**HSB Gives Back**

Principles of Marketing



**Project 6 :: HSB Gives Back**

**Project description:**

This project helps you to learn about selling and also gets word about the High School of Business program out in the school building and/or the community. Each team contacts a school group or community organization and makes arrangements to hold a sales training session for the group’s participants, in the hopes of increasing the group’s sales during its annual fund-raising activities. After making these arrangements, team members conduct individual research to become knowledgeable about the goods or services that the group will be selling. In addition, you will research sales policies, processes, and techniques. After each team member has become a sales expert, the team develops a written sales training plan for review by the HSB instructor. The team holds its sales training session for the interested school group or community organization, and the session is video recorded for screening by the instructor as well.

**Timeframe:** 2 weeks

**Driving question:** How could organizations improve their fund-raising skills?

**Team Sales Training Plan:**

Each team locates a school group or community organization that sells goods or services to raise money for its organization. The team makes arrangements to meet with the group to teach the sales process and sales techniques to the group participants. To prepare for the sales training that each team will lead, students conduct secondary research to become sales experts. They acquire information about the products that the group plans to sell, and they study effective sales techniques and tactics. After completing individual research, each team develops a written sales training plan to submit to the teacher. Questions that each team should address and a sales training session outline are provided in this packet.

**Quiz 6A:**

* Acquire product information for use in selling
* Explain the selling process
* Explain the role of customer service as a component of selling relationships
* Explain company selling policies

**Team Sales Training Session Video:**

Team meets with its school group or community organization to teach the group participants about sales. The team should video record the sales training for the teacher to view. Each team member should speak during the training.

**Reflection:**

Retrieve the marketing plan that they selected and used during the Marketing Plan Analysis project. Tell them to review information about that business’s plan to sell its products. In groups, students should answer these questions:

1. Does the business plan to have its own sales force, or will it use an intermediary to sell its products?

2. Do you agree with that decision? Why or why not?

3. What benefits should the business stress to its customers?

4. Recommend ways the business could handle objections to price and to the product?

5. What level of customer service should the company’s customers expect?

6. Recommend cost-effective ways to improve its customer service.

7. How will the class’s nonprofit business sell its products to its customers? What level of customer service should it provide?

**Test**

Quiz 6A + Explain key factors in building a clientele

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| **Whom to Help** | 1. What group/organization will your team be assisting in its fund-raising efforts? |
| **Product Information** | 1. What product(s) does the group/organization intend to sell? 2. Where did your team acquire information about the group’s product(s) 3. What product information will be useful to the group in its sales efforts? 4. When could information about the product(s) be used in a sales presentation? 5. What benefits are associated with the group’s/organization’s product(s)? |
| **The Selling Process** | 1. What will the group/organization members do during each phase of the selling process? 2. How should the fund-raising group/organization use the sales process to its advantage? |
| **Building a Clientele** | 1. Who are the group’s/organization’s clientele? 2. What are benefits of building a clientele? 3. What problems can occur if the group/organization fails to build a clientele? 4. What attitudes can help to build the group’s/organization’s clientele? 5. How can the group’s/organization’s members exhibit a service attitude during sales situations? 6. What activities could the group/organization use to build a clientele? |
| **Selling Policies** | 1. What selling policies does the fund-raising group/organization follow? 2. Why are selling policies important? 3. What is the difference among selling-activity policies, terms-of-sale policies, and service policies? 4. What selling policies would you recommend that the group/organization adopt? |

**Sales Training Plan Questions**

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| **Directions** | You and your team are required to conduct a sales training session with a local club, group, or organization. Each member of your team is required to speak and participate in the training session, and the training session should be video recorded for your teacher’s use. Make sure that your sales training session is geared toward your audience, and include the following components in your session: |
| **Icebreaker** | A quick, easy icebreaker can help your audience to relax and be more receptive to your sales training. |
| **Product Information** | Discuss the product(s) being sold. Emphasize the features and benefits of the product(s). Show your trainees how to use visual aids to convey product information to customers. |
| **The Selling Process** | Explain and demonstrate what the group/organization members should do during each phase of the selling process. Make sure that you also role-play the sales process to help group/organization members understand what they should say and do while selling their product(s). If time permits, have the group/organization members practice steps in the selling process. |
| **Building a Clientele** | Talk to the group/organization about their target market and potential customers. Whom should they consider to be potential customers? Also talk to them about building a clientele. Perhaps they already have a clientele. Discuss ways to make their clientele even larger. |
| **Selling Policies** | Discuss any selling policies and rules that the group/organization has that could affect the selling process. Make sure that group/organization members understand these rules, because breaking the rules could cause them to lose sales and ultimately money. |
| **Inspiration** | Don’t forget that throughout the sales training session, you need to inspire the group/organization members to sell, sell, sell! |

**Sales Training Outline**

| **Rubric: Sales Training Plan** | | | | |
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| **Criteria** | **Professional** | **Experienced** | **Developing** | **Novice** |
| **Content**  The information contained in and communicated by the sales training plan  60 points | ❑ All components of the sales training plan were complete and in writing.  10 | ❑ All components of the sales training plan were addressed in writing, but some aspects needed further description.  9 | ❑ Most of the sales training plan’s components were in writing; the missing elements diminished the plan’s effectiveness.  8 | ❑ Many of the sales training plan’s components lacked sufficient detail to take action or were missing altogether.  7 |
| ❑ The information came from pertinent, legitimate sources.  10 | ❑ Most of the information came from pertinent, legitimate sources.  9 | ❑ Much of the information came from unreliable or questionable sources.  8 | ❑ The information was of poor, unreliable quality.  7 |
| ❑ Product information was clearly identified.  10 | ❑ Product information was identified, but some clarification was necessary.  9 | ❑ The product information was difficult to follow/understand.  8 | ❑ The product information was missing.  7 |
| ❑ The sales training plan clearly stated and explained what group/organization members will do during each phase of the selling process.  10 | ❑ The sales training plan clearly stated and somewhat explained what group/organization members will do during each phase of the selling process, but some further explanation was needed.  9 | ❑ The sales training plan stated what group/organization members will do during each phase of the selling process, but no explanation was provided.  8 | ❑ The sales training plan did not state or inappropriately stated what group/organization members will do during each phase of the selling process.  7 |
| ❑ The group’s/organization’s clientele, benefits of building a clientele, and methods of building a clientele were clearly identified and explained in detail.  10 | ❑ The group’s/organization’s clientele, benefits of building a clientele, and methods of building a clientele were clearly identified and somewhat explained, but further detail was required.  9 | ❑ The group’s/organization’s clientele was identified, but no explanation was provided.  8 | ❑ The group’s/organization’s clientele, benefits of building a clientele, and methods of building a clientele were inappropriate or missing.  7 |
| ❑ Selling policies were clearly specified and explained.  10 | ❑ For the most part, selling policies were clearly specified and explained.  9 | ❑ The sales training plan did not clearly specify and explain selling policies.  8 | ❑ The sales training plan did not contain selling policies.  7 |
| **Communication Skills**  The ability to express oneself so as to be understood by others  25 points | ❑ Information was clear and easy to understand.  9 | ❑ Information was clear with only a few items being difficult to understand.  8 | ❑ Information was not clear and took much effort to understand.  7 | ❑ Information was too vague to understand.  6 |
| ❑ Completed sales training plan was neat, grammatically correct, and error-free.  8 | ❑ Completed sales training plan was neat but contained minor errors.  7 | ❑ Completed sales training plan contained spelling and grammatical errors that were distracting.  6 | ❑ Completed sales training plan was messy, with many errors in spelling and grammar.  5 |
| ❑ The team’s fund-raising group/organization was clearly reflected in the completed sales training plan.  8 | ❑ The team’s fund-raising group/organization was, for the most part, reflected in the completed sales training plan.  7 | ❑ The team’s fund-raising group/organization was not easily detected in the completed sales training plan.  6 | ❑ The team’s fund-raising group/organization was not reflected in the completed sales training plan.  5 |
| **Organization**  The way in which the information is put together  15 points | ❑ Sales training plan components were clearly identified.  5 | ❑ Sales training plan components were identified, but not always clearly.  4 | ❑ Sales training plan components were identified, but not clearly.  3 | ❑ Sales training plan components were not identified at all.  2 |
| ❑ Information presented was logical and easy to follow.  5 | ❑ Information presented was generally logical and easy to follow.  4 | ❑ Information presented was sometimes difficult to follow.  3 | ❑ Information was difficult to follow and illogical.  2 |
| ❑ Supporting documentation was complete and clearly labeled.  5 | ❑ Supporting documentation was clearly labeled, but some items were missing.  4 | ❑ Some supporting documentation was missing, and some was inaccurately labeled.  3 | ❑ Supporting documentation was not provided.  2 |