



## CTAE PROGRAM AREA

**PATHWAY:** PROFESSIONAL SALES & PROMOTION

**COURSE:** PROFESSIONAL SALES & PROMOTION

**UNIT 12:** SALES PRESENTATION



## INTRODUCTION

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**Annotation:**

This lesson challenges students to think about the consumer products and services that they buy and analyze the features versus benefits of that product or service. Finally they must sell their classmates on this product using the selling process.

**Grade(s):**

<input type="checkbox"/>	9 <sup>th</sup>
<input checked="" type="checkbox"/>	10 <sup>th</sup>
<input checked="" type="checkbox"/>	11 <sup>th</sup>
<input checked="" type="checkbox"/>	12 <sup>th</sup>

**Time:**

5 – 50 minute periods (more if you choose to add additional projects or presentations included)

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## FOCUS STANDARDS

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### GPS Focus Standards:

#### **MKT-PSP-12. Students will analyze and apply the steps needed for an effective sales presentation.**

- a. Obtain product knowledge needed for an effective presentation.
- b. Incorporate prospecting techniques to develop a customer base.
- c. Develop cold-calling skills to initiate customer contact.
- d. Utilize appropriate techniques when opening a sales presentation.
- e. Develop questioning techniques in order to identify customer needs and wants.
- f. Use feature-benefit selling for an effective sales presentation.
- g. Identify and resolve customer questions and objections.
- h. Demonstrate methods for closing the sale (A-Always, B-Be, C-Closing, Merchandise Close, Service Close and so forth).
- i. Articulate the importance associated with suggestive selling techniques.
- j. Explain ways to create effective sales presentations for the Internet.

### GPS Academic Standards:

*ELA12W3. The student uses research and technology to support writing.*

*ELA12C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA12LSV2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student delivers focused, coherent, and polished presentations that convey a clear and distinctive perspective, demonstrate solid reasoning skills, and combine traditional rhetorical stages of narration, exposition, persuasion, and description.*

*MC3D1. Using sample data, students will make informal inferences about population means and standard deviation.*

*MC4P1. Students will solve problems using appropriate technology.*

*MC4P3. Students will communicate mathematically.*

*MC4P4. Students will make connections among mathematical ideas to other disciplines.*

*MC4P5. Students will represent mathematics in multiple disciplines.*

### National / Local Standards / Industry / ISTE:



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will be able to demonstrate an understanding of the selling process using the various types of personal selling.

### Essential Questions:

- Why is it important to understand the steps of a sale?
- Why is it important to be an effective salesperson?
- Why is it important to understand buyer behavior?
- Why is it important to be able to demonstrate the selling process effectively?
- Why is it important to differentiate between business versus consumer markets?
- Why is it important to understand the roles of buying centers?
- Why is it important to know how to handle customer questions and objections?

### Knowledge from this Unit:

- Students will understand the steps of the sale.
- Students will understand feature/benefit Selling.

### Skills from this Unit:

- Students will complete a technical sales project.
- Students will complete a corporate sales training team project.
- Students will develop a board game for selling.



## ASSESSMENT(S)

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### Assessment Method Type:

x	Individual project
	Subjective assessment - Includes short answer and essay tests.
	Post-test
	Group projects
	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
	Objective assessment - multiple-choice, true- false, etc.
	Pre-test
	Peer-assessment - assessment of peer proficiency using specific criteria

**Assessment(s) Title:**

Technical Sales Project

**Assessment(s) Description/Directions:**

Students will assume the duties of a sales representative for a computer company. Students will create a sales presentation

**Attachments for Assessment(s):**

Technical Sales Project Teacher Directions

Technical Sales Project and Rubric



## LEARNING EXPERIENCES

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**Sequence of Instruction**

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
4. Teacher should begin the lesson by explaining personal selling and the many types of personal selling which include feature-benefit selling. There are several PowerPoint presentations included for the teacher to use to teach personal selling to the students.
  - Selling
  - Purpose and Methods of Selling
  - The Sales Process
  - What is Selling
  - Handling Customer Questions and Objections
  - Business to Business Marketing

There are note taking guides that can be used for some of the presentations.

- Selling Note-Taking Guide
- Purpose and Methods of Selling Note Sheet

There is a chart for the student to list and describe each of the steps of the sale (The Steps of The Sale Chart). This can also be used as a note-taking guide or as a separate activity after presenting the selling process.

5. After presenting information to students about selling, (or during the process to break up the presentations) hand out “Why People Buy” to students to complete. This is just for them to think about buying motives.
6. Teacher should explain and discuss in detail the steps of the selling process. There are variations of this process, this project is designed for the following commonly used steps listed below – you can find supporting information in your textbook or on the internet (you can very easily implement other steps):

✓ **Pre-Approach**

- ✓ Approaching the customer
- ✓ Determining needs
- ✓ Presenting the product
- ✓ Overcoming objections
- ✓ Closing the sale
- ✓ Suggestion selling
- ✓ Relationship building

7. Teacher should give the students the project entitled “What’s In It for Me Project” and use the “What’s In It For Me Rubric” as an assessment tool.

8. Additional Elements

The below link offers good sales tips and informational articles

[http://www.freesalesarticles.com/article\\_index.html](http://www.freesalesarticles.com/article_index.html)

[www.about.com](http://www.about.com) also offers a lot of articles on selling and other business topics



## CULMINATING PERFORMANCE TASK(S)

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### Culminating Unit Performance Task(s):

What’s In It For Me?

Board Game for Selling

Corporate Sales Training Team Project

### Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will complete an individual project where they will use feature benefit selling to make a sales presentation to the class.

Students will form groups and develop a board game for selling. Students will play and rate other groups’ games using the “Board Game Rating” cards.

Students will create a PowerPoint and present a product in the form of a skit.

### Attachments for Culminating Performance Task:

What’s In It For Me Project

What’s In It For Me Rubric

Board Game for Selling

Board Game Rating

Corporate Sales Training Team Project



## UNIT RESOURCES

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### Web Resources:

[http://www.freesalesarticles.com/article\\_index.html](http://www.freesalesarticles.com/article_index.html)  
[www.about.com](http://www.about.com)

### Attachments, Materials & Equipment:

- What's In It For Me Project
- What's In It For Me Rubric
- Students will need to bring in a consumer item to sell.
- Craft supplies for students to use to make props for presentation.
- PowerPoint Presentations
  - Business to Business Marketing
  - Handling Customer Questions and Ojections
  - Selling
  - The Sales Process
  - What is Selling
  - Purpose and Methods of Selling
- Board Game for Selling
- Board Game for Rating
- Corporate Sales Training Team Project
- Technical Sales Project and Rubric
- Technical Sales Project Teacher Directions
- Steps of a Sale Chart
- Purpose and Methods of Selling Note Sheet
- Selling Note Taking Guide
- Why People Buy

### What 21st Century Technology was used in this Unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker

### Notes & Reflections:

If time permits, it would be a good idea to try to get a professional salesperson to come and speak to your students about a job in the sales profession.

### 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.