



Unit 3: Business Practices

Lesson Two: Customer Service and Sales

Created: 01/2018 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Discuss aspects of effective communication.
2. Evaluate different types of customers and sales methods.
3. Demonstrate customer service and product knowledge.

TIME REQUIRED: 90 minutes

RESOURCES:

1. Nursery/Landscape CDE Handbook, <https://ffa.box.com/s/yajzverkrievuw9d9n16neh6v0a93fe>
2. "Understanding Ag Sales: A User's Manual," <https://www.ffa.org/participate/cdes/agricultural-sales>
3. 5 Sales Role Play Examples for Your New Sales Hire, <https://www.leadfuze.com/sales-role-play/>

EQUIPMENT AND SUPPLIES NEEDED:

1. "Customer Service and Sales" PowerPoint
2. "Understanding Ag Sales: A User's Manual," <https://www.ffa.org/participate/cdes/agricultural-sales>
3. Students' favorite school supplies (They should have these in class with them.)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- ABS.05. Use sales and marketing principles to accomplish AFNR business objectives.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA-CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA-CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG-BIZ5 Use sales and marketing principles to accomplish AFNR business objectives.

NASDCTEc

- AGPG01.06 Use sales and marketing principles common to agribusiness systems to accomplish AFNR business objectives.

Common Core- Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Common Core- Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core- Math Practices

- CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
- CCSS.MATH.PRACTICE.MP6 Attend to precision.

National Standards for Financial Literacy

- Buying Goods & Services: Benchmarks: Grade 12, Statement 1 Consumer decisions are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 3 When buying a good, consumers may consider

- various aspects of the product including the product's features.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 4 Consumers may be influenced by how the price of a good is expressed.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 5 People incur costs and realize benefits when searching for information related to their purchases of goods and services.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Implement Innovations
- Information Literacy
- Initiative and Self-direction
- Media Literacy
- Productivity and Accountability
- Social and Cross-cultural Skills
- Think Creatively
- Work Creatively with Others

LESSON PLAN:

1. *Introduction*

Have students think about a great sales experience that you had (examples could include buying pizza, going to a restaurant, buying your favorite clothing item, purchasing shoes, etc.). Have them answer the following questions:

- What made this experience more special than just your average trip to the store?
- What stood out?
- What were you buying?
- How did the salesperson make you feel?
- What was the end result of the shopping trip?

Have a few students share their experience with the class.

Now, think about a bad sales experience that you had and answer the following questions:

- What made it bad?
- What was the attitude of the salesperson?
- What could they have done to make the experience better?
- How did it make you feel?
- Would you go back to that store or buy that product again? Why?

Have a few students share their bad experience with the class.

In this lesson, we will learn aspects of effective communication and learn how customers and sales methods influence one another.

2. *Activity*

Refer to slides 3 to 18 of the "Customer Service and Sales" PowerPoint to discuss buying behaviors and the sales process.

Refer to the document "Understanding Ag Sales: A User's Manual"

(<https://ffa.box.com/s/01lsexr9yh391d0kgparjwpmnci3l2p0>) to explain aspects of effective communication, customers and sales methods. Follow along with the PowerPoint in order to tie all of these elements together.

Buying Behavior

1. Need Identity
2. Information Search
3. Information Evaluation
4. Purchase Decision
 - a. Buyer need/want + Product match + Perceived Affordability = Purchase
5. Post-purchase Behavior

Sales Process

1. Pre-approach
 - a. Characterizing the buyer
 - b. Qualifying the buyer
2. Approach
3. Presentation
 - a. Customer/Industry background
 - b. Your unique position to assist customer
 - c. FAB
4. Questions/Objections
5. Trial Close/Close
 - a. Trial Close
 - b. Close

Damage Control: Potential Errors in Sales Presentation

1. Talked too much
2. Lack of product knowledge
3. Lack of industry knowledge
4. Out sold
5. Forgot to sell/close
6. Forgot business basics
7. Lost sale

Refer to slides 19 to 21 of the “Customer Service and Sales” PowerPoint to discuss damage control and to present and debrief the application activity.

Part One: Have students grab their favorite school supply; this could be a pen, pencil, notebook, etc. After they have decided which item is their favorite, have them come up with a plan to sell the school supply to a classmate. Give them a few minutes to jot down some details about the item and come up with a price.

After this is completed, have the students split into pairs and sell their item to each other. Have students choose whether they want to be a need- or want-based consumer. (*Ensure that all students know that it is not important to purchase the item the other student is selling.) After each student has attempted to sell his or her item, come back together as a class and debrief about the techniques used.

Discussion questions:

- How did you build rapport?
- How could you tell what the buyer’s mindset was?
- How did your sales experience go?
- How many of you successfully sold the item you were trying to sell?
- Buyers, what ultimately made you purchase or reject the item?
- How did you feel as a buyer? What could your sales person have done better?

Part Two: Give students scenarios of different sales transactions and have them decide how they would respond to the customer. If you are in need of scenario examples, there are some great ones within this website:

<https://www.leadfuze.com/sales-role-play/>.

3. *Reflection*

Refer to slide 22 of the “Customer Service and Sales” PowerPoint to present the reflection activity.

Have the students continue discussing their in-class sales experiences. Ask them how their good or poor buying experiences affected how they acted while selling an item. Also have students reflect about concepts that were learned during this lesson and how those concepts relate to a career in the nursery/landscape industry.

4. *Leveling Up*

For students interested in nursery/landscape sales, have them create a nursery/landscape-based product for an

upcoming holiday or large event that they can sell to the class.