|  |  |
| --- | --- |
| **Minor Award Name** | **RETAIL SKILLS TECHNIQUES** |
| **Minor Award Code** | **4N1183** |
| **Level** | **4** |

**Suggested resources to support delivery:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
|  |  |  |  |  |
| Retail SkillsRetailing TodayCustomer ServiceWorking in Retail | Website/Article with links to ***multiple resources***Word DocsPDF’s | Retailing, sales and customer service teaching resources suitable for retailing courses. Instructional PowerPoints, role plays, and key skills to assignments help prepare students for the world of work. | TES ([www.tes.com](http://www.tes.com)) | <https://www.tes.com/article.aspx?storyCode=6278029>Requires an account set up (email and password OR login with Google). All resources are FREE. |
| Types of RetailSalesCustomer Service | Factsheet: Factsheet Worksheet | Types of shops you could work in.Introduction to SalesAn activity in using a shoe size chart to answer customer questions | BBC Skillwise | <http://www.bbc.co.uk/skillswise/topic/retail/resources/e1-e2> |
| Calculating Stock in Retail Working in RetailSkills for Retail Managing Stock in Retail | FactsheetFactsheetWorksheetWorksheet | How to count stock and assess stock quickly and accurately.Describes employment in the retail sector. Identifying skills needed to work in retail. Exercise in calculating numbers for stock replenishment | BBC Skillwise | <http://www.bbc.co.uk/skillswise/topic/retail/resources/e3> |
| Using words in RetailUsing Percentages in Retail Retail words in Use Calculating discount prices in Retail | FactsheetFactsheetWorksheetWorksheet | Summary of common wordsHow to calculate discounts using percentagesExercise using correct words to complete sentences/Writing sentences using words in appropriate contextExercise in calculating the cost of sale items | BBC Skillwise | <http://www.bbc.co.uk/skillswise/topic/retail/resources/l1> |
| Branding and Brand Names | Pdf | Covers the importance of brand names.  | British Council | <https://www.teachingenglish.org.uk/sites/teacheng/files/branding%20and%20brand%20names-worksheets.pdf> |
| Developing a Customer Profile | Doc | Identify your major customer groups, their distinguishing characteristics, and the market research needed to develop your customer profile. | Entrepreneurship.org  | <https://www.google.ie/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&cad=rja&uact=8&sqi=2&ved=0ahUKEwiy9cCe1-jLAhXHzxQKHSUhBMIQFggsMAY&url=http%3A%2F%2Fentrepreneurship.org%2F~%2Fmedia%2FFastTrac%2FToolkits%2FGrowthVenture%2520Toolkit%2FGV02_Action2.doc&usg=AFQjCNE8gK-tj2RBbvDYnGKEsKsrIeWRhQ&sig2=tVTjTGmZW_Q2Jx0yuXmXOA&bvm=bv.117868183,bs.1,d.ZWU> |
| Effective Communication for Customer Service  | Pdf Workbook:Lesson PlansActivitiesWorksheets | Customer Service Standards:Develop and cultivate knowledge of professionalism in meeting customer needs and expectations. | Georgia TechPROFITT (Providing Real Opportunities for Income through Technology) | <http://profitt.gatech.edu/drupal/sites/default/files/curriculum/Soft%20Skills%20Track/Soft%20Skills%20Module%2013%20Customer%20Service%20Standards/Soft%20Skills%20Module%2013%20Customer%20Service%20Standards.pdf> |
| Health and Safety | PdfWorkbook | Discussion, worksheets, exercises andinformation around creating an awareness of the importance of safety in the work environment; helping students recognise hazards in working environments;creating an opportunity for students to appreciate the importance of safe working practices; knowing the rights and responsibilities of employees and employers; understanding some of the terminology relating to health and safety; understanding basic safety legislation and the role of the Health and Safety Authority; eliciting questions and stimulate discussions; providing an opportunity to develop personal skills | Health and Safety Authority Ireland | <http://www.pdst.ie/sites/default/files/Sway%20Materials%20Section%203%20Health%20and%20Safety.pdf> |
| Health and Safety in Retailing | PdfHandouts/Fact sheets | Safety Toolkit for retailers including:Manual Handling Slips, Trips and Falls Cuts Falling Objects PDF Falling from a Height | Health and Safety Authority Ireland | <http://www.hsa.ie/eng/Topics/Simple_Safety/Retail/> |
| Retail Skills Module | Pdf | Programme module descriptor. | CDETB | <http://www.curriculum.ie/pluginfile.php/3139/mod_resource/content/1/RetailSalesTechniques4N1183.pdf> |
| All themes and topics | Lesson Plan/ PowerPoint 1 | Material developed by adult education tutor for use with this moduleFacilitating: Retail Principles, Terminology & Practices **Introduction to Retail:*** What is Retailing?
* Principles of Retailing
* Retail Markets
* Brands
 | Moureen Kelly | see attached  |
| All themes and topics | Lesson Plan/ PowerPoint 2 | Material developed by adult education instructor for use with this module Facilitating:Products, Sales & Service**Retail Terminology and Practices:*** Terminology
* Practices
* Customer Service
* Retail Selling
* Unique Selling Point
 | Moureen Kelly | see attached  |
| All themes and topics | Scheme of Work | Material developed by adult education instructor for use with this module Facilitating:* ‘Principles of Retailing’
* ‘The Best Places to Buy’
* ‘Retail Brands’
* ‘Retail Terminology’
* ‘Describing Customer Service’
* ‘Retail Selling’ Quiz
* ‘Unique Selling Point’ Quiz
 | Moureen Kelly | see attached  |

**Useful Organisations:**

|  |  |
| --- | --- |
| **Name** | **Contact Information** |
| BBC Skillwise | <http://www.bbc.co.uk/skillswise/0/> |
| Retail Ireland | <http://www.retailireland.ie/Sectors/RI/RI.nsf/vPages/Home?OpenDocument> |
| Health and Safety Authority | <http://www.hsa.ie/eng/> |
| Entrepreneurship.org  | <http://www.entrepreneurship.org/> |
| Irish Jobs | <http://www.irishjobs.ie/Retail-Jobs> |
| Slideshare | <http://www.slideshare.net/featured/category/retail> |
| Money Instructor | <http://www.moneyinstructor.com/> |
| Study.com | <http://study.com/> |

|  |
| --- |
| **MOOCs (Massive Online Open Courses)** |
| Free access to online coursesSearch regularly for new courses and new start dates | <https://www.mooc-list.com/> |

**Scheme of Work**

****

**For**

**4N1183**

**Retail Sales Techniques**

Module Title: Retail Sales Techniques

Assessment Code: 4N1183

QQI Minor Award, Level 4

|  |
| --- |
| Module Title: RETAIL SALES TECHNIQUES Assessment Code: 4N1183 |
| Contents |

[Unit 1: Introduction to Retailing 3](#_Toc447120543)

[Lesson Plans 4](#_Toc447120544)

[Unit 2: Retail Terminology & Practices 10](#_Toc447120545)

[Lesson Plans 11](#_Toc447120546)

### Unit 1: Introduction to Retailing

|  |
| --- |
| Module Title: Retail Sales Techniques Assessment Code: 4N1183 |
| Lesson Plans |

|  |  |
| --- | --- |
| **Module Title:** | Retail Sales Techniques  |
| **Award Code:** | 4N1183 |
| **Credit Value:** | 10 |
| **Lesson Plan:** | Unit 1 |
| **Lesson Title:** | Introduction to Retailing |
| **Duration:** | The following lesson plan has been designed to cover the material contained within Unit 1 of the Retail Sales Techniques Module. The actual duration of lesson **to be determined by learner**.  |
| **Credit Value:** | 10 |

|  |
| --- |
| **Learning Outcome(s): TW1** |
| Upon completion of the Unit the learner will be able to:Explain the key principles of the retail environment in relation to customer care and retail sellingKey learning points:* Key principles underpinning retail
* Describing various retail markets
* Discussing using examples, the concept of "Brands" and their relevance within a retail market
 |

|  |
| --- |
| **Summary of Tasks/Actions:** |
| **\*\*\*THIS LESSON TO BE USED IN CONJUNCTION WITH POWERPOINT: RETAIL SALES UNIT1\*\*\***Introduce Retailing.Review learning outcomes and topics to be covered.Discuss ‘What is retailing?’ Introduce and explain supply chain.Outline the 5 principles of retail.**Activity 1: Learner to complete the ‘Principles of Retailing. Answer questions, fill in the blanks and label diagrams.** Explain the concept of a retail market, review and describe the 7 most common types of retail markets. Give an example of each and ask learners to identify (where possible) examples in their own communities or that of Ennis. **Activity 2: Learners complete the ‘Best Places to Buy’ worksheet. Compare answers together and discuss as a class the reasons for our choices and other possible answers.** Show learners the slide entitled ‘Brands, featuring a number of Irish brands. Prompt learners: * What are these?
* How many of these do you recognize?

Assist class in naming all the brands and identifying their associated products. Explain the purpose of a brand, what it’s meant to do and what it means to regular people.**Activity 3: Learners complete the ‘Retail Brands’ worksheet and participate in the team task of developing their own brand product. Learners present their brand/product/ideas to the class.**Review Key Learning Points and allow learners to determine if we have met learning outcomes or identify which learning outcomes need further explanation/revision. |

|  |
| --- |
| **Materials/Equipment** |
| Retail Skills Unit 1 PowerPointPrinciples of Retailing WorksheetBest Places to BuyRetail Brands WorksheetComputer/Internet Access |
| **References:**  |
| <http://www.marketingdonut.co.uk/marketing/marketing-strategy/the-five-principles-of-retail><https://www.teachingenglish.org.uk/sites/teacheng/files/branding%20and%20brand%20names-worksheets.pdf><http://www.tutor2u.net/retail/induction.php> |

**ACTIVITY 1:**

**Principles of Retailing**

 Use your notes to answer the following questions: (10pts ea.)

1. What is retailing?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Retail sales is generally driven by what? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is the retail industry heavily dependent on? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Use your notes, handouts and information you learned in class to complete the following diagram:
4. Use these words to label the Supply Chain diagram below:

**End Customer, Manufacturer, Distributer, Supplier, Retailer**



Learner’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor/Assessor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITY 2:**

Best Places to Buy?

Complete the worksheet below, describing various retail markets in your own community. (2pts ea.)

Name two good places to buy sportswear locally

|  |
| --- |
|  |

Which stores does your family use to do their main food shopping?

|  |
| --- |
|  |

If you wanted to buy a laptop where would you go?

|  |
| --- |
|  |

Where would you go to if you wanted good advice about what mobile phone to buy?

|  |
| --- |
|  |

You need a really smart outfit for a family celebration /party – Where do you go?

|  |
| --- |
|  |

Names of stores locally where you could buy the following? What type of retailer are they?

|  |  |
| --- | --- |
| **Sunglasses** | DUNNES STORES, DEPARTMENT STORE |
| **An IPod** |  |
| **PS2 Games** |  |
| **A holiday abroad** |  |
| **DVD Player** |  |
| **Jewellery** |  |

Learner’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor/Assessor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITY 3:**

Retail Brands

Many retail brands have their own ‘personalities’ – which come from the name, logo, design and other imagery. Can you think of other brand personalities?

 Customer Orientated

 Customer Orientated

 **Unique combination of products**

 Specialist brand

 Specialist brand

 Own label brand

Discuss the following questions in pairs, record your answers (5pts ea.):

1. Why are brand names important?

3. Do you think brands are important? Why?

**‘Brands’ TASK (20pts)**

In pairs invent a new product and give it a name.

Think about the following points:

• What is special or unusual about your product?

• Why would people want to use or buy it?

• How does the name relate to the product?

Once you have chosen the name for your product prepare a short presentation to give to the rest of the class. In your presentation you should describe your product and explain how and why you chose its name. Both of you should speak in the presentation.

Here are some useful phrases that may help you with your presentation:

• We would like to introduce our new product…

• We chose the name… because…

• You can use it to…

If you can’t think of any ideas for a new product, use one of these ideas:

1. A thick slimy green jelly soda drink

2. An alarm clock that switches off when you shout at it

3. A digital watch with a built in mobile phone and mini-computer

4. A new high speed flying carpet

|  |  |
| --- | --- |
| **Name of Product (5pts)** |  |
| **Type of Product (5pts)** |  |
| **Why your product is special? (5pts)** |  |
| **Who is your target market (who do you want to buy your product) (5pts)** |  |

Learner’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor/Assessor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Unit 2: Retail Terminology & Practices

|  |
| --- |
| Module Title: Retail Sales Techniques Assessment Code: 4N1183 |
| Lesson Plans |

|  |  |
| --- | --- |
| **Module Title:** | Retail Sales Techniques  |
| **Award Code:** | 4N1183 |
| **Credit Value:** | 10 |
| **Lesson Plan:** | Unit 2 |
| **Lesson Title:** | Retail Terminology and Practices |
| **Duration:** | The following lesson plan has been designed to cover the material contained within Unit 2 of the Retail Sales Techniques Module. The actual duration of lesson **to be determined by learner**.  |
| **Credit Value:** | 10 |

|  |
| --- |
| **Learning Outcome(s): TW2** |
| Upon completion of the Unit the learner will be able to:Explain key terminology and practices utilised in retail selling to include related sales, up selling, after sales service, customer services and unique selling pointsKey learning points:* Various terminology and practices used within a retail setting
* Explaining the term "Customer Service" and it's importance within a retail environment
* Explaining the term "Retail Selling" and it’s importance within a retail environment
* Identifying using examples, what is a unique
 |

|  |
| --- |
| **Summary of Tasks/Actions:** |
| **\*\*\*THIS LESSON TO BE USED IN CONJUNCTION WITH POWERPOINT: RETAIL SALES UNIT2\*\*\***Introduce Retail Terminology & PracticesReview learning outcomes and topics to be covered.Read through the list of retail terminology, ask the learners to circle the terms on the list they already know. Discuss terms with groups. **Activity 1: Learners will use notes to complete the assigned section of the ‘Retail Terminology’ (Unit 2 PowerPoint) worksheet, listen to presentations and record the remainder of the definitions on their worksheet. Learners play ‘Matching Cards’ game to reinforce learning.** Outline the various retail practices, explain each practice in detail along with its importance as it applies to the retail sales environment. Use questions on the Unit 2 PowerPoint as a guide to prompt learners and assist them in generating their own answers and real life examples.  Introduce the topic of customer service. Ask learners what they think is meant by this. Discuss why customer service is important in retail. Talk about good/bad customer service. **Activity 2: Learners complete the ‘Describing Customer Service’ Worksheet. Learners participate in the ‘Discussing Customer Service Task’.**Discussing Customer Service Instructions:Divide class into four groups. Each group is given one of Julian Richer’s four reasons of the importance of customer service (Unit 2 PowerPoint). Ask each group to focus on the reason and think of some retail examples. At end of discussion, whole class can compare their thoughts.Discuss retail selling in a retail environment compare this to other types of sales. How are they different and how are they similar?**Activity 3: Learners complete the ‘Retail Selling’ Quiz**Explain the Unique Selling Point as a method for persuading customers that certain products are superior to others. Discuss the history of the unique selling point and watch the ‘Essential Elements of the USP’ video. (Unit 2 PowerPoint) ask learners to record the 6 points from the video and discuss. **Activity 4: Learners complete the ‘USP, Quiz**Review Key Learning Points and allow learners to determine if we have met learning outcomes or identify which learning outcomes need further explanation/revision. |

|  |
| --- |
| **Materials/Equipment** |
| Computer/Internet AccessYouTubeRetails Skills Unit 2 PowerPointRetail Terminology WorksheetMatching CardsRetail Selling QuizDescribing Customer Service WorksheetUnique Selling Point Quiz |
| **References:** |
| * <http://www.slideshare.net/dvdsalesmarketing/retail-sales-training>
* <http://www.investopedia.com/terms/a/add-on-sales.asp>
* <http://www.mowe.org.uk/docs/cs/Approach_customer.pdf>
* DCETB, Retail Skills http://www.curriculum.ie/pluginfile.php/3139/mod\_resource/content/1/RetailSalesTechniques4N1183.pdf
 |

**ACTIVITY 1:**

**RETAIL TERMINOLOGY**

In TEAMS of 3, use the internet, a dictionary or your notes to complete the ‘retail terminology worksheet and define the following key retail terminology. When you have finished, present your findings to the class and listen to other team’s definitions to complete your own worksheet. **(10 pts total: 1/2 pt ea)**

|  |  |
| --- | --- |
| **TERM** | **DEFINITION** |
| Customer |  |
| Store Assistant |  |
| Faulty Goods |  |
| Sale or Return |  |
| Consumable Item |  |
| Receipt |  |
| Shoplifting |  |
| Footfall |  |
| Average Transaction Value |  |
| Stock Loss |  |
| Customer |  |
| Repeat Sales |  |
| Merchandising |  |
| End of the Line |  |
| Sale of Goods Act |  |
| Statutory Rights |  |
| Guarantee |  |
| Warranty |  |
| Product Groups |  |
| Store Hygiene |  |

Learner’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor/Assessor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITY 2:**

**DECRIBING CUSTOMER SERVICE**

What words describe good or poor customer service? Listed below is a group of words. Divide these into two groups – those words that can be used to describe poor customer service and those that can be used to describe good customer service. **(10 pts total: 1/2 pt ea)**

Thoughtful Ineffective Interested Informative Friendly

Hostile Discreet Patronising Kind Helpful

Tactful Considerate Attentive Courteous Positive

Concerned Confident Hesitant Indifferent Tactless

|  |  |
| --- | --- |
| **Good Customer service** | **Poor Customer Service** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Learner’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor/Assessor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Discussing Customer Service Task:**

Julian Richer thinks that there are four main reasons why good customer service really makes a difference to a retail.

1. Good customer service is the cheapest and by far the most important form of advertising
2. Customer service is a differentiating factor – from the competition
3. Good service makes customers return
4. Good service prompts impulse buying

Your instructor/tutor will assign you one of the above reasons why customer service makes a difference in retail. ‘In your groups, focus on the reason and think of some retail examples. At end of discussion, compare thoughts with the class. Record your examples below:

|  |
| --- |
| **examples** |
| 1. |
| 2. |
| 3. |

Learner’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor/Assessor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITY 3:**

**RETAIL SELLING QUIZ**

Complete the following worksheet on the importance of retail selling in a retail environment (10pts):

Define ‘Retail Selling’:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. If you were a sales assistant how would you speak to a customer?

 A) What do you want?

 B) Can I help you?

 C) Don't ask me anything.

3. If a customer asked you for a different size, what would you say?

A) Are you sure that's really your size?

B) We won't have it in your size.

C) Certainly. I'll go and have a look for you.

4. You are stacking shelves when a customer asks for help. How should you answer?

A) Of course. How can I help you?

B) Sorry, I'm busy.

C) I'll just finish this.

What is the importance of retail sales in a retail selling environment?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor/Assessor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACTIVITY 4:**

**Unique Selling Point Quiz**

Complete the following quiz by answering the questions (2pts ea.):

1. **Which one of the following is the best explanation of USP?**
2. An advertising technique that proposes that the product offers one unique benefit to the customer not offered by competitor products
3. An advertising technique that makes consumers feel special
4. An advertising technique for celebrities and star athlete branding
5. An advertising technique offering a unique product
6. **Who developed the USP?**
7. Don Draper
8. Andy Daly
9. Rosser Reeves
10. Donny Dutch
11. **How many elements are to the USP?**
12. 1
13. 6
14. 3
15. 4
16. **What does USP Stand for?**
17. United States Postal Service
18. Understanding Sales Procedures
19. Unique Selling Point
20. Unequal Selling Plans
21. Give 2 examples of a USP:
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor/Assessor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_