

8.2

Selling your products

Business Builder
Teacher Resource Series

Teacher's Notes

AIM

To practise discussing the features, price, availability, after-sales service and terms of payment of the students' own products.

TIME

50–60 minutes

PREPARATION

Make one copy of the worksheet for each student in the class.

PROCEDURE

- Write up on the board the heading *Selling your products* and underneath, scattered randomly, the ten bulleted items in section C of the worksheet (exclude 'any other relevant information'). Check the meaning of every item ('feature' = an interesting and important part of a product; 'terms of payment' = conditions of payment, i.e. the clause in the contract that says exactly when and how the money will be paid). Then write the numbers 1 to 10 on the board. Divide the class into pairs and ask them to think of a likely order for the ten items in a typical sales conversation. Explain that there is no one correct answer. Start the activity and circulate.
- Have a brief whole-class discussion to review ideas. Fill in the numbers 1–10 with an order that the majority of the group are happy with, but say again that it is only one possible order and there is no right answer. (One possible order is shown in section C of the worksheet, working down the columns).
- Give out a copy of the worksheet to every student and ask them to look at **section A**. Refer to the instructions. Divide the class into pairs, start the activity and circulate.
- Ask students to write a version of the statement in question 6 that is true for first-time customers buying their own products. Take class feedback and discuss differences and what it depends on etc.
- Refer to the instructions and questions for **section B**. Develop a class discussion. (The third bullet point means that sales people should listen closely to what their customers need and ask them questions, rather than starting immediately with sales talk.)
- Refer to the instructions and role notes for **section C**. Emphasize that Student A will only talk about one specific product/service, and that it is not a full negotiation. Ask all the students to work individually to prepare their turn as Student A, choosing a product and making notes under the various bullet points. Allow 5 minutes for this. Circulate and help with vocabulary.
- Divide the class into pairs and appoint As and Bs in each pair. Ask Student A to tell Student B what the product is. Remind the students to change roles when they finish and set a time limit of 10 minutes each. Start the activity, circulate and make a note of good/bad language use.
- Hold a short feedback slot.

CULTURAL HINTS

- ▼ In America business relationships are friendly and informal, but a continuing personal relationship with individuals is not important. Much business is done over the phone. The selling style is more of a 'hard sell': strong, persuading with facts and figures, using slogans and talking tough.
- ▼ In Latin America and southern Europe personal relationships are very important. There is a preference for doing business face-to-face. The selling style is more of a 'soft sell': less aggressive, persuading with reasoned argument, talking diplomatically.
- ▼ In Japan and south-east Asia business is done on a group basis, although relationships with individuals are important. Often there is an older authority figure who seldom appears. In Japan socializing after work is seen as being important to the business relationship. The selling style is more reserved. There is lots of opportunity to ask questions and decisions take longer.

ANSWERS

- feature – b) requirement – d) specifications – a) characteristic – e) USP – c)
- an estimate – c) a quotation – a) a budget – b)
- value for money
- warranty/inventory
- credit period
- a) terms b) on c) balance d) additional
e) settle (= to pay in full what is owed)
f) invoice (= a bill for goods sent or work done)