience which will help in classes, fundraising, and competitive events.

Student Assignment

You are assigned the task of presenting to the class a step in the sales process. You will be given all of the

pertinent information regarding your step and you are to “sell” this step to the class. Your presentation should include, but not be limited to, the following criteria:

1. Definition of step (15 points)
2. How to prepare for step (15 points)
3. How to execute step (20 points)
4. Activities to get the class involved (50 points)

Any overhead transparencies that are needed will be provided to you by the teacher as well as copy services. Your presentation should take most of the block, if not the entire block. This is a test grade.

Be prepared. Be excited. Have fun! SELL! SELL! SELL!

Grading Criteria

Definition of step (15 points) _____

How to prepare for step (15 points) _____

How to execute step (20 points) _____

Activities to get the class involved (50 points) _____

Total (100 points) _____

Day 3

1. MKT-AM-9 Sales Presentation Project and Requirement Sheet.

Day 4-6

1. Project Work time and Presentations.

4. Assessment Activity.

Attachments for Learning Experiences: Please list.

MKT-AM-9 What is Selling PP
MKT-AM- What is Selling Notes Sheet
MKT-AM-9 Why people Buy
MKT-AM-9 Sales Questionnaire
MKT-AM 9 Sales Presentations PP

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

MKT-AM-9 Sales Presentation Project Requirements Sheet

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Assignment: This can be an individual or partner assignment. With this lesson, students will be creating sales presentation for a new/innovative product. You as the teacher can assign products or have the students come up with them with your approval. Students should fill out the MKT-AM-9 Sales Presentation Worksheet and follow the guidelines listed in the attached file. You could have other students act as the customer or maybe business people that come in to your classroom on the day of presentations.

Attachments for Culminating Performance Task: Please list.

MKT-AM-9 Sales Presentation Requirements sheet



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		